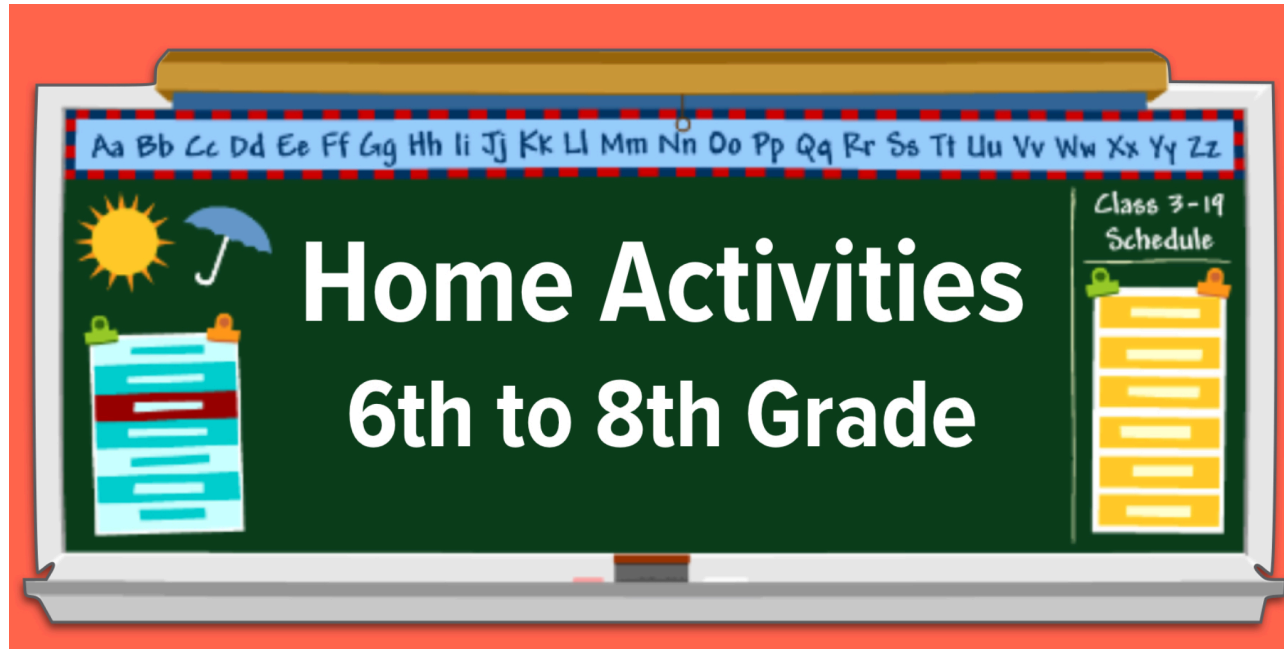


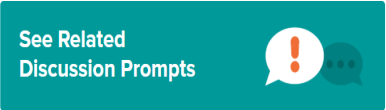
Grades 6-8 Home Activity Ideas for Using BrainPOP



