



Keeping Your Brain Healthy: It's SPECTacular (🧠 A Brain Health Story)
(Pre-Kindergarten-4-5 yrs.)
Physical Activity: Let's Get Physical



STORY CONNECTION-SLIDES 6-7 (Approx Time: 10-15 mins)

This activity will focus on the P in SPECTacular. The 2nd thing that helps your brain stay healthy is taking care of your body – that is the **physical**. That is the **P**. Your body and your brain work together, so your brain must be healthy to take care of your body. There are three **physical** things that you can do to keep your body healthy. The 1st physical thing you can do to keep your brain healthy is moving your body. The 2nd physical thing you can do to keep your brain healthy is eating. The 3rd physical thing that you can do to keep your body healthy is to sleep.

Materials needed:

- Images of various activities that include moving, eating, and sleeping (a variety of them are included below)
- Equipment to display images

Preparation needed:

- Select and secure a location for the activity.
- Determine how images will be displayed for students(s) to see

Instructions:

1. Explain to students(s) that they are going to see a picture on the screen. The image will show different kinds of activities.
2. Their job will be to decide if the image depicts something MOVING, EATING, or SLEEPING.
3. There are four designated areas in the room: MOVING, EATING, SLEEPING, and NOT SURE.
 - If that picture shows someone or something that is moving, they go to the MOVING area (point to that space).
 - If the picture shows someone eating or something they can eat, they go to the EATING area (point to that space).
 - If the picture shows someone sleeping or something used for sleeping, they go to the SLEEPING area (point to that space).
 - If they are not sure what the picture is showing, they can go to the NOT SURE area (point to that space).
4. Ask students(s) if they have any questions or need any clarification. Clear up any misunderstandings.

5. Ask all students(s) to stand in the center of the designated area.
6. Display an image for all to see.
7. Give students(s) an allotted amount of time to move.
8. After the students(s) have moved, talk about what is happening in the picture and give students(s) the opportunity to move to the correct area before moving on to the next picture.



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