

**In  
Class  
Lessons:  
Lesson Plans:  
Unit 1**

# Lesson Plan Unit 01 Lesson 04

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## Warm-up (5 min)

Activity: "The Invisible vs. Visible Challenge"

- Call two students to front of class
- Student A: "Think about your favorite animal, but don't say or do anything." (class can't guess)
- Student B: "Think about your favorite animal AND act it out." (class guesses easily)
- Ask: "Why could we guess Student B but not Student A?"
- Key point: "THINKING and FEELING happen inside where we can't see them. DOING is the only part that's visible! Today we study how our Action Player makes our invisible mind visible to the world."

Materials: None needed

## Explore + Practice (30 min total)

### Part A: The Many Types of Doing (8 min)

Activity: "Action Player Catalog"

- Teach: "Your Action Player doesn't just mean big movements. It includes ALL observable actions!"

Identify 5 types of observable doing:

1. SPEAKING - Words and sounds we make (talking, laughing, singing, asking)
2. BODY MOVEMENTS - How we move (walking, reaching, jumping, sitting still)
3. FACIAL EXPRESSIONS - Face changes others see (smiling, frowning, eyes wide)
4. GESTURES - Hand and body signals (waving, pointing, crossing arms, nodding)
5. CHOOSING TO WAIT - Deciding NOT to do something yet (pausing, staying still on purpose)

#### Quick Demo:

- Teacher demonstrates each: speaks a word, takes a step, makes surprised face, waves hand, stands completely still
- Students practice: "Everyone show me a FACIAL EXPRESSION for surprised!" "Now a GESTURE for hello!"

Key Point: "Even choosing NOT to do something is a kind of doing! When you pause and wait, your Action Player is working!"

Materials: "Types of Doing" chart (hard copy/displayed)

### Part B: Psychology Experiment - The Mind Loop Discovery (10 min)

Simple In-Class Experiment

This experiment demonstrates how the three mind parts influence each other in BOTH directions through multiple rounds.

#### ROUND 1: Thinking Controls Doing (4 min)

Steps:

1. Setup: Students stand. Teacher explains: "Classic Simon Says, BUT we're observing our minds scientifically while we play."
2. Play: Teacher gives commands with and without "Simon Says." Students follow only when "Simon Says" is used. (3-4 commands)
3. Observation Break: "Pause! What just happened in your mind when I said 'jump' WITHOUT 'Simon Says'?"
  - Guide discovery: "Your Messenger felt the URGE to jump. Your Idea Factory THOUGHT 'wait, no Simon Says!' Your Action Player STAYED STILL because your Idea Factory was in control."
  - Key Point: "Your THINKING influenced your DOING. That's one direction the mind works!"

## **ROUND 2: Doing Changes Feeling (3 min)**

Steps:

1. Setup: "Now let's discover something fascinating! Scientists found that your Action Player can change your Messenger!"
2. Activity:
  - "Everyone slump down, frown, and cross your arms. Hold it... How does your Messenger feel?" (Students notice: grumpy, sad, tired)
  - "Now everyone stand tall, smile big, and put hands on hips like a superhero. Hold it... How does your Messenger feel NOW?" (Students notice: confident, happy, energized)
3. Key Discovery: "Your ACTION PLAYER just changed your MESSENGER! When you acted confident, you started FEELING more confident. The arrow goes BOTH ways!"
  - Draw on board: DOING  $\rightleftharpoons$  FEELING (double arrow)

## **ROUND 3: The Full Loop (3 min)**

Steps:

1. Scenario: "Let's trace a complete loop. Imagine you're nervous about reading aloud (FEELING). You take a deep breath and stand tall (DOING). Now you feel a bit calmer (FEELING changed). So you THINK 'I can try this' (THINKING). Then you DO read aloud (DOING). You succeed! Now you FEEL proud (FEELING). And you THINK 'I'm brave!' (THINKING)."
2. Visual: Teacher traces arrows on board showing the loop:  
FEEL nervous → DO breathe/stand tall → FEEL calmer → THINK "I can try" → DO read → FEEL proud → THINK "I'm brave"
3. Key Point: "The three parts keep influencing each other, round and round! It's not a straight line—it's a LOOP! Scientists call this the RECIPROCAL MIND."

