Lesson 2

Grade Level: 3rd-6th	Time Frame: 40 minutes	Content Areas: Science, Critical Thinking

What are we learning? The brain functions as a integrated network.	**Why are we learning this?** The more information our brain has about the outside world, the more likely the brain is to survive.

Introduction *(20 minutes)*
-Introduce what students are learning and why they are learning it.
-Watch this video.

Activity *(15 minutes)*
-Introduce the activity and walk through the example as a class. Remind students that each round will get harder and it isn't about being good/bad or right/wrong - just trying to use the clues to help you infer the answer.
-Have students get in groups of 2 and work through the paper, stopping when they finish the 5 rounds.

Discussion *(10-15 minutes)*
-Based on the activity from today, why do you think parts of the brain have to work together? (The brain's number one goal is to survive. So the brain's best chance at survival is by using all the information possible to make sense of the world. The more information the brain has=the better chance of survival.)

Closure
-People commonly think that we only use about 10% of our brain. Is this true? Why or why not? (This is not true. We use most of our brain most of the time)

Materials
"Brain Systems" student handout

Helpful Hints
-Most students should get round 1 correct. If you notice some students are making a mistake, try to guide their thinking towards a sock.

Extension
-See if students can create their own scene with 'brain system' clues.

BRAIN SYSTEMS

TEACHER COPY

Purpose of the Game:

The purpose of this game is for students to use the clues to infer what item makes the most sense. This will help students understand that the brain uses as much information as possible to keep us alive.

Before:

Introduce the activity by walking through the next page as a class. Let them know that each round will have one less clue. They do not need to fill in a clue, just use the clues provided. It *will* get harder as they progress.

Pass out the student handout. Decide whether students will work independently, in pairs, groups, or as a whole class.

Allocate 10-15 minutes for the activity and let students know there is a class discussion at the end of the time.

During:

Walk around the classroom and engage students in discussions about their thought process. Start scaffolding questions to get students to think about the benefit of utilizing multiple systems. **Most students *should* get round 1 correct, then some may get round 2/3, most will not get round 4/5.**

After:

Gather students as a class to review the results of the activity.

Project the table from the bottom of the students' paper to the board.

Begin with round one, ask students about their answer, and ask students to indicate if they got it right or wrong. Continue through rounds 1-5, recording data on the board.

Encourage students to notice any trends, particularly how the number of sensory systems used as clues affects the accuracy of guesses.

Discussion:

Facilitate a discussion about the brain's role in making sense of the world and why it works collaboratively.

Prompt students to reflect on the data on the board and discuss what it indicates about the importance of the brains's network in processing information for survival.

ANSWERS

Round	Scenario	Item
Round 1	Putting a sock on in the morning.	Sock
Round 2	Waving a flag as part of a dance in music class	Flag
Round 3	Cleaning the art table at dismissal.	Sponge
Round 4	Taking a bookmark from your teacher at the end of class	Bookmark
Round 5	Writing your name on the sidewalk at recess.	Chalk

BRAIN SYSTEMS
WHOLE CLASS

Step 1: Read the clues below that will help you solve for the mystery item.

Sensory	Motor	Emotions	Body Regulation	Cognition
Clues about what you can see and hear.	Clues about the movements and motions your body has.	Clues about the emotions you are feeling.	Clues about body functions that keep you alive like breathing and heart beat.	Your ability to think about what the mystery item is.

Step 2: Review an example round. Sensory, motor, emotions, and body regulation clues work together to describe a specific scene. Choose the item that fits best with the scene description.

EXAMPLE				
Sensory	Motor	Emotions	Body Regulation	Cognition
I see a math test, students, desks, privacy folders, my teacher I hear pencils writing, people tapping their feet, the clock ticking, sniffles, and people snacking.	I am walking and reaching my arm forward with an open hand.	I feel a little nervous and shy.	My nose is stuffy and I feel a little tired and hot.	pencil tissue ruler caluculator

You may infer the class is taking a math test.

You may infer this person stood up and is walking to get something.

Maybe they are shy because everyone else is sitting.

You may infer this person doesn't feel well.

Based on all of these clues combined, a tissue is probably the best guess!

BRAIN SYSTEMS

Name:_____   Date:_____

Round 1

Sensory	Motor	Emotions	Body Regulation	Cognition
I see my bed, my nightstand, my dresser, clothes on the floor, and my desk, I hear my family calling my name	I'm standing up on one leg and reaching towards my foot that is lifted	I'm feeling overwhelmed and rushed	I'm feeling a little sleepy but my heart is beginning to race	backpack socks blanket book

Round 2

Sensory	Motor	Emotions	Body Regulation	Cognition
I see people moving around, I see my teacher, I see musical objects, I hear music playing and kids whispering	My legs move as I walk around in a circle, my arm is waving back and forth	I'm feeling happy and excited.		piano flag trumpet sheet music

Round 3

Sensory	Motor	Emotions	Body Regulation	Cognition
I see a table, art supplies, my classmates, my teacher walking towards me, I hear a timer and faint whispers	My arm is moving in circles.			paper brushes sponge apron

BRAIN SYSTEMS

Name:_____   Date:_____

Round 4

Sensory	Motor	Emotions	Body Regulation	Cognition
I see books, students, my teacher, a computer, I hear nothing besides small movements				bean bag markers book mark book

Round 5

Sensory	Motor	Emotions	Body Regulation	Cognition
				jump rope chalk football book

🛑 STOP

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As a class, fill out the table with how many groups or students answered each round correctly.

Round	Correct Answers
Round 1	
Round 2	
Round 3	
Round 4	
Round 5	