

Making Neuroscience Fun

A Brain Awareness Program for All Ages



Brain Health: It's SPECTacular

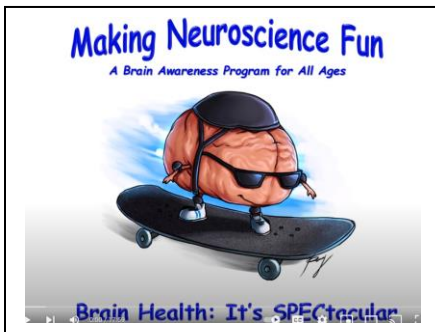
What to do TODAY

Grade 1 (🧠 A Brain Facts Story)

We know that our brains are in our heads and we also know that some heads are bigger than others. In this story we will “look” to see if animals with bigger heads have bigger brains and if bigger brains are better.

- 🧠 Animals brains are designed to help them do behaviors that they need to do to stay alive. The more behaviors an animal does, the bigger brain they need to do these behaviors.
- 🧠 We will compare the behaviors that animals do to stay alive, along with their head and brain sizes.
- 🧠 At some point, the brain does not get bigger, it gets bumpier.
- 🧠 Bumpier is better than bigger in allowing animals to do more and more complex behaviors – but, keep smaller heads.

- 🧠 Start the Brain Facts video.



Tell the students that today you are going to teach them more Brain Facts. Brain facts are things that we know about the brain AND we have to know something about our brains to so that we can help our brains get and stay healthy!!!

- 🧠 Continue playing the video and stop after the title slide.



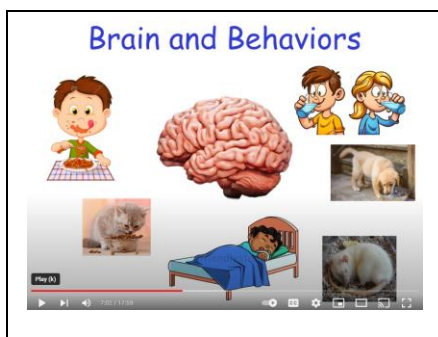
Ask the students if they think bigger brains are better? Have them raise their hands if they do.

- Continue playing the video and stop after the Question.



Reiterate the question – What are some of the behaviors that your brain helps you to do to stay alive?

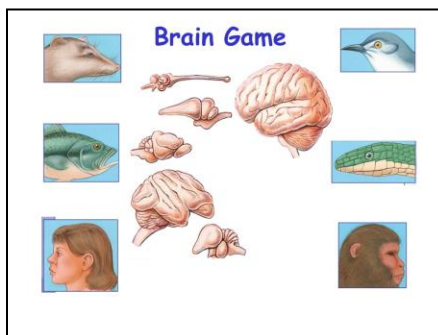
- Continue playing the video through the Eating, Drinking & Sleeping slides. Stop after the Brain and Behaviors slide where I ask the question “Why?” – about 7:02 minutes.



At this point you can talk about how all animals eat, drink and sleep – these are behaviors that ALL animals need to do to stay alive.

Time permitting, you can talk about the differences in eating, drinking, and sleeping behaviors in humans and other animals.

- Put up the PPT Slide of the Brain Game.



Depending on how much time you have, you can either just point to a brain and have the students think about which animal the brain belongs to – have them raise their hands as you say each animal.

If you have more time, you can talk more about how the different animals and how they eat, drink and sleep differently – so brains would be different. You can also talk about how the brains look different.

- To finish, put up the slide with the Answers. Tell the students that you had fun talking with them today and ask them if they had fun learning – and seeing pictures of brains.

Tell them that next week you will finish the “Are Bigger Brains Better?” story and then will decide if bigger brains better.

Be sure to thank them for listening and the Brain Health Team of JHU students will see them soon.