



# About The Brain - Level 3 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 guide, 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.

## Viewing the Video:

Without Student Video Viewing Guide - (7 minutes)

With Student Video Viewing Guide - (9-12 minutes)

## Student Activities:

Activity #1 Group Activity - (15 minutes)

Activity #2 Write About It - (10 minutes)

Activity #3 Art Activity - (10 minutes)

## Brain Quiz:

(5-10 minutes)

## Student Video Viewing Guide Strategies:

### Before the video (3-5 minutes)

- Have students "popcorn out" (share without raising hand) to get the wheels turning- what they think about the following quote "A teenager's brain has a well-developed accelerator but only a partly developed brake."
- Ask students to "pair and share" with a classmate what they think their brains need NOW to grow healthy?

### During the video (3-5 minutes)

- Pause the video at times for Checks for Understanding (CFU). You can call out a few students to answer, and/or have them pair and share. Students can complete the brain quiz either during or after the video.



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### Brain Quiz Answer Key: (5-10 minutes)

1. Phase 1 of Brain Development ends at \_\_\_\_\_ years. (Answer: a. 11-12 years)
2. During Phase I of brain development, the brain grows about \_\_\_\_\_ neurons. (Answer: d. 200,000,000,000)
3. Phase 2 of Brain Development starts at age \_\_\_\_\_ and ends at age \_\_\_\_\_. (Answer: c. 11-12, 24-25)
4. Concerning brain development, use it or lose it means \_\_\_\_\_. (Answer: apoptosis, you lose unused neurons)
5. Prefrontal cortex or frontal lobe is responsible for all of the following except: (Answer: c. Emotional reaction)

### Student Activity Options:

#### Activity #1 Group Activity (15 minutes)

- a. Materials Needed: Paper and writing utensils.
- b. Directions: Divide the class into groups of 3-5 students. Have each group create a rap, poem, skit, or short story to explain the difference between the job of the limbic system and the frontal lobe. Feel free to use humor.
- c. Criteria for Success: Students are able to accurately depict the difference between the frontal lobe and the limbic system.

#### Activity #2 Write About It (10 minutes)

- a. Paper/Journal and writing utensils.
- b. Directions: Write About It: Imagine that you are 25 years old and your frontal lobe is fully developed. Write a letter to your teenage self, explaining the importance of protecting your frontal lobe.
- c. Criteria for Success: Students articulate reasons why frontal lobe protection is needed.

#### Activity #3. Art Activity (10 minutes)

- a. Materials Needed: Paper, markers, colored pencils.
- b. Directions: Have students create a visual representation of the timeline of frontal lobe development.
- c. Criteria for Success: Students are able to visually depict the timeline of frontal lobe development.