LEVEL 2 HOME KITS

WEEK #25

MY AMAZING BRAIN A

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ACTIVITY 1

LEARNING GOALS

By the end of the WEEK, children should be able to:

- Understand that we all have a brain
- Name three things the brain can do

RESOURCES

- Books/Internet, if possible
- Large brain template (pg. 7)
- Neuron template (pg. 7)

VOCABULARY

- Brain
- Cerebrum
- Amygdala
- Cerebellum
- Neurons
- Skull

ACTIVITY

- Tell your child that they are going to learn about the brain.
- Ask if they know where their brain is, and if so, ask them to show you where.
- Now ask them to share with you what they already know about the brain.
- Point out to them that they are using their brain right now to tell you these things!
- Tell your child that we use our brains in everything we do. We use our brains to walk, talk, learn, breathe, be happy, or remember where something is.
- If possible, use books or the internet to show your child a picture of the brain and explain that our skulls protect the brain. There is also a picture of the brain on pg. 7.
- Point out the cerebrum and explain that it is the thinking part of our brain and the biggest part. Explain what the cerebrum does.
  - For example: “The cerebrum has two halves with one part on this side of your head (point to the right side of your child’s head) which helps us to make music and play with colours, for example, and the other side (point to the left side of your child's head) helps us to do maths and speak for example. The cerebrum helps us to think, learn and make choices.”
- Point out the amygdala and explain that this part of the brain helps us feel and have emotions.
- Then point out the cerebellum, which helps us move and act.
- Tell your child that neurons are special messengers that send information from our brain to different body parts. They do this by moving around and passing information from one to the other. Show the picture of the neuron on pg. 7

- Invite your child to pronounce the parts of the brain slowly and then point to where they are (the cerebrum on the top of the head, the cerebellum and the amygdala at the back of the head). Invite them to show neurons from the brain by putting their hands on their head and then moving them up and down their body.

MY AMAZING BRAIN A

ACTIVITY 2

LEARNING GOALS

By the end of the WEEK, children should be able to:

- Understand that we all have a brain
- Name three things the brain can do

RESOURCES

- Jigsaw Puzzle/Game

VOCABULARY

- Brain
- Cerebrum
- Coordinate
- Amygdala
- Cerebellum
- Neurons
- Skull

ACTIVITY

- Start the activity by asking your child, “In our body, what controls everything we do?” (The brain).
- Ask them where the brain is (the head) and what protects the brain (the skull).
- Then remind your child about the different parts of the brain and their functions per the description given in Activity 1.
- Encourage your child to tell you all they remember from Activity 1 and only prompt them afterwards. Whatever they manage to remember, tell them they have a good and clever cerebrum that is remembering well.
- Review with your child where the parts of the brain are (the cerebrum on the top of the head, the cerebellum and the amygdala at the back) and describe what neurons do (they send information from our brain to different parts of the body).
- Tell your child that neurons are tiny and there are billions in our brains!
- Let your child know that whenever we do anything, it is because neurons send messages and help to connect the brain to the rest of the body.
- Then, invite your child to put their brain to work by doing a puzzle or playing a board game.
    - Ask your child if they can remember what part of the brain they are using to complete the puzzle/play the game and discuss how it helped them. For example: “How is your brain helping you to complete the puzzle? The cerebrum helps you think about where the pieces go, solve the puzzle, and decide which piece goes where. The cerebellum helps you coordinate movements to move your body and pick up and place the pieces. Your amygdala is making your body feel a feeling of calmness as you are doing the puzzle and satisfaction and happiness when you find the right piece.”

