



Brain Health: It's SPECTacular

What to do TODAY
Grade 1 (🌈 Social Health Story)

This story talks about how being able to do things by yourself and learning how to control your behaviors (self-control) are things that make you feel good and make your brain healthy.

- As you grow, you will be able to do more and more things all by yourself.
- Learning what you can do and what you cannot do is important. It is also important to know that while you may not be able to do something by yourself now – you may be able to do it later.
- As everyone grows at different rates, it is best not to compare yourself to others.

🌈 For this story, it would be good to have the students sitting on the floor. If they are not on the floor, then when we get to the Physical Activity – have them move their chairs out of the way. This is because we are going to do a physical activity – Can You Do It? – at the end of the session. You should save about 10 minutes for the Activity.

🌈 Play the Intro and stop after the title slide.



So, today's story is about Social Health. When you are nice to yourself and others that is good for your Social Health, which makes your brain healthy.

In today's story, we are going to talk about all the things that you can do all by yourself.

When you do things by yourself, how does that make you feel? Good, that's right. So, being able to do things by yourself makes you feel good and makes you brain healthy.

🌈 For the next 3 slides (walking, eating and talking), when I tell the students to raise their hands – stop the video. Comment on how many students CAN do the behaviors.

If you have disabled students who cannot walk or talk – be sure to discuss how they are able to move around and communicate.

- Continue playing the video and stop video when I ask “if babies cannot walk, eat or talk by themselves...does that mean that babies are not smart? What do you think?”



Discuss with the students what they think.

Continue playing the video and at the end – if time permits – you can stop to see if the students know what “growing up” means.

- Continue playing the video and stop at the end.



Reiterate that “growing up” means your body AND your brain gets bigger.

You need your brain to get bigger because you do more behaviors now, than you did when you were a baby.

Babies cannot walk, eat or talk by themselves – but, you can because your body AND your brain are bigger.

- Continue playing the video and stop after I say “raise your hand if you can you cross the street by yourself?”.

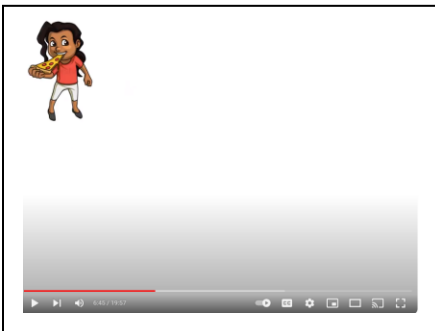


See how many students raise their hands. If someone raised their hand, ask them about crossing the street – how they do it.

If they include the main points in the video that are needed to cross the street safely – first, they need to know how to walk, then they need to learn to look side to side – then give them positive feedback.

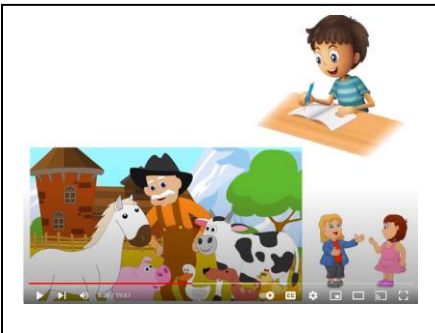
Discuss how you need to learn very important things when it comes to crossing the street, so you stay safe. Learning means you need your brain to grow, so your brain can tell your body when it is safe to cross the street.

- Continue playing the video and stop after the next slide when I say “raise your hand if you can cook by yourself?”.



Discuss with the students who say they can cook by themselves – what they cook.

- Continue playing the video and if time permits stop the video and sing Old MacDonald with them – pointing to various animals.
- Continue the video and stop the slide when I say “raise your hand if you can write the words to “Old MacDonald” down in a book”.



Discuss with the students who say they can write the words to “Old MacDonald” down in a book.

- Continue playing the video until the end of the Old Macdonald song slide.

Next, reiterate that babies cannot walk, eat or talk by themselves, they need their bodies and their brains to grow so they can learn how to do these things. Discuss how some of the students cannot cross the street by yourselves, cook by yourselves or write down all the words to Old MacDonald – yet – but, as you grow and your brain grows you will be able to do more things.


- Next, tell the students that you are going to do a **Physical Activity called – Can You Do It?** (We are going to do a modified version of the #3-Physical Activity: Can You Do It?)

Explain to the student(s) that you will read a statement or scenario. They will think about the statement and then decide one of the following:

- If they **CAN** currently do what is described in the statement, they will stand up.
- If they **DO NOT WANT** to do it, they will sit down.
- If they **CANNOT do it, but they WANT to do it** someday, they will crouch down. (So, they can't do it YET – they need their bodies and brain to grow)
- If they **CANNOT do it because it is something people cannot do**, they should sit down with their arms crossed over their chests.

Ideas to use for the Physical Activity:

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| <ul style="list-style-type: none"> ○ Jump rope ○ Write your name ○ <i>Fly from tree to tree (without using anything other than your own body)</i> ○ Ride a bike with two wheels ○ Make a sandwich ○ Tie your shoes ○ Skydive ○ Drive a car ○ Make a free throw in basketball ○ Wash the dishes ○ Fold your clothes ○ Brush your teeth without being reminded ○ Stay awake for over 30 hours like a snail | <ul style="list-style-type: none"> ○ Jump over 27 feet in one bound like a kangaroo ○ Run between 15-30 mph like a hippopotamus ○ Dive 1,775 feet for food in freezing water like an emperor penguin ○ Guzzle 30 gallons of water in 15 minutes like the Arabian camel ○ Be on TV ○ Be a YouTuber ○ Do homework ○ Have a pet ○ Go to college ○ Play a sport ○ Win an award ○ Fly on a plane |
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 When it is time to go, tell the students that you had fun talking with them today and ask them if they had fun learning.

Be sure to thank them for listening and the Brain Health Team of JHU students will see them soon to finishing talking about how being able to do things by themselves helps them to feel good about themselves – which is good for their Social Health – which makes their brain healthy.