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ThinkFirst Brain Day Coordinator's Manual

Update: 2011

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WELCOME TO THINKFIRST BRAIN DAY 2011

On behalf of all of us at ThinkFirst Canada, thank you for getting involved in ThinkFirst Brain Day – the most fun you can have with neuroscience! This manual contains everything you'll need to jump start a ThinkFirst Brain Day program in your area, as well as information and advice about managing the program once it's up and running.

Teachers, students, volunteers and coordinators all agree that ThinkFirst Brain Day is a fun and educational program. It teaches students about the structure and function of the nervous system through experiments and interactive lessons and about the importance of protecting the brain and spinal cord from preventable injuries. Through the efforts of people like you, we have been able to reach thousands of elementary students across Canada with our message of brain and spinal cord injury prevention.

Your ThinkFirst Brain Day Program can be as large or as small as you like – it all depends on how much time, energy and volunteers you have. This manual will help you maximize all three so that you can have a fun and successful ThinkFirst Brain Day this year, and for years to come.

Head injuries are the most common cause of emergency room visits and hospitalizations. Your efforts will give kids the knowledge they need to protect themselves now and into the future. ThinkFirst Brain Day is an important injury prevention program for kids – and they love it too!

Have fun with ThinkFirst Brain Day this year and thanks again for helping to keep Canada's kids safe.

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The Making of a Brain Day:

Rough Timeline of Brain Day Coordination Activities

<p>September - November:</p>	<ul style="list-style-type: none"> ▪ ThinkFirst makes contact with coordinators around the country. Some preliminary meetings may be held. ▪ Coordinator materials posted on ThinkFirst.ca ▪ Goals are discussed (how many schools to visit, volunteers to recruit, regions to reach, etc).
<p>November - January</p>	<ul style="list-style-type: none"> ▪ Start recruiting! Read the “Recruiting Volunteers” section in Manual for more details. ▪ Contact local School Boards (public, catholic, Montessori, private, etc). ▪ Hold information meeting(s) for people interested in volunteering for Brain Day
<p>January - February</p>	<ul style="list-style-type: none"> ▪ Follow-up with school boards, schools, teachers ▪ Continue volunteer recruitment efforts if interested schools exceed volunteer base ▪ Finalize numbers of classrooms and volunteers participating in Brain Day ▪ Hold training session(s) so volunteers know how to deliver Brain Day (may need more than one – see section on Training Volunteers in Manual). ▪ Match volunteers to schools
<p>March</p>	<ul style="list-style-type: none"> ▪ Review Brain Day training ▪ Ensure volunteers get to schools for presentations and collect surveys/evaluations if applicable
<p>March - April</p>	<ul style="list-style-type: none"> ▪ Bask in your success! ▪ Identify your successor.

2010-2011 School Year
Winter/Spring Break Calendar by Province (as of April 2010)¹

Province	Winter/Spring Break 2011
British Columbia	March 21-25 ²
Alberta	March 21-25 ³ (Varies)
Saskatchewan	April 22-29
Manitoba	March 28-April 1
Ontario	March 14-18 ⁴
Quebec	Feb 26 – March 8 (Varies)
Newfoundland/Labrador	April 1 – 12 (Varies)
New Brunswick	March 7-11
Prince Edward Island	March 12 - 22
Nova Scotia	February 14-25 or March 14-18
Yukon	March 14 - 25 (in most schools)
NW Territories	Varies by school

Brain Awareness Week: March 14-20, 2011.

ThinkFirst Canada promotes Brain Awareness Week in different ways across the country. That's why, in general, it's good to schedule your ThinkFirst Brain Day presentations during "Brain Awareness Week". However, this isn't always possible. As you can see above, school boards around the country have different winter break schedules, some of which overlap with BAW. Also, university student volunteers sometimes run into exam periods or holidays during BAW.

Still, it's good to choose one or two weeks in March (sometimes February and sometimes April) and give these dates to the volunteers, School Boards and Classroom Teachers to allow everyone a chance to plan their schedules. Try to choose one or two weeks that can accommodate most schedules. You can always make arrangements outside of those chosen weeks, but giving people some solid dates is a good place to start.

You can use the calendar on the following pages to outline when your ThinkFirst Brain Day week(s) will be, when the Winter/Spring Break occurs in your city, and other special dates to keep in mind when planning.

¹ Spring break schedules will vary by jurisdiction within each province. Verify spring break schedules with each school. (http://www.edu.gov.on.ca/eng/relsites/oth_prov.html) or (<http://www.cea-ace.ca/media/en/CEA-2010-2011-School-Calendar.pdf>)

² <http://www.bced.gov.bc.ca/legislation/stdcal03.pdf>

³ <http://education.alberta.ca/apps/syos/ScheduleSummary.asp>

⁴ <http://www.edu.gov.on.ca/eng/general/list/calendar/nextyear.pdf>



Brain Day Goals for 2010

Brain Day Outreach – Setting Goals

Goal-setting is an important step in planning any program, especially ones like Brain Day that attempt to reach as many students as possible. A tried-and-true way to set and achieve goals is to use SMART goals.

You may already know what SMART stands for, but it is always useful to refresh ourselves on this point:

- S** = Specific
- M** = Measurable
- A** = Attainable
- R** = Realistic
- T** = Timely

Specific

Goals should be straightforward and emphasize what you want to happen. Specifics help us to **focus our efforts and clearly define what we are going to do.**

Specific is the What, Why, and How of the SMART model.

WHAT are you going to do? Use action words such as direct, organize, coordinate, lead, develop, plan, build etc.

WHY is this important to do at this time? What do you want to ultimately accomplish?

HOW are you going to do it?

Ensure the goals you set are very **specific, clear and easy**. Instead of setting a goal to “run a successful Brain Day program”, set specific goals to advertise for volunteers in 3 different ways; train 3 volunteers to help run Training Days for the rest of the volunteers; or call each teacher directly to touch base with them about their presentation).

Measurable

If you can't measure it, you can't manage it. There are several ways you can measure the success of your Brain Day program (see the sheet on Goals for 2010).

Attainable

When you identify goals that are specific and measurable, you begin to figure out ways you can make them happen. You develop attitudes, abilities, and skills to reach them. You begin seeing





Brain Day Goals for 2010

previously overlooked **opportunities** to help reach your goals. Also, goals that are too far out of your reach can lead to frustration or disappointment. The goals outlined in the "Goals for 2009" document are based on past Brain Day numbers, and offer attainable goals to strive for in different regions.

Realistic

This is not a synonym for "easy." Realistic, in this case, means "**do-able.**" You must take into account: how much time do you have to devote to this? How much help do you have? What resources (from the university, the community, members of your organization) are available to you? A realistic project may push the skills and knowledge of the people working on it but it shouldn't break them.

Devise a plan or a way of getting there which makes the goal realistic. The goal needs to be realistic for you considering resources you have available to you.

Timely

With Brain Day, there is a clear ending point in sight that you can work towards and which will help you plan your tasks. Work backwards from the end date to ensure you give yourself and your volunteers enough time to learn, practice, and become comfortable with the material and with teaching.

For example, if you are having Brain Day during the first week of March, and you want to have two training sessions, you may want to book the rooms and prepare the sessions for two dates in February. That means you'll want to have your volunteers recruited sometime in January. Teachers would like to book presentations as soon as possible, so you would probably want to be talking to them before the new year, which means you will probably have to contact the school boards in November or early December. Working backwards from your goal date helps ensure you have plenty of time for all of these activities. And in the scenario above, there is lots of time for dates to be moved around, volunteers to change their schedules, someone to get sick – in short, there is time built in for things to run less smoothly than you'd planned!



Goals for 2011

Goals for 2011

	U of Calgary 2010	U of Cal 2011	U of Man 2010	U of Man 2011	U of T SG 2010	U of T SG 2011	U of T Scar 2010	U of T Scar 2011	U of T Miss 2010	U of T Miss 2011
Schools	11		6		115		28		12	
Classrooms	30		25		166		64		30	
Students	757		597		4493		1918		799	
Volunteer presenters	56		44		209		163		58	

	UWO 2010	UWO 2011	TF Hamilton – McMaster 2010	TF Ham – MAC 2011	Queen's 2010	TF-K Queen's 2011	U of O 2010	U of O 2011	Ursula F. 2010	Ursula F. 2011
Schools	39		5		10		35		Not reported	
Classrooms	61		24		14		42			
Students	1534		577		315		1053			
Volunteer presenters	92		35		44		54			

	North Bay 2010	North Bay 2011	TF Winnipeg 2010	TF Winnipeg 2011	TF Moncton 2010	TF Moncton 2011	TF Edmonton 2010	TF Edmonton 2011	TF Halifax 2010	TF Halifax 2011
Schools	9		n/a		1	4	n/a		2	
Classrooms	12				2	7			5	
Students	262				40	175			107	
Volunteer presenters	24				18	21			9	

	U of Sask 2010	U of Sask 2011	PEI 2011		TF Quebec (fr) 2011		TF Vancouver 2009	TF Vancouver 2010	TF-Ham KW 2010	TF-Ham KW 2011
			PEI 2010		TF Quebec (fr) 2010					
Schools	30		n/a		18		Not Reported		2	
Classrooms	42				97				5	
Students	1113				2242				122	
Volunteer presenters	55				n/a				9	

Goals for 2011



	Totals 2010	Goals 2011	Francais	English
Students	13, 687			
Volunteer Presenters	866			
Classrooms	522			



Recruiting Volunteers

Volunteer Recruitment

ThinkFirst's *Brain Day* began as a small pilot project in collaboration with a professor of neuroanatomy and her students at the University of Toronto in 2005. With only 10 volunteer presenters, the program was taught to over 500 students in Toronto in 14 different schools (see below). Over the years, the program has grown tremendously. In 2011, we have a goal of reaching over 13,000 students in more cities across Canada than ever before. Our past and future growth has depended upon, and will continue to depend upon, the many wonderful volunteers who decide to take a few hours from their semester to help us reach out to kids. While you, as coordinators, have made a more significant commitment to *Brain Day*, having energetic and knowledgeable volunteers is the key to the program's success in your area. This section details a few of the ways you can attract and recruit the volunteers you need to make an impact in 2011.

