**Class Activities**

Chapter 2: Cognitive Neuroscience

**Activity #1: Build your own brain**

For this assignment, students are asked to put together what they have learned in a model of the brain. The model must be portable (i.e., you have to be able to bring it to class), of your own design, it must be anatomically correct (that is, it must accurately depict the relative size and location of different brain areas), and must show the location of the following structures:

parietal lobe

occipital lobe

frontal lobe

temporal lobe

cerebellum

medulla

pons

thalamus

corpus callosum

hippocampus

hypothalamus

amygdala

Students are asked to bring paper, pencils, crayons, markers etc. to class. This can be a fun activity to break up discussion of neuroscience.

**Activity #2: Discuss 10 myths about the brain**

For this assignment, students are asked to read [10 myths about the brain](http://www.smithsonianmag.com/science-nature/top-ten-myths-about-the-brain-178357288/) in groups of 4-5 students. Allow approximately 10 minutes for this activity. In groups, students are asked to answer the following questions:

* Which myth was the most surprising and why?
* Which myth you believe public in general is unaware of?
* Which myth is the most important for the public is to be aware of?
* Which myth did you know about and where did you learn about it?

Later, students can discuss the myths as a class with facilitation of the instructor.

**Activity #3: Brain lateralization**

For this assignment, ask two students to sit in one chair. Each student is allowed to perform only one task. The student on the left represents the left hemisphere, and the student on the right represents the right hemisphere.

Both participants put their outer hands behind their back, while the inner hands are placed crossed through each other on the desk. “The right hemisphere” student is asked to remain silent from this point on. The crossed hands represent a split-brain patient’s hands.

The task: place a shoe on the desk and ask the students to tie the shoelaces. Only the left hemisphere student is allowed to talk.

Ask students about why only the left hemisphere is allowed to talk, how difficult it was to perform the task, and what could improve the performance of the task.