

Making Neuroscience Fun

A Brain Awareness Program for All Ages



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.

🌈 Continue with the I Can Do It! video at about the 9 minute mark. Stop the video at this point on the slide.



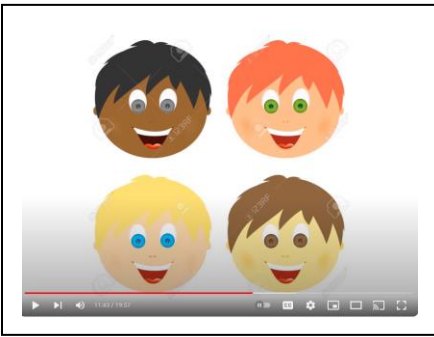
Remind the students that last time you talked about how when they were babies, they could not walk, talk or eat by themselves because their brains needed to grow. They CAN walk, talk and eat by themselves because the parts of the brain that helps your body do those behaviors is grown.

🌈 Continue playing the video and stop at the end of the slide.



Reiterate to the students that their brains and bodies are growing all the time and that while there are some things that they may not be able to do yet, like crossing the street by themselves or cooking or writing down all the words to a song, that these are things that they will be able to do when their brains grow up a little more.

🎨 Continue playing the video and stop video at the end of the slide.



Talk to the students about how everyone is the same and different. We all have a brain, but some of our brains may be growing at different times than other people's brains – so people may be able to do things at different times

Being able to do things at different times is OK – because everyone's brain WILL grow.

🎨 Continue playing the video.



Stop at each question and discuss with the students.

At the end of the slide, explain how these behaviors are different than eating because EVERYONE has to eat to survive. Ask the students, if EVERYONE have to ride a bike, or catch a ball or tie their shoes to survive?

No, that means that there are LOTS of reasons – other than your brain growing - that would affect being able to do these behaviors. (You may not want to ride a bike or catch a ball.)

🎨 Continue playing the video and stop after the question – Can you fly like a bird?



Discuss with the what birds have that we do not have – wings.

Birds move around mostly by flying, so birds have wings to fly. Ask the students how people mainly move around.

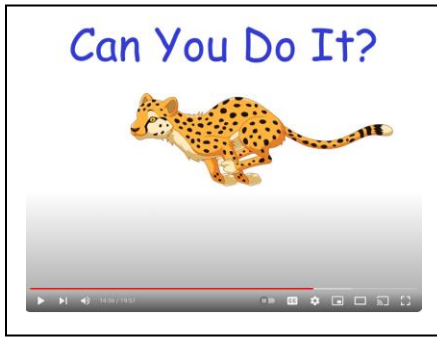
🎨 Continue playing the video and stop at the next slide after the question – Can people fly?



Discuss with the students HOW people can fly. (In a plane, helicopter and even rockets.)

You can ask the students to raise their hands if they have ever flown in a plane. In a helicopter. OR in a rocket ship (be incredulous when you ask about the rocket ship – maybe not now, but someday).

- Continue playing the video and stop at the next slide after the question – Can people run as fast as a cheetah (going from 0 to 60 mph in 3 seconds)?



Discuss with the students what a cheetah has that we don't have that might allow them to run that fast.

Also, discuss WHY a cheetah might have to run that fast and the students do not (running to catch the food that they eat – ask the students if they have to run to catch the food that they eat).

- Continue playing the video and stop at the next slide after the question – Can people go as fast as a cheetah?



Reiterate that people can NOT run as fast as a cheetah – but, discuss HOW people can go 60 mph like a cheetah and more. (In cars, trucks, buses, motorcycles)

- Continue playing the video and stop at the next slide after the question – Can people swim as fast as an orca (swimming over 30 mph)?



Discuss with the students what an orca has that we don't have that might allow them to swim that fast.

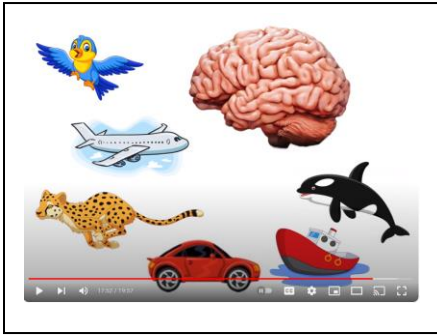
Also, discuss WHY an orca might have to swim that fast and the students do not (swimming to catch the food that they eat – ask the students if they have to swim to catch the food that they eat).

- Continue playing the video and stop at the next slide after the question – Can people go as fast as an orca?



Reiterate that people can NOT swim as fast as an orca – but, discuss HOW people can go 30 mph like an orca and more. (In boats, jet skis and submarines)

- Continue playing the video and stop at the end of this slide. (You need about 5 minutes to finish the video and end.)



If time permits, you can discuss with the students some other things that people can NOT do – but, they used their big brains to invent something that would help their bodies do those things.

Ask the students how they might do the following. Any other suggestions?

- Talk to someone far away (use a telephone, cell phone or computer to Zoom)
- See in the dark (lights)
- Tell what time it is (clock, watch)
- See something REALLY small (magnifying glass, microscope)
- See inside the body – like superman (X-ray)

- 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.

Reiterate the 3 key points of the Social Health – I Can Do It! story.

- 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.

Tell the students that 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.

Be sure to thank them for listening and the Brain Health Team of JHU students will see them next time.