Past Brain Day growth.

	2005	2006	2007	2008	2009	2010	2011
# Provinces/Terr.	1	1	2	3	6	8	
# Cities	1	1	6	9	15	18	
# Schools	14	30	60	105	209	305	
# Classrooms	20	52	134	218	386	522	
# Students	513	1400	3370	5733	10,145	13687	
# Volunteer Presenters	10	102	162	365	685	1029	





Recruiting Volunteers

Advertise for Volunteers

We may not be marketing majors, but there are some simple strategies available for us to gain the interest of potential Brain Day-ers. Many of them are the tried-and-true paper-based media (think posters, bulletin board notices, newspaper articles and classifieds), while some of them will take advantage of expanding electronic media opportunities (think Facebook, listservs, electronic bulletin boards). Try to use a mix of media and a mix of methods – variety in outreach will help ensure a broad audience sees your messages.

Word of Mouth

First Week events – Orientation, Clubs Day, Frosh Week – whatever it is called at your university, these events are a great way to introduce Brain Day to a large audience. Ask your Student Government if there is an opportunity to advertise with a booth or table at an Orientation event. ThinkFirst can help you make a backboard or display. Bring some paper to collect potential volunteers' email addresses!

Most of all, Brain Day volunteers are gained through word-of-mouth. Talk to people about Brain Day, what it involves, and why it is fun and important.

Get some profs on board! It all started with a university professor encouraging participation among her students, so talk to relevant professors and ask them to promote Brain Day to their students. Profs in several universities across Canada have offered bonus points to students who volunteer for BD, and one class even has the program as a *mandatory* component of their program. There are profs in all of the faculties listed above who could become allies in *Brain Day* this year! Speak to the Program Manager if you need some help with this.

Printed notices

Posters, bulletin boards – Some text for posters are in this manual and online. Feel free to amend them to suit your location and purpose. When the budget permits, printing may be covered by ThinkFirst, or it may be offered for free to campus groups (a good reason to register your group with the relevant student service/union office). Print them in colour (when possible) and post them outdoors and indoors around campus. Use something like packing tape, staples, or push-pins to put them up.





Recruiting Volunteers

Focus on faculties or departments of **Education, Science, Neuroscience, Biology, Psychology, Phys Ed.**, or related subjects. These students may already have an interest in teaching, or in the topic area.

Some examples of notices you can post around campus, on listservs, in newspapers etc are in this manual and on the accompanying CD. Feel free to amend these or get creative and make your own! Contact ThinkFirst if you'd like permission to use our images in your one-of-a-kind poster or notice!

Newspaper articles, advertisements or classifieds – Student-led initiatives like *Brain Day* can make a great news item for student papers. Contact the news editor or science editor (if available) to see if they'd be interested in running a story about *Brain Day*. It will be a great way to get free exposure in the student body at large, and can help you promote the program later on. Community newspapers are also very interested in these kinds of stories. Contact the Program Manager at ThinkFirst if you have any concerns with this process (contact info in front cover of manual).

Another option is to take advantage of any career or volunteer office/service offered by many schools and/or student unions. See if your school offers such a service, and use one of the example ads in this manual for inspiration, or produce your own ad for this database. Be sure to include a deadline for interest, as we will be presenting Brain Day mostly in March and April. In order to train your volunteers on time, you'll want to have a good idea of how many volunteers are committed to the program by April. The Program Manager at ThinkFirst will be glad to help you if there are any concerns.

On-line Recruiting

While we still use and enjoy the traditional outreach methods outlined above, opportunities abound on the internet to inform and recruit people for Brain Day as well!

E-bulletins and listservs – Many student unions, clubs, and courses use electronic bulletins to keep their constituents up-to-date with important information. Submit a notice (like the "Brain Day Blurb" in this Manual) to relevant bulletins/listservs and bulletin boards online. Most student clubs, student associations (Neuroscience





Recruiting Volunteers

Students Association, eg) and program departments have mailings you can become a part of. Almost 30% of volunteers from 2010 heard about Brain Day this way.

Volunteer Centres -- Some universities and communities have volunteer centres that can help connect people who want to volunteer with agencies that fit their interests. You can speak to your student resource centre, or centre for student life, to see if your university has such a program.

Social Networking Sites – We are working on getting a *Brain Day* Facebook site up and running for 2010. You can help promote your efforts and raise awareness among your personal networks by posting about *Brain Day* on your own Facebook page, as well as use it to organize your training events, meetings, or wrap parties.

Word of Mouth

Most of all, Brain Day volunteers are gained through word-of-mouth. Talk to people about Brain Day, what it involves, and why it is fun and important. One of the best ways to do this is to make an announcement in a large, required course in your faculty/dept (and other relevant depts.). Ask the prof if you can have 5 minutes before class starts to talk about a educational volunteer opportunity – most profs are happy to do this. A few details about BD and how to get more info is all you need. Talk to the Program Manager if you need more advice about this.

Another great strategy is to be a part of “Clubs Day” or other Orientation events during September at your uni or college. Find out from the Student Government when these events take place, and how Brain Day can have a presence.

Get some profs on board! It all started with a university professor encouraging participation among her students, so talk to relevant professors and ask them to promote Brain Day to their students. Profs in several universities across Canada have offered bonus points to students who volunteer for BD, and one class even has the program as a *mandatory* component of their program. There are profs in all of the faculties listed above who could become allies in *Brain Day* this year! Speak to the Program Manager if you need some help with this.





Recruiting Volunteers Information Sessions:

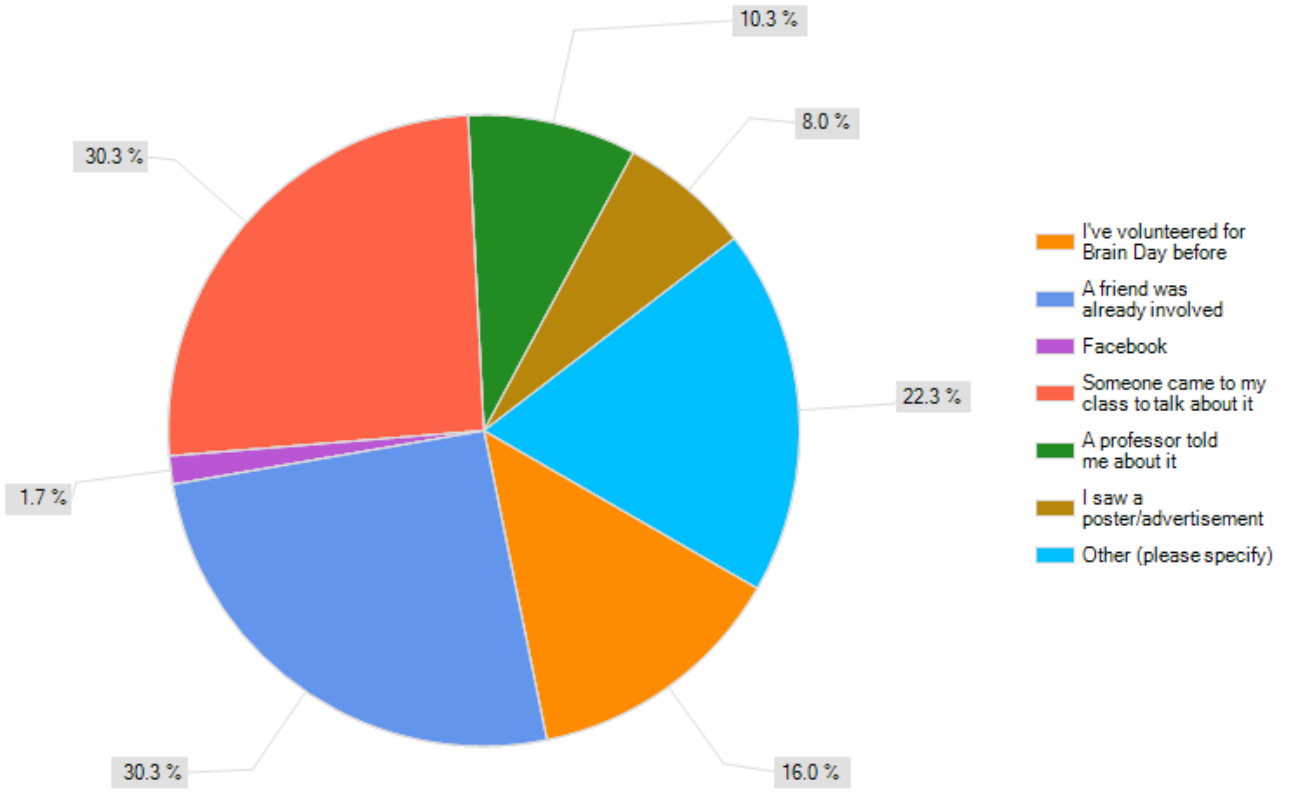
When you are doing your recruitment for volunteers, it will be tough to convey on a poster or in a 5 minute talk in front of a class exactly what *Brain Day* involves. That's why the most successful BD programs hold an *Info Meeting*. Book a room in a convenient part of campus and put the date and time of the meeting on your posters and advertisements. When the budget permits, you can use some of your Coordinator's money to offer snacks for the meeting, or other supports. At the meeting, you can use the Power Point Presentation thinkfirst.ca to introduce *Brain Day* to your audience. The PPP was produced by former BD coordinators like you, and gives a good overview of what volunteering for BD will be like. You can also adjust the presentation for your local needs, if necessary. If projectors/computers are not available, you can make overheads of the slides and use an overhead projector to display the info and images. Again, you may not have space in your budget for this expense. Whatever your info session looks like, be sure to have some pens and paper available to people can leave you their email addresses. You'll need them to follow-up on the info session, and to invite people to the Training Sessions.



