

GRADE 1

LESSON 1



Our Brain Is the Boss!

Lesson Plan



Handouts and Resource Pages are located at the end of each lesson.

Prevention Objectives and Major Messages

Students will learn that:

- Our brain is the most important part of our body.
- Our brain is in charge of keeping us alive, growing, and learning.
- Our brain needs extra special care and protection.
- There are ways we can protect our brain and the rest of our body.

Lesson Snapshot

• Information Activity—Story

The teacher reads aloud a story from the Storybook entitled *Our Brain Is the Boss!* The story is about Shaniqua, who teaches her little brother Izzy about his brain. Students examine a drawing of a human brain and learn hand gestures to help recall the lesson's major messages.

• Ownership Activity #1—Drawing

Students draw themselves doing something to protect their brains. Include time for students to share their drawings. This is a required activity that is most effective when conducted immediately following the story, but it may be conducted later in the day or the next day.

• Ownership Activity #2—Team Collages

Teams of students create "Healthy Brain Food" collages by cutting out ads for milk, juice, vegetables, and so on from magazines and gluing them onto poster boards. Include time for teams to share their collages. This activity may be conducted anytime following the story, for instance, during a nutrition lesson.

Lesson/Activity Duration (30–40 minutes total)

- Story = 10 minutes (includes a brief discussion)
- Drawings = 10–15 minutes (varies based on ability)
- Team Collages = 10–15 minutes (may be conducted at a later time)

Materials

- Storybook—*Our Brain Is the Boss!* (with reader prompts)
(**Note:** *If the large format book is not available, read from the Story Guide*)
- Story Guide—with reader prompts and vocabulary definitions (*pages 41–55*)
- Student Drawing Page—"This is a picture of..." (*page 58*)
- Parent/Family Caregiver Resource Page—"Picture of a Human Brain and Skull" (*page 59; Spanish page 247*)
- Parent/Family Caregiver Resource Page—"Our Brain's Work" (*page 60; Spanish page 248*)
- Color pencils or crayons, scissors, glue
- Poster board (one for each team of two to four students)
- Magazines with ads for milk, juice, vegetables, or other healthy foods (you may precut ads to save time)
- **Optional:** Model of a brain (available through Hazelden Publishing; see page 40)

Preparation

- Photocopy the two Parent/Family Caregiver Resource Pages "Our Brain's Work" and "Picture of a Human Brain and Skull" and the Student Drawing Page "This is a picture of..." (one each per student).
- Make an extra copy of the "Picture of a Human Brain and Skull" (*page 59*) for your use as you read page 7 of the Storybook.
- Send home the parent letter and fact sheet (*pages 27–28; Spanish pages 245–246*) at the start of the program.

Important: Please read the statements and gestures on pages 14 and 15 of the Storybook in the order they are listed in the Story Guide. (Don't read the numbers aloud; they indicate order only.)

Vocabulary Guide

Brain, skull, and protect.

Definitions are provided as part of the story and reinforced by reader prompts. Be sure to include these words in your vocabulary study and/or on your "Word Wall." A Word Wall is a designated place in the classroom where vocabulary words are posted.

Reinforcement Ideas

- Make extra copies of the two Parent/Family Caregiver Resource Pages, "Our Brain's Work" and "Picture of a Human Brain and Skull," to use as posters in the classroom.
- When it is time for students to rest, remind them that they are giving their brains a break. Even when they rest, their brains still have to keep their hearts beating, their lungs breathing, and their bodies growing; but during rest their brains get a break from helping their mouths to talk and their bodies to move.
- At lunchtime, remind students that they are also feeding their brains. If they want their brains to be able to think, learn, and remember, they will need to feed them healthy foods and drinks.
- During lessons on nutrition, remind students of the role that nutrition plays in taking care of their brains so their brains can help them think and learn. The "Healthy Brain Food" collages make a wonderful addition to a lesson on nutrition.

Parent/Family Caregiver Involvement

Instruct students to share what they learned with a parent or family caregiver. Photocopy the two Parent/Family Caregiver Resource Pages, "Our Brain's Work" and "Picture of a Human Brain and Skull," and send them home along with students' drawings to facilitate a family discussion and to reinforce messages. (Spanish versions are in the appendix.)

Note

The term *grown-up* is used intentionally, rather than the word *adult*. This message is preparing students to understand that some people may be called adults at age 18, but their brains and the rest of their bodies are still growing—and they are not grown-ups until they reach age 21. This message is repeated throughout the scope and sequence.

The term *our* is also used intentionally, rather than the word *the*, with the words *brain* and *body*. This helps the student identify personally with the information presented. Personalizing helps children internalize the information.



Story Guide

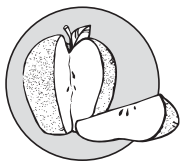


Process

1. Have your copy of the "Picture of a Human Brain and Skull" Resource Page close at hand for use during the reading of the story (Storybook, page 7).
2. Have children form a semicircle around you, similar to what is often called "Circle Time."
3. Introduce the story. Explain that this is a "listening activity" and that you will stop reading when it is time to ask questions.
4. Read from the Storybook, *Our Brain Is the Boss!* If the large format book is not available, read the story from the Story Guide.
5. Follow the Reader's Prompts. The Reader's Prompts are available in both the Storybook and the Story Guide. The prompts alert the reader to pause in the reading of the story for brief "asides" (brief discussion questions and responses) to keep students involved and to help the reader assess students' understanding of the story's content. The prompts allow students to make comments and contributions in the story.

Note: Reader's comments and questions are written in **bold italics**, and instructions are written in plain text and in parentheses ().
6. Model the characters' actions, gestures, and facial expressions. The reader is encouraged to use the facial expressions described in the story to distinguish among the characters' voices.
7. Read with enthusiasm and involvement.
8. Accept all comments; praise all attempts; confirm accurate statements.
9. Monitor understanding via a show of hands.
10. Complete the Lesson Summary.
11. **Optional:** When talking about the brain, you could use a model of a brain. You can purchase a model from Hazelden Publishing at 1-800-328-9000 (Item #7791).

