



**What to do TODAY**  
**2<sup>nd</sup> Grade (🧠 A Brain Health Story)**

In this story, the children set out on a **SPECTacular** adventure to explore the “Brain Zoo.” By comparing the four major components of a healthy brain (Social, Physical, Emotional, & Cognitive) to exhibits in a zoo, they will develop a deeper understanding of their brains’ functions.

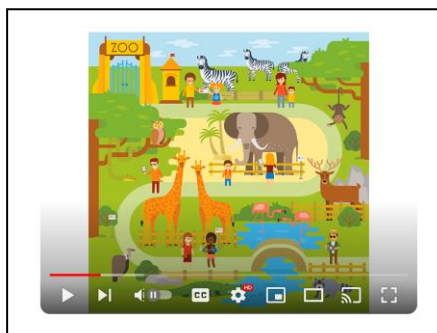
- 🧠 The different functions of your brain allow you to carry out your daily lives.
  - 🧠 Each SPEC component contributes equally to your overall brain health and a decrease in one area can affect your overall brain health.
  - 🧠 Each person (and animal) has a unique brain and can utilize the SPEC components in different ways to maintain a healthy brain.
- 🧠 For this presentation, you need to have the “A SPECTacular Trip to the Zoo” Story Video. You will need paper and writing utensils for each student for Movement Matters Charades game.
- 🧠 Play the video and stop after the title slide.



Ok...so today we are going to the zoo – the BRAIN ZOO!!!  
That is one of my FAVORITE kind of zoos.

You might be asking...a BRAIN ZOO...What is that?!?!?  
Well, let's see.

- 🧠 Continue playing the video and after the following slide. Discussion about zoo animals.



There are LOTS of different animals at a Zoo.

Ask the students...What is your FAVORITE zoo animal? Also, tell me WHY you like that animal.

Ok...so we know that there are LOTS of animals at the zoo and that the animals do different things and live in different parts (or habitats) in the zoo.

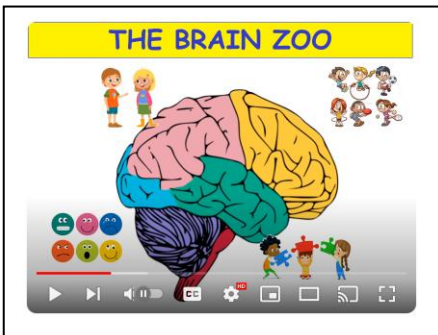
But, what is a BRAIN ZOO?

Continue playing the video and stop at the following part of the next slide. Ask the Question...



Ask the students...What are some things you think YOUR brain helps you do? (You can remind them that their brain helps them do EVERYTHING!!!)

Continue the video and stop at this part of the slide.

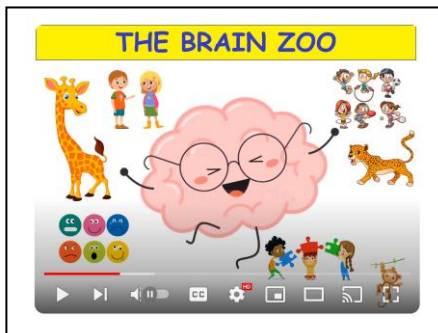


Ok...so just like a zoo has DIFFERENT animals live in DIFFERENT parts of the zoo.

Your brain has DIFFERENT parts that help you to do DIFFERENT things.

So...your brain is like a ZOO. It has DIFFERENT parts that help you to make friends, to feel emotions, to move your body and the think!!!

Continue the video and stop at the end of the slide with the question, "Who wants to go the Brain Zoo?".



Ok...Raise your hand if you want to go to the BRAIN ZOO.

Continue the video and stop at the question, "What you like to do with your friends to have fun?".



Ok...Our first stop at the Brain Zoo is the FRIENDSHIP Rainforest, which is in the SOCIAL part of our brain.

Ask...What you like to do with your friends to have fun? (Discuss)

Continue the video and stop the question, “How do birds communicate with each other?”.



Ok...let's think about this...

How do people **communicate** with each other? (Discuss – we talk, we write – using emails, texting, etc.)