Recruiting Volunteers

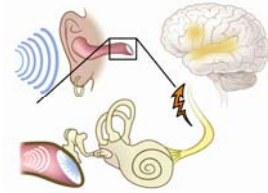


How did you hear about Brain Day? (Check all that apply).



Our 2010 survey of Brain Day Volunteer Instructors revealed that most of them heard about Brain Day through word-of-mouth. They heard about it from their friends who were already involved, from profs who learned about BD, or from Coordinators who spoke about BD to their class. The "Other" category included listserv announcements, postings on various internet message boards and websites, and participating in student government run Clubs Days during September at universities is a promising way to reach a larger audience of interested volunteers.





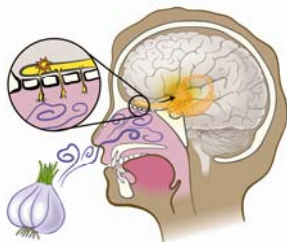
Brain Day and School Boards

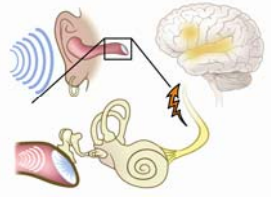
Before you can start compiling a list of schools and classrooms who want a *Brain Day* presentation, you first need the permission of the school board. The Boards must approve of any external educational program taking place in their schools. Although it might sound difficult or imposing, it is actually quite straight forward to get permission for *Brain Day* from School Boards. On this Manual's CD, you'll find some letters directed to School Boards, asking for permission. You can download and alter the letter according to your local information (ie, put your own name on it, address it to the appropriate person or committee of the School Board, etc.) and send it electronically or through the mail. Public, Separate (Catholic), and Private school boards should all be approached for permission before contacting schools and teachers.

Contacting School Boards

For many of you, this will not be the first time your local School Boards hear about *Brain Day*. Ask last year's coordinator (when available) about who they addressed their letter to, and how they obtained permission for BD. For the most part, School Boards have a general contact number listed on their website and/or in the phone book. You can call this number and ask for advice on who to contact (specifically) about BD. School Board websites also sometimes have more specific contact information regarding outside programming.

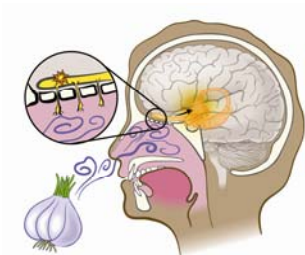
Once you know who to contact, email them the Letter For School Boards (in this manual – edit it for local use) and include your contact information on it such as home or cell phone number, and Brain Day email address so they can easily get in touch with you. If you haven't heard from the contact in one week, follow-up with an email or phone call and be prepared to wait another week or two. It can take some time for the Boards to discuss and approve Brain Day, so it's essential to get this piece done as soon as you can.





Recruiting Classrooms

When the Board approves the program, keep a copy of their written permission for your records (you can put a copy in the Coordinator's Manual). You can now get to work promoting Brain Day among teachers in that School Board. The Board may have an email list of teachers to whom they can forward an email about Brain Day on your behalf. Ask your contact at the Board if they could forward the Letter to Teachers (again, edited for local use) through their email lists. Be sure to include your contact info here as well, as teachers need to get directly to you to sign up for Brain Day!





Recruiting Classrooms – Part II

Signing up Classrooms for Brain Day

So, you have determined when your *Brain Day* week(s) will be, you have recruited some volunteers, received permission from the School Board(s), and are ready to contact schools and teachers to start signing up grade 4-6 classrooms for a presentation. Now you need a list of teachers, and the schools they work at, who want a presentation. Here are some ways to get started with your list:

1. *Help from the School Board*

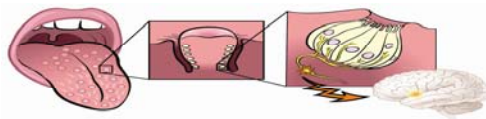
The school board will generally have a list of their elementary teachers, and they will often send the Teacher's Letter to the teachers and/or principals in their Board on your behalf. If the School Boards will do this for you, that's a great first step!

2. *Last Year's Waiting List*

Sometimes there are more classrooms than available volunteers. When this happens, the Coordinator starts a wait-list. If more volunteers become available, or another school cancels their presentation, the first class on the wait-list can receive a presentation. However, most of the time the wait-list will remain populated after Brain Day is over for the year. Ask the previous year's coordinator if they had a wait-list, and you can contact these teachers directly to see if they'd like a Brain Day presentation during the weeks you've selected (or, if a presenter is available, you can schedule a different date with the teacher). This approach also helps get presentation into schools who have not yet had one. Use the Teachers' Letter (edited for your local use) to open a dialogue with the teacher. Email is generally best.

3. *Last Year's List of Schools*

The teachers who responded to our survey said that once they had a Brain Day presentation, they would definitely request it again. Attached is a list of schools which had a Brain Day presentation in 2009. Once you have solicited from last year's waiting list, try contacting these teachers again to ask if they are interested in another Brain Day.





Recruiting Classrooms – Part II

4. *Your Local Elementary Schools*

Some volunteers like to go back to their old elementary school to give a presentation. This is a great idea! Also, if volunteers want to suggest a school near where they live or work, you can contact that school and leave a message for the grades 4, 5, or 6 teacher. Recruiting schools that the volunteers are excited about is good for everyone!

Once you hear back from some teachers who are interested in a presentation, you will need to do the following:

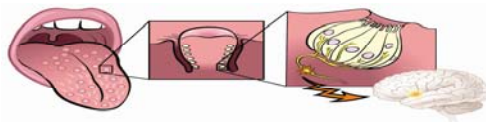
- Thank them for their interest
- Get classroom size (# of students), potential dates and times for a presentation
- Ask if there are any allergies, special needs, or special instructions the presenters will need to know about
- Get the address of the school

Matching Volunteers to Classrooms

Once you have a list of volunteers and a list of classrooms, you'll want to match them up for a presentation. You'll have the schedules of the volunteers, and the dates available for the teachers, so the process usually involves combing through both and finding a volunteer who is available during one of the dates and times a teacher has requested.

You might also want to post the names of the schools, the locations, and the dates and times suggested by the teacher so that volunteers can pick the location and dates that match their schedules. This has worked well for coordinators in the past.

Once you have found matches, confirm the match with both the teacher and the volunteer(s). Tell the teacher the name of the volunteer(s) who will be doing the presentation, and let the presenter(s) know the name and location of the school, the teacher's name, and the classroom details (ie: how many kids, room number, special instructions for visitors, etc).





Budget Info

Budget Information

If you've coordinated Brain Day before, you might have an idea of what kind of expenses you'll encounter during Brain Day based on past Brain Days and goals for the present year (in this manual). If there has not been a Brain Day in your area before, your budget will evolve as your Brain Day session comes to life. Either way, below are the things you'll need to know about managing your Brain Day budget.

