

Train Your Brain!

Train your brain to take in, remember, and connect with information more efficiently and effectively. Brain research shows that mental exercises can increase the connections between brain cells, making thinking and learning quicker and easier. Repetition and concentration are key to making such changes in the brain!

1. **Magazine Ad** Design a magazine advertisement on one of the assigned concepts. 1. The ad is for a favorite magazine of teenagers or young adults. 2. The standard header or footer of the magazine must be placed below/above the advertisement. 3. The advertisement must be no more than a half-page in length and use a minimum of 4 colors. 4. There must be at least one paragraph of claims or selling points on the advertisement. 5. Below the ad, use at least 3 paragraphs to explain why the magazine was selected, how the artwork gets across the concept use and why the claims or selling points help explain the importance or develop the understanding of the concept.
2. **Question Cards** Question cards are written to reflect and review information. The question is placed on the front of the card. A summarized answer is placed on the back of the card. Include an illustration of the concept.
3. **Newspaper Article** Write a 2-3 paragraph long newspaper article suitable for the school newspaper about the assigned concept or topic. 1. The article must contain the H5W (How, Who, What, When, Where, Why) about the concept. 2. The article must have at least two interesting facts people could use in common day conversations. 3. There must be a graphic or illustration representing the concept being applied. 4. There must be a caption of 2-3 sentences explaining the graphic.
4. **Song or Rap** 1. Use a song/tune familiar to you once you have a clear understanding of the concept you have to convey. 2. Use a song **familiar** to you such as, "Row, Row, Row Your Boat," 3. Change the lyrics of the original song 4. Use an illustration to demonstrate an understanding of your topic/concept and provide 2-3 sentences describing how your illustration relates to your song.
5. **Bookmark** Must be no more than 5 cm wide by 20 cm long Front must have a colored picture or illustration representing the main concept of the chapter (use at least 4 colors) Back must explain how front illustration shows the concept in use.
6. **Concept Mapping** When making a concept map, the main theme or concept is the center bubble of the concept map. Branching off the center bubble are related concepts or topics. 1. Use at least 4 different colors and 4 different shapes on the concept map. 2. Each color should represent a different thread of ideas or concepts. If a bubble is related to more than one thread of concepts, use the colors to show this. 3. Each shape of bubble is related to more than one thread of concepts; use all the colors to show this. 4. Each shape of bubble must represent a different thread of ideas or concepts. 5. Include a key identifying what each shape and color represents. 6. An explanation must be written next to the line connecting each set of bubbles.
7. **Cartoon** Create a single frame cartoon that uses a minimum of 4 colors. The caption should have a maximum of 2 lines. Beneath your cartoon, identify the science concept being shown. Then provide a paragraph explaining how the cartoon depicts or addresses the concept you identified.
8. **Advertisements** – design advertisements to represent scientific processes or the significance of a scientific law, theory, fact, or hypothesis.
9. **Book or Compact Disk Covers** – design book or compact disk covers to highlight and illustrate important scientific concepts.
10. **Historical Journals** – Take on the role of a historical scientist. Keep a journal that recounts the scientist's feelings and experiences of a significant discovery.
11. **Illustrated Outlines** – use simple drawings and symbols to graphically highlight or organize class notes
12. **Illustrated Timelines** – create illustrated timelines to sequence a series of events in chronological order. This could be done with the planning of experiments, if student-designed experiments are conducted in class.
13. **Making Connections Outside the Classroom** – after completing an activity, find examples outside of class of the topic or concept studied. Take a picture of the connection and write a 2 paragraph explanation about how the example connects to the classroom.