MY AMAZING BRAIN A

ACTIVITY 3

LEARNING GOALS

By the end of the WEEK, children should be able to:

- Understand that we all have a brain
- Name three things the brain can do

RESOURCES

- Paint/Colours/Markers/Pencil
- Paper/Recycled Card

VOCABULARY

- Brain
- Cerebrum
- Amygdala
- Cerebellum
- Neurons
- Skull

ACTIVITY

- Ask your child questions about what they have learned in the previous activities.
- Give them a description of a part of the brain, and see if they can correctly guess which part you are referring to (if you prefer, you can refer back to the descriptions given in Activity 1).
  - For example: “The part of the brain I am describing is the biggest. It has two halves. Do you know which part it is? That's right! It is the cerebrum.”
- Continue asking the questions until you have included all the words from the vocabulary list (above).
- Then, invite your child to be creative and make art with paint (or colours or markers). Let them mix colours if they wish and create whatever image they want.
- When they have finished their work of art, ask them if they think they were using their brain (yes, they were).
  - Which part of the brain were they using? (The cerebrum).
  - What side of the brain do they think they used most? (The right side).
  - What did their neurons do? (They sent messages to their body, helping the brain and body to work together and keep thinking creatively, feeling and moving).
- Remind your child that their brain controls everything they do every day and tell them that even when they sleep, their brain is still working, helping them to breathe, for example.
- End the activity by asking your child to use their brain and their memory, which their brain controls, to try to draw a brain and to point to the different parts of the brain and then write the names for them on their drawing.
  - Invite them to colour in different brain parts in different colours.
  - Keep this drawing for Activity 4.

MY AMAZING BRAIN A

ACTIVITY 4

LEARNING GOALS

By the end of the WEEK, children should be able to:

- Understand that we all have a brain
- Name three things the brain can do

RESOURCES

- Ball
- Large Brain Template
- Scissors

VOCABULARY

- Brain
- Cerebrum
- Amygdala
- Cerebellum
- Neurons
- Skull

ACTIVITY

- Start the activity by inviting your child to play catch with a ball. As you play, discuss what is happening.
  - For example: “Your eyes are looking at the ball. You are thinking about when to move your body so that you can catch the ball. You try to put your hands around the ball and catch it.”
- After playing catch, talk to your child about what parts of the brain they used as they were catching the ball.
  - For example: “Your neurons were passing information to one another, connecting your brain to your body. When you raised your arms to catch the ball with your hands, you used the cerebellum to coordinate, move and balance your body. Your cerebrum helped you to move your body when you wanted to. You used your amygdala because you were excited when you caught the ball!”
- Remind your child of the parts of the brain they have been learning about in the activities. Can they remember the names of the parts of the brain and what they help us to do?
- Ask your child what they think would happen if they did not have the cerebellum (as this part of the brain controls our movement and coordination, they would not be able to move around without it). Ask your child if they could play football, catch a ball, or walk without their cerebellum (no, they wouldn't be able to).
- Then go on to ask them what they think would happen if they did not have the other parts of the brain (from the vocabulary list).
- To end the activity, cut the pieces of the brain your child drew in Activity 3 to form a puzzle and invite your child to put the puzzle pieces together.

MY AMAZING BRAIN A

ACTIVITY 5

LEARNING GOALS

By the end of the WEEK, children should be able to:

- Understand that we all have a brain
- Name three things the brain can do

RESOURCES

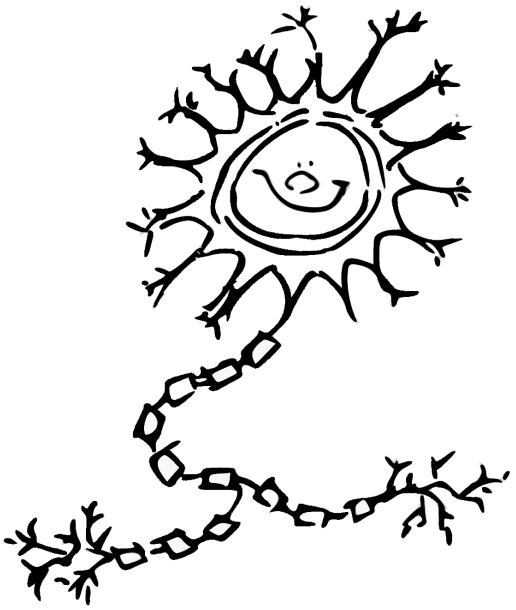
- 5 or more objects from inside or outside the house