Debrief: "You just discovered something scientists know: Your mind parts are like teammates constantly passing messages to each other—not in one direction, but BACK AND FORTH. You can't always control feelings appearing, but you CAN use your Action Player to help change your feelings!"

Materials: Whiteboard/chart to draw reciprocal arrows

## Psychology Video (2 min)

- **Title:** "Your Body Changes Your Mind" or "Power Posing for Kids"
  - **Link:** Search YouTube for "growth mindset body language kids" or "confident posture kids video"
  - **Purpose:** Shows how changing actions (posture, breathing) influences feelings and thoughts
  - **Watch, then discuss:** "Just like in our experiment! Your Action Player can help your Messenger and Idea Factory feel different."
- Materials: Video projection

## Part C: PowerMaster Game - "Loop Power Discovery Lab" (8 min)

### Game File Name: icg-01.04-game01.html

### Game Title: Loop Power Discovery Lab

### Game Format: Reverse Engineer

#### Format Justification:

This format has 0 uses across all units and is uniquely suited to teaching reciprocal loops and "loop power." Unlike forward-cause-and-effect formats, Reverse Engineer requires students to work backward from an observed outcome to identify which prior actions created that result—the essence of understanding loop power. Students see a final mental/emotional state and must trace backward through the feedback loop to discover which Action Player choice created the change in Thinking or Feeling. This backward reasoning reinforces the key lesson concept: that actions aren't just results of thoughts/feelings, but can be deliberately chosen to influence thoughts/feelings through feedback loops. The format makes the abstract concept of bidirectional influence concrete by requiring students to trace the causal chain in reverse.

**Purpose:** Students observe final mental or emotional states and work backward to identify which Action Player choices created those outcomes through feedback loops, discovering that they have "loop power" to deliberately influence their thinking and feeling by choosing different actions.

**Lesson Arc Location:** Part C of Lesson 4 (approximately minutes 30-38 in the 45-minute lesson)

**Pedagogical Rationale:** This game is placed after students have completed the three-round Psychology Experiment demonstrating reciprocal loops (Thinking→Doing, Doing→Feeling, and complete loops) and watched the body language video in Part B. At this point, students have experienced that actions can change feelings and thoughts, but they need practice deliberately identifying and tracing these loops backward. The Reverse Engineer format provides exactly this—by starting with an outcome and working backward, students must actively think about which action created the change, reinforcing their agency and "loop power." This backward-tracing skill is the practical application of reciprocal loop understanding: recognizing that they can choose actions strategically to influence their mental states. The game prepares students for the reflection activity where they'll identify their own loop power moments and consolidates the unit's culminating concept that actions are both controllable and powerful tools for influencing the entire mind system.

### Part D: PowerMaster Quiz:

### Practice - "Loop Power: What Can You Change?" (7 min)

Quiz Format: Categorizing with Feedback Loops

#### Quiz Flow:

- **Setup:** Screen shows situations where students feel stuck with difficult thoughts or feelings. Students identify which ACTION they could use to change the loop.

- Presentation: One scenario at a time. Students choose the action that would most effectively change their thinking or feeling.

