



# Using the Brain Talk Lesson Plans



Brain Talk

## Target Concepts

The Target Concepts of a lesson are the learning outcomes intended for students. While each unit contains a significant amount of metacognitive information, the target concepts help to guide the instructor in focusing on the primary ideas being presented. Once the target concepts have been addressed, the instructor may wish to expand in other directions as he/she sees fit. Instructors are encouraged to review the target concepts for each unit prior to beginning instruction on that unit.

## Lesson Preparation (classroom lesson plans only)

The steps outlined in the Lesson Preparation help guide the instructor in understanding and preparing all materials prior to starting the lesson with students. Instructors may wish to explore the worksheets available for other age groups to determine whether a different worksheet can be used for additional practice and learning. Copy amounts may vary depending on whether students will be working individually, in pairs, or in groups, so instructors should plan accordingly.

## Neurological Background

The Neurological Background information provides the instructor with foundational anatomical and/or physiological context for the lesson. With the support of the neurological background, instructors may lead the Brain Talk curriculum without any prior knowledge of the neurological system.

## Review

The Review activity is designed to help activate students' learning from the previous lesson in order to provide a smooth transition to the current lesson. Review activities often encourage discussion and collaborative recall through paired or group activity options. Optional scripting is provided to help the instructor elicit learned information from the student(s), though he/she may vary the language to fit the needs of the group or individual. The instructor may wish to lead the review activity as a short recall task prior to the target lesson, or may choose to treat the review activity as a stand-alone lesson based on student engagement and time considerations.



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### Primer

The Primer activity is designed to prepare students for the lesson by activating known information to scaffold new learning. Since “priming” the brain allows students to make more effective and efficient connections between new and known information, new lessons should not be introduced until the primer activity has been completed. Optional scripting is provided to help the instructor lead the primer activity, though he/she may vary the language to fit the needs of the student(s). The instructor may wish to lead the primer activity as a short introductory task prior to the target lesson, or may choose to treat the primer activity as a stand-alone lesson based on student engagement and time considerations.

### Video

Brain Talk videos typically range between two and four minutes in length, and address the target concepts outlined for each unit. The instructor may choose to first show the video and follow it with the discussion points from the Guided Instruction section of the lesson plan, or to initially prime students with one or more target discussion points and then show the video. Videos can be shown multiple times to support learning, understanding, and recall.

### Guided Instruction/ Concept Discussion Points

The Guided Instruction component of the classroom lesson plan provides discussion points related to the target lesson, as well as the title of any accompanying student worksheet(s). Discussion points are not provided in a scripted format; instead they are intended to serve as a guide for the instructor to elicit conversation and deeper understanding of the target concepts for the lesson. The length of each lesson will depend on the extent to which the instructor chooses to engage students around the discussion points and activities. In classroom lesson plans it is recommended that all discussion points be addressed prior to providing students with the worksheet(s). For the Therapy Model lesson plans the discussion is divided into sections that align with the Target Concepts, and the discussion points have been developed to allow the therapist to go deeper into each concept.



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### **Teacher Notes (classroom lesson plans only)**

Teacher Notes provide additional information to the instructor to support understanding of the unit. Often the information provided in this component of the lesson plan helps the instructor make connections between the unit information and classroom activities.

### **Taking it Further**

In the Taking it Further component of the lesson plan, activities are recommended to further engage students with the target concepts of the unit. While specific materials are not provided for the outlined activities, they are designed to be easily incorporated into classrooms and lessons. Recommended activities vary by age, so instructors may wish to review the other lesson plans for the unit to gather additional ideas for taking the lesson further.

### **Home Generalization**

The Home Generalization materials help to bridge learning between the classroom/therapy center and home. All students should be provided with the Home Letter to share with caregivers. The additional unit story allows students to internalize learned information and share the Brain Talk narrative with families and caregivers. The video script for each unit can also be provided to students to create personalized generalization materials and activities.