1. How do we pay for Brain Day stuff? – In order to know how much money you'll need to get Brain Day started, the Program Manager will need to get an idea about what plans you might have for recruiting, training, and preparing. In general, Brain Day materials are provided by ThinkFirst Canada – the booklets, manuals, brain molds, and evaluation materials are usually shipped to each Brain Day program across the country. These materials are then divided among the Volunteer presenters who bring them to the classroom where they'll be making their Brain Day presentation. Materials for the in-class experiments – the sugar, salt, tonic, lemon juice, gelatin mix, etc. – are usually obtained locally by the Brain Day Coordinator (that's you!) and distributed to the Volunteers with the booklets, brain molds, and evaluation materials. You will also need these materials for training the Volunteers.

ThinkFirst is always looking for donations from appropriate entities to help pay for Brain Day materials and other program costs. In the event that these materials are not donated by a grocer or other organization, the Brain Day Coordinator will have to purchase them on behalf of ThinkFirst (all costs will be covered by ThinkFirst).

Other costs may also be involved, depending on different Brain Day Centres. For example, will you need to rent classroom space to hold training sessions? Will you need a locker to store materials like booklets and brain molds? Do you have to pay a fee to register as an official club at your university? Do you have to pay to photocopy recruiting and training materials? How much do you anticipate spending on materials for the training sessions (based on how many volunteers you intend to recruit)? Making a budget based



Budget Info

on your 2010 goals will allow ThinkFirst to be prepared to support your plans and have the money available.

Make a budget using the “Expected Expenses” Form (available at thinkfirst.ca). See point 2, below, for more details about what to include on this form. Fill in the appropriate columns with the expenses you anticipate and submit it to the Program Manager for approval. The Manager will contact you to discuss your plans, and then approve the budget. Once approved, you may get your first installment of money to kick start Brain Day – mainly to recruit and train volunteers. After you have established how many classrooms and volunteers you’ll be working with, you may get another installment to pay for supplies and materials to be used in the classroom.

2. Supplies and Materials – In the winter, after your estimated budget is approved (see point 1, above) you may receive a cheque from ThinkFirst for expenses related to preparing for Brain Day. You may need to do some printing and photocopying of letters and/or posters, you may want to buy ad space in a student newspaper or newsletter, you may want to offer coffee/snacks at an info session, or rent a locker to store Brain Day materials. Depending on the current year’s funding situation at ThinkFirst, these kinds of Brain Day expenses will be covered. If Brain Day does not receive enough sponsorships, we will stick to the essential expenses and some of the above expenses will unfortunately not be possible.

3. Tracking Expenses – Each and every expense will need to be documented on the “Budget Tracker” document included in this manual (example below), and receipts for each expense MUST be kept and sent in to ThinkFirst at the end of Brain Day.

Budget Tracking, example

	TOTAL BUDGET	\$1,086.50	UNSPENT	\$992.93	
DATE	EXPENSE	QUANTITY	PRICE/UNIT	TOTAL COST	Receipt Attached?
Dec 12/08	Ad in “ <i>Student Times</i> ” newspaper	1	50	50	Yes
Jan 05/08	Room rental for training session	1	30	30	Yes
Jan 03/08	Materials for training session	Salt, sugar, cups etc	n/a	13.57	Yes

Budget Info



4. After Brain Day wraps up, the amount of money spent from your Brain Day Budget **MUST** be consistent with the totals from the receipts you submit. Be sure to ask for a receipt for *everything* – purchasing public transit fare for presenters; purchases at bulk stores for materials; photocopies; advertisements; everything! If you have concerns about receipts at any time, feel free to contact the Program Coordinator at ThinkFirst to work it out.
5. A second installment of money may come from ThinkFirst once you know how many classrooms, students and volunteers will be participating in Brain Day. This installment will fund the purchase of all the materials the volunteer presenters will bring with them to the classroom, including materials for experiments and the gelatin brain. Again, all purchases must be documented as above and include receipts.
6. Contingencies – Sometimes good opportunities come up that were unplanned, or more schools than expected suddenly sign up for a Brain Day, leaving you with less budget than necessary to meet the demand. Though careful management of your budget can help, sometimes that is not enough. If something like this happens, please call the Program Coordinator and we'll ensure that you have what you need to adjust to the circumstances. We'll do our very best to ensure that all interested schools get a Brain Day presentation!
7. Budget surplus – At the end of Brain Day, you'll submit your Budget Tracker document and all supporting documents (receipts, etc.) to ThinkFirst. If there is some money left in your budget, you'll have to send this along as well (do not send cash in the mail!). It's best to just write a cheque for the surplus amount and send it at the same time. If there is less than \$1 in the budget, this won't be necessary.



Brain Day Materials Check List

You'll find detailed instructions on how to teach and perform the experiments in the Teacher's Manual and the Training Video, but here is a handy list of all the materials you'll need to prepare. The page numbers refer to the Teacher's Manual.

Activity	Stuff Needed	Notes
General	<ul style="list-style-type: none"> Student booklets Lesson Plan Sheet and/or Teacher's Manual 	<ul style="list-style-type: none"> One per student Do NOT read from the Teacher's Manual as a script!
Gelatin Brain	<ul style="list-style-type: none"> 2 boxes, 170 gram (6 oz) flavoured gelatin – Watermelon or peach make the best colour 1 can, 266 mL (9 oz) Evaporated Skimmed Milk (no other milk will work) Water Gelatin Brain Mould Plastic wrap 	<ul style="list-style-type: none"> Prepare brain at least <i>ONE FULL DAY BEFORE</i> the presentation. Cover brain with plastic wrap before letting students touch it – esp if they want to eat it after the presentation (ask teacher)
Neuron activity (note passing) pg. 1	<ul style="list-style-type: none"> Two pieces of paper with two different messages on them. 	<ul style="list-style-type: none"> Get fun with the messages.
Balloon Head (naming lobes) pg. 3	<ul style="list-style-type: none"> Paper cut-outs of lobes, labeled (or a sharpie/marker to draw brain on balloon) Tape Balloon with a face drawn on 	<ul style="list-style-type: none"> If not taping paper labels on the balloon head, the kids can point to the lobe in question, and you can write the name on the balloon directly.
Olfactory Adaptation pg. 5	<ul style="list-style-type: none"> Piece of citrus peel, or other smelly (non-allergenic) item 	
Blind Spot Activity pg. 9	<ul style="list-style-type: none"> A "blind spot" strip of paper for each student (see pg. 9 for instructions) 	
Sound Localization pg. 13	<ul style="list-style-type: none"> A blindfold (scarf, t-shirt, etc), or tell student to close their eyes 4 or 5 "clappers" around the room 	
Two-point discrimination pg. 16	<ul style="list-style-type: none"> Lots of toothpicks (two per pair of students) 	
Teacher Evaluation (in this section)	<ul style="list-style-type: none"> Copy of the Teacher Evaluation – to be filled out by teacher at end of lesson. 	<ul style="list-style-type: none"> There may be an online survey instead of a paper one. If so, send the teacher an email with the link.
Student Evaluation (TBD)	<ul style="list-style-type: none"> Copies of the Student Learning Pre- and Post-test 	<ul style="list-style-type: none"> One "pre" and one "post" test. Administer these, collect them, and give them to the Coordinator

Materials



Other useful activities or materials you could use include:

Activity	Stuff Needed
Vocabulary Chart	<ul style="list-style-type: none">• Important terms• Simple, clear definitions• Large paper• Marker
"Jeopardy"-style Game – to teach vocabulary	<ul style="list-style-type: none">• Clues, based on Brain Day content and aimed at gr. 5 level• A way to organize the class into cooperative groups• A scoreboard (could use large paper or blackboard)• A way to bring a rowdy class under control (they'll get rowdy)
Have a good idea?	<ul style="list-style-type: none">• Discuss it with your partner and/or Program Coordinator at ThinkFirst. It might be incorporated into future Brain Day training sessions!

APPENDICES

How to Fit a Helmet

Every helmet comes with manufacturer's instructions on how to fit the helmet properly.

Unfortunately, many people still end up using an ill-positioned helmet, loose straps, or the wrong helmet altogether. Therefore, teaching proper helmet fitting techniques early, and reinforcing it regularly, is an important step in preventing head/brain injury incidents in your community.



The Quick Guide to Helmet Fitting

Your Objective: Snug, Level, and Stable

Your Key Messages: 2-V-1

Steps to a Great Fit: Overall, you want a helmet to touch the head at the front, back, top, and all sides, and achieve a fit that is snug, level, and stable enough to resist even violent shakes and hard blows. Anything less than this reduces the ability of the helmet to protect in the event of a collision or crash. The helmet should be as low on the head as possible (without compromising vision or hearing) and the straps done up as tight as possible (without being painful or limiting breathing!). Once the helmet is properly fit, you should be able to get used to it and forget you're wearing it most of the time.

Step One: Adjust the helmet on the head. Some bicycle helmets come with a fitting ring, or a sliding fitting band. These helmets should be opened to their largest setting while fitting the straps and buckles. Once the other components are properly adjusted and secured, the band or ring can be tightened to a comfortable, snug fit. Sometimes, these fit systems require the ring or band to be so tight that they feel binding. If loosening the fit system produces a sloppy fit, this helmet is not for you. Choose another style.

