

Making Neuroscience Fun

A Brain Awareness Program for All Ages



Brain Health: It's SPECTacular

What to do TODAY

2nd Grade (🧠 A Cognitive Health Story)

This story describes how the way that we learn changes as the world changes. Our ability to keep learning throughout our lifetime is what helps to keep our brain healthy.

- 🧠 Back in the caveman days and early in our lives, we learn about things that help us to survive. All animals learn these survival skills from other animals that take care of them.
 - 🧠 Usually, what animals learn is passed down from one generation to the next. Humans have the ability to pass along knowledge from generations due to our ability to read and write.
 - 🧠 Reading and writing make learning easier and it gives humans more time to develop things like technology, which further helps our ability to learn.
- 🧠 For this presentation, you need to have the “Lots of Ways to Learn” Story Video. You will also need the “game” sheets – enough for one per student - from the “What’s My Style” game.
- 🧠 Play the video and stop after the title slide.



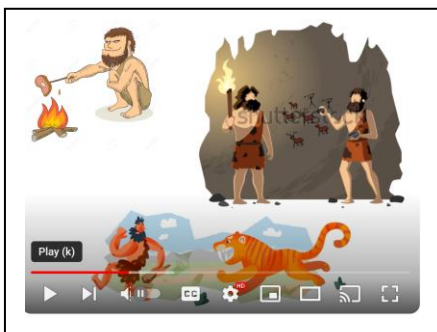
Ok...so ALL animals learn – they have to learn to survive.

But, did you ever wonder why people have to go to school and other animals don't?

Plus, did you ever wonder why some people LOVE going to school and other people don't?

These are some of the things that we will be talking about today.

- 🧠 Continue playing the video and stop at the following slide.



Hmmmm...Did you ever wonder why school spend **soooooo** much time teaching you how to read and write?

Let's think about this. Think about something that you REALLY like to do. (Have the students share some of their answers and write them down – on the chalk or a white board.)

Ok...now, I want you to think about HOW you learned how to do these things. (Usually, someone showed them how to do it.)

Now, think about how you could learn these things if NO ONE else were around to show you...being able to read let's you learn how to do almost EVERYTHING!!!

🎨 Continue playing the video and stop at the following slide.

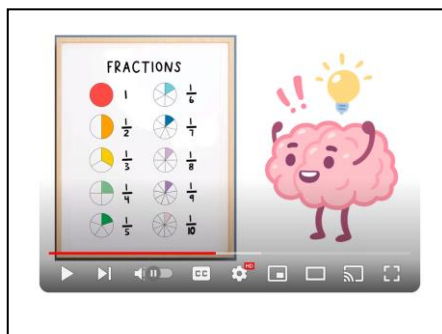


So, **everyone** can learn and we all know that learning using your brain.

We also know that our brain gets information through our senses, like seeing, hearing and touching – as well as tasting and smelling.

The way we learn depends on us being able to see, hear, touch, taste and smell the world around us.

🎨 Continue the video and stop at the beginning of this slide – but, do not start the audio.



Ok...so let's see what we just learned about the states of matter.

🎨 Discuss the following questions with the students.

When we are making a cake – does the batter start out as a liquid, a solid or a gas – these are **3 states of matter?** (liquid)

- That is right and a liquid is one of the states of matter.

What do we have to do to change the liquidy cake batter into a yummy cake? (put it in the oven)

- That is right.

Why do we put the liquidy cake batter in the oven – what does the oven do? (adds heat)

- Ok...so, adding heat to a liquid can change it into a solid.
- We change the **temperature** – we add heat – and it changes the cake batter into a solid

What would happen to water if we put it in the freezer? (it would become a solid)

- Ok...so, by taking away heat – changing the temperature from hot to cold – we can change a liquid into a solid.

🎨 Discuss with the students that the **states of matter** is something that you learn about in **CHEMISTRY**.

Ok...let me ask you some questions.