Related Subject Areas



Health



Science



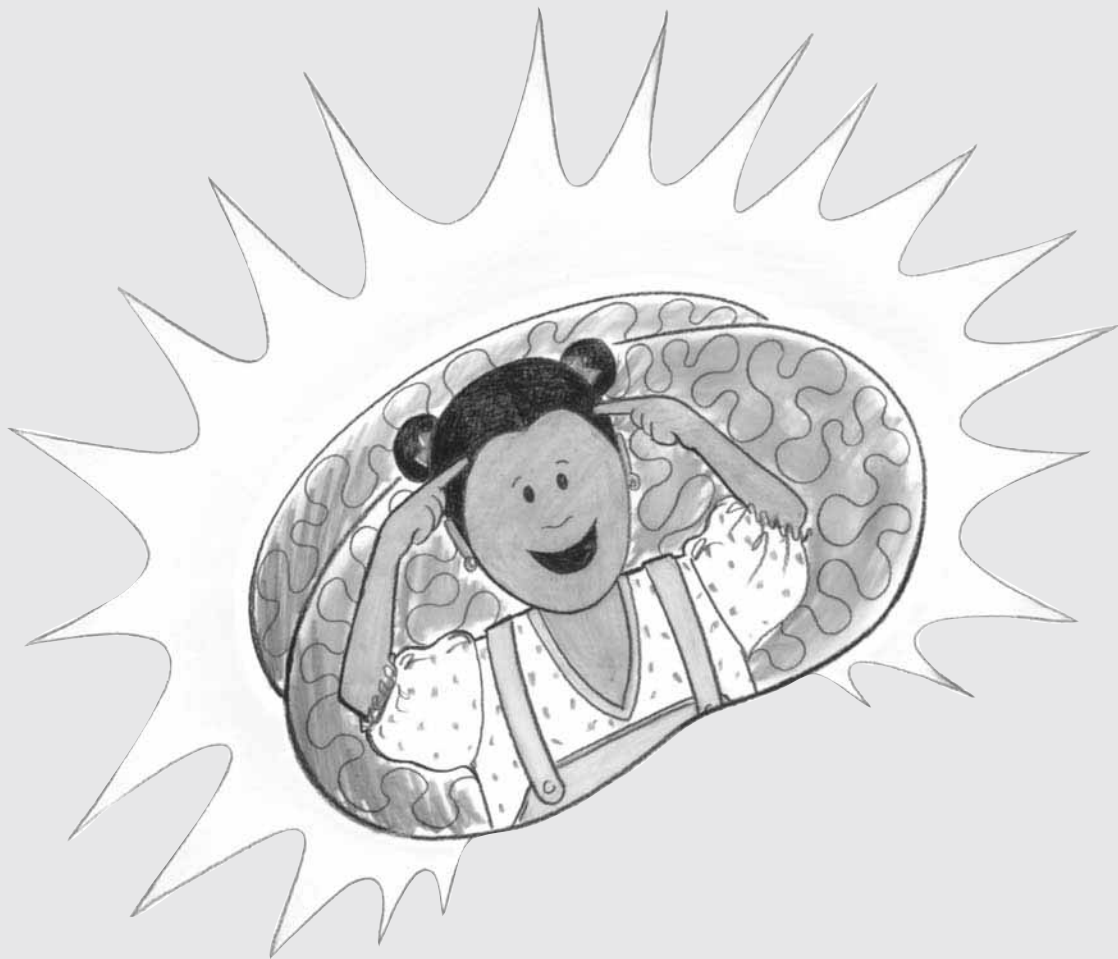
Language Arts

Have fun!

It is important that both you and the students enjoy the lesson.

Our Brain Is the Boss!