If the helmet does not have a ring or sliding band, they generally come with foam pads that are used to customize the fit. The top pad can be removed, or the thinnest pad used, to make the helmet sit in the safer, lower position on the head. The fit can be adjusted further by using thicker pads on the side if your head is narrow, or thinner pads in the back for longer heads. The pads should touch your head evenly all the way around, without being too tight.

Once the helmet is snugly in place, it should be level on the head, with the front edge about **2** finger widths above the eyebrows, or just above the frame of your glasses. (HINT: If you walk into a wall, the helmet should hit before your nose does).

Step Two: Adjust the side straps. Once the helmet is in place, fasten the chin buckle and look at the side straps. The side buckles should rest just beneath the ears. If they are not in place, undo the chin buckle and adjust the straps by first moving the rear-most strap, then the front strap so that they meet at the side buckle, forming a **"V"** under the earlobes. Once they are properly adjusted, the side buckles should sit just under the earlobes and slightly behind the jaw line.

Step Three: Adjust the chin buckle so that when it is fastened, there is only room for **1** finger to squeeze between the strap and the underside of the chin. When the person opens their mouth

widely, the jaw should pull slightly on the chin strap. Tighten the fitting band or ring to a comfortable level, and you're done!

See it online!
Go to thinkfirst.ca and
click on "Safety Info" to
download our range of
helmet fitting cards



Use these principles for all helmets to
reduce the risk of head and brain injuries!

SAMPLE LETTER TO SCHOOL BOARDS

Recipient Info here
Recipient Address Here
Dear [School Board],

On behalf of the ThinkFirst Foundation of Canada, I am writing to request that you consider the educational program *ThinkFirst Brain Day* as an option for the schools under your jurisdiction.

ThinkFirst Brain Day is a program of The ThinkFirst Foundation – Canada's national brain and spinal cord injury prevention NGO. We are passionate about educating children and youth about the brain and nervous system, and also inform these lessons with vital injury prevention messages that are designed to help kids Think First and stay active, healthy and *safe*. All this is packed into a fun and interactive educational program targeted at grade 4 – 6 students. The program material fulfills several curriculum expectations in Physical Education, Health, Science and Technology, and Language (depending on the province).

Our Brain Day program is free of charge to all the schools involved. We typically organize *ThinkFirst Brain Day* during "Brain Awareness Month" in March of each year, which supports the Dana Alliance for Brain Initiatives' efforts to increase public awareness of the progress and benefits of brain research. In the eleven years since its inception, Brain Awareness Month has become a unique international partnership of more than 1,700 organizations in 57 countries. These organizations include scientific institutions, patient advocacy groups, universities, teaching hospitals, government agencies, service groups, K-12 schools, and affiliates.

During *ThinkFirst Brain Day*, a trained ThinkFirst student volunteer delivers innovative and interactive lessons that teach about the form and function of the brain, spinal cord, and the 5 senses – sight, hearing, taste, touch and smell. Interwoven into these lessons is information about injury and injury prevention. Classroom teachers and students alike have reported that *ThinkFirst Brain Day* provides vivid, stimulating, and grade-appropriate information about nervous system function, delivered by knowledgeable and energetic volunteers. As well as increasing knowledge of the brain and the sensory system, *ThinkFirst Brain Day* has also been evaluated by researchers at York University as an effective tool that "enhances students' knowledge of the consequences of brain injury and promotes safety conscious behaviour" (Josse et al., forthcoming).

Since 2005, we have been able to reach more than 30,000 students in 8 provinces with our *ThinkFirst Brain Day* program. With your permission, we would like to approach elementary schools and teachers of grades 4, 5, or 6 in your district to ask if they would like to receive a *ThinkFirst Brain Day* presentation from one of our enthusiastic and knowledgeable presenters. Teachers who are interested in the program will then be able to work with the local *ThinkFirst Brain Day* coordinator to arrange a date and time suitable to their schedule, and to prepare for the presentation day. All materials, including Student Activity Booklets and materials for classroom experiments, will be provided by ThinkFirst.

The Student Activity Booklet has been provided for your information. Please note that ThinkFirst is committed to providing interesting, fun, and *effective* educational programs to encourage safe behaviours in children and youth. We take every opportunity available to ensure that our educational programs are evaluated and meet those criteria. Therefore, student survey evaluations are included at the end of *ThinkFirst Brain Day*, and these anonymous responses may be used to evaluate how well *ThinkFirst Brain Day* works to increase students' knowledge. A copy of the student evaluation survey is also included for your information.

Thank you for your time and consideration. With your help, we hope *ThinkFirst Brain Day* will be able to meet its goal of reaching, and educating, more students in 2011.

Sincerely,

[Coordinator],
Brain Day Coordinator

Charitable Number: 13927 4302 RR0001

SAMPLE LETTER FOR TEACHERS AND/OR PRINCIPALS

[City Name] Brain Day Coordinator

Teacher or Principal's Name

School Address

City, Prov

Postal Code

Dear Teacher or Principal's Name,

As you may know, *ThinkFirst Brain Day* is a neuroscience-based educational program developed with leading neuroscientists at the University of Toronto and designed for grades 4-6. *ThinkFirst Brain Day* has been presented in elementary school classrooms by energetic ThinkFirst Foundation volunteers across Canada since 2005. Through interactive learning activities, fun experiments, and colourful diagrams, students learn about the location, structure and functions of their brain, nervous system, and five senses. As the students explore how the lobes, synapses, and senses work together in their everyday lives and experiences, they also learn about the importance of injury prevention and identify strategies to protect their brain and body. *ThinkFirst Brain Day* therefore meets curriculum requirements for injury prevention (in Health and Physical Education) and Science and Technology.

ThinkFirst Brain Day presentations consist of 5 learning modules and last for 2 – 2.5 hours, with recess and breaks scheduled in. The program has been well-evaluated for learning outcomes, has been approved by your school board, and has been enthusiastically endorsed by the teachers who have had a *ThinkFirst Brain Day* in the past. The trained *ThinkFirst Brain Day* presenters – generally university students in neuroscience, psychology, medicine, or education – are engaging, informative and passionate about the subject and about kids.

ThinkFirst Brain Day presentations are offered during March (Brain Awareness Month) every year. To book your presentation for March 2011, please contact me at the email address below and I will be happy to work with you to schedule *ThinkFirst Brain Day* for your class. Be sure to book early for your choice of dates and times!

Thanks for your interest in *ThinkFirst Brain Day*, and we wish you all the best for this school year!

Sincerely,

Coordinator's Name Here

[City Name] Brain Day Coordinator

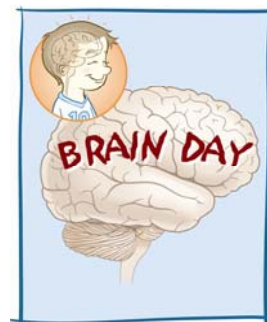
ThinkFirst Foundation of Canada

Brain Day Email Address

SAMPLE LETTER FOR TEACHERS OR SCIENCE COORDINATORS

Dear _____,

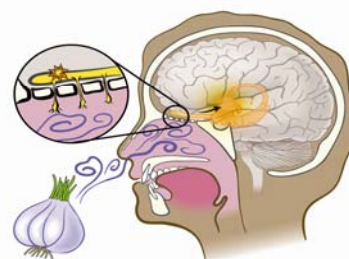
We are the [City Name] Coordinators for ThinkFirst Canada's Brain Day 2011. "ThinkFirst Brain Day" -- a professionally-developed elementary school program designed to engage with students as they learn basic functional neuroanatomy and brain injury prevention -- has been brought to over 30 000 students around the country during Brain Awareness Week (March) each year. Last year in [City Name], [fill in #] volunteer educators reached [fill in #] local elementary schools and [fill in #] students with the ThinkFirst Brain Day program. This 1/2 day, interactive, highly educational program is designed for grade five students and is completely free for all interested classroom teachers.



ThinkFirst Brain Day is delivered by a volunteer instructor from the [name of university or organization] who has received specific training to effectively deliver the material. Students, teachers and volunteers have given ThinkFirst Brain Day rave reviews during the 4 years since it's creation, and a study (in press) conducted by York University researchers confirms the positive learning outcomes for students who received ThinkFirst Brain Day. To continue to monitor the effectiveness of ThinkFirst Brain Day, similar evaluations will be conducted again this year via an anonymous questionnaire given to the students (with permission) before and after the ThinkFirst Brain Day presentation.

Since you are the Program Coordinator at [name of school board] for Science and Technology, we would like to obtain your permission to deliver ThinkFirst Brain Day once again this March 2011. We would need to liaise directly with interested grade 5 teachers to make arrangements to deliver ThinkFirst Brain Day to their classrooms. ThinkFirst will bring all necessary materials to the classroom, but teachers will be asked to be present during the presentation in order to help with the students if necessary, and to provide some feedback (on the enclosed form) on the lesson. Please contact us if you have more questions and concerns.