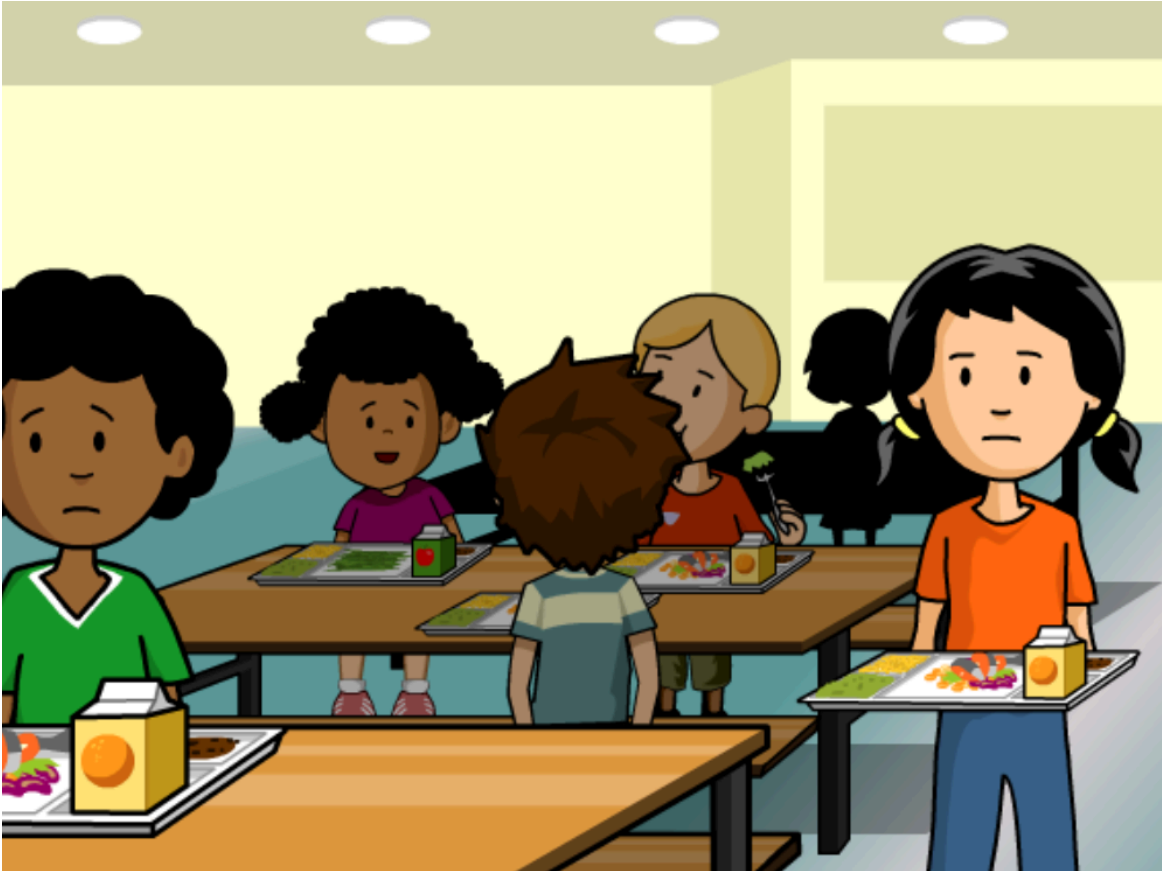
BrainPOP is designed to be used in a variety of ways. Your middle-school child can watch the movies independently, pausing or reviewing as needed to understand a concept. If they like to read along, they can turn on closed captions. You can also watch a BrainPOP movie with your child, providing guidance, sharing and discussing ideas—making the experience an active and collaborative one. There is no wrong way to engage with BrainPOP!

You will notice a variety of resources accompanying every BrainPOP topic—from quizzes and games to related readings, and more. Encourage your child's engagement with the content and opportunities to actively apply what they learn.

Movie Talk: Tips for Actively Viewing BrainPOP Movies with Your Child

BEFORE MOVIE	DURING MOVIE	AFTER MOVIE
<ul style="list-style-type: none">Spark interest by asking your child to share what they know about the topic. Encourage a personal connection—it will motivate them to watch! Example: Before watching the Ethics movie, ask “Think of a time you had to make a tough decision. What did you decide and why?” <p>For a movie about habitats, ask your child about the plants, animals and geography of where you live.</p>	<ul style="list-style-type: none">Pause and ask questions throughout the movie. Or invite your child to ask questions. Pause at new vocabulary and have them explain. BrainPOP provides discussion prompts and pause points for many BrainPOP topics. To find them, click the teal Lessons Idea button below the Movie player. Then look for the Related Discussion Prompts button: 	<ul style="list-style-type: none">Invite your child to share at least three new facts or ideas they learned from the movie using Make-a-Map. Then have them connect those facts and ideas to deepen their understanding, such as identifying relationships like cause and effect. For example in a movie about fire, your child may identify what causes a flame to burn.