GRADE 1 • LESSON 1



An Alcohol Use Prevention Curriculum

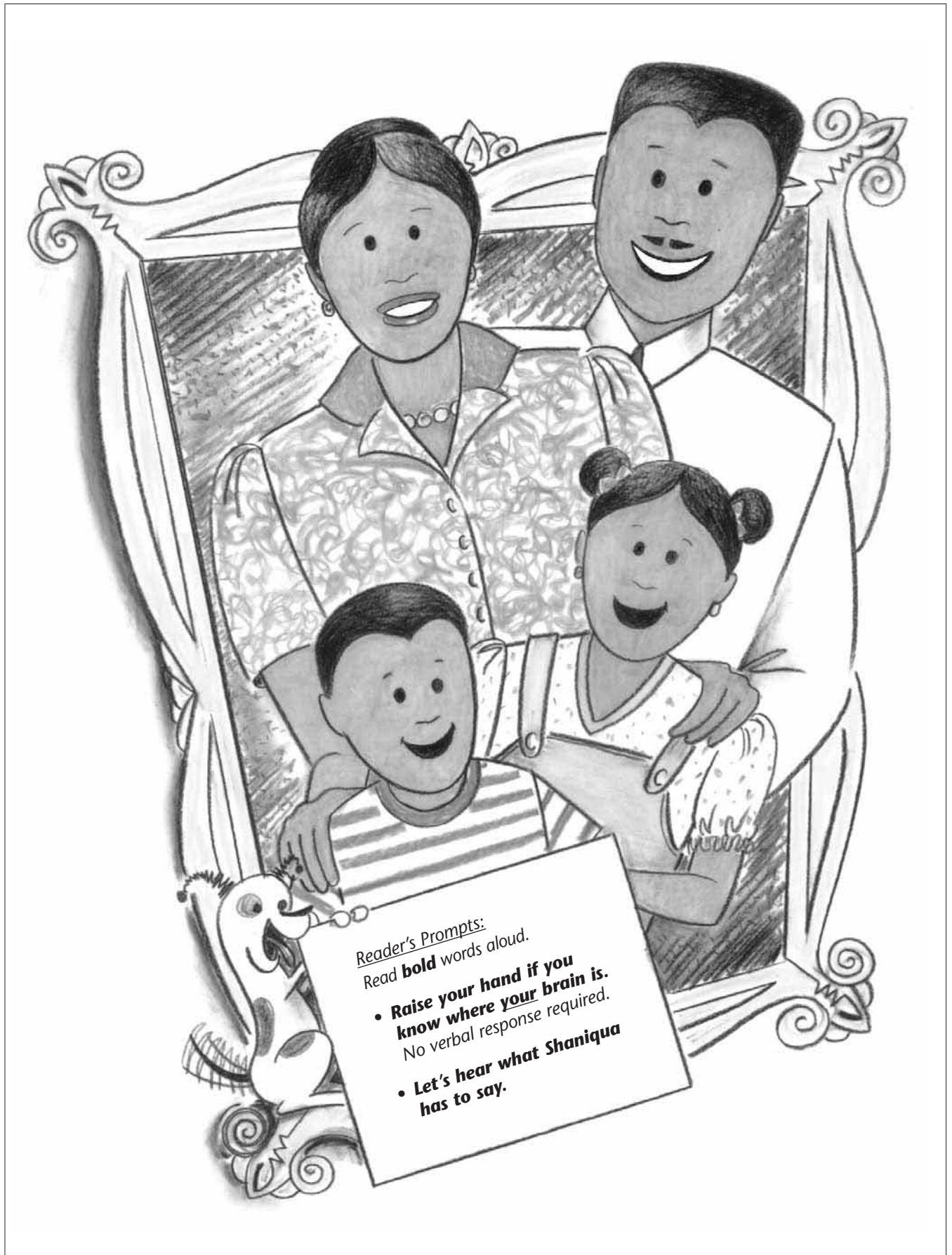
S T O R Y B O O K

Shaniqua (Sha-nee-qwah) is six and a half years old. She lives with her mother, father, and little brother Israel, who is five. Everyone calls Israel “Izzy” for short. Izzy loves to ask questions.

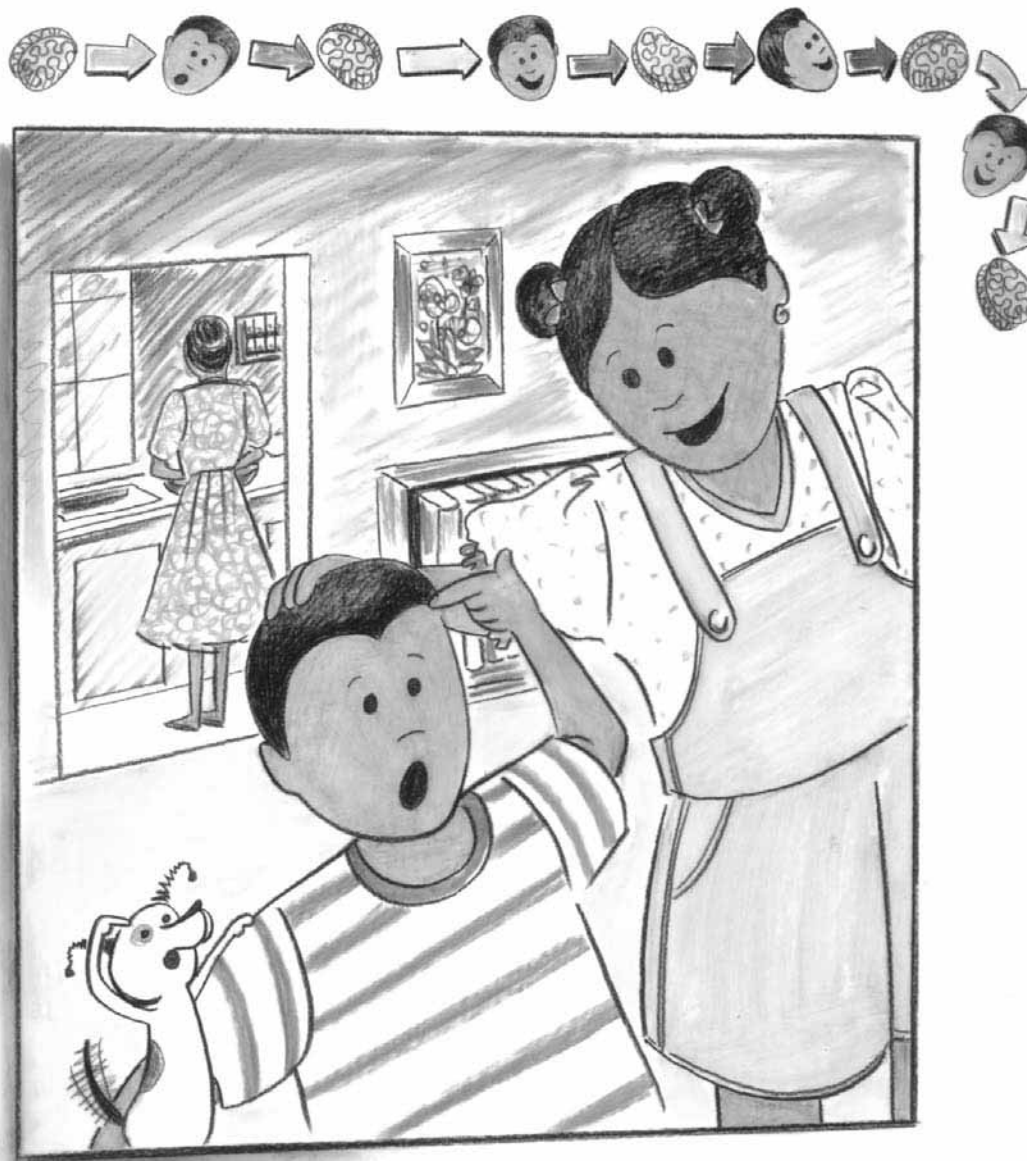
One day, Izzy came running into the living room and asked Shaniqua,
“Where’s my brain?”

