

## BrainReach North – Lesson Plan

**Title:** Brain Plasticity and Brain Training

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**Length:** Activity (5 min), Intro (10-15 min), Activity 1 (5 min), Activity 2 (10-15 min), Activity 3 (10-15 min) Conclusion (5 min) – total: 45-60 min

**Target Audience:** Grades 4-6

### Required materials:

A pencil and pieces of paper for each student.

For “Guessing Without Sight” activity: a set of diverse objects found around the classroom (eg. a marble, an eraser, a feather, a cotton ball, a screw, small toys, tiny things in containers, and other things with unique shapes, textures and sound).

For **in-person** “Guessing Without Sight” activity: box with diverse objects found around the classroom (eg. a marble, an eraser, a feather, a cotton ball, a screw, small toys, spices in containers, and other things with unique shapes, textures or smells).

### Preparation:

Students should have their pencil and a piece of paper ready, the teacher will need PowerPoint Lesson Guide, the box with objects, and blindfolds.

### General objectives / relationship to QC curriculum/ Performance objectives:

Learn the concept and importance of brain plasticity, and that the brain can be “trained” with Cognitive (Brain) Training.

Learn activities that could improve cognitive abilities (memory, attention, concentration, etc.) by taking advantage of brain plasticity.

QC Curriculum:

Progressions of Learning - Science and Technology, Living Things:

A.2.g. Associates the parts and systems of the anatomy of animals with their general functions.

A.2.h. Explains the sensorial functions of certain parts of the anatomy (skin, eyes, mouth, ears, nose).

F. Appropriate language: 1. Terminology related to an understanding of living things.

a. Appropriately uses terminology related to an understanding of living things.

Performance Objectives:

1) Understand the concept of brain plasticity and brain training.

2) Understand how to take advantage of brain plasticity with simple brain training activities that can improve cognitive functioning.