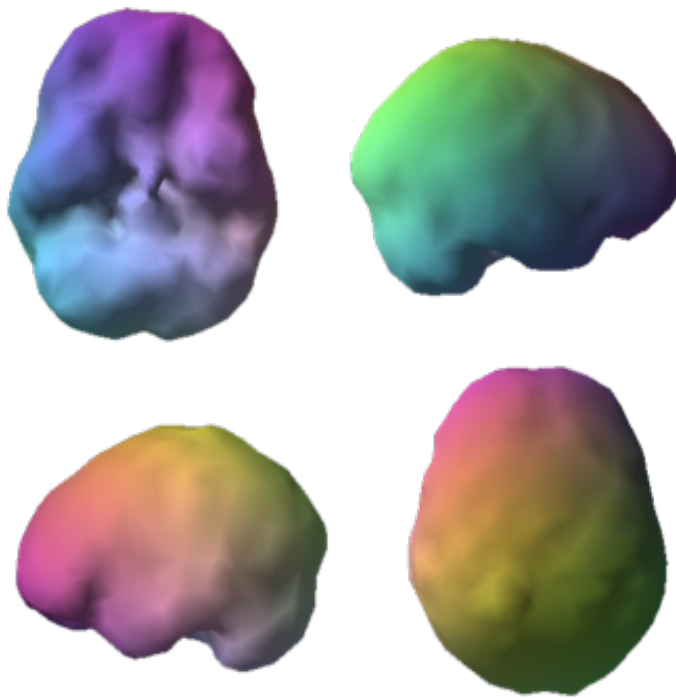


Making a Good Brain Great Course

2nd Edition

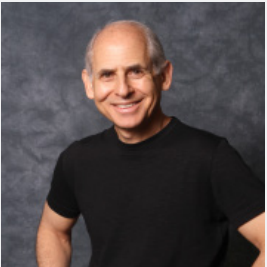


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Confidentiality is essential to psychiatric practice. All case descriptions in this course, therefore, have been altered to preserve the anonymity of the patients without distorting the essential elements of their stories. The information offered in this course is not intended to be a substitute for the advice and counsel of your personal physician. Consult with your physician before making any medical changes.

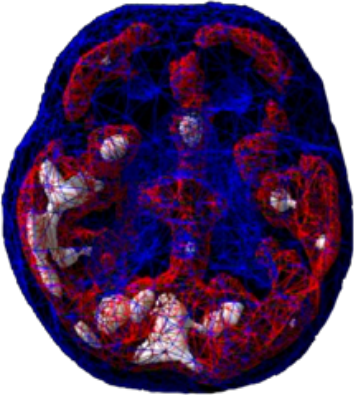
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Change Your Brain Foundation



A special thank you to Tilly's Life Center for their generous donation and support in helping to pilot this project and get it into the hands of thousands of students nationwide.



For Emmy

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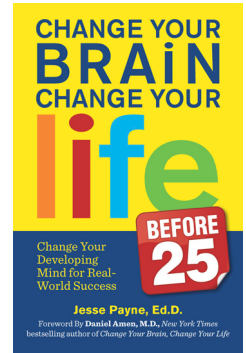
Introduction

Dear Fellow Educators:

From the depths of our hearts, we thank you for your dedication and support in bringing practical brain science into the hands of our most vulnerable population: teenagers and young adults. This course was created in 2005 at the request of educators and teachers hoping to make a difference in the lives of the students they serve. This second edition was created after a decade of information gathering, research, and feedback from thousands of educators and students all over the world.

Some important notes about this second edition:

- » This course handbook is meant for educators to use when teaching the *Making a Good Brain Great Course: Second Edition*
- » All students (ages 14+) taking this course should also have a copy of *Change Your Brain, Change Your Life (Before 25)* by Jesse J. Payne, Ed.D. This book (ISBN 978-0-373-89292-1, pictured to the right) was written specifically to accompany this course and give teenagers and young adults an easy-to-read and relatable text that is aligned with this course to maximize its impact. This book was added to the second edition of this course as a result of requests and feedback from teachers and students who had learned from the first edition of this course.
- » This course was developed to be as flexible as possible in order to fit within a multitude of educational settings. In the past, this course has been successfully taught as a standalone class, used in counseling offices, and has been integrated into just about all subjects in middle schools, high schools, home schools, and higher educational settings all over the world. This course has also found great success in juvenile detention facilities, rehabilitation centers, community support groups, skill-building classes, youth groups, and much more.
- » This course includes a flash drive which contains digital copies of all guided notes, worksheets, activities, assessments, PowerPoint presentations, and videos for each module.
- » All educators teaching this course are invited to join and take part in our online community at www.teachingthebrain.org. Here, you can communicate with the developers and other educators and keep updated with the latest news and course updates.
- » Educators now have the option to follow different levels of implementation based on time/resources available.



