

# Brain Power: A Toolkit to Understand and Train Your Unique Brain

## Notes for Teachers

For  
ages  
7+

### Explore Themes of:

The brain and nervous system | Multiple intelligences | Neurodiversity | Brain training | Learning styles | Mental health

**Subject Checklist:** Literacy | Science | PSHE

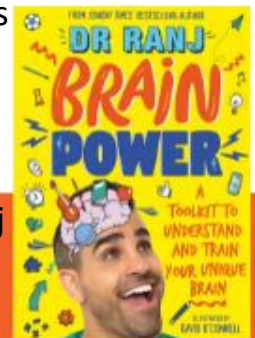
### About the Book:

Discover how to train your brain and become the best you can be in this empowering and inclusive guide by the nation's favourite doctor, Dr Ranj.

Brains don't look like much, do they? A touch of slime here, some squishy grey stuff there. But in fact, your brain is more powerful than any supercomputer, and it is completely fascinating. Have you ever wondered why you're left-handed? Or why you have dreams? Or what causes pins and needles?

I'll tell you what else: your brain is **completely unique**. That's right: no one else has a brain quite like yours. So if you want to learn how to make the most of YOUR brain, this is the book for you. It doesn't just explain how the brain works. It'll teach you how to train your brain to get better at stuff you find difficult. It'll show you how different people think in different ways and why that makes each person so special. It'll help you keep your mind happy and healthy. Because when that brilliant brain of yours is in tip-top condition, you can be the BEST version of you.

Including insights from neurodiverse young people, the book also features bright two-colour illustrations from David O'Connell and dyslexia-friendly design. NHS paediatrician and *Sunday Times* bestselling author of *How to Grow Up and Feel Amazing*, Dr Ranj, is here to inspire ALL young readers to love themselves, however their brains work.



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## Contents:

### **Theme 1 – The brain**

Activity: Complete a brain jigsaw and label the different parts of the brain.

Objective: To understand that the brain is divided into different areas and that each area has a different job.

### **Theme 2 – How we learn**

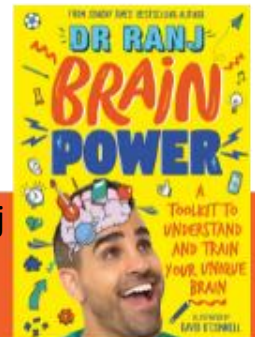
Activity: Choose a new skill to learn and decide how often you will practice it

Objectives: To be able to explain what happens in the brain when we learn new things. To know that practice helps us improve our skills.

### **Theme 3 – Mental health**

Activity: Make a thank you card for a helper in school.

Objective: To know that kindness, friendship and doing things that help us to feel happy are all good for our mental health.



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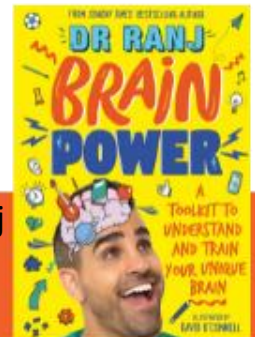
# Theme 1: The brain

Use EXTRACT 1 to complete these discussion questions

1. How many different areas of the brain are labelled in the diagram? Which is the largest area labelled and which is the smallest?
2. Can you touch the area of your head in which each part of your brain is roughly located? (You can refer back to the diagram on page 16 to see how the brain is positioned in the skull if you need to.) With a partner, take it in turns to say the name of one area of the brain and see if the other person can touch that area of their head.
3. Can you summarise the role of the frontal lobe in as few words as possible?
4. Read the information about the different areas of the brain. Underline the key words that help you to understand what each part of the brain does.
5. Which part of the brain deals with memories?
6. Which area of the brain do you think you would use a lot if you were a gymnast?
7. Why is the brainstem important?

Use Activity Sheet 1 to complete the brain jigsaw

1. Colour in the different areas of the brain below.
2. Cut each one out and see if you can piece them together to make a brain!
3. Stick your brain onto a piece of paper (the brain you've just made, not your *actual* brain!)
4. Label each area of the brain and then write a few words to describe what this part of the brain does.
5. Can you draw a picture or symbol to represent what each area of the brain does?
6. Which parts of *your* brain have you used while doing this task? Discuss with your class!



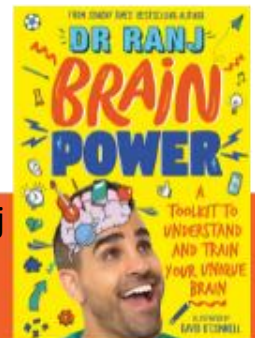
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## Theme 2: How we learn

Use EXTRACT 2 to answer the following discussion questions

1. In what ways is your brain like a computer? In what ways is your brain *not* like a computer?
2. What happens in your brain whenever you learn something?
3. What is a 'synapse'?
4. Could you make a model of a neurone (perhaps with pipe cleaners, paper straws or plasticine) and use your model to show what happens in your brain when you learn something? (You might want to work with a partner to do this.)
5. Why did Janette make Dr Ranj practise his dance ten times in a row the day before a big performance?
6. What should you do if you want to get better at something? Why is this helpful?
7. Can you think of something that you used to find difficult but that you can now do without thinking about it?



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## Theme 3: Mental health

Use EXTRACT 3 to answer the following discussion questions

1. What happens in your mind and body when you feel happy?
2. Do you have a favourite joke?
3. What happens in your brain when you do something kind for somebody else?
4. Can you think of a time when you've been kind to somebody? How did it feel?
5. Why it is important to have friendships and positive relationships?
6. What is 'mental health'?
7. What can you all do as a class to ensure that everybody in your class feels a sense of belonging?

## Activity 3: Sharing happiness and spreading kindness

Use Activity sheet 3 to explore how you can spread kindness



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