



BRAIN LESSON “Mission Control” Fifth Grade

WHAT’S NEW FOR YOU

- **The new MORE HEALTH website is equipped with a classroom Teacher section.** Although still a work in progress, classroom teachers have the capability to access pre and post-visit activities, vocabulary words, and in many cases pre and post-visit videos.
- **Visit morehealthinc.org.**
 - The teacher section is located close to the top on the home page.
 - Click on “teacher” and find the MORE HEALTH lesson you need.
- **Password: resources**

Pre-Visit Activities

1. Review the enclosed Vocabulary. Students do not need to have a working knowledge of the words, but rather a beginning familiarity.
2. Follow the directions above to access the following video. Click the link to play:
How the Brain Works. (3:41 minutes) <https://youtu.be/-nH4MRvO-10>

If time permits, there are activities and a quiz associated with the video on the website www.kidshealth.org.

3. Give each student the Brain diagram to use along with the Vocabulary.
4. Read the book: *The Brain, Our Nervous System* by Seymour Simon.
5. Have students divide into small “brain teams” each taking one part of the brain (from vocabulary). Students will begin with these definitions. They can look for more facts and use all the material in one report on the brain. This can be a brief, but informative way to improve writing skills.

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Suggested Post-Visit Activities

1. A parent letter including Brain Teasers is available for each student. They will educate and entertain your students and inform their families.
2. Your class might enlarge the student cross-section of the brain (Brain visual) and put it on the bulletin board. They could then use pictures or drawings to show what different parts of the brain do. They can look at the Vocabulary for clues.
3. Have students look on the CDC or National Traffic Safety Administration websites to research statistics that indicate the number of brain injuries by sports, bicycle, or automobile accident. Students can compare the statistics of brain injuries as they relate to age, state, and county.
4. Have students drop an egg wrapped in a paper towel on the floor. Have them do it again with a wrapped egg inside of a helmet. Have the class discuss the results.
5. Click link to show the Brain Works video: *The Brain and Exercise* (22 minutes)
<https://www.youtube.com/watch?v=8O72UYVGVCI&t=552s>
This video stresses the importance exercise is for your brain.

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Vocabulary

1. **abuse**_n to hurt by treating badly, mistreat (i.e. using drugs, alcohol, tobacco, overeating)
2. **brain stem/ medulla oblongata**_n part of the brain stem; controls involuntary reflexes like heartbeat, breathing, circulation, and blinking
3. **cerebellum**_n responsible for muscle coordination and balance; controls voluntary reflexes
4. **cerebral cortex**_n the outer layer of the brain; location of the convolutions or “wrinkles”
5. **cerebrum**_n the largest part of the brain responsible for the five senses, short and long term memory, and speech
6. **corpus callosum**_n a large bundle of nerves that connects the left and right sides of the brain
7. **helmet**_n a hard covering to protect the skull/brain, worn by bicycle riders, soldiers, certain athletes, etc.
8. **hypothalamus**_n regulates body temperature, hunger, thirst, pain; controls the pituitary gland and the fight and flight response.
9. **neuron**_n nerve cell; the basic unit that carries out the work of the nervous system
10. **thalamus**_n relay station that receives messages and sends them to the proper place in the brain

Goals:

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1. Students will understand the structure and function of the brain.
2. Students will understand their responsibility to protect their brain and spinal cord from injuries and damage.

Objectives:

1. Students will be able to name the five parts of the brain and their functions.
2. Students will be able to name at least four ways to protect their brain and spinal cord.
3. Students will be able to explain at least two reasons why they should protect their brains from abuse by alcohol or drugs.
4. Students will be able to explain how drugs and alcohol can cause injury to their brains.

Standards:

The student will...

- HE.5.C.1.1 describe the relationship between healthy behaviors and personal health.
- HE.5.C.1.4 compare ways to prevent common childhood injuries and health problems.
- HE.5.C.2.1 predict how families may influence various health practices of children.
- HE.5.C.2.2 predict how friends/peers may influence various health practices of children.
- HE.5.C.2.4 give examples of school and public health policies that influence health promotion and disease prevention.
- HE.5.B.3.3 compile resources from home, school, and community, technologies that provide valid health information.
- HE.5.B.4.1 illustrate techniques of effective verbal and nonverbal communication skills to enhance health.
- HE.5.B.4.2 discuss refusal skills and negotiation skills that avoid or reduce health risks.
- HE.5.B.5.1 describe circumstances that can help or hinder healthy decision making.
- HE.5.B.5.2 summarize healthy options to health-related issues or problems.
- HE.5.B.5.3 compare the potential short-term impact of each option on self and others when making a health-related decision.
- HE.5.B.5.4 select a healthy option when making decisions for yourself and/or others.
- HE.5.B.6.1 specify a personal health goal and track progress toward achievement.

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- HE.5.P.7.1 model responsible personal health behaviors.
- HE.5.P.7.2 illustrate a variety of healthy practices and behaviors to maintain or improve personal health and reduce health risks.
- HE.5.P.8.1 persuade others to make positive health choices.
- SC.5.L.14.1 identify the organs in the human body and describe their functions, including the skin, brain, heart, lungs, stomach, liver, intestines, pancreas, muscles, and skeleton, reproductive organs, kidneys, bladder, and sensory organs.
- LAFS.5.RI.1.2 determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- LAFS.5.R1.1.3 explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- LAFS.5.R1.3.7 draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- LAFS.5.2.1.2 write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- LAFS.5.SL.1.1 engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others’ ideas and expressing their own clearly.
- LAFS.5.SI.1.3 summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- LAFS.5.L.3.4 determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

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