Again, thank you for your willingness in teaching this course and making a difference in the lives of the students you are teaching. As an educator, you play the most important role in helping to change the world. One brain at a time.

Dr. Jesse J. Payne

About the Course

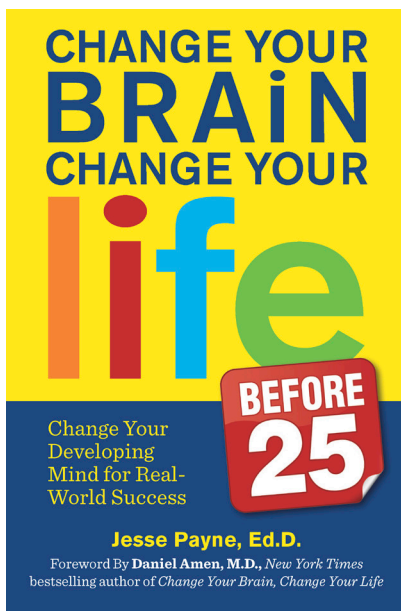
Course Layout

The course is divided into twelve (12) modules. Of these modules, the first five (5) are identified as the core modules of the entire course. These modules include information about the brain, how it develops, and then provides critical information about specific brain systems (i.e. prefrontal cortex, anterior cingulate gyrus, basal ganglia, and deep limbic system) and how they are related to human behavior, loving, living, and learning. When teaching this course, it is imperative to start with these first five modules before moving on to any remaining modules. Modules 1-5 lay the foundation for the learning that is done in modules 6-12. In fact, after the core modules have been taught, teachers have much more flexibility in the design of the modules as they see fit.

Module	Topic	Details
C O R E	1	Brain Basics Students learn the basics of the brain, including its complexity, fragility, plasticity, ability to change, and how it is involved in all aspects of life.
	2	The Brain Before 25 Students learn about the developing brain, the importance of protecting it, and how to nurture healthy development.
	3	Prefrontal Cortex & Executive Function Students discover how the PFC is related to focus, concentration, organization, impulse control, and more.
	4	Anterior Cingulate Gyrus & Cognitive Flexibility Students learn how the cingulate is involved with flexibility, stubbornness, obsessiveness, and letting go.
	5	Basal Ganglia & Deep Limbic System Students learn about anxiety, predicting the worst, depression, feelings, bonding, and relationships.
6	Devastating Impact of Drugs & Alcohol Students see the destructive impact of drugs like marijuana and alcohol on the brain with actual brain images.	
7	Other Ways We Hurt The Brain Students learn how television, trauma, environmental toxins, technology, lack of sleep, etc. hurt the brain.	
8	Brain Struggles & Mental Health Students learn about the stigma of mental illness and how it is related to brain function while learning about specific brain struggles and their effects on life.	
9	Understanding Other People's Brains Students realize how understanding their brain and the brains of other people can help in relationships, academics, work, and in achieving goals.	
10	Battling Your Automatic Negative Thoughts (ANTs) Students discover the physical and emotional impact of ANTs and how they are destructive. They learn specific ANT species and how to combat them.	
11	Nutrition & Physical Exercise Students learn how food and exercise change the way the brain works, whether for good or for worse.	
12	Mental Exercise & Stress Reduction Students understand how lifelong learning keeps the brain from disconnecting. They also learn about the toxic effects of chronic stress and how to combat against it.	

