



Brain Caps

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Objectives:

- Explain how different areas of the brain are involved in different processes. For example, the occipital lobe processes vision, the cerebellum is important for movement, etc.
- Have young elementary children learn about the brain on a level they can understand and enjoy.

Materials and Supplies Needed:

Item	Quantity	Notes (Vendor, price, purpose, etc.)
Brain cap template	1	Attached
11x17 Ledger size paper	About 300 sheets	Make copies of brain template onto paper
Scissors		Activity leaders should cut out brain cap outlines BEFORE the day of the brain fair
Scotch tape	2-3 rolls	For taping brain caps together
Markers/crayons	Several sets	Enough that several children can be coloring at once. Also should have some darker colored ones to write down the function of the different lobes on the blank lines.

Background Information / Activity Explanation:

The brain is divided into several cerebral cortex lobes, along with the cerebellum. These include:

- Frontal lobe – important for conscious thought, personality, decision making, higher order processing, mood, etc. Most uniquely human of brain structures.
- Parietal lobe—plays important roles in integrating sensory information from various senses, and in the manipulation of objects; space, attention
- Occipital lobe—vision; lesions can produce hallucinations or blindness
- Temporal lobe—hearing, sensory memory, as well as processing of complex visual stimuli like faces and scenes. A section of the left hemisphere temporal lobe is important for language.
- Cerebellum – motor control

This activity will help inform students about how different areas of the brain are responsible for different things.

Procedures:

Before the event, cut out all of the brain cap outlines, and also cut where the brain cap will be folded. On the day of the fair you will need coloring markers and/or crayons, the cut out brain cap sheets, and tape. As children come to the table, have them color the different regions of the brains in different colors. Have them label what each area of the brain does. You can also discuss what damage to different areas does (Phineas Gage, Occipital lobe blindness, etc). For older children, you can get more specific about functions (explain Broca's area, refer to brain areas that they'll learn about in other activities, have

different functions cross to the contralateral hemisphere, etc.). When they are done coloring and labeling, tape together the brain cap so that they can wear it around (fold and tape so that Ⓐ is on top of ⓐ, etc.).

Additional Information (advice, spiel, links, figures, etc.)

- Markers and crayons tend to walk off, keep an eye on them.
- Have brain caps cut out ahead of time.
- **Print the two pages onto a single 11x17 ledger sized paper**