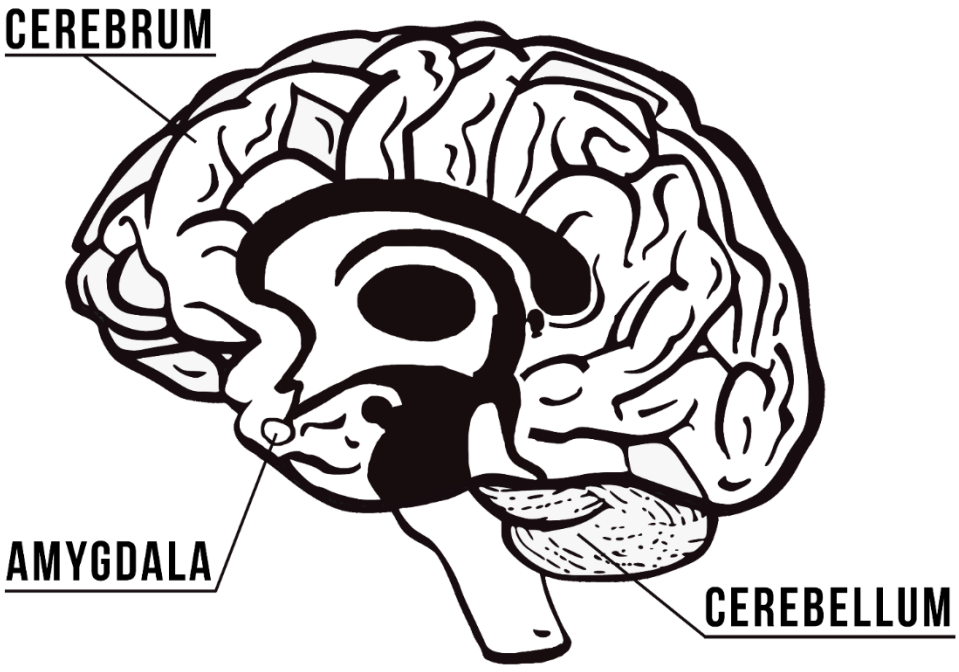
VOCABULARY

- Brain
- Cerebrum
- Amygdala
- Cerebellum
- Neurons
- Skull

ACTIVITY

- Name a part of the brain your child has been learning about, and ask them to tell you what this part of the brain helps us do.
  - For example: “What is the amygdala? What does it do?” (It helps us to feel and have emotions).
- Reflect on the activities you have done this week and ask your child which one they enjoyed most (playing catch? Painting? Solving the puzzle?).
- When your child has identified which activity they prefer, ask if they felt happy doing it. Now ask your child what we look like when we are happy (we smile). Explain that their amygdala helped them to feel happy, and neurons sent that message to the rest of their body.
  - For example: “When you felt happy, your brain sent messages in your neurons to tell your body how you felt. Then you got a big smile on your face and felt great!”
- Tell your child you will play a game using their cerebrum; you will show them five objects they can look at for 10 seconds, and then they will have to remember them.
- Lay out the objects and show them to your child. Count up to 10, and ask your child to turn around and close their eyes. Then remove one of the objects.
- Now, invite your child to turn around, open their eyes and see if they can identify which object is missing.
- Continue to play until you have removed all the objects one by one. To make it a little more difficult, you could give them a long time to look at the objects, ask them to close their eyes and remove them all. Invite your child to open their eyes and see if they remember any objects. Did they remember them correctly?
- To end the activity, reflect and discuss how amazing our brains are and how, inside our brains, we have billions of neurons helping to connect the brain with the body. Isn't that amazing?




CEREBRUM
AMYGDALA
CEREBELLUM