“What’s the matter,” asked Shaniqua, laughing. **“Have you lost it?”**

“No,” answered Izzy. **“I just want to know where it is.”**



“Your brain is inside your head,”
answered Shaniqua as she put her
hand on top of Izzy’s head.



Then she tapped him on top of his head with her finger and said, **“Your brain is inside your skull.”**

“What is my skull?” asked Izzy.

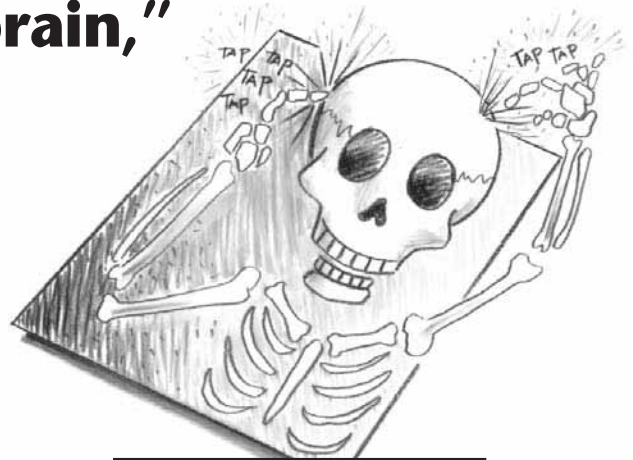
- **What is your skull?**
Wait for answers. Confirm.
- **Let’s hear what Shaniqua has to say.**



“Your skull is the thick bone that covers your brain,” Shaniqua answered.

“You can feel it. Tap your head all over with your finger.”

Izzy tapped his head all over.



- **Let’s feel our skulls, too.**
- **Lead the children in tapping their heads. Confirm that they can feel their skulls.**



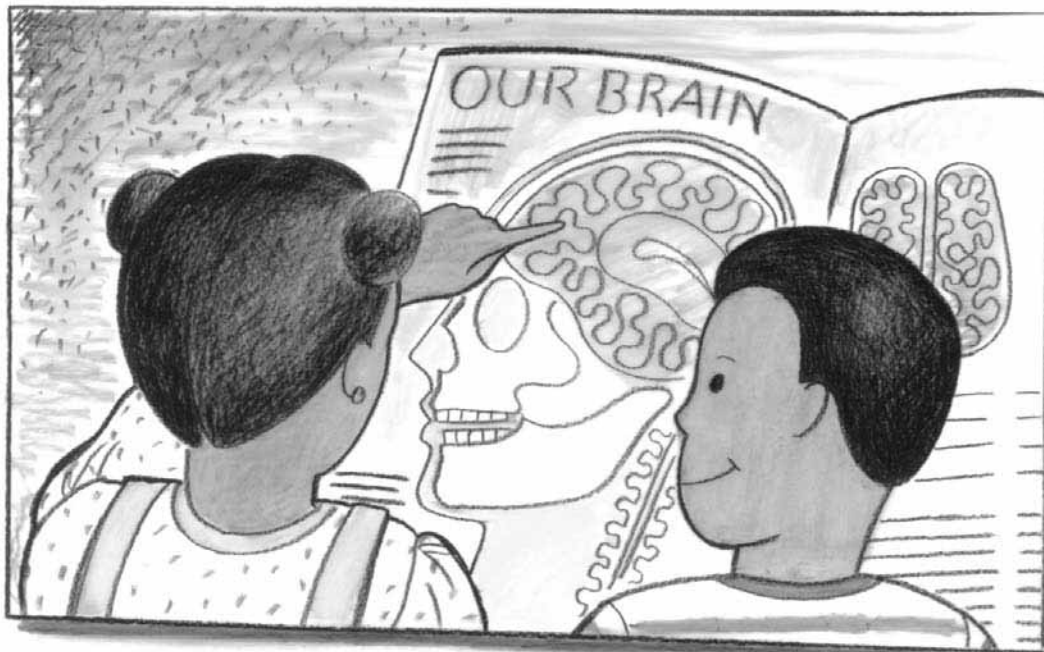
“Would you like to see a drawing of a brain?” asked Shaniqua.

“Yes!” answered Izzy.

Shaniqua got a big book off the shelf and opened it.

There it was...a drawing of a brain.

“See, Izzy.” Shaniqua put her finger on the picture.



“There is a drawing of a brain, and there is the big bone called the skull.”

- **Would you like to see a drawing of a brain and skull?**
- *Examine the drawing on this page.*
- **The person who drew the picture drew it so we could see inside the skull.**
- *Don't try to explain the parts of the brain; just indicate that there are lots of different parts.*
- **I wonder what will happen next. Let's get back to our story and find out.**



Shaniqua pointed to the skull and said, **“Our skull helps us protect our brain.”**

Izzy thought, and then he asked, **“What does *protect* mean?”**



- *Most of you probably know what protect means.*
- *Let's listen to what Shaniqua says.*



