

About the Brain - Level 1 Staff Activity Guide



What's Included:

The purpose of this guide is to support teachers in empowering students to make positive choices even when faced with high-risk situations. In this guide you will find a Student Video Viewing Guide, Student Activity options, and a Brain Quiz with an answer guide. Each of these resources can be used independently or in conjunction with one another as time allows. For your planning purposes, please find the estimated time needed for each activity below.

- **Viewing the Video**

Without Student Video Viewing Guide - 3 minutes

With Student Video Viewing Guide - 7-10 minutes

- **Student Activities -**

Write About It Prompt - 5-10 minutes

Group Activity - 20-50 minutes

Independent Practice - 15-30 minutes

Extended Learning - 20-40 minutes

- **Brain Quiz - 5-10 minutes**

Student Video Viewing Guide Strategies:

- **Before the video (3-5 min) -**

Have students complete the **Do Now** question box to get the wheels turning

Ask students to **"pair and share"** with a classmate, and/or have a brief class discussion

Remind students to **"preview"** the Video Viewing Guide so that they know what they are listening for

- **During the video (3-5 min) -** Pause the video to talk about Check for Understanding (CFU). There is space in the viewing guide for students to write down their responses, or you could simply give them "think time" before they share answers. You can call out a few students to answer, and/or have them pair and share.

Pause the video to talk about for CFU Question 1 - *Describe a time when your brain wanted to turn on your accelerator (gas pedal)*

- **Note:** *this might involve students sharing personal or sensitive information. It might be better to ask students to volunteer to share if they feel comfortable, rather than requesting that they pair and share*

Pause the video at the end for CFU Question 2 - Complete the sentence - *It's important to use the "brakes" in your brain because...*

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Student Activity Options:

- **Write About It Prompt (5-10 minutes) -**
 - a. Write about a time that your brain wanted to turn on the accelerator (gas pedal), but your frontal lobe turned on the brakes instead.
- **Independent Practice Activity (15-30 minutes) -**
 - a. **Materials needed:** Paper and pen (blank comic strip provided in student packet), possibly markers or crayons if color is desired
 - b. **Directions for students:** Create a comic strip that shows a character using their frontal lobe (brakes) when their limbic system wanted to turn on their accelerator (gas pedal).
 - Empty comic strip is provided in the student packet
 - c. **Criteria for Success:** Students demonstrate understanding of being faced with a risky behavior and making positive choices instead.
- **Group Lesson Activity (20-50 minutes) -**
 - a. **Materials needed:** None
 - b. **Directions for students:** Come up with a short play (2-3 minutes) that demonstrates someone using their frontal lobe (brakes) when their limbic system wanted to turn on their accelerator (gas pedal). Every person in the group must have a role.
 - Use either pairs or small groups, each play can be demonstrated for the class or just a few selected. Plays should be brief (2-3 minutes)
 - c. **Criteria for Success:** Students demonstrate understanding of being faced with a risky behavior and making positive choices instead. Must use the words "accelerator," "limbic system," "brakes," and "frontal lobe" in the play
- **Extended Learning Activity (20-40 minutes) -**
 - a. **Materials needed:** paper, pen, pencil, colored pencils, markers
 - b. **Directions for students:**

On separate pieces of paper, illustrate 3 scenarios and write a brief description for each one, showing how someone does or does not use their frontal lobe, and the consequences for that choice (positive or negative).
 - c. **Criteria for Success:**

Students demonstrate understanding of being faced with a risky behavior, making positive or negative choices, and possible consequences. Must use the words "accelerator," "limbic system," "brakes," and "frontal lobe" in the descriptions of their illustrations
- **Brain Quiz Answer Key (5-10 minutes)**
 1. False
 2. C.
 3. B.
 4. D.
 5. D.