Social and Emotional Learning



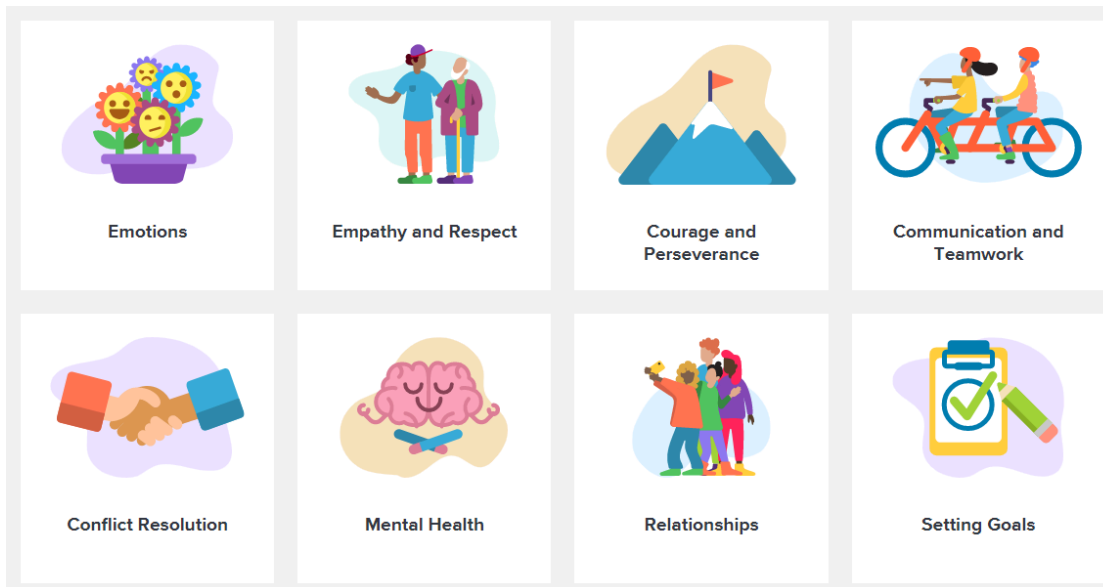
Developing social and emotional competencies, such as managing stress, resolving conflict, persevering, etc--are important to success in school and at home! For this reason, schools have been integrating social and emotional learning (SEL) into the daily curriculum, explicitly teaching these important life skills.

Explore BrainPOP's SEL topics by theme with your child. Scroll to the bottom of the homepage and click the [Social and Emotional Learning for All](#) button:



Social-Emotional Learning for All 

Scroll to the bottom to view SEL themes:



- **Ethics Debate:** Explore the [Ethics](#) topic together. After watching the movie, read the [In Depth Related Reading](#). Have your child choose one of the ethical dilemmas, or choose a real life dilemma, and take a position. You (or a sibling) take the opposing position. Each of you fill out the [Ethics Graphic Organizer](#) and have a debate.

Grown-Up Involvement: High

- **Mapping Mindfulness:** Explore the [Mindfulness](#) topic--watch the movie, read the Related Readings, and take a quiz. After exploring, invite your child to practice being mindful of their feelings through a day, using [Make-a-Map](#) to identify those emotions and what made them feel that way.

Grown-Up Involvement: Low

- **Work it Out:** We've all argued with a friend or family member--it's part of life. The key is to know how to resolve the conflict before it blows up. Conflict resolution requires compromise and empathy. Before watching the BrainPOP movie, have your child take the [Conflict Resolution Quiz](#) to see what they already know. Then have them watch the [Conflict Resolution movie](#). Finally, using [Make-a-Map](#), prompt them to identify a recent conflict they experienced, and how they would solve the problem applying what they learned.

Grown-Up Involvement: Low

- **Peer Pressure Role Play:** As your child enters adolescence, they're likely to spend less time with you, and more time with peers. That's a good thing, but can be challenging sometimes, too. What happens when their friends push them to do stuff that makes them uncomfortable? To answer this question, have your child watch the Peer Pressure movie. After, role play different scenarios that have come up in your child's life or make up unique ones. Use the [Graphic Organizer](#) to plan for the role play.