Regards,



[Name(s) of Coordinators]

[email addresses? Phone numbers?]

Brain Day 2011 Coordinators

Charitable Number: 13927 4302 RR0001

Recipe and Instructions for the GREEN ThinkFirst Gelatin Brain

Ingredients:

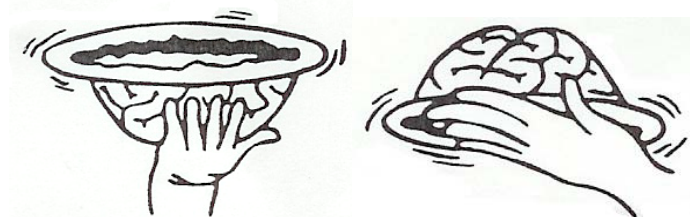
- 2 170-gram boxes of Watermelon or peach Jell-O (they give the best colour)
- 9 oz (about 266 mL) can of evaporated skimmed milk (no other milk will work)
- vegetable oil (for lubricating plastic mold)
- 1 $\frac{3}{4}$ cups of boiling water
- $\frac{3}{4}$ cup of cold water

Instructions:

1. Before each use, wash the brain mold with warm soapy water and a soft cloth or sponge.
2. Spray or smear small amount of vegetable oil inside the entire cavity of the plastic mold, then wipe out any excess.
3. Put flavoured gelatin in a bowl and add the boiling water. Stir until dissolved
4. Stir in $\frac{3}{4}$ cup of cold water
5. Stir in skimmed milk for 2 minutes (with any food colouring, if desired)
6. The colour of the Jell-O will depend on the flavour you use and whether or not you want to add food colouring to obtain a brain-ish pink tone. For Watermelon Jell-O you can use a few drops of green food colouring, if desired.
7. Pour mixture into mold and refrigerate overnight.



Place mold inside a bowl to ensure steadiness in the refrigerator.

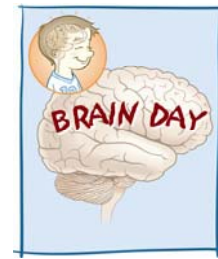


To extract the brain from the plastic



Gently shake it right side up, and then right side down.
Don't forget to put a plate underneath! The gelatin should pop right out.

ThinkFirst Brain Day Volunteers Needed!



ThinkFirst Brain Day is a brain injury prevention program organized by ThinkFirst Canada. The program promotes brain safety awareness by educating elementary school students in basic functional neuroanatomy and discussing ways to protect against brain injuries. Last year, we reached more than 13 000 students in 8 provinces across Canada.

Our goal each year is to expand the program to reach more students, and that means we need more *ThinkFirst Brain Day Instructors*. ThinkFirst Brain Day Instructors are undergraduate, graduate, or medical students who volunteer to teach ThinkFirst Brain Day in a local elementary school classroom. The curriculum is fun, interactive, and has received rave reviews from students, teachers, and volunteers.



A background in anatomy, biology or related-fields is recommended, but certainly not required. A desire to engage with young students and a passion for learning are the best preparation for ThinkFirst Brain Day.

The following is a basic outline of commitments we require from volunteers:

January: Attend an information session. Fill out your availability during the weeks of March and .

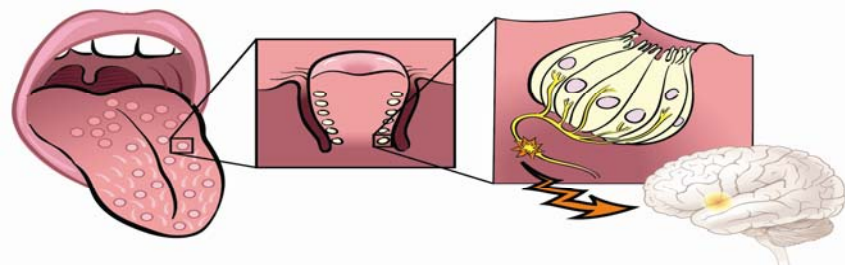
February: Attend training session(s). Learn how to present *Brain Day*, and where you'll be presenting!

March: Brain Day!

Thank you and please do not hesitate to contact us if you have any questions.

[insert name here]

Brain Day 2011 Coordinators—[insert email address here] (E-mail us to join our mailing list!)



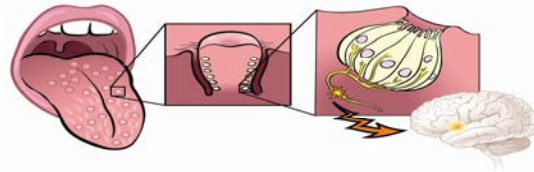
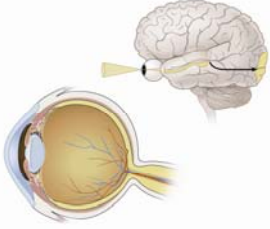
Charitable Number: 13927 4302 RR0001

thinkfirst

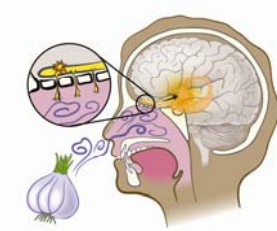


pensez d'abord
CANADA
thinkfirst.ca

Looking for FUN volunteer work?



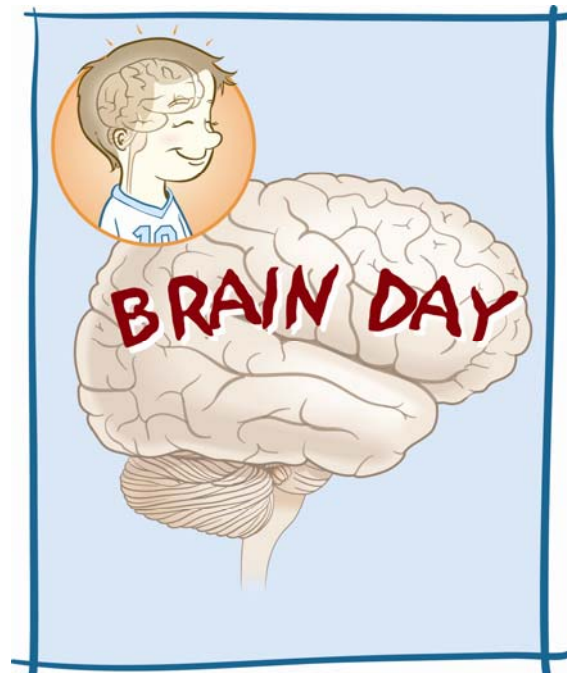
Like working with 10-12 yr olds?



Then you can teach...

Contact your local ThinkFirst Brain Day coordinator for more information:

[YOUR INFO HERE]



Training Volunteers

Section 1: Introducing Brain Day

Materials:

- Student booklet
- Teachers Manual
- Training Video

Preparation:

1. Preview video on your own
2. Familiarize yourself with the student booklet and teacher's manual
3. Familiarize yourself with the history and content of Brain Day

Lesson:

1. Before playing the video, introduce Brain Day – provide a description and history of Brain Day, as well as explain the importance of volunteer training.[2 minutes]
2. Do a quick overview of the Student Booklet (i.e. something for students in the Brain Day classroom to take home and refer to in the future) and Teacher's Manual (i.e. to provide background information and detailed descriptions of activities), emphasizing the importance and use of each. Ensure each volunteer has a thorough look at each section. In addition, clarify what type of teaching style is expected for Brain Day – energetic and engaging!
3. Volunteers should be filling in their student booklets as they complete the activities and should also be noting their own key points for Brain Days – they should remember to emphasize injury prevention throughout!
4. Volunteers should also be thinking of modifications or issues that may arise with these activities, such as allergies, special needs, class clowns, etc. Return to this point at the end of the training session.
5. Also introduce the Lesson Plan Template (below) and tell volunteers that they can use them to record what they will say in each lesson and give themselves cues to remember how to set-up important points and activities. [Points 2,3,4 and 5 should take about 5 minutes]
6. Introduce the training video, explain importance and features to look for (i.e. format of activities important points; interesting points; ideas for presenting a concept or activity, etc) – volunteers can write these points in their Lesson Plan Template as the training day goes on [2 minutes].
7. **Note: THE SUGGESTIONS IN THIS MANUAL FOR USING THE TRAINING VIDEO ARE GUIDELINES ONLY. YOU CAN ADJUST YOUR TRAINING SESSIONS TO SUIT YOUR VOLUNTEERS AND YOUR TEACHING STYLE.** Chapter 1 in the training video is about protocol for contacting and visiting the classroom for your presentation. You may want to show this Chapter last as it does not focus on BD content. The chapters of the training video can be played in any order. To begin with BD content, go straight to Ch.5. Return to Ch.1 at the end of the volunteer training session.

