



## LESSON PLAN: Auto-Brain-Graphy

**Topic:** Functions of the Brain

**Subject/Stream:**

Art

Biology

Creative Writing

Health

Language

**Grade Level:** 4 -12 | Can easily be modified to accommodate a wide range of learners

**Length of Lesson:**

1. Introduction to the lesson = One lesson
2. Two Functions per class with Activities = 3.5 lessons
3. Work Period = 1 lessons

**Objective(s):**

For students to understand the seven (7) functions of the brain

**Brief Summary:**

- The activity focuses on the following functions, with a twist:
  1. Motor control
  2. Sensory | Five (5) Senses
  3. Regulation
  4. Language
  5. Lateralization
  6. Emotion
  7. Cognition
- Students will create an AUTOBIOGRAPHY; an account of a person's life written / told by that person.
- This assignment / activity is like an autobiography, but with a focus on the BRAIN, and can take the form of a slideshow, poster board, vision board or a booklet / magazine with the following requirements:
  1. Section A | Title Page





2. Section B | 7 Sections About my Brain and Me
3. Section C | My Cool Facts

**Background Information:**

- The grade / division will dictate how in depth the information is.
- Before starting this assignment, students will have gone over each part of the brain to learn the function(s) of each part.

**Resources | Materials Required per Pair:**

- YouTube videos
- Cardstock
- Art supplies
- Computers
- Research information on the brain
- The Auto-Brain-Graphy Lesson Plan PowerPoint Slide deck
- Handout - Activity Instructions - Auto Brain Graphy

**Extra Resources**

PRIMARY/EARLY JUNIOR VIDEO | The Brain for Kids - What is the brain and how does it work? <https://www.youtube.com/watch?v=c9HK59FaoMI>

LATE JUNIOR/INTERMEDIATE VIDEO | Meet Your Master - Getting to Know Your Brain: Crash Course: <https://www.youtube.com/watch?v=vHrmiv4W9C0>

**Activity Instructions:****Part 1**

Review PowerPoint Slides to learn more about the seven (7) functions of the brain

**Part 2****Section A | Title Page**

- The title of your Auto-Brain-Graphy will be: “My Brain”, decorated with words, images and/or pictures.
- Student’s name should be worked into the title page or placed neatly in the bottom right-hand corner.
- Student can either use computer generated images, lettering, pictures etc.





- Alternatively, if a student would like to draw something, they can take a picture and include it upload it to their chosen template.

## Section B | Seven (7) Sections About my Brain and Me

Step 1: Label each section accordingly:

1. Motor control
2. Sensory | Five (5) Senses
3. Regulation
4. Language
5. Lateralization
6. Emotion
7. Cognition

Step 2: Read the instructions and complete the task for each function.

1. Motor control is responsible for the generation and control of movement.
  - For this section indicate a minimum of three (3) physical activities you like to do; include pictures / drawings etc.
  - Write a small paragraph on your favourite activity that requires “MOTOR CONTROL”
2. Sensory | Five (5) Senses: Are involved with the reception and processing of sensory information.
  - For this section, brainstorm a list of items that are a reflection for each of your senses including:
    - VISION
    - HEARING
    - SMELLING
    - TASTE
    - TOUCH
  - Write a rhyming or free verse poem incorporating your list of items from your brainstorm. Be creative and use fantastic vocabulary and poetic devices.

*NOTE FOR TEACHERS: The second part of this exercise could be adapted for younger students. Alternatively, you could ask younger students to write a sentence that includes at least 3 of our senses. If using the handout that accompanies this lesson plan, please note, the handout aligns with the original lesson plan.*





3. Regulation is responsible for the functions of the brain that regulate, controls, and maintains all the organs and body parts.
  - For this section make a list of five (5) rules / regulations that you don't like and five (5) rules / regulations you agree with
  - These rules can be rules in your house, community, country, or the pandemic.

*NOTE FOR TEACHERS: For younger students, consider lowering this number to three (3) rules / regulations that you don't like, and three (3) rules / regulations you agree with. If using the handout that accompanies this lesson plan, please note, the handout aligns with the original lesson plan.*

4. Language is represented, processed, and acquired, and this is called neurolinguistics.
  - For this section you are going to indicate all the languages you currently speak; and then you are going to indicate a language you would love to learn and indicate why.
  - Next you are going to:
    - Research / learn and share five (5) interesting facts about the country the language is from.
    - Learn five (5) pieces of conversation in that language (i.e.) "Hello, my name is \_\_\_\_\_"
5. Lateralisation refers to the phenomenon in which one hemisphere (i.e.) the left side of the brain interacts with the right side of the body, and vice versa.
  - For this section, make a list of 8 - 10 things you do with your dominant side (i.e.): playing right-handed in badminton.
  - Pick an item from your list and try and complete the task using your opposite (least dominant) side.
6. Emotion are defined as two-step multi-component processes involving elicitations, followed by psychological feelings, appraisal, expression, autonomic responses, and action tendencies.
  - For this section, pick five (5) emotions.
  - Beside each emotion brainstorm a list of examples things, situations, events, etc.
  - From one of your selected emotions, choose one example and write a paragraph or two explaining your emotion - include an illustration to enhance it.
7. Cognition functions through numerous processes and executive functions. Executive functions include the ability to filter information and tune out irrelevant stimuli with attentional control, the ability to process and manipulate information held in working memory, the ability to think about multiple concepts simultaneously and





switch tasks with cognitive flexibility, the ability to inhibit impulses, and the ability to determine the relevance of information or appropriateness of an action.

- For this section you are going to share something that you are good at and indicate reasons why you are good at it.
- Next you are to think of two (2) traits, skills, and / or learning opportunity and teach yourself something new.
- Keep a notes / journal, recording to share.

### Section C | My Cool Facts

- For your final section research and find five (5) cool facts about the brain.
- Come up with a game or activity to play that will test your brain.

