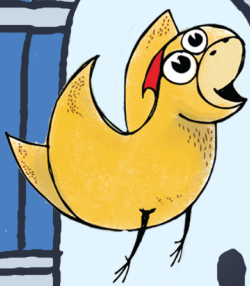




## LEVEL 2 HOME KITS

WEEK #26

MY AMAZING BRAIN B





## **MY AMAZING BRAIN B**

## **ACTIVITY 1**

### **LEARNING GOALS**

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

- Understand that neurons create pathways in the brain
- Understand that the brain is growing and can always become stronger

### **RESOURCES**

- Books/Internet if possible
- Picture of Brain and Neuron (pg. 3)

### **VOCABULARY**

- |            |              |           |
|------------|--------------|-----------|
| • Brain    | • Amygdala   | • Neurons |
| • Cerebrum | • Cerebellum | • Pathway |

### **ACTIVITY**

- To start the activity, ask your child what they have learnt previously about the brain.
- When they have finished talking, point out 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 and learn, for example. Our brain controls everything we do, such as breathing, being happy or remembering where something is.
- Ask your child if they remember having seen a picture of a brain. Use books, the internet, or the picture of the brain and the neuron on pg. 3 to show your child a picture of the brain.
  - For example: “This is the brain, and it is protected in our heads by our skull.”
- Point out and talk to your child about the cerebrum.
  - For example: “This is the cerebrum, the biggest part of our brain. This part of the brain is the thinking part of the brain. The cerebrum has two halves with one part on one side of the head and the other part on the other side of your head. The part of the cerebrum on this side of your head (point to the right side of your child's head) 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 and talk to your child about the amygdala.
  - For example: “Here is the amygdala. This is part of the brain that helps us feel and have emotions.”

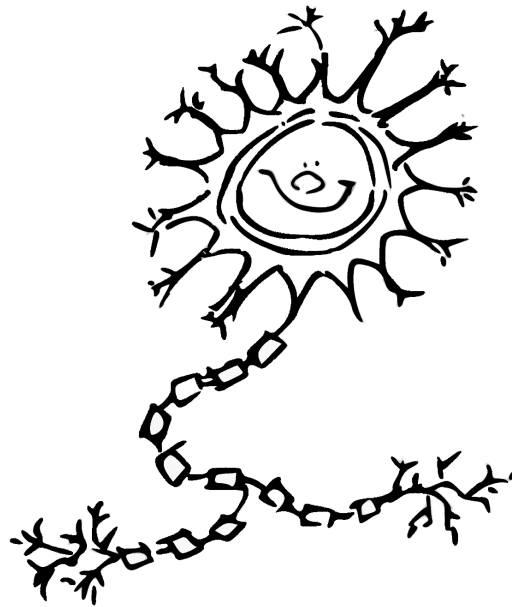
- Then point out and talk to your child about the cerebellum.
  - For example: “Here is the cerebellum, which helps us to move and take action.”
- Now show your child the picture of the neuron.
  - Let your child know that neurons are special and send information from our brain to different parts of the body. They do this by moving around and passing information from one to the other.
- Explain to your child that we have neurons in our brains, and each one can send messages to our body. When neurons connect, they create pathways that send information. Pathways can get stronger when we keep using them.
  - For example: “Neurons can join together and make connections called pathways. The more the pathway is used, the stronger it gets. For example, when you begin to ride a bike, you might have to think a lot about it, and you try to pedal and balance the bike, and you might not be good at it at the start. Then, the more you practice, the pathway that your neurons have created gets stronger, and your neurons create a pathway that tells your body how to ride your bike. Then you get better and better at riding your bike, and eventually, you don't even have to think about it, and you ride!”
- 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 the body.
- To end the activity, sing the song below.