Student Text

All students (ages 14+) taking this course should read a copy of *Change Your Brain, Change Your Life (Before 25)* by Dr. Jesse Payne (Harlequin Non-Fiction, ISBN: 978-0-373-89292-1, available in paperback, digital, and audio formats) while learning from the course modules. This book was written at the request of students, teachers, counselors, and parents alike to give students a clear, relevant, and practical textbook for students in order to maximize learning about the human brain and how it is related to human behavior. Each chapter also includes questions for students to answer as an additional assessment measure for educators to implement in their teaching if desired. This course aligns with the book as follows:



Module	Chapter in Student Text	Page Numbers in Student Text
Module 1	Chapter 1	Pages 3-20
Module 2	Chapter 2	Pages 21-32
Module 3	Chapter 3	Pages 33-46
Module 4	Chapter 4	Pages 47-58
Module 5	Chapters 5 & 6	Pages 59-84
Module 6	Chapter 7	Pages 85-102
Module 7	Chapter 8	Pages 103-118
Module 8	Chapter 9	Pages 119-136
Module 9	Chapters 10 & 11	Pages 137-162
Module 10	Chapter 13	Pages 175-188
Module 11	Chapters 14 & 15	Pages 189-212
Module 12	Chapters 16 & 17	Pages 213-236

Course Resources

Videos: All modules in this course include a 20-minute video to accompany it. This video features an easy-to-follow lesson regarding some of the key points in each of the lessons and chapters. All videos are located in the included flash drive accompanying this course.

PowerPoints: All modules in this course include a PowerPoint to accompany it. These PowerPoints contain all the slides with information covered in each lesson and chapter. Educators are invited to reorganize, add personal information, and delete extraneous slides in order to differentiate your instruction to meet the needs of your educational context. If modifying PowerPoints, please ensure you have a duplicate copy of the original file for future use. All PowerPoint files are located in the included flash drive accompanying this course.

Guided Notes: All modules in this course include guided notes for students to complete while instruction is taking place. The notes are structured to be used with the included module videos and/or PowerPoint files. All guided notes files are located in the included flash drive accompanying this course.

Course Resources (continued)

Assessments: This course contains a variety of assessment that can be used before, during, and/or after the course has been taught. Educators are encouraged to use any or all of these assessments as appropriate for their educational context. All assessment files are located in the included flash drive accompanying this course.

- » Brain Knowledge Pre-Assessment – This exam can be given to students before instruction has been given to assess knowledge of the brain and how to differentiate instruction to accommodate for varying needs.
- » Brain Systems Quiz – This self-scored quiz is most effective when it is given before instruction, after the core modules, and then once more after the final lesson has concluded. It is helpful in showing students how their introspection, self-awareness, and ability to understand and care for their brain has developed across the span of this course. This data can be sensitive and personal, thus, it is recommended that educators do not collect this assessment and instead leave it with students to then compare without judgment.
- » Student Text Discussion Questions – Each chapter in *Change Your Brain, Change Your Life (Before 25)* contains discussion questions at the end. Educators can choose to talk through these questions during module sessions, or they can opt to have students complete these questions as homework to support independent learning and accountability.
- » Module Quizzes – All modules in this course include a short quiz for educators to use in assessing learning while encouraging participation. They include matching, true/false, multiple choice, and/or short answer responses.
- » Midterm Exam – This exam can be given after the core modules have been taught to ensure the core knowledge of this course has been learned. It includes a combination of multiple choice, true/false, and short answer responses.
- » Final Exam – This comprehensive final exam can be used after the course has concluded to assess student impact and learning. It includes a combination of matching, definitions, true/false, multiple choice, and short answer responses.
- » Final Paper – This assessment can be given as a way to assess deeper levels of understanding as it asks for recall, reflection, research, and personal application from the students' perspectives. A rubric is included to assist in scoring the final paper.
- » Individual/Group Presentation – This assessment can be utilized to encourage deeper connection and application for students as they create a presentation that synthesizes information in this course while relating it to their peers in a meaningful way. This can be assigned individually or in groups. A grading rubric is included.

Course Resources (continued)

Activities: This course contains a variety of activities that can be used in specific modules or throughout the span of the course. Educators are encouraged to use any or all of these activities as appropriate for their educational context. All activity files are located in the included flash drive accompanying this course.