Chapter 5 & 6: Neurons and Lobes of the Brain

Materials:

- Training Video
- Teachers Manual
- Student Manual
- Highlighters and/or Markers
- Balloons
- Helmets

Lessons:

1. Play Chapter 5 on the DVD. Review the Neuron and Lobe portions in the student booklet and teacher's manual (see below). Volunteers should note important sections to remember and emphasize during BD (ex: purpose of neurons, different types & lengths, damaged neurons cannot be repaired). Remind volunteers to not lecture from the booklets or manuals word for word – summarize into language kids will understand.

Volunteer Training Activities:

- a. **Neuron activity:** In groups of 4 or 5, have one volunteer “teach” the rest of the group about neuron anatomy as if they were teaching to a Gr. 5 classroom. The rest of the group should provide constructive feedback (ex. how to simplify the language, how to make it engaging, suggested props or drawings for the blackboard, etc.) [give each group 5 minutes to prepare their lesson; one minute for each volunteer to present their lesson to the group, and one minute for feedback] [This activity, including instructions to the groups, the presentations and feedback should take around 20 minutes]
2. Play Chapter 6 on DVD, stopping after the Mr. Balloon Head activity.
 - a. **Lobe Activity:** In their groups, have each person educate the rest of their group on one Lobe of the brain as if they were teaching a Gr. 5 classroom. Each person should provide one “fun fact” to their group re: the Lobe they are teaching about. A “fun fact” is an aspect of the structure and/or function of that lobe which the presenter thinks is especially important or interesting. It is something they think is “cool” and might interest the kids. Again, volunteers should provide constructive feedback to their peers on style and content. [give each group 5 minutes to prepare their lesson; one minute for each volunteer to present their lesson to the group, and one minute for feedback] [This activity, including instructions to the groups, the presentations and feedback should take around 20 minutes]
 - b. **Mr. Balloon Head Activity:** In their groups, have the volunteers create and label “Mr. Balloon” (pg 3 of TM, Video Chapter 6) – ask them to brainstorm fun ways to teach this to a classroom and practice in this in their groups. [5 minutes to create and label; 5 minutes to brainstorm teaching techniques; 10 minutes to practice teach]
 3. At the end of each lesson, BD presenters need to understand and communicate the importance of healthy nerves and lobes. Take this opportunity at the end of each lesson to stress injury prevention as the key to a healthy nervous system. Go over important sample questions and “fun facts” to recite at the completion of each BD section: ex. “What would happen if we damaged our neurons?” and “What would happen if someone damaged their parietal lobe?” (pg 2 & 3 of TM). Be sure you know the answers to these questions. Ask the group if they can suggest other questions/facts and share with the larger group.

CHAPTER 6: How to Wear a Helmet. Finish playing Chapter 6 (helmet portion of the video) on the DVD.

Gather all the helmets volunteers have brought with them and have each group brainstorm “fun facts” about helmets – what are they made of, how they work, different types, helmet components, etc. Ensure each volunteer knows how to fit a helmet for themselves, as well as for someone else in their group, using the 2 V 1 approach.

- Helmet Fun Facts:
 - a. Multipurpose vs Multi-impact helmets
 - i. MP is certified to be used for a variety of activities – certification sticker will tell you which ones
 - ii. MI can be used for more than one impact, but is also sport specific (i.e. hockey helmets are not bike helmets!)
 - b. Parts of the helmet
 - i. Outer Shell – slick so it can skid on the ground
 - ii. Foam – absorbs impact
 - iii. Fitting mechanism keeps helmet in place
 - iv. Straps and buckles keep the helmet on
 - c. Name activities for which everyone should wear a helmet

IMPORTANT!!! -- HELMET SAFETY IS A CORE PRINCIPLE OF BRAIN DAY AND THE THINKFIRST FOUNDATION. WEARING A PROPERLY FIT HELMET IS A SIMPLE, PROVEN WAY TO PREVENT ACQUIRED BRAIN INJURY (ABI), ESPECIALLY DUE TO CYCLING INJURIES WHICH CONTINUE TO BE A MAJOR CAUSE OF CHILDHOOD ABI. KNOW THIS SECTION WELL AND ALWAYS TEACH IT IN THE CLASSROOM! WHILE OTHER ACTIVITIES IN BRAIN DAY CAN BE SKIPPED IF TIME GETS TIGHT, HELMET FITTING MUST ALWAYS BE PRESENTED!!!

Chapter 7 - 13: The Five Senses – Smell, Taste, Vision, Hearing and Touch

Materials:

- Teachers Manual
- Student Booklet
- Training Video

Preparation:

- Materials required for each Sense activity
 - Scented products (see Teacher’s Manual)
 - Flavored soda pop (3 flavours, NOT orange), food colouring, soda water and Q-tips
 - Strips of paper ~ 2-3 inches long
 - Pens

*Each of the sense sections in the student booklet and teachers manual should be reviewed before the training session. For each Sense section, ensure volunteers know key points to emphasize during BD.

* Following each training activity, Coordinators should check-in with the groups to make sure they have had enough time to prepare, present, and give feedback about their groups’ presentations.

Lesson:

1. Play Chapter 7 on DVD.

a. Smell

- i. Volunteer Activity: Have each volunteer in their groups of 4 or 5 choose one topic to present to the rest of the group. Key points: Pathways/signals from the brain help us identify scents, understanding adaptation, “fun facts”, etc. Allow for 2 minutes of brainstorming & preparation, 2 minutes/person for presentation, 10 minutes for feedback and debriefing.

Topic	Key Points
Steps to the Brain	Where are olfactory receptors located? What are odorants? Where are molecules received? Perceived?
Smell & Memory	Why does smell trigger emotions and memories?
Olfactory Adaptation	What is the purpose of adaptation? What are the implications of adaption in everyday life? – ie, why do we wear perfume?
Ansomnia + Fun Facts	What is ansomnia? What are its effects on daily life? What else is interesting about our sense of smell?

For each presenter, the other group members should be prepared to give some feedback about the presentations. Useful feedback might answer the following questions:

- Have we summarized our topics into language kids will understand?
- Have we missed anything important re: Smell?
- How can we make our presentation of this topic more effective for kids learning? (Think about diagrams, body language, etc)
- How have we linked this topic to injury prevention?

Coordinator Follow Up: Check in with groups. Did everyone get a chance to present and receive feedback?

- ii. In their groups of 4 or 5, have each volunteer instruct/lead the “Olfactory Adaptation” activity (pg 5 of TM). This activity should be practiced as it would in the classroom during BD (everyone gets 2 minutes to prepare, each presentation should be no longer than 5 minutes).

Feedback and Debrief in Groups:

- Have we summarized our topics into language kids will understand?
- Have we missed anything important re: Smell?
- How can we make our presentation of this topic more effective for kids learning? (Think about diagrams, body language, etc)
- How have we linked this topic to injury prevention?

2. Play Chapter 8 and 9 on DVD.

a. Taste

- i. Volunteer Activity: Each volunteer, in their groups of 4 or 5, will teach the rest of their group one aspect of the “Taste” sense. Key points: 4 basic tastes + 1, connections between taste & smell, “fun facts” with burning our tongues, etc. Allow for 2 minutes of brainstorming & preparation, 2 minutes/person for presentation, 10 minutes for feedback and debriefing.

Topic	Key Points
The Tongue & Brain	How does the brain receive information about taste? What are taste buds?
The 4 basic tastes + 1	What are the basic tastes? What are some foods associated with these tastes?
Relation between Taste & Smell	Why are there so many different flavours if we only have 5 basic “tastes”? Can taste and smell receptors regenerate?
Colour & Taste	How does colour affect taste? Why? Implications for food companies.

Feedback and Debrief:

- Have we summarized our topics into language kids will understand?

- Have we missed anything important re: Touch?
- How can we make our presentation of this topic more effective? (Think about diagrams, body language, etc)
- How have we linked this topic to injury prevention?

Coordinator Follow Up: Check in with groups. Did everyone get a chance to present and receive feedback?

- ii. In their groups, volunteers will practice “Taste Bud Mapping” and “Colour” activities (pg 7, 8). Again, someone in the group will lead each activity (allow for 2 minutes preparation for each activity, 10 minutes to complete each activity).

Feedback and Debrief:

- Have we summarized our topics into language kids will understand?
- Have we missed anything important re: Touch?
- How can we make our presentation of this topic more effective? (Think about diagrams, body language, etc)
- How have we linked this topic to injury prevention?

3. Play Chapter 10 & 11 on DVD

a. Vision

- i. Volunteer Activity: Switching up their groups of 4 or 5, group members will present an aspect of the “Vision” sense to their new group. Key points: anatomy, pathway, connections to brain, “fun facts” with connection between brain and vision. Allow for 2 minutes of brainstorming & preparation, 2 minutes/person for presentation, 10 minutes for feedback and debriefing.

Topic	Key Points
Anatomy of the eye	What are the different parts of the eye?
Pathways of Vision	What is entering our eye? What part of our brain receives this information?
Fun Facts	What happens to the other senses when someone is hearing impaired? What does it mean when people are colour blind? What is stereovision? Peripheral?

