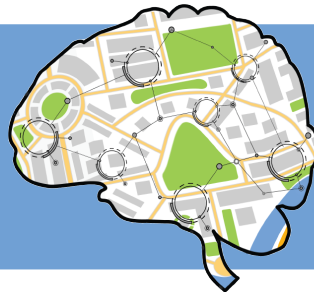
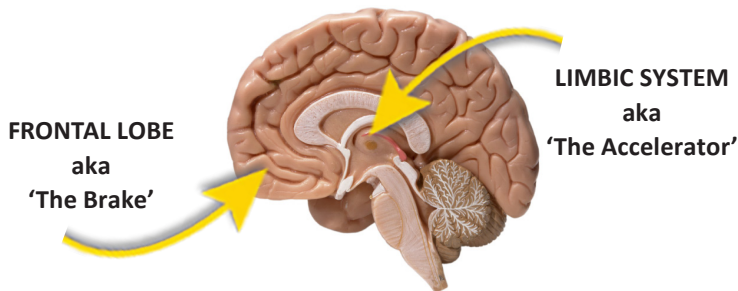


# Know Your Neuro Activity Guide Grade 6-12



# Know Your Neuro



## Brain Quiz!

- 1) What part of the brain contains the accelerator?
- 2) What part of the brain contains the brakes?
- 3) What is the brain's rules?
- 4) What part of the brain gets curious?
- 5) What part of the brain does the thinking?

**Rate Your Brakes** The Frontal Lobe's Executive Functioning (EF) skills help youth plan, organize, control their impulses, and demonstrate empathy toward others. The lower level EF skills are the first to appear, then the higher level skills grow as the Frontal Lobe develops in later years. Ask students to rate each of their skills on a scale of 1-10, 10 being the highest.

### Lower Level EF Skills

- Task Initiation
- Flexible Thinking
- Planning
- Prioritizing
- Organizing
- Working Memory
- Self-monitoring
- Selective Attention
- Coordination



### Higher Level EF Skills

- Abstract Thinking
- Impulse Control
- Decision-making
- Problem-solving
- Emotion Regulation
- Frustration Tolerance
- Good Judgment
- Empathy

## Discussion Questions & Facts:

### Discussion

- Which skills did you rate the highest? Which skills could you improve?
- Why do you think the Limbic System develops first, before the Frontal Lobe?
- Who do you know that has more mature Frontal Lobe skills than others?
- How does your Limbic System tempt you to engage in risky behavior?
- How can the Use It or Lose It Principle work to your advantage? How can it work to your disadvantage?
- Which Executive Function skills are most important for steering clear of high-risk behavior?
- What high-risk behavior do you think young people struggle with the most? Why?

### Frontal Lobe Challenges

How would you respond to the following scenarios? What does your Limbic System's accelerator want to do? What does your thinking brain, the Frontal Lobes' brakes say?

Scenario 1: You see a student in the gym or playground being mean to another student.

Scenario 2: You find something that may belong to someone else in the hallway.

Scenario 3: A new student joins your class and others start making fun of them.

Scenario 4: Your older sibling or a friend's older sibling offers you a beer.

Scenario 5: Someone shows you a picture on their phone of someone with no clothes on.

Scenario 6: Someone wants you to try vaping in the school's bathroom.

### The Brain's Rule

- What is the Brain's Rule?
- What Executive Function skills do you see youth use less than in previous generations? How does this affect them? How does it affect you?
- What EF skills are you a good role model for?
- What high-risk behavior do you see youth engage in today?
- How can you utilize the Use It or Lose It Principle to help youth improve Executive Function skills?
- How could you integrate EF skills training into your daily language and activities?
- What is your family code? What are your rules about drugs, alcohol, bullying, and other risky behavior?