**Questions (8 total):**

1. "You feel nervous before a test (FEELING). What ACTION could help change this feeling?"  
Options: A) Hide under desk B) Take slow deep breaths C) Tap pencil fast  
Correct: B - "Deep breathing is an ACTION that sends calm signals to your Messenger!"
2. "You keep thinking 'I can't do it' (THINKING). What ACTION could help change this thought?"  
Options: A) Try one small step B) Sit and worry more C) Give up completely  
Correct: A - "Taking action (even small) gives your Idea Factory new evidence: 'Actually, I CAN!'"
3. "You feel angry at your friend (FEELING). What ACTION could help change this feeling?"  
Options: A) Yell at them B) Walk away to cool down C) Stay angry silently  
Correct: B - "Walking away is an ACTION that breaks the anger loop and helps feeling change!"
4. "You think 'This book is boring' (THINKING). What ACTION could change how you think about it?"  
Options: A) Look for one interesting picture B) Keep thinking it's boring C) Close the book  
Correct: A - "ACTION of looking closer can change your thinking: 'Oh, this part is interesting!'"
5. "You feel shy about joining a game (FEELING). What ACTION could help?"  
Options: A) Stay alone B) Watch from far away C) Ask 'Can I play?' even though you feel shy  
Correct: C - "Brave ACTION often changes shy FEELING after you start playing!"
6. "You're thinking worried thoughts about tomorrow (THINKING). What ACTION helps NOW?"  
Options: A) Focus on something you're doing right now B) Keep worrying C) Think about it more  
Correct: A - "ACTION in the present moment stops the worried thinking loop!"
7. "You feel tired during class (FEELING). What ACTION could help you feel more awake?"  
Options: A) Put head on desk B) Stand up and stretch C) Close your eyes  
Correct: B - "Moving your body is an ACTION that wakes up your Messenger!"
8. "You think 'Nobody likes me' (THINKING). What ACTION could help change this thought?"  
Options: A) Smile and say hi to someone B) Avoid everyone C) Keep thinking it  
Correct: A - "ACTION of being friendly often changes the thought: 'They smiled back! They do like me!'"

- Feedback After Each: Show the reciprocal arrow:

"See how it works? You changed your ACTION → which changed your FEELING/THINKING → which made the next action easier! That's your LOOP POWER!"

- Final Message: "You can't always stop difficult thoughts or feelings from appearing, BUT you have powerful control over your ACTION PLAYER. And here's the amazing science: when you change your actions, you often change your thoughts and feelings too! You can influence the whole loop!"

Materials: PowerMaster app, student clickers

## Reflection (5 min)

Activity: "My Mind Loops Today"

Students reflect on paper with three prompts:

1. "Draw a time today when one mind part influenced another mind part:"  
(Students draw simple arrows: e.g., "I felt sad → so I did: talked to teacher → then I felt: better")
2. "One time I used my Action Player to change how I was feeling or thinking:"  
(Example: "I felt bored → I did: started drawing → I felt: creative")
3. "The most important thing I learned about how my three mind parts work together:"

- 2-3 volunteers share
- Teacher reinforces: "You're observing yourselves scientifically AND discovering your loop power! The three parts keep influencing each other. You can't always control thoughts and feelings appearing, but you can use your Action Player to change the loop!"

Materials: Reflection paper with prompts, pencils/crayons (hard copy)

## Home Prep (5 min)

Preparing for PowerMaster at Home

- Explain: "At home, PowerMaster will show you real-life scenarios. You'll practice tracing how all THREE mind parts influence each other—sometimes in loops!"
- Show sample screen: Video of child facing challenge → Questions: "What's the child THINKING? What's the child FEELING? What can you SEE the child DOING? How might the DOING change the FEELING?"
- Instructions: "Remember: The mind parts are like teammates constantly talking to each other, back and forth. You're becoming expert loop detectives!"
- Emphasize: "You now understand the RECIPROCAL MIND—how the parts influence each other in multiple directions. This is how psychology really works!"

Materials: PowerMaster app demonstration

## Connection to Unit Arc

This final lesson completes the three-part framework by examining DOING (the Action Player) and revealing the RECIPROCAL MIND MODEL—how all three parts continuously influence each other in multiple directions, not just linear chains. Students now understand that:

- Thinking (Idea Factory) can influence feelings and actions
- Feeling (Messenger) can influence thoughts and actions
- Doing (Action Player) can influence thoughts and feelings

Most importantly, students discover their LOOP POWER: while they can't directly control thoughts and feelings appearing, they can use their Action Player strategically to influence the reciprocal loops and change how they think and feel. This integrated understanding of the reciprocal mind provides the foundation for all future psychology learning: attention, memory, emotions, relationships, and problem-solving all operate within this same interconnected system where influence flows in multiple directions.

Students now have both the conceptual framework (reciprocal loops, not linear chains) and vocabulary (Idea Factory, Messenger, Action Player, loop power) to analyze mental experiences scientifically throughout the curriculum. They understand psychology as the study of how these interconnected parts actually work together in the real, dynamic mind.