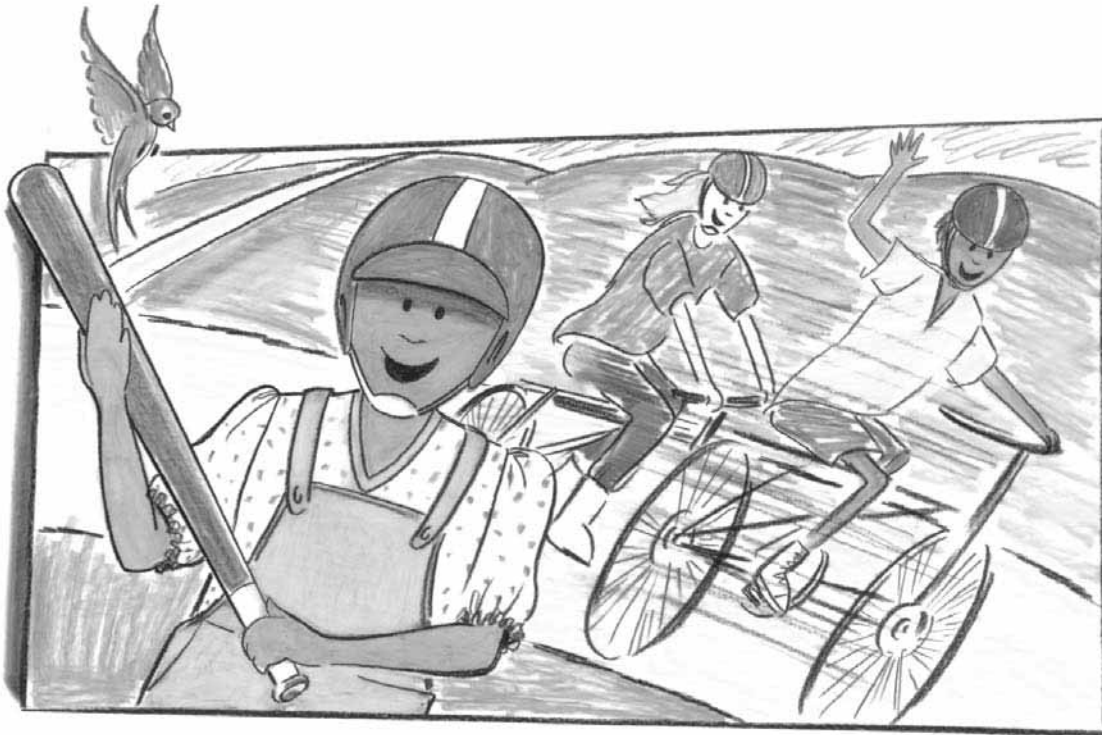
Shaniqua thought and said,
“Protect means to keep something safe. Your skull helps to protect your brain. It keeps your brain safe.”

Just then their mother came into the room and said, **“That’s right, Shaniqua. But remember, our brains need extra protection.”**

“I remember, Mama,” Shaniqua said as she closed the book. **“Our skull helps protect our brain when we are sitting, standing, walking, or sleeping. But our brain needs extra protection when we’re doing other things. That’s why we always wear helmets when we ride our bikes—and when we’re at batting practice.”**

Izzy raised his eyebrows and asked, **“But why do our brains need extra protection?”**

Their mother explained, **“Because our brain is the most important part of our body.”**

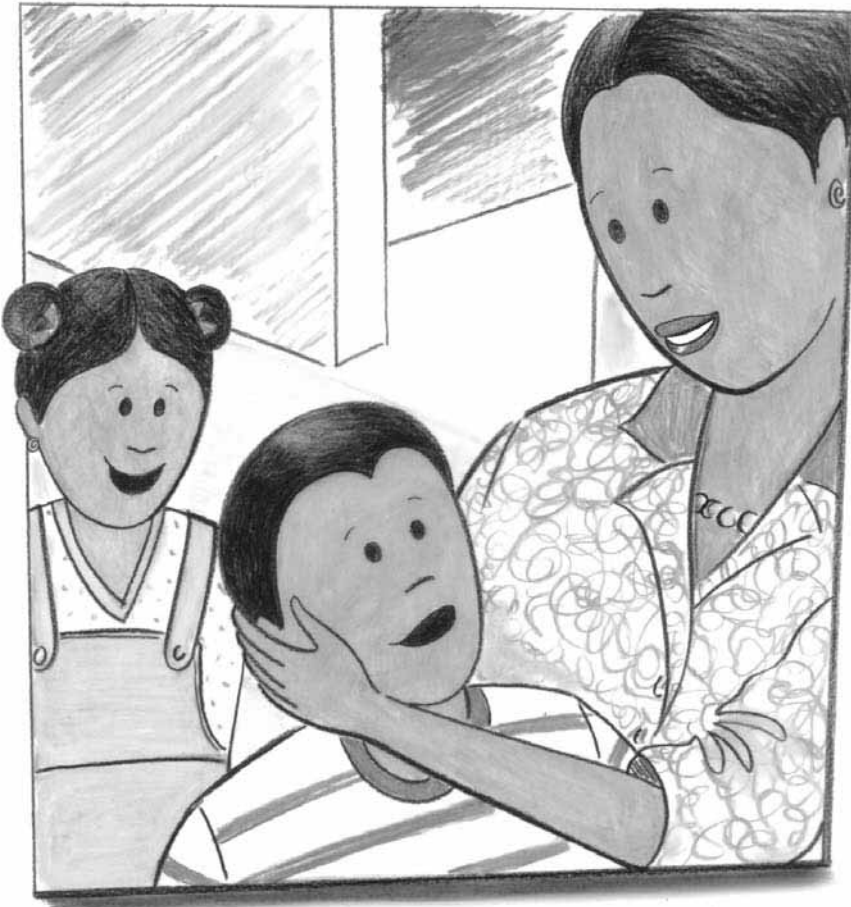


“Why?” asked Izzy.
**“What does it do that’s
so important?”**

- **Why do you think our brain is so important?**
Wait for two or three answers. Confirm.