Grown-Up Involvement: High

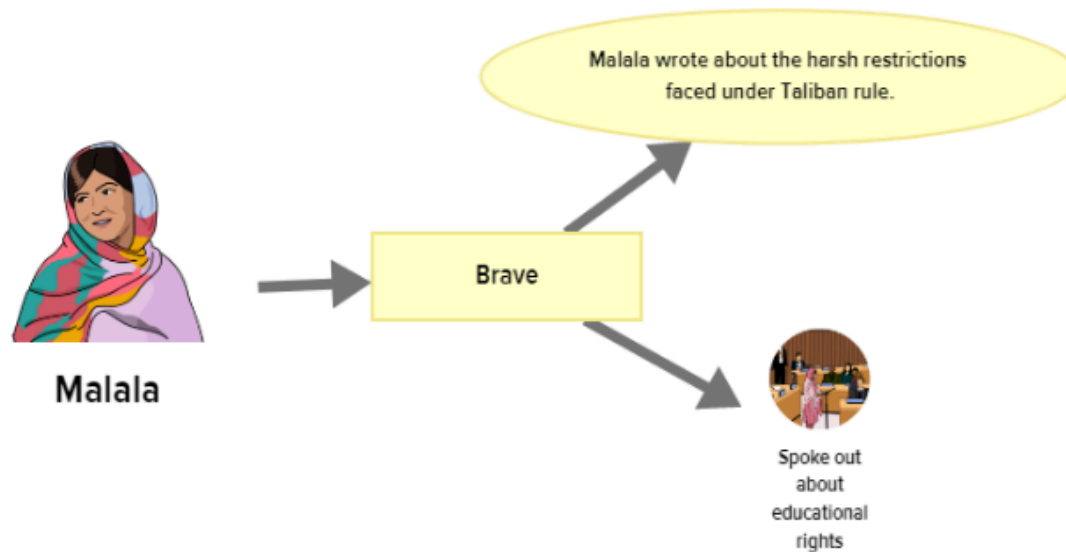
- **It's a Quandary!** Challenge your child to play [Quandary](#)--a game that shapes your child to shape the creation of a brand new society while recognizing ethical issues and making decisions based on evidence and differing points of view.

Grown-Up Involvement: Low

A Walk Through Time (History & Social Studies)

- **Historic Inspirations:** Invite your child to select a hero from the [Historic Figures Unit](#). Have them watch the movie from within the Make-a-Map tool, pausing to reflect and note the person's qualities and characteristics. Are they empathetic? Confident? Courageous? Resilient? In the concept map, have them connect each quality they identify to an action that demonstrates that quality. Finally, discuss with your child why the person is inspirational and what qualities they hope to emulate.

Grown-Up Involvement: Low to Medium



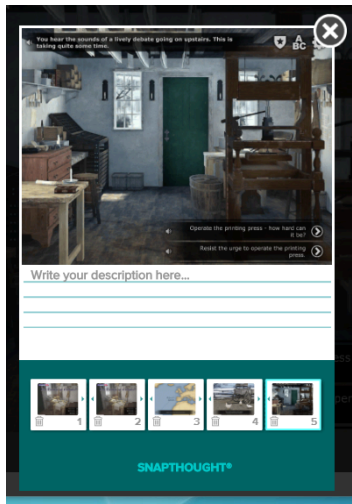
- **World Explorers:** Select a biography of an explorer or explorers, such as: [Lewis and Clark](#), [Christopher Columbus](#), [Henry Hudson](#), or [Marco Polo](#). After watching the movie, have your child put themselves in the explorer's shoes and write a diary entry or letter home about their explorations.

Grown-Up Involvement: Low



- **For Crown or Glory:** Boston, 1770. Your child is Nat Wheeler, a young apprentice. Tensions are growing between colonists and the British. Where do your child's allegiances lie? [The Mission US: For Crown or Colony](#) history game challenges your child to apply critical thinking, problem solving, and decision-making skills. You will notice a small camera at the bottom of the game screen. Encourage your child to share their thinking during game play by using SnapThought--a feature that captures an image of the moment and a space to take notes. Access SnapThought by clicking the camera at the bottom of the screen then click the icon on the left

Grown-Up Involvement: Low



- **Mystery President:** Invite students to select a president to learn about from the [U.S. Presidents unit](#). Prompt them to use Make-a-Map as they watch the movie, taking notes about the president's life, his accomplishments, failures, etc. Then play a game with your child in which they share their clues and you have to guess the president.

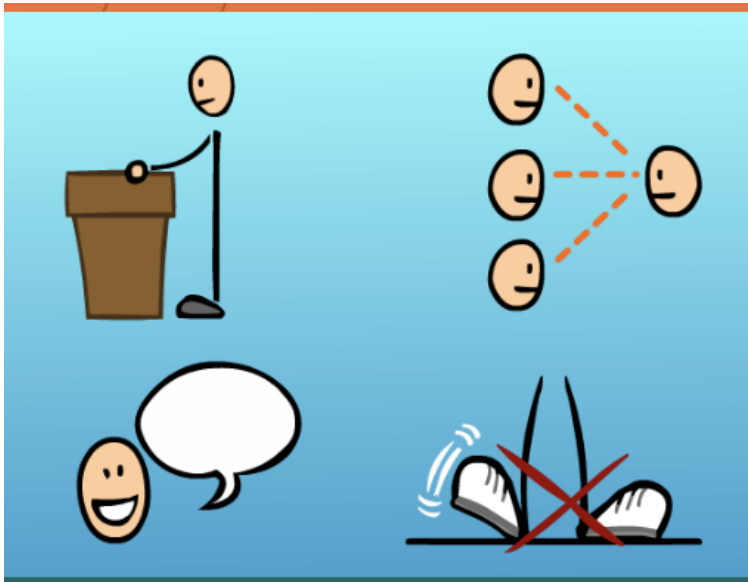
Grown-Up Involvement: Medium/High

Reading & Writing Room (English/Language Arts Activities)

- **Media Literacy (low parent involvement):** Have your child watch the [Media Literacy](#) movie and write notes on the tricks advertisers use to sell products. Have them choose an ad from a magazine, TV, or online. Can your child spot the tricks? Have them find all the ones they notice. Finally, have them identify the advertiser's point of view or bias. **Grown-Up Involvement: Medium/High**



- **Extension activity:** Encourage your child to create their own ad for an existing or made up product or service. They could make a print ad on construction paper, create one on the computer, or make a video. Remind them to use the tricks they learned to persuade potential buyers. Finally, have them share their ad with friends or family. Are they persuaded to buy the product or service? Why or why not? present their invention to family and friends.
Grown-Up Involvement: Medium/High
TIP: If your child is inspired to create their own product, explore BrainPOP's [Engineering Design Process](#) topic.
- **Practice the Art of Persuasion:** Watch the [Debate and Public Speaking](#) movie. Is there a house rule that your child wants you to change, like their curfew? Or does your child want to propose a new rule, like one night of the week where the grown-up does the dishes? Encourage them to prepare talking points and present their ideas to the family to engage in a healthy debate. Remember, everyone's entitled to a rebuttal!
Grown-Up Involvement: Medium/High



- **Be the Editor:** Tell your child that even very famous and beloved authors don't get it right the first time--including Mark Twain! It takes writing and rewriting and sometimes throwing out a whole manuscript! First have your child watch the [Writing Process movie](#) to review the steps including organizing, editing, and proofreading. Then analyze an original manuscript in the [Mark Twain Primary Source](#) activity.

Grown-Up Involvement: Low

- **Adverbs in Action:** Have your child watch the Adverb movie. After, invite them to suggest different ways of moving from one side of the room to the other: quickly, lazily, happily, crazily, etc. Then have them do it! Alternatively, you or another family member can move across the room, and your child identifies the adverb.

Grown-Up Involvement: Medium

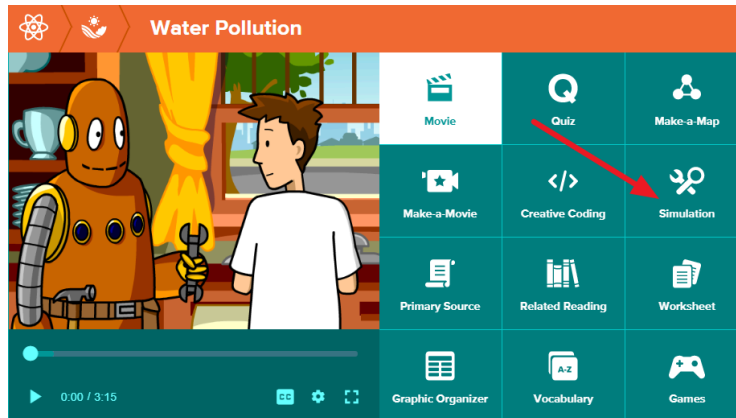
- **Parts of Speech Sortify Game:** Have your child watch the movie [Parts of Speech movie](#). Then challenge them to categorize various parts of speech in BrainPOP's [Sortify](#) game. After, have your child design their own offline Parts of Speech [Sortify Game](#), using different words than in the online version and have a family member or friends play.



The Science Lab

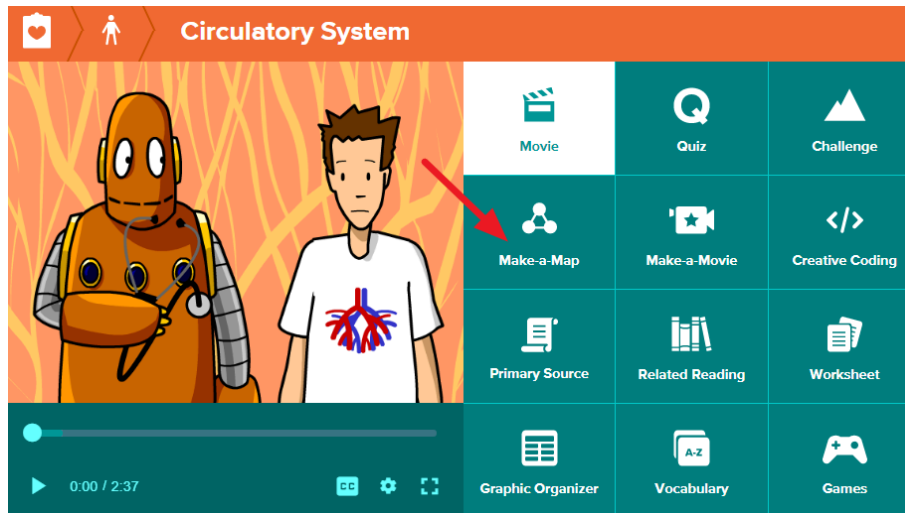
- **Think Like a Scientist:** Some topics have accompanying [interactive simulations](#). Have your child select a topic and watch the movie. After, click the simulation button on the topic page to complete the activity. Have them share their experience with you, including the problem the sim presented, their solution, as well as the challenges they faced along the way.

Grown-Up Involvement: Low/Medium



- **All Systems Go!** Our bodies are made up of 11 different systems all working together. Have your child explore some of these systems in the [Body Systems unit](#), such as [Circulatory System](#), [Digestive System](#), [Respiratory System](#), etc.). Then have them use Make-a-Map from the topic page (see image below) to explain step-by-step how the system they studied works. Finally, they put their system smarts to the test by playing [Guts and Bolts](#), a game that challenges players to test hypotheses about the different systems.

Grown-Up Involvement: Medium



- **Heredity and Genetics:** Why do some characteristics appear more often, while others are relatively rare? It's all about genetics. Prompt your child to explore the [Heredity](#) topic, and others related subjects from the [Genetics](#), [Growth & Development Unit](#) to discover why we look the way we do. After, challenge them to play the game [Flap to the Future game](#) to discover how adaptations evolve over millions of years.
Grown-Up Involvement: Low

- **Earth Awareness Public Service Announcement (PSA):** Prompt your child to choose an environmental issue meaningful to them or to where you live from the [Our Fragile Environment Unit](#), such as [Air Pollution](#), [Climate Change](#), or [Fossil Fuels](#). characteristics appear more often, while others are relatively rare? It's all about genetics. As they watch the movie(s), have them take notes in Make-a-Map. Then have your child create a PSA, either offline, such as a poster, or digital, such a video recorded “commercial” raising awareness about the issue and what actions people can take.
Grown-Up Involvement: Low to Medium