**SONG** (to the tune of “Here We go Round the Mulberry Bush”)

**Cerebellum, amygdala,  
cerebrum, and neurons**

**They help us think and move and feel  
They're all parts of my brain,**

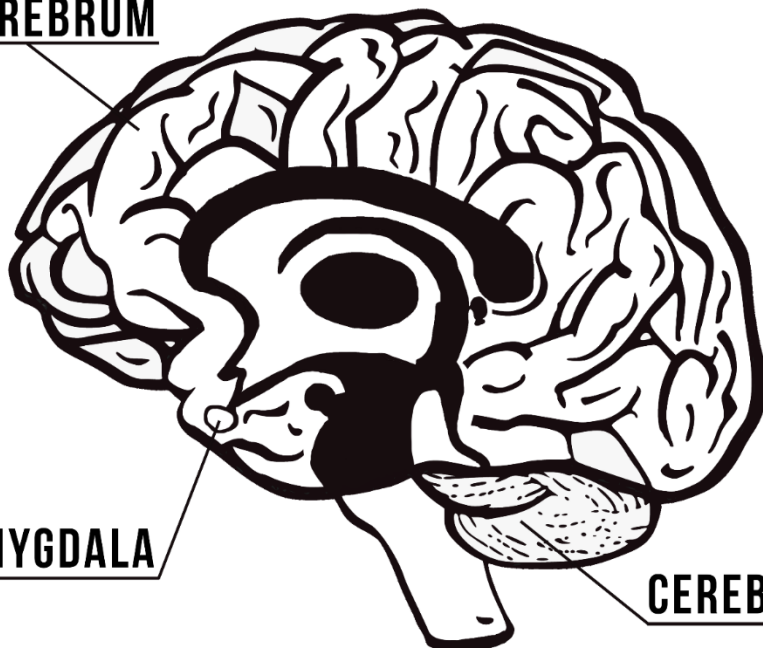
*(Whilst singing the song slowly, invite your child to make the movements of neurons passing up and down from their head to the body when they sing “Neurons,” and point to the parts of the brain when they sing them).*



CEREBRUM

AMYGDALA

CEREBELLUM



## MY AMAZING BRAIN B

## ACTIVITY 2

### LEARNING GOALS

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

- Understand that neurons create pathways in the brain
- Understand that the brain is growing and can always become stronger

### RESOURCES

- Bike/Scooter/Ball/Football

### VOCABULARY

- |            |              |           |
|------------|--------------|-----------|
| • Brain    | • Amygdala   | • Neurons |
| • Cerebrum | • Cerebellum | • Pathway |

### ACTIVITY

- Start the activity by asking your child, “What in our body controls everything we do?” (The brain).
- Ask them where the brain is (the head) and then remind your child about the different parts of the brain and their functions as per the description given in Activity 1.
- Ask your child to show you where the parts of the brain are (the cerebrum on the top of the head, the cerebellum and the amygdala at the back of the head), and ask them if they can remember what neurons do (neurons connect and create pathways that send information through our bodies. Pathways get stronger when we keep using them).
- Now, sing the song from Activity 1 together and perform the actions to the song.
- Then, invite your child to choose something they would like to do that they may still need to do better. Would they like to get better at riding a bike or learn to juggle? Would they like to get better at catching a ball or playing football? Whatever they choose, invite them to take some time to practice now with you. Talk about how well they can do it so far, and give positive encouragement.
- Let your child know that if they don’t feel they are doing it right and are starting to get frustrated, their neurons are trying to create a pathway. Explain that the more the pathway is used, it will get stronger and stronger and they will get better and better.
- Let your child know that now, in each activity, they will take some time to practice what they chose to do, and they will see how they start to get better.
- To end the activity, congratulate your child on their practice today and assure them that they will get better and better with more practice.

## **MY AMAZING BRAIN B**

## **ACTIVITY 3**

### **LEARNING GOALS**

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

- Understand that neurons create pathways in the brain
- Understand that the brain is growing and can always become stronger

### **RESOURCES**

- Bike/Scooter/Ball/Football
- Radio/Music

### **VOCABULARY**

- |            |              |           |
|------------|--------------|-----------|
| • Brain    | • Amygdala   | • Neurons |
| • Cerebrum | • Cerebellum | • Pathway |

