



Do I Really Have a Brain? (A Brain Facts Story)
(PreK - 4-5 yrs.)
Experiment: Mirror, Mirror



STORY CONNECTION-SLIDE 7 (Approx Time: 15-20 mins)

If I look into a mirror, I can see my head. Can I see my brain? NO – I cannot. Can you see my brain? NO – you cannot. Can you see your brain? Oops, you do not have a mirror. (Either walk around the room having children look in the mirror OR instruct the children to go look in a mirror and then come back.) What do (did) you see? Can (could) you see your brain? NO, you cannot. Look at each other, do you see any brains? NO. No Brains!!!

Materials needed:

- Mirrors (any size and shape)
- Paper (1 per student)
- Pencils, markers, colored pencils, crayons

Preparation needed:

- Determine how many mirrors you want/can secure
- Gather mirrors
- Determine the best location for each mirror
 - Multiple mirrors can be set up around the room for student(s) to rotate around and notice how things look different when you are looking in different mirrors. They might notice they can see less in small mirrors and more in larger mirrors. They might also notice what they see in the background is different depending on where the mirror is and how big it is. They might also notice they can get close to a large mirror and see details on their faces.
- Determine how student(s) will move around the room to look in the different mirrors.
 - OPTIONS: Free movement in the space to explore; set up stations for student(s) to rotate too; move mirrors from group to group
 - Do what is best for your student(s) and situation.*

Instructions:

1. In the story, a mirror was used to check to see if you can see your brain. This will be an extension of that demonstration.
2. Explain to the student(s) they will be able to look in the mirrors around the room and explore what they are able to see. They know that they cannot see their brains in a mirror, but what can they see? They may want to pay close attention to their surroundings or how the size/shape of a mirror changes what they see. They will also be drawing what they see.
3. Model for student(s) what to do/how to think when they are looking in the mirror.

For example: (Hold up a mirror and think out loud.) “This mirror is small enough for me to hold in my hand. When it is close to me, I can only see my face. However, I can easily move it because it is in my hand. When I move it further away, I can see more things, like my ears, my hair, the wall behind me. I will now draw what I am seeing. I will draw the small handheld mirror and inside the mirror I will draw my face, very close! But I can also draw the mirror again, like I am holding it out far. I can draw my whole head in this image.”

4. Tell student(s) exactly how they will move to explore the different mirrors (free movement, stations, rotation, etc.).
5. Ask student(s) if there are any questions or confusion about the activity. Answer any questions.
6. Have them move to the place they will begin.
7. Give them an allotted amount of time to explore looking in the mirror(s).
8. Give student(s) a chance to draw on their paper some of what they saw in the mirror.
9. Give student(s) a couple minutes to work on their drawings before moving to the next mirror(s).
10. Repeat until student(s) have had a chance to explore all the different mirrors in the room.
11. Have student(s) come back together as a group.
12. Have student(s) share some of the things they saw. Ask why different people drew/wrote different things. They might say they used different mirrors in different locations, noticed or paid attention to different things, saw something different, etc.
13. In closing, remind them that we can see a lot of things, but we cannot see our brains. They will just have to keep on going to find out if they really do have a brain!