Ok...do birds communicate by talking or writing? (parrots talk – but they just **mimic** they don't **communicate**.) So...no.

Ask... How do birds communicate with each other? (Discuss)

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



The Friendship Rainforest is in the Social part of our brain and having friends is very important to our Brain Health.

Not only does having friends make your brain healthy – but being a friend to someone else also makes your brain healthy.

Ask...do you think that you belong in the Friendship Rainforest? Let's think about this...

Discuss with the students whether they belong in the Friendship Rainforest. (You still have about 5 minutes of video and 10 minutes for another Activity.)

- Ask the students...What do YOU think makes a good friend? (You may need to give some examples...Dr. Gorman told us that friends “support us” and friends “help us to not feel alone”.)
- Discuss this for a few minutes.

At the end, remind the students that having friends and being a friend is very good for their brain health. Also be sure to tell them that it is not the NUMBER of friends that are important...it is the QUALITY (are they supportive friends).

Ok...let's go back to visit to the Brain Zoo.

Continue the video and stop at the question, “What do you do to MOVE your body?”.



Ask the students the question... What do you do to MOVE your body? (Discuss the answers)

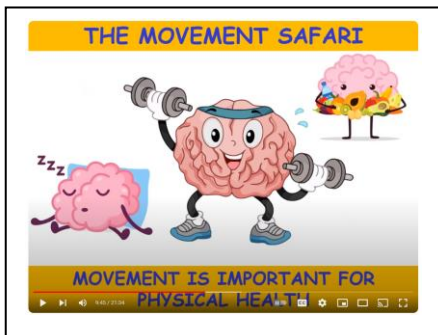
Be sure to remind them that their body is made of LOTS of muscles and muscles like to MOVE.

- Continue the video and stop at the question, “Can anyone think of any animals that are very strong and very fast?”.



Ask the question... Can anyone think of any animals that are very strong and very fast? (Discuss the answers)

- Continue the video and stop at the end of the following slide.



The PHYSICAL parts of our brain need us to move our bodies. Plus, if we move our bodies, we get to belong to the Movement Safari part of the Brain Zoo.

Let's think about all the different ways that we can move our bodies by playing Movement Matters Charades.

- Movement Matters Charades** – (You are finished with the Video for today – play Charades until the end of the presentation.)

- You can decide if you want the students to do the charades alone or in pairs (if you choose pairs, tell the students this also helps their SOCIAL parts of their brains).
- For this Activity – students will need a piece of paper and something to write with to keep score.
- For the Charades part of the game, you will ask for a volunteer or a pair of volunteers to come up and you will whisper to them the activity they need to try to have the class guess. Give them a few minutes to think how they will do this.
- For the game, students will have to guess what “activity” they are being shown and then they have to **decide** if the activity is a movement that would help the PHYSICAL parts of their brains.
- For each charade, you will ask the students to **stand up** if they think the charade is demonstrating a movement that would help the PHYSICAL parts of their brains and to **stay seated** if they think it will not help the physical part of the brain.
- If they get it **correct**, then they get a point. They will keep their own scores.
- At the end, have the students total their points to see who “wins”.


**Physical Activities** (all of these are movements that would help the physical parts of the brain)

Feel free to add any activity to this lesson. The ideas below are suggestions.

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| <ul style="list-style-type: none"> <li>Walking the dog</li> <li>Dancing around the room</li> <li>Yoga</li> <li>Stretches</li> <li>Walking to school</li> <li>Riding a skateboard</li> <li>Taking a bike ride</li> <li>Riding a scooter</li> <li>Rollerblading</li> </ul> | <ul style="list-style-type: none"> <li>Playing tag at recess</li> <li>Climbing on playground equipment</li> <li>Playing kickball</li> <li>Climbing a tree</li> <li>Going swimming</li> <li>Karate</li> <li>Playing soccer</li> <li>Playing basketball</li> <li>Jumping rope</li> </ul> |
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- Cleaning your room
- Washing the car
- Raking leaves
- Do pushups or jumping jacks during commercials when watching tv
- Play catch
- Crab walks
- Squats
- Go up and down the stairs

Tell the students that moving their bodies is so important for the **physical** parts of the brain and also gets them into the Movement Safari part of the Brain Zoo.