- » Brain in the News: This activity can be included in multiple modules (particularly in modules 2-5). The purpose is to apply brain science principles to show how the brain is involved in all aspects of our lives.
- » Lab activities: Some of the modules may include lab-style activities designed to give a more hands-on approach to learning and retention. These include:
 - * Module One: Construct a model of the brain with sand or gelatin to demonstrate the consistency and fragility of the brain.
 - * Module Six: Investigate and discover valid research on the impact of drugs and alcohol
 - * Module Seven: Investigate and discover valid research on other ways we hurt the brain.
 - * Module Eight: Investigate the link between various brain struggles and brain function.
 - * Module Nine: Discussion and role play practice to work through relationships with various brain types and struggles.
 - * Module Ten: Discussion and role play practice to work through ANTs in order to develop an internal ANTeater and combat negative thoughts.
 - * Module Eleven: Fast food meal comparisons to show calories, sugars, and carbohydrates between various options.
 - * Module Twelve: Juggling practice to stimulate cerebellar activity and enhance cognition.

Handouts: Some modules will include handouts to give to students to keep which provide additional information on the accompanying module. This includes the brain systems handout (for modules 3-5) and how to combat Automatic Negative Thoughts (for module 10).

Optional Resources (not included)

- » *Change Your Brain, Change Your Life (Before 25) Journal* - An optional journal for students to write in as they take this course to track their brain health, thoughts, goals, and journey towards optimizing their brain and lives.
- » *Which Brain Do You Want? (DVD)* - An educational documentary hosted by Dr. Amen looking into the impact of drugs and alcohol on the brain. Uses brain imaging, scans, and interviews with teenagers and young adults to give concrete proof and evidence.

Course Implementation

Why teach this course?

Very little about the brain is taught in schools, and what is taught is typically at the cellular or biological level. This means students can go through all of their schooling without any applicable knowledge about the brain, how it relates to behavior, and how it is responsible for who we are and how we function in all aspects of our lives.

This course is radically different than what is typically taught about the brain. It is also fundamentally different than typical brain-based education courses. The purpose of this course is not to reach the different brain learning styles of students through visual, auditory, and kinesthetic means... this should be done in every classroom already as effective pedagogy and meaningful differentiation of instruction. Instead, this course is meant to give teachers and students the opportunity to learn about the brain in functional, relevant, and applicable ways. Through this course, participants will build brain envy. They will learn how critical it is to understand, protect, and honor the brain. They will learn about how we hurt the brain, as well as develop strategies to enhance and optimize its function. Most importantly, this learning occurs with the use of brain images that show concrete and tangible proof of the concepts learned within the modules. This is not an abstract television commercial comparing a brain to a frying egg in a pan. This is a course that shows exactly what happens to your brain when you hurt it or when you care for it.

Philosophy of Implementation

The content in each of the modules of this course can undoubtedly have a tremendous impact on the brains and lives of students and teachers who take it. In fact, many teachers have admitted to learning more about the brain through teaching this course than they thought was possible. Not only did it help their students be better learners... it helped teachers become better teachers too!

This course was designed with educators and other professionals in mind. While other supplemental programs and curricula assume the teacher can dedicate inordinate amounts of time on researching, understanding, and implementing to achieve results, this course takes the opposite approach. For the professional teaching this course for the first time, teachers can rely on the student textbook and course videos to provide meaningful instruction while helping to build a foundation of brain science for future instruction. In other words, teachers can utilize the abundance of course resources to successfully implement this program without needing to dedicate a wealth of unavailable time or energy. For veteran teachers with the motivation to make the most impact, this course also provides extra resources and activities to help achieve more dramatic results. The choice is yours.

Where does this course fit?

At the risk of sounding cliché, this course really does fit anywhere and everywhere. You use your brain every single moment of every day of your life. How your brain works determines how you live, love, learn, study, succeed, fail, struggle, focus, forgive, hope, and everything else in your life.

The first edition of this course was successfully implemented in thousands of classrooms, offices, facilities, and centers all over the world. This includes middle schools, high schools, colleges and universities, health classes, physical education, science classes, English classes, advisory periods, AVID, after school programs, lunch clubs, counseling offices, school assemblies, treatment programs, rehabilitation centers, juvenile detention facilities, prison systems, psychology courses, elective credit classes, professional development seminars, expositions, business management trainings, and much more. The point is this course can fit just about anywhere!

How long is the course?

The length of time in teaching this course can vary from one week to an entire semester. The recommended plan of implementation is one module each week for the duration of a semester (12-15 weeks). In this plan, teachers have often dedicated 1-2 days each week to be the “brain day.” This has allowed them to teach other required content, but then give appropriate time and attention to this course to allow for maximum learning and retention. For many teachers, the first day of each week is dedicated to learning within the module. The second day of the week is then dedicated to activities or projects relevant to the content. Since this course was built with a “once or twice a week for 12 weeks” mindset, teachers might find this to be the best implementation model, especially for their first time teaching. Other teachers are eager to utilize the content of this course throughout the course of the semester, implemented into multiple units and topics.