### **ACTIVITY**

- Begin the activity by singing the song and performing the actions to the song in Activity 1.
- Then tell your child that you are going to do some exercise! Invite your child to warm up their muscles by stretching their body. First, ask them to stretch their arms high up to the sky and then bring their hands down to touch their toes. Repeat a few times, and then ask your child to listen carefully to what you ask them to do. Then ask them to run. If you have outdoor space, they can run around, or if that is not possible, ask them to run on the spot. Then, after a short while, change their movements to something else. For example, ask them to hop, skip, jump etc. If you wish, you can play music as they exercise.
- Afterwards, ask your child to sit down. Invite them to take a few deep breaths in and out to calm their body after all their exercise and movement!
- Then ask your child if they know how to take care of their brain. Explain that when they sleep and rest well, eat healthy foods and exercise, they are helping to take care of their brain.
- Now, invite your child to take some time to practice what they chose to practice and get better at in Activity 2. During the activity, give positive encouragement to your child. Let your child know that by practising the activity, they are helping their neurons to create a stronger pathway. Again, if your child experiences any frustration, explain that this is because their neurons are trying to create a strong pathway. Explain that the more the pathway is used, it will get stronger and stronger. Then they will find it easier and they will get better. Tell them that by doing this, they are making their brains grow and become stronger!

# **MY AMAZING BRAIN B**

## **ACTIVITY 4**

### **LEARNING GOALS**

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

- Understand that neurons create pathways in the brain
- Understand that the brain is growing and can always become stronger

### **RESOURCES**

- Bike/Scooter/Ball/Football
- Radio/Music

### **VOCABULARY**

- |            |              |           |
|------------|--------------|-----------|
| • Brain    | • Amygdala   | • Neurons |
| • Cerebrum | • Cerebellum | • Pathway |

### **ACTIVITY**

- Start the activity by inviting your child to play a game outside called “Traffic Light.” Let them know that they will use their brain, and at the same time, they will exercise! Tell your child that when you say “Green,” they can go. Then if you say “Yellow,” they must sit down, and if you say “Red,” they must stop. Let them know that when you say “Green,” you will tell them what they must do, for example, “Green – crawl/run/roll/hop/dance,” etc. Play music if you wish.
- Afterwards, when your child is calm after their exercise, ask them if they know how they can help their brain grow and become stronger (by learning and trying new things they help their brain grow and get stronger).
- Then sing the song from Activity 1 and perform the actions to the song.
- Now ask your child to remind you what they can do to take care of their brain (sleep and rest well, eat healthy foods and exercise).
- Tell your child that we have billions of neurons in our brains! Isn't that amazing?
- Then invite your child to put their tiny neurons to work by practising what they chose to practice and get better at in Activity 2. During the activity, give positive encouragement to your child. Then, after they have practised, let your child know what improvement you observed. Again, if your child experienced any frustration, explain this is because their neurons are trying to create a strong pathway. Explain that the more the pathway is used, it will get stronger and stronger. Then they will find it easier, and they will get better.
- To end the activity, talk to your child about any mistakes they think they have made whilst they have been learning and practising, and let them know that making mistakes helps their brain to grow. Congratulate them on the great job they are doing!

## MY AMAZING BRAIN B

## ACTIVITY 5

### LEARNING GOALS

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

- Understand that neurons create pathways in the brain
- Understand that the brain is growing and can always become stronger

### RESOURCES

- Bike/Scooter/Ball/Football

### VOCABULARY

- |            |              |           |
|------------|--------------|-----------|
| • Brain    | • Amygdala   | • Neurons |
| • Cerebrum | • Cerebellum | • Pathway |

### ACTIVITY

- Sing the song from Activity 1 and perform the actions to the song.
- Ask your child, “What creates pathways in the brain?” (Neurons). Then ask them to explain what a pathway is (a pathway is created when neurons connect and send information. Pathways get stronger when we keep using them).
- Ask your child if they think the brain can grow (yes it can). Can it get stronger? (Yes). Ask your child how they have helped their brain to grow and get stronger in the activities (by practising).
- Then ask them how they can take care of their brain (sleep and rest well, eat healthy foods and exercise).
- Now invite your child to take some time to practice what they chose to practice and get better at in Activity 2. Give positive encouragement to your child, and afterwards, let your child know what improvement you observed.
- Tell your child that because they have been practising for some time in each activity, they are now able to do the activity they chose much better because the neurons in their brain are helping them. The pathways they have created are starting to get stronger, so it is getting easier.
- If your child agrees, invite other family members to observe how your child is improving in their chosen activity and how they are working hard to grow their brain and strengthen it!
- Remind your child that making mistakes helps the brain grow. Let your child know how proud you are of them in all the activities where they have kept trying, and praise them for getting much better. Remind them that all this practice strengthens the pathway, and it will get easier. Continue to support your child and give encouragement as they practice their chosen activity in the future.