- **Let’s hear what Izzy’s mother tells him.**





Izzy's mother took his face in her hands and answered, "**Your brain helps all the other parts of your body to do their jobs.**"

"Our brain is the boss of the rest of our body!" announced Shaniqua proudly. **"I learned that in school!"**

“That’s right!” said their mom proudly. **“Our brain is the boss of the rest of our body.”**

Then she said, **“Shaniqua, please teach Izzy what you learned in school about our brain’s work.”**

Shaniqua answered, **“Pay attention, Izzy.”**

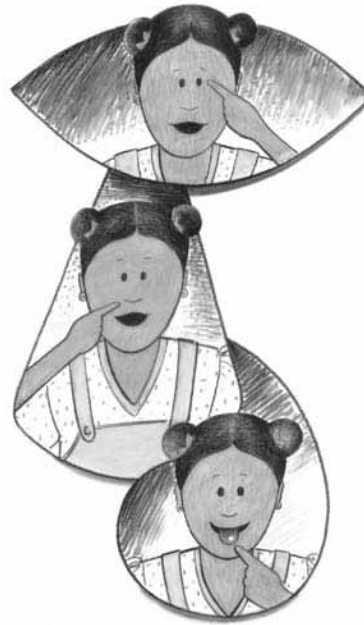
Shaniqua stood up and said, **“Here are some of our brain’s jobs.”**



• Demonstrate as you read, touching the appropriate body part or making the appropriate gesture. Please do not read the numbers; they are provided only to indicate the order.



1. **“My brain helps me think.”** (touch forehead)



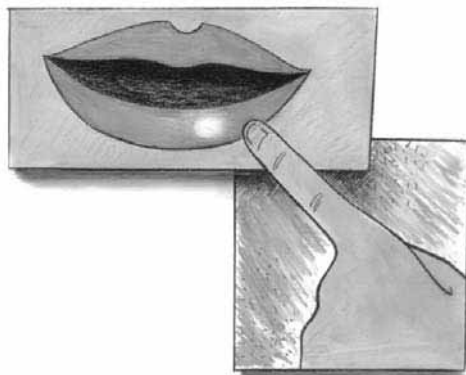
2. **“My brain helps me see, smell, and taste.”**
(touch next to eye, touch nose, point to tongue)



3. **“My brain helps me hear.”** (touch ear)



4. **“My brain helps my body to feel a touch ...and to know when it is touching something.”**
(touch hand)
(touch other hand)



5. **"My brain helps my lips to speak."** (touch next to lips)



6. **"My brain helps my heart to beat."** (pat chest over heart)



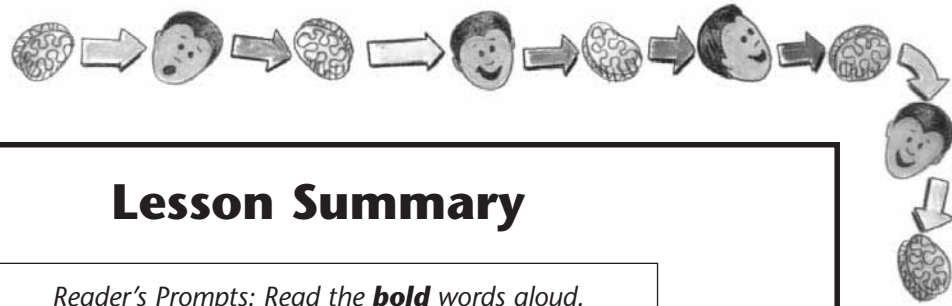
7. **"My brain helps my lungs to breathe."** (breathe)

8. **"My brain helps my body grow."** (stretch high on tiptoes)



Izzy smiled and said,
"Let me do it! Help me remember!"

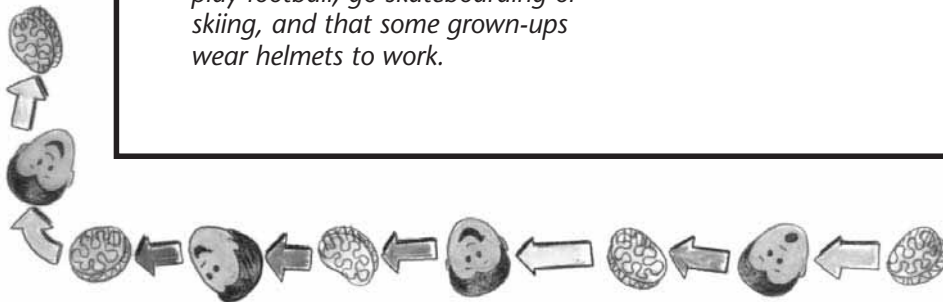
- **Let's all help Izzy.**
- *Repeat the list with gestures.*
- **Wow! Our brains do a lot of work! Our brains are very important.**



Lesson Summary

*Reader's Prompts: Read the **bold** words aloud.*

- **Izzy learned a lot. We learned a lot, too.**
- **Who can tell me what our brain does?**
Call on two or three students. Confirm responses.
- **Do you know how to take care of your brain and how to keep it safe and healthy? Who can tell me one thing you might do to protect your brain?**
Wait for answers. Confirm. Provide these items if students don't mention them:
 - Breathe fresh air.**
 - Eat healthy food.**
 - Drink healthy drinks.**
 Ask students to name some healthy foods and drinks.
Wear a helmet.
- **When should you wear a helmet?**
Confirm accurate answers. You may want to include: when we ride a bike, do batting practice, play football, go skateboarding or skiing, and that some grown-ups wear helmets to work.
- **Tell me why wearing a helmet protects our brain.**
Wait for answers. Confirm.
A helmet helps to keep our brain safe when we fall off of our bike or get hit in the head during batting practice.
- **How does wearing a seat belt protect our brain?**
Wait for answers. Confirm.
Wearing a seat belt protects us from hurting our brain if the car, truck, van, or bus we are riding in stops quickly or hits something.
Wearing a seat belt also protects our whole body.
- **We have really used our brains today, haven't we?**
- **I am very proud of you!**



Ownership Activity #1

Fine Arts (Drawing)

Students draw a picture of themselves doing something to protect their brains using the “This is a picture of . . .” handout and crayons or color pencils. Allow time for students to share their completed drawings with the class. This is a required activity that is most effective when conducted immediately following the story while ideas about how students can protect their brains are fresh in their minds.

