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OUR BRAIN

LESSON 1

OVERVIEW

The lesson reviews the different parts of the brain and their functions as it controls our emotions, our thinking and talking, stores information, makes plans and decisions, and coordinates our movement.

MATERIALS

- ✓ Copy on cardstock the Reproducible: *Parts of the Brain*. Prepare and cut apart each of the five sections of the brain. You may choose to add different colors to each part to differentiate each of the five.
- ✓ Tape and board are needed to display the five parts of the brain

PROCEDURES

1. INTRODUCTION

Ask – ***What do you know about your brain?*** Have students turn and talk to a partner. Allow time for sharing and then return to whole group focus and ask students to share something their partner shared with them about the brain. Further explore in whole group discussion with questions such as ***What does our brain do? How does it help us?*** Include in your discussion such answers as: it helps us think and remember, it helps us understand what we see, smell or hear, it sends messages to move your body, it lets you feel – both touch and emotions. Share that our brain helps us become who we are with our abilities we develop and things we learn. Point out that our brain is our command center that controls everything about us.

Share a summary conclusion that our brain controls everything we think, say and do and who we become so it is important to understand more about our brain, how it works, how we use our brain to become smarter, and how to take care of our brain. (The five lessons in this section will help us understand more about our brain – this first lesson will give some general information about the brain and how it functions.)

2. BRAIN PARTS

Using the prepared cut apart reproducible 'Parts of the Brain' ask student volunteers to select a piece of paper (information about a part of the brain) and read/share the information (help students with the pronunciation). As each part is shared, tape the paper (part of the brain) to a board or chart paper. Tape the pieces together correctly so that all the parts of the brain fit together within the outline of the head.

Continue selecting, reading, discussing and adding each part of the brain by taping it to the board...

Continue the discussion with the following activity:

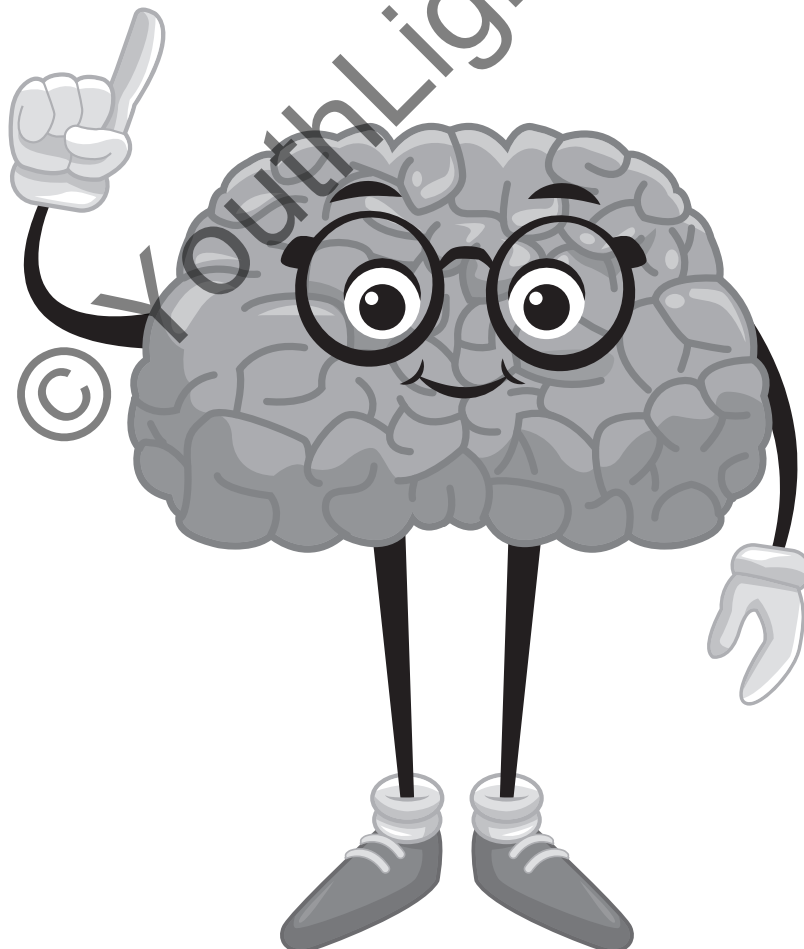
DISCUSS: Allow time to discuss each part of the brain asking for specific examples of what that part of the brain is controlling.

EXPERIENCE: As examples are given, create an activity that the students are directed to do that is controlled by that part of the brain so they can experience it and relate it to that part of the brain. In reviewing each part and its function have students touch that area of their brain where that part is located. For example:

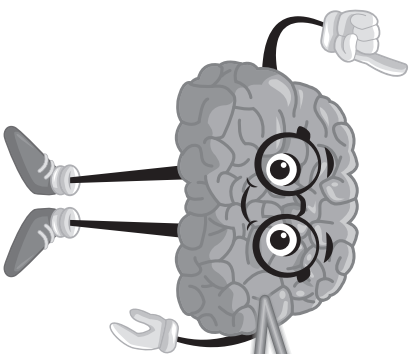
- **Cerebellum** (movement and balance) Ask students to clap their hands twice or stand on one foot...
- **Cerebrum** (thinking part) give them a math computation problem that they all can complete and tell the answer.
- **Hippocampus** (stores and retrieves memories) Ask students to think of a favorite vacation or place they have visited.
- **Prefrontal Cortex** (makes plans and decisions) Ask students to review their afternoon schedule and plan for completing homework.
- **Amygdala** (controls emotions) Ask students to think of a time that they were angry but handled it appropriately. Ask volunteers to share their answers.

BRAIN FACT

The folds in your brain create more surface area for you to think.



PARTS OF THE BRAIN



PREFRONTAL CORTEX

behind the forehead
that lets you make
plans and decisions

AMYGDALA

(uh-MIG-duh-luh)
tightly packed
group of cells deep
within the brain
that controls your
emotions

CEREBRUM

(suh-REE-bruhm)
largest part that helps
you think and speak

CEREBELLUM

(SAIR-uh-bel-uhm)
Small part at the back
that helps your mus-
cles to coordinate
your movement and
balance to walk, ride
a bike, play ball, etc.

HIPPOCAMPUS

(hip-uh-KAM-pus)
at the center of the brain
that stores and retrieves
your memories