- What are 3 states of matter? (Liquid, solid, gas)
- What are 2 ways that you can turn a liquid into a solid? (hint: think about making a cake and think about popsicles)? Add heat or take away heat
- What is one thing that has to change to change a liquid into a solid? (temperature)

You just learned something about CHEMISTRY!!! Raise your hand if you had fun – then say...who knew learning about chemistry could be fun.

🎨 Continue the video and stop at this point to discuss basics of fractions.



Ok...so a **fraction** is a piece of a whole and the “whole” we are going to be thinking about is a **PIZZA**.

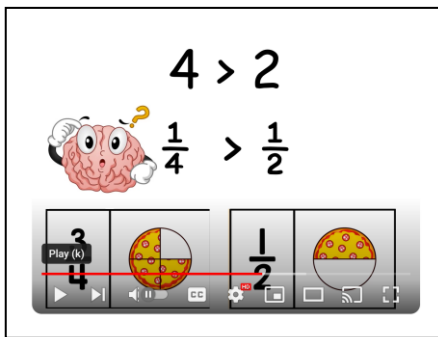
Raise your hand if you LOVE pizza. I LOVE pizza too!

Now, in a **fraction**, you have one number on top and one number on the bottom. (Draw a fraction on the chalkboard, whiteboard or on a piece of paper using the “#” symbol on top and bottom.)

The bottom # is for how many pieces you are going to break the whole into – so how many pieces you slice the pizza into.

The top # is for how many pieces of the pizza you get to eat.

🎨 Continue the video and stop at this point on the slide after the question “Would you rather eat a $\frac{1}{4}$ or a $\frac{1}{2}$ of the pizza?”



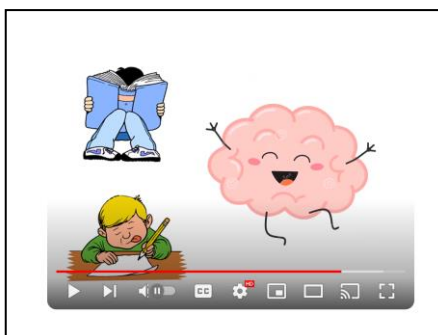
Ok...so you are REALLY hungry.

Raise your hand if you want to eat $\frac{1}{4}$ of the pizza.

Raise your hand if you want to eat $\frac{1}{2}$ of the pizza.

Ok...let's see who is getting the BIGGER piece of pizza.

🎨 Continue the video and stop at the end of this slide. (Note...there is ~ 3 minutes left in the story – so watch your time.)



One of the MOST important things for you to learn is....

finding the BEST way for YOU to learn different things that will make your brain happy.

We are going to play a little game – in which YOU all are going to win.

The game is called...What's My Style.

🎨 **What's My Style** – Explain the “game” and pass out the “game” sheets.

1. Explain to the students...

Some people learn better when they read, write, or **SEE** things (visual).

Some people learn better when they **TOUCH**, do, or make something (kinesthetic).

Some people learn better when they **LISTEN** or hear things (auditory).

Knowing HOW you learn best will help you to learn and make learning more fun – which is going to make your brain happy and healthy.

2. Explain to the students that you will be reading a “situation” with 3 ways to “handle” it – using one 3 of the senses – seeing, listening or touching.
3. Explain to the students that this game relies on their ability to figure out which sense their brain uses more during the situation – seeing, listening or touching.
4. Explain that they will need to **circle** the way they would handle the situation.
5. Read as many of the situations – scenarios – as time permits. For each of the “choices”, point to your eyes, ears or wiggle your fingers to help the students decide between – seeing, listening or touching.
6. At the end of the game, have the students count how many times they circled each choice and write the number in the “totals”.

Remind the students that everyone learns in different ways. They need to find the best way for them to learn different things that will make your brain happy. They did this today, so their brain is happy!

 Continue playing the video until the end of the story.

Thank the students for letting you talk to them about how “Lots of Ways to Learn”.