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Ownership Activity #2 (Optional)

Fine Arts

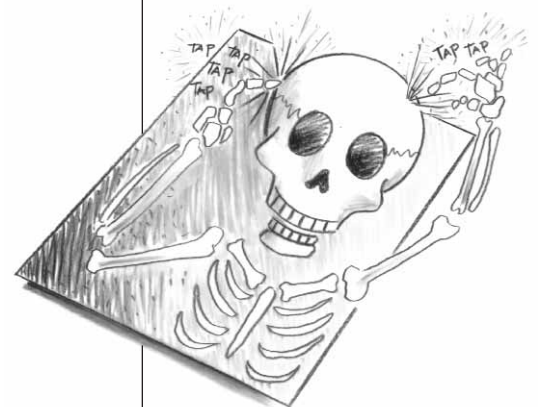
Teams of two to four students create “Healthy Brain Food” collages by cutting out ads for milk, juice, vegetables, and other healthy foods from magazines and gluing them onto poster boards. Include time for each team to share their completed collages with the class. This activity may be conducted anytime following the story.

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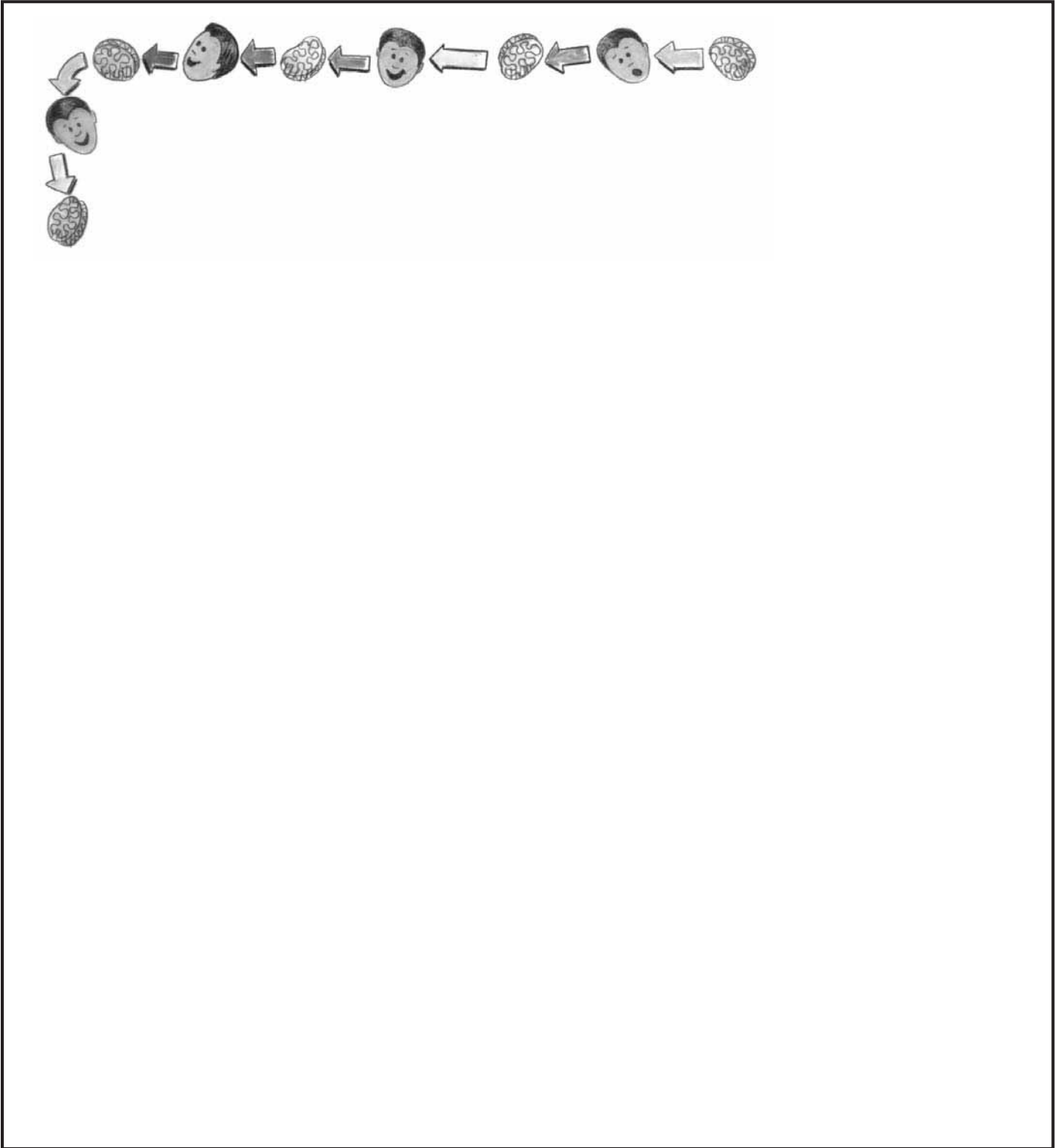
Parent/Family Caregiver Involvement

Instruct students to share what they learned with a parent or family caregiver. Photocopy the two Parent/Family Caregiver Resource Pages entitled “Our Brain’s Work” and “Picture of a Human Brain and Skull,” and send them home with students along with the students’ drawings to facilitate a family discussion and to reinforce messages. (Spanish translations are in the appendix.)