At the very minimum, teachers can teach the first five (core) modules of the course at about 45 minutes each. Some teachers have utilized this implementation in settings where time is limited or constrained. In this capacity, a teacher can spend one week on the brain and then move on to other required content.

How do I teach each module?

Lesson plans are included with each module in this course and are designed to be flexible in order to fit within various educational contexts. Each lesson plan includes related standards, objectives, background information, directions, and extra resources. Additionally, each lesson plan has a basic level of implementation and then options for more advanced learning and connection.

At the basic level of implementation, each module should be less than 45 minutes. From there, teachers have the option to supplement each module with included additional and enriching activities and resources. In the most in-depth implementation levels, some teachers have been able to spend 2 days each week on the brain while utilizing group projects, presentations, papers, and exams to ensure students learn about the brain in a meaningful manner.

Students should read the corresponding chapters of *Change Your Brain, Change Your Life (Before 25)* before each module to allow for more targeted, effective, and relevant instruction during each lesson. Some teachers have had students read their chapters and watch the module videos before instruction to maximize classroom time in discussion, practice, and activities.

Stay Connected

Effective teaching is enhanced when educators learn from each other. This spirit of collaboration is what sets teachers, counselors, and other healthcare workers apart from other professionals. There is no competition here, only the goal of changing brains and lives. For this reason, an online community has been established to allow for teachers, counselors, and other professionals to gather together and share their tips, strategies, and ideas to make this course stronger and even more effective. Membership into this community is free and available to anyone using this course in their practice. Staying active in this community will also keep you in the loop to all course news and updates.

Join us at www.teachingthebrain.org to stay connected and involved in the Making a Good Brain Great Course community.

Standards Alignment

National Health Standards

There is not one subject, setting, or situation where you are not using your brain, therefore this course has been taught in countless settings. From high school health classrooms to rehabilitation centers, to English classrooms and counseling offices, this course has been adopted because of its high level of practicality and application. As awareness of the importance of brain health continues to build, we are hopeful to see more standards within several content areas. For the time being, the national health standards are included here:

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

- 1.12.1 Predict how healthy behaviors can affect health status.
- 1.12.2 Describe the interrelationships of emotional, intellectual, physical, and social health.
- 1.12.3 Analyze how environment and personal health are interrelated.
- 1.12.4 Analyze how genetics and family history can impact personal health.
- 1.12.5 Propose ways to reduce or prevent injuries and health problems.
- 1.12.7 Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.
- 1.12.8 Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.
- 1.12.9 Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

- 2.12.1 Analyze how the family influences the health of individuals.
- 2.12.2 Analyze how the culture supports and challenges health beliefs, practices, and behaviors.
- 2.12.3 Analyze how peers influence healthy and unhealthy behaviors.
- 2.12.4 Evaluate how the school and community can affect personal health practice and behaviors.
- 2.12.5 Evaluate the effect of media on personal and family health.
- 2.12.6 Evaluate the impact of technology on personal, family, and community health.
- 2.12.7 Analyze how the perceptions of norms influence healthy and unhealthy behaviors.
- 2.12.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors.
- 2.12.9 Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
- 2.12.10 Analyze how public health policies and government regulations can influence health promotion and disease prevention.

Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.

- 3.12.1 Evaluate the validity of health information, products, and services
- 3.12.2 Use resources from home, school, and community that provide valid health information.
- 3.12.4 Determine when professional health services may be required

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

- 4.12.1 Use skills for communicating effectively with family, peers, and others to enhance health.
- 4.12.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.
- 4.12.3 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
- 4.12.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

- 5.12.1 Examine barriers that can hinder healthy decision making.
- 5.12.2 Determine the value of applying a thoughtful decision-making process in health-related situations.
- 5.12.3 Justify when individual or collaborative decision making is appropriate.
- 5.12.5 Predict the potential short- and long-term impact of each alternative on self and others.
- 5.12.6 Defend the healthy choice when making decisions.
- 5.12.7 Evaluate the effectiveness of health-related decisions.

Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

- 6.12.1 Assess personal health practices and overall health status.
- 6.12.2 Develop a plan to attain a personal health goal that addresses strengths, needs, and risks.
- 6.12.3 Implement strategies and monitor progress in achieving a personal health goal.
- 6.12.4 Formulate an effective long-term personal health plan.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

- 7.12.1 Analyze the role of individual responsibility for enhancing health.
- 7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.
- 7.12.3 Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.

Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

- 8.12.1 Utilize accurate peer and societal norms to formulate a health-enhancing message.
- 8.12.2 Demonstrate how to influence and support others to make positive health choices.
- 8.12.3 Work cooperatively as an advocate for improving personal, family, and community health.
- 8.12.4 Adapt health messages and communication techniques to a specific target audience.



Healthy Brain

Module One

Brain Basics

Module One - Preparation

National Health Standards

- 1.12.2 Describe the interrelationships of emotional, intellectual, physical, and social health
- 1.12.4 Analyze how genetics and family history can impact personal health
- 1.12.8 Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors
- 1.12.9 Analyze the potential severity of injury or illness if engaging in unhealthy behaviors
- 2.12.1 Analyze how the family influences the health of individuals
- 2.12.3 Analyze how peers influence healthy and unhealthy behaviors
- 2.12.5 Evaluate the effect of media on personal and family health
- 2.12.10 Analyze how public health policies and government regulations can influence health promotion and disease prevention
- 3.12.4 Determine when professional health services may be required
- 5.12.1 Examine barriers that can hinder healthy decision making
- 5.12.5 Predict the potential short-term and long-term impact of each alternative on self and others
- 6.12.1 Assess personal health practices and overall health status
- 7.12.1 Analyze the role of individual responsibility for enhancing health

Objectives

1. Students will understand the eight basic facts of the human brain
2. Students will apply brain information to their lives and specific contexts
3. Students will evaluate brain images to compare healthy and unhealthy brains

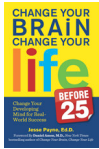
Resources

- » Brain Systems Quiz
- » Student Text (Chapter 1, pages 3-20)
- » Module One Video
- » Module One PowerPoint
- » Module One Guided Notes
- » Module One Discussion Questions

Optional Enhancement Activities

- » Make a Brain Lab Activity
- » Brain in the News Activity
- » Module One Quiz

Student Text



Change Your Brain, Change Your Life (Before 25)

Chapter 1 - Pages 3-20

Answer Questions on Page 19

Outline

Student Preparation	<ul style="list-style-type: none"> ✓ Students read Chapter 1 of <i>Change Your Brain, Change Your Life (Before 25)</i> before instruction
Teacher Preparation	<ul style="list-style-type: none"> ✓ Teacher reads Chapter 1 of Student Text ✓ Teacher reviews Module One Video ✓ Teacher reviews Module One PowerPoint ✓ Teacher reviews Module One Discussion Questions ✓ Make copies of Brain Systems Quiz ✓ Make copies of Module One Guided Notes
Instruction	<ul style="list-style-type: none"> ✓ Administer Brain Systems Quiz (10 minutes) ✓ Distribute Module One Guided Notes ✓ Play Module One Video or teach with Module One PowerPoint (20-30 minutes)
Assessment	<ul style="list-style-type: none"> ✓ Classroom Discussion with Module One Discussion Questions (10+ minutes)
Optional Activities	<ul style="list-style-type: none"> ✓ Make a Brain Lab Activity (15-30 minutes) ✓ Brain in the News Activity (in-class or as homework, 15-25 minutes) ✓ Module One Quiz (in-class or as homework, 15 minutes)

Module One Notes

- » The Brain Systems Quiz should be administered before instruction. Due to the sensitive nature of this questionnaire, it is advisable to let students score their own quizzes and keep their results. Teachers should also refrain from collecting student responses unless it is appropriate (e.g. if used in counseling). The purpose of this quiz is to allow for students to identify brain regions that might be working well or struggling, and to give added context and connection between the course and students. Students should keep responses to compare to future quizzes and scores.
- » For teachers using this course for the first time, you will note the abundance of course materials and resources available for you to review prior to instruction. As you become familiar with the content over time, you may find yourself reviewing materials less and spending more time applying examples from your own life and experiences within the course modules. This allows for deeper connection and enhanced learning for your students.

Visit www.brain25.com
to see more information
about this curriculum and
its impact on teenagers
and young adults!

www.brain25.com