Feedback and Debrief:

- Have we summarized our topics into language kids will understand?
- Have we missed anything important re: Touch?
- How can we make our presentation of this topic more effective? (Think about diagrams, body language, etc)

- How have we linked this topic to injury prevention?

Coordinator Follow Up: Check in with groups. Did everyone get a chance to present and receive feedback?

- ii. As previously, groups will practice the “Blind Spot” and “Optical Illusion” activities (pg 11 – 13), in their groups. Practicing either A or B of the Optical Illusions is sufficient. As with the emphasis in the video, volunteers should have a good handle of these activities before proceeding (allow for 2 minutes of preparation, 2 minutes for the Blind Spot activity and 5 minutes for the Optical Illusions.)

Feedback and Debrief:

- Have we summarized our topics into language kids will understand?
- Have we missed anything important re: Touch?
- How can we make our presentation of this topic more effective? (Think about diagrams, body language, etc)
- How have we linked this topic to injury prevention?

4. Play Chapter 12 on DVD.

a. Hearing

- i. Volunteer Activity: In their new groups, volunteers will teach an aspect of the “Hearing” sense to the rest of their group. Volunteers should continue to give constructive criticism and be comfortable with presenting material in an engaging level appropriate for a Grade 5 class. Key points: Pathway of sound, fun facts with connections to brain. Allow for 2 minutes of brainstorming & preparation, 2 minutes/person for presentation, 10 minutes for feedback and debriefing.

Topic	Key Points
Sound Basics	What is sound?
Anatomy	What are the different sections of the ear? What is the purpose of hair cells?
Mechanics & Pathway	How does sound travel in our ear? Which lobe of the brain perceives sound?
Fun Facts	What happens when someone is deaf in one ear? How can we protect our hearing?

Feedback and Debrief:

- Have we summarized our topics into language kids will understand?
- Have we missed anything important re: Touch?

- How can we make our presentation of this topic more effective? (Think about diagrams, body language, etc)
- How have we linked this topic to injury prevention?

Coordinator Follow Up: Check in with groups. Did everyone get a chance to present and receive feedback?

- ii. As a class, have volunteers practice the “Sound Localization” activity (pg 15 of TM). Two volunteers will instruct the rest of the class on this activity. This is a good opportunity to mimic a classroom setting – brainstorm ways to deal with overly curious, rowdy, and/or shy students in this setting (allow for 2 minutes of preparation, 8 minutes to complete the activity).

Feedback and Debrief:

- Have we summarized our topics into language kids will understand?
- Have we missed anything important re: Touch?
- How can we make our presentation of this topic more effective? (Think about diagrams, body language, etc)
- How have we linked this topic to injury prevention?

5. Play Chapter 13 on DVD

a. *Touch*

- i. Volunteer Activity: Back into groups of 4 or 5, each group will select an aspect of the “Touch” sensation and will present it to the rest of the class as they would during BD. Key points: introduce the homunculus and the pathways of touch, “fun facts” with diseases where people can’t feel. Allow for 2 minutes of brainstorming & preparation, 2 minutes/person for presentation, 10 minutes for feedback and debriefing.

Topic	Key Points
Receptors	What are the different receptors? What are their functions?
Pathways of Touch	How do receptors transmit their signals? Which lobe perceives touch?
Homunculus	Describe the homunculus.
Reflexes and 2-point touch	What is 2-point touch? What are reflexes? How are they different from everyday movement? Why are they important?
Fun Facts	What is the importance of touch? What would happen if someone could not feel touch?

Feedback and Debrief:

- Have we summarized our topics into language kids will understand?
 - Have we missed anything important re: Touch?
 - How can we make our presentation of this topic more effective? (Think about diagrams, body language, etc)
 - How have we linked this topic to injury prevention?
- ii. In groups, volunteers should practice “Pain Pinching” and “2-point” activities (pg 17 – 18 in TM). Once more, two new volunteers will instruct the rest of the class on these activities (2 minute preparation, allow for 8 minutes to complete both activities.)

Feedback and Debrief:

- Have we summarized our topics into language kids will understand?
- Have we missed anything important re: Touch?
- How can we make our presentation of this topic more effective? (Think about diagrams, body language, etc)
- How have we linked this topic to injury prevention?

6. Play Chapter 14 on DVD: Wrapping Up

Materials:

- Brain Mold
- Teacher’s Manual
- Evaluation Sheets
- Training Video

Lesson:

1. Introduce a Brain Mold to the volunteers (play training video if needed); display the best way to introduce the “Brain” to a classroom
2. Review common questions and comments from students
3. Hand out evaluation sheets. Volunteers should read these to get an idea of what knowledge kids should walk away with
4. Lesson Plan Activity: Hand out “My Lesson Plan for Brain Day” sheets for volunteers to fill in. They will fill out a tentative plan for their upcoming BD – give each group of students a “limitation” for their day (ex. Classroom allergies, time constraint, etc) and have them complete their tentative lesson plan accordingly. Reinforce emphasis on “key points” and injury prevention, remind volunteers that not all “Optical Illusion” activities (pg 12-13 of TM) need to be completed as these can be lengthy in time (allow for 3 minutes brainstorming, 15 minutes to fill out a tentative lesson plan).
5. Refer to Teachers Manual (pg 17) for other items which should be reiterated at completion of BD – injury prevention! Conclude with further questions or comments from your volunteers.

Example of **My Brain Day Lesson Plan**

Time	Topic	To Do's/Activities	Other/Reminders
12 – 12:30pm	Sign in, Welcome & Introduce	<ul style="list-style-type: none"> - Introduce yourselves to the class - “What is Brain Day all about?” <ul style="list-style-type: none"> - learning why keeping our heads safe is so important - to find out how your brain works and why our brain is so valuable - - Split classroom into groups - Make sure everyone has a helmet 	<ul style="list-style-type: none"> - Rearrange classroom - Remember hand signals to quiet class - Be engaging!
12:30 – 1:15pm	Neurons & Lobes	<ul style="list-style-type: none"> - Neuron Anatomy - Neuron Signaling Activity - Let's talk neurons! - Naming the lobes with Mr. Balloon - Fun Facts <ul style="list-style-type: none"> - How can we keep our heads safe? - Neurons never grow back! - Fast neuron signals can move 120m/second – how fast is that? - Ask: What would happen if someone damaged their Parietal Lobe? - 	<ul style="list-style-type: none"> - for Activity, make sure one “neuron chain” is longer than the other - don't go too much into detail! - have a back up balloon
1:15 – 1:35pm	Helmets	<ul style="list-style-type: none"> - Demonstrate & Explain how to fit - Helmet Fitting Activity - Fun Facts <ul style="list-style-type: none"> - Multipurpose vs multi-impact helmets - Parts of the helmet - Ask: When should we wear helmets? 	<ul style="list-style-type: none"> - Double check fitting on all helmets -
1:35pm- 2:30pm	Smell & Taste	<ul style="list-style-type: none"> - Smell Pathways - Olfactory Adaptation activity <ul style="list-style-type: none"> - Ask: What is adaptation? What happens when we lose our sense of smell? - Taste pathways - Taste bud mapping – NO DOUBLE DIPPING!! - Colour & Taste Activity – NO DOUBLE DIPPING - Ask: What happens if we burn our tongue? What would happen if we couldn't taste? - 	<ul style="list-style-type: none"> - Make sure there are enough Q-Tips at each table - Have paper towels handy -

2:30 - 3pm	Vision	<ul style="list-style-type: none"> - Anatomy - Blind Spot activity - Optical Illusion (A, C if there is time) - Fun facts: <ul style="list-style-type: none"> - Stereovision & peripheral vision in sports – importance of wearing a helmet - 	<ul style="list-style-type: none"> - Keep an eye out for confused students, help them complete the activity!
3 – 3:15pm	Hearing	<ul style="list-style-type: none"> - Sound pathway - Sound Localization Activity - Fun facts: <ul style="list-style-type: none"> - Ask: What are some ways we can protect our hearing? 	<ul style="list-style-type: none"> - pick students who haven't been chosen as volunteers yet! -
3:15pm – 3:30pm	Touch	<ul style="list-style-type: none"> - Touch pathways - Pain Pinching Activity - 2-point Discrimination Activity 	<ul style="list-style-type: none"> - make sure students feel comfortable with these activities – don't forget to remind them to do these activities gently.
3:30pm -	Wrap Up	<ul style="list-style-type: none"> - What would happen if we lost any of our senses? - What are some of the best ways we can prevent injuries/ - Hand out & collect evaluation sheets <ul style="list-style-type: none"> - Take home message – Wear your helmet! Keep safe! - Say goodbye and thank you to the classroom! 	<ul style="list-style-type: none"> - don't forget to collect any receipts from teacher, sign out, tidy room before leaving

My Brain Day Lesson Plan

Time	Topic	Activity	Other/Reminders

Notes:

My Brain Day Lesson Plan

Time	Topic	Activity	Other/Reminders

Notes: