



**A SPECTacular Trip to the Zoo (🧠 A Brain Health Story)  
(2<sup>nd</sup> Grade 7 – 8 yrs.)  
Worksheet: Field Trip Reflection**



**STORY CONNECTION – SLIDE 22 (Approx Time: 10-15 mins)**

At the Friendship Rainforest, we learned how making friends can help us build a social support system that will prevent us from feeling alone and that friends can help us during tough times. Also, we learned that friendship helps our brain stay healthy which helps our Social Health. At the Movement Safari, we learned about how physical activity not only makes our muscles stronger, but it makes our brains stronger too. Moving our body – and eating and sleeping - will make our brains healthy, which helps our Physical Health. Next, we stopped by the Moody Arctic where we learned about all the different emotions we can feel. We learned that it is healthy to feel sad sometimes and we learned that understanding our own feelings can help us understand other people's feelings too. Most importantly, just like in the Friendship Rainforest and Movement Safari, we learned that understanding our feelings can make our brain healthy which helps our Emotional Health. Finally, we made it to the Thinking Jungle where we learned that when we try something new, our brains change. And we learned that when our brain is changing, that means that our brain is healthy – great for our Cognitive Health.

**Materials needed:**

- Chart paper
- Markers
- Field Trip Reflection Sheet (2 per page; included below- optional)
- Paper
- Pencils

**Preparation needed:**

- Print reflection sheet (1 per student) or have one to display for student(s) to copy

**Instructions:**

1. This activity is a review of the four components of Brain Health (Social, Physical, Emotional, and Cognitive) that student(s) learned about in this story.
2. Most times when student(s) return from a field trip, they are asked to think about and reflect upon their experiences during the trip. This is what student(s) will do with this final activity.
3. Begin by reviewing the four areas of the Brain Zoo they visited and write them on the board or on chart paper.
  - Friendship Rainforest
  - Movement Safari
  - Moody Arctic
  - Thinking Jungle

4. Next, brainstorm key points that student(s) remembered about each section and add that to the board or chart paper.
5. When you think student(s) have a good understanding of the various places and what they mean, pass out the My SPECtacular Trip to the Zoo reflection sheet. If you are not using the sheet, pass out paper and have student(s) fold it in fourths. Label the sections as noted on the worksheet.
6. Go over each section to make sure student(s) understand what they are to be doing. Give ample time for student(s) to reflect and complete their sheet.
7. When student(s) are finished, have volunteers share some of the things they wrote. Make sure to follow up with what they still want to learn and questions they still have. This would be great to collaborate with the librarian or a chance for student(s) to conduct individual and/or independent research.
8. In closing, remind student(s) that like a zoo, our brain is divided into different parts or sections. Each part is different and responsible for doing different things to keep us healthy. It is important to know about each part so we can do all the things we need to do (socially, physically, emotionally, and cognitively) to keep our brains happy and healthy.

My SPECTacular Trip to the Brain Zoo by \_\_\_\_\_



My Favorite Part:

Friendship Rainforest  
Movement Safari  
Moody Arctic  
Thinking Jungle



3 Things I Learned:

- 1.
- 2.
- 3.



I want to learn more about...



Questions I Still Have:



My SPECTacular Trip to the Brain Zoo by \_\_\_\_\_



My Favorite Part:

Friendship Rainforest  
Movement Safari  
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3 Things I Learned:

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