Remind the students that...

- Everyone has a brain and can learn.
- The secret to having fun when you are learning is finding out the way that your brain likes to learn and remembering that the way that you learn changes as you grow up.
- Thinking and learning helps your brain stay healthy and is SPECTacular

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

Game Scenarios

1. If I must learn how to do something, I learn best when I:

- (See) Watch someone show me how.
- (Listen) Hear someone tell me how.
- (Touch) Try to do it myself.

2. When I read, I often find that I:

- (See) Visualize what I am reading in my “mind’s eye” – or in my head.
- (Listen) Read out loud or hear the words inside my head.
- (Touch) Fidget and try to “feel” the content.

3. When asked to give directions, I:

- (See) See the actual places in my mind as I say them or prefer to draw them.
- (Listen) Have no difficulty in giving them verbally.
- (Touch) Have to point or move my body as I give them.

4. If I am unsure how to spell something, I:

- (See) Write it to determine if it looks right.
- (Listen) Spell it out loud to determine if it sounds right.
- (Touch) Write it to determine if it feels right.

5. When I write, I:

- (See) Am concerned with how neat and well-spaced my letters and words appear.
- (Listen) Often say the letters and words to myself.
- (Touch) Push hard on my part or pencil and can feel the flow of the words.

6. If I had to remember a list of items, I would remember it best if I:

- (See) Wrote them down.
- (Listen) Said them over and over to myself.
- (Touch) Move around and used my fingers to name each item.

7. I prefer teachers who:

- (See) Use a board or projector while they teach.
- (Listen) Talk with lots of expression.
- (Touch) Use hands-on activities.

<p>8. When trying to concentrate, I have a tough time when:</p> <p>(See) There is a lot of clutter or movement in the room. (Listen) There is a lot of noise in the room. (Touch) I have to sit still for any length of time.</p>
<p>9. When solving a problem, I:</p> <p>(See) Write or draw diagrams to see it. (Listen) Talk myself through it. (Touch) Use my entire body or move objects to help me think.</p>
<p>10. When given written instructions on how to build something, I:</p> <p>(See) Read them silently and try to visualize how the parts will fit together. (Listen) Read them out loud and talk to myself as I put the part together. (Touch) Try to put the parts together first and read later.</p>
<p>11. To keep occupied while waiting, I:</p> <p>(See) Look around, stare, or read. (Listen) Talk or listen to others. (Touch) Walk around, manipulate things with my hands, or move/shake my feet as I sit.</p>
<p>12. If I had to verbally describe something to another person, I would:</p> <p>(See) Be brief because I do not like to talk at length. (Listen) Go into great detail because I like to talk. (Touch) Gesture and move around while talking.</p>
<p>13. If someone were verbally describing something to another person, I would:</p> <p>(See) Try to visualize what they were saying. (Listen) Enjoy listening but want to interrupt and talk myself. (Touch) Become bored if their description got too long and detailed.</p>
<p>14. When trying to recall names, I remember:</p> <p>(See) Faces but forget names. (Listen) Names but forget faces. (Touch) The situation where I met the person rather than the person's name or face.</p>

Game Scenarios Credit:

<https://mymission.lamission.edu/userdata/schonfd/docs/Assignments/Learning%20Style%20Inventory.pdf>



NAME:			
1.	Touch	Listen	See
2.	Touch	Listen	See
3.	Touch	Listen	See
4.	Touch	Listen	See
5.	Touch	Listen	See
6.	Touch	Listen	See
7.	Touch	Listen	See
8.	Touch	Listen	See
9.	Touch	Listen	See
10.	Touch	Listen	See
11.	Touch	Listen	See
12.	Touch	Listen	See
13.	Touch	Listen	See
14.	Touch	Listen	See
TOTALS:	Touch =	Listen =	See =
For most things, I learn better by (touching, listening, seeing) _____ .			
This is what I should try first when learning...			