 End the presentation.

Thank the students for letting you take them through 2 parts of the Brain Zoo.

Remind the students that...

- Our brain is like a zoo. It has different parts that help you do different things.
- In 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 hard times – good for **Social** Health – which is the “**S**” in SPEctacular.
- In the **Movement Safari** we learned about how physical activity not only makes our muscles stronger, but it makes our brains stronger too – good for **Physical** Health – which is the “**P**” in SPEctacular.

Tell the students that next time, you being visiting the parts of the Brain Zoo that give us the “E” and the “C” in SPEctacular.

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

## Game Scenarios

1. If I must learn how to do something, I learn best when I:

- (See) Watch someone show me how.
- (Listen) Hear someone tell me how.
- (Touch) Try to do it myself.

2. When I read, I often find that I:

- (See) Visualize what I am reading in my “mind’s eye” – or in my head.
- (Listen) Read out loud or hear the words inside my head.
- (Touch) Fidget and try to “feel” the content.

3. When asked to give directions, I:

- (See) See the actual places in my mind as I say them or prefer to draw them.
- (Listen) Have no difficulty in giving them verbally.
- (Touch) Have to point or move my body as I give them.

4. If I am unsure how to spell something, I:

- (See) Write it to determine if it looks right.
- (Listen) Spell it out loud to determine if it sounds right.
- (Touch) Write it to determine if it feels right.

5. When I write, I:

- (See) Am concerned with how neat and well-spaced my letters and words appear.
- (Listen) Often say the letters and words to myself.
- (Touch) Push hard on my part or pencil and can feel the flow of the words.

6. If I had to remember a list of items, I would remember it best if I:

- (See) Wrote them down.
- (Listen) Said them over and over to myself.
- (Touch) Move around and used my fingers to name each item.

7. I prefer teachers who:

- (See) Use a board or projector while they teach.
- (Listen) Talk with lots of expression.
- (Touch) Use hands-on activities.

8. When trying to concentrate, I have a tough time when:

(See) There is a lot of clutter or movement in the room.

(Listen) There is a lot of noise in the room.

(Touch) I have to sit still for any length of time.

9. When solving a problem, I:

(See) Write or draw diagrams to see it.

(Listen) Talk myself through it.

(Touch) Use my entire body or move objects to help me think.

10. When given written instructions on how to build something, I:

(See) Read them silently and try to visualize how the parts will fit together.

(Listen) Read them out loud and talk to myself as I put the part together.

(Touch) Try to put the parts together first and read later.

11. To keep occupied while waiting, I:

(See) Look around, stare, or read.

(Listen) Talk or listen to others.

(Touch) Walk around, manipulate things with my hands, or move/shake my feet as I sit.

12. If I had to verbally describe something to another person, I would:

(See) Be brief because I do not like to talk at length.

(Listen) Go into great detail because I like to talk.

(Touch) Gesture and move around while talking.

13. If someone were verbally describing something to another person, I would:

(See) Try to visualize what they were saying.

(Listen) Enjoy listening but want to interrupt and talk myself.

(Touch) Become bored if their description got too long and detailed.

14. When trying to recall names, I remember:

(See) Faces but forget names.

(Listen) Names but forget faces.

(Touch) The situation where I met the person rather than the person's name or face.

Game Scenarios Credit:

<https://mymission.lamission.edu/userdata/schonfd/docs/Assignments/Learning%20Style%20Inventory.pdf>



<b>NAME:</b>			
1.	Touch	Listen	See
2.	Touch	Listen	See
3.	Touch	Listen	See
4.	Touch	Listen	See
5.	Touch	Listen	See
6.	Touch	Listen	See
7.	Touch	Listen	See
8.	Touch	Listen	See
9.	Touch	Listen	See
10.	Touch	Listen	See
11.	Touch	Listen	See
12.	Touch	Listen	See
13.	Touch	Listen	See
14.	Touch	Listen	See
<b>TOTALS:</b>	<b>Touch =</b>	<b>Listen =</b>	<b>See =</b>
For most things, I learn better by (touching, listening, seeing) _____ .			
This is what I should try first when learning...			