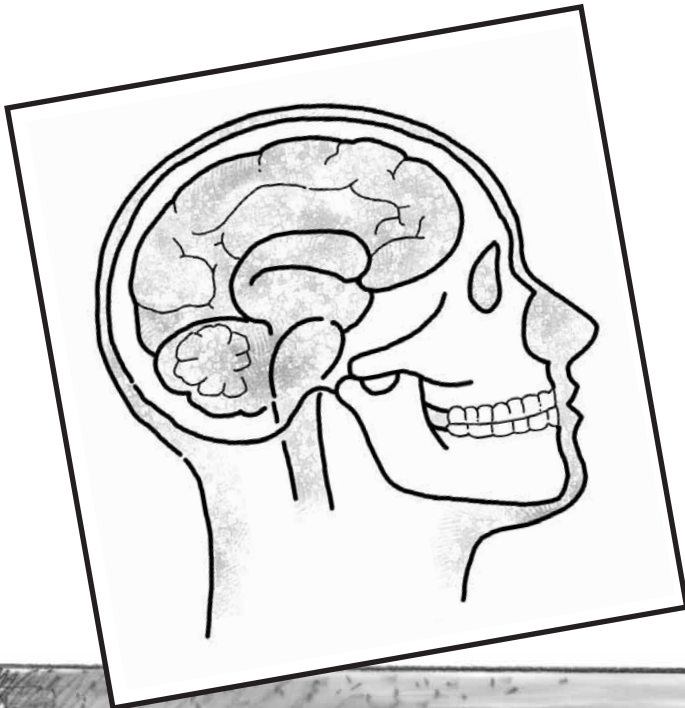
Conducting the Ownership Activities helps students to internalize the information from the lesson.



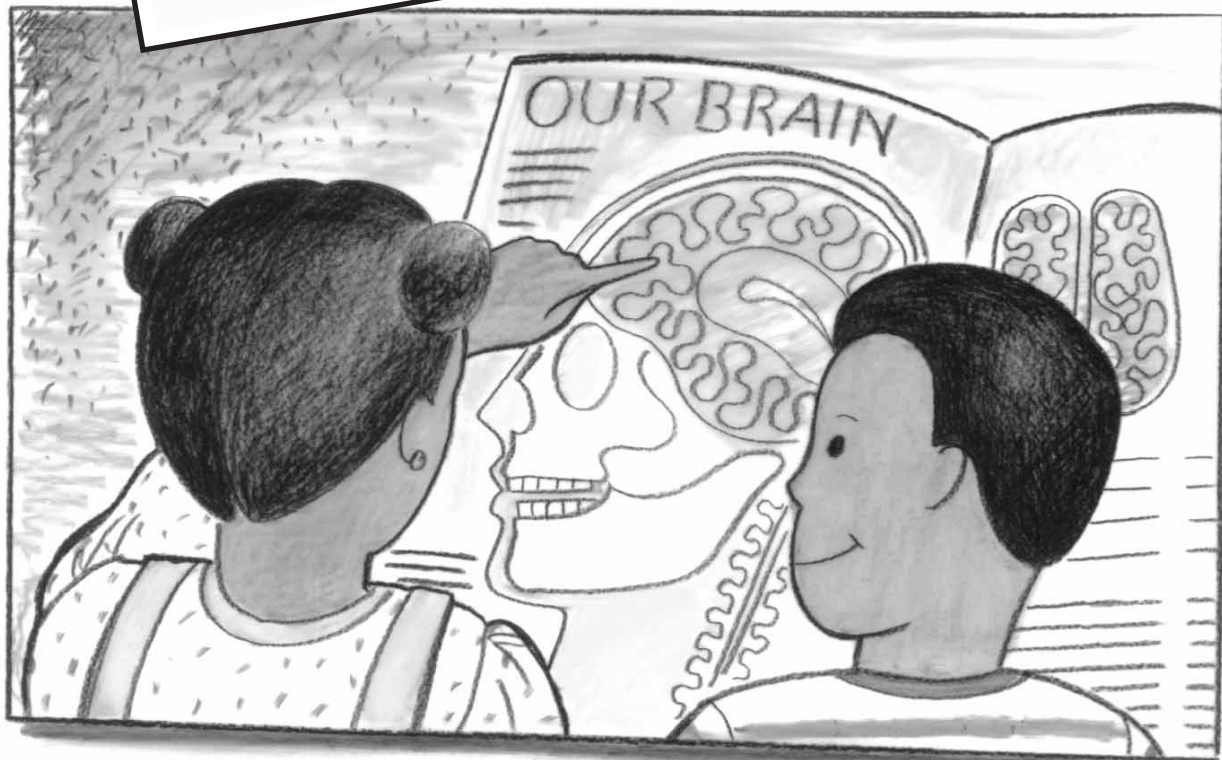
**This is a picture of
something I will do to protect my brain.**



Artist: _____ Date: _____



Picture of a Human Brain and Skull



Dear Parents and Family Caregivers,

*Today we read a story about Shaniqua, who teaches her little brother, Izzy, about his brain. Ask your son or daughter about the story. Our brain has lots of parts and lots of jobs. It never stops working. **Our brain is the most important part of our body. Our brain is the “boss” of our body.***

Dear Parents and Family Caregivers,

We read a story about Shaniqua, who teaches her little brother, Izzy, about his brain. Ask your child about the story and practice this activity together. Let your child show you the hand gestures for the story.



Our Brain's Work

READ SHANIQUA'S STATEMENTS (on the left)
AND USE THE GESTURES (on the right)

Introduce the activity by saying:
"Here are some of my brain's jobs."

- **My brain helps me THINK.**
- **My brain helps me SEE, SMELL, and TASTE.**
- **My brain helps me HEAR.**
- **My brain helps my body feel a TOUCH.**
- **My brain helps my lips SPEAK.**
- **My brain helps my heart BEAT.**
- **My brain helps my lungs BREATHE.**
- **My brain helps my body GROW.**

Please use the hand gestures as you read each statement.

- (Touch your FOREHEAD.)
- (Touch next to your EYE, touch your NOSE, point to your TONGUE.)
- (Touch your EAR.)
- (Touch one HAND with the other.)
- (Touch next to your LIPS.)
- (Pat your CHEST over your heart.)
- (Take a huge BREATH.)
- (STRETCH high on your tiptoes.)

