



What to do TODAY 2nd Grade (🌈 A Emotional Health Story)

This story describes how fear can actually help you to learn and stay alive.

- 🌈 Fear is a natural emotion and all animals have it.
- 🌈 When you are afraid of something, your body tells your brain. Your brain then helps you to get ready to deal with the situation. It is good to learn what scares you, so you can figure out how to deal with it.
- 🌈 Different things scare different people. Too much fear can hurt both your body and your brain.
- 🌈 For this presentation, you need to have the “Being Afraid Can Help You – WHAT?!?” Story Video. You will also need the “Game – How do you feel today?” Powerpoint set up and ready to play.
- 🌈 Play the video and stop after the title slide.



Today's story is called – Being Afraid Can Help You – WHAT?!?.

Fear is one of our emotions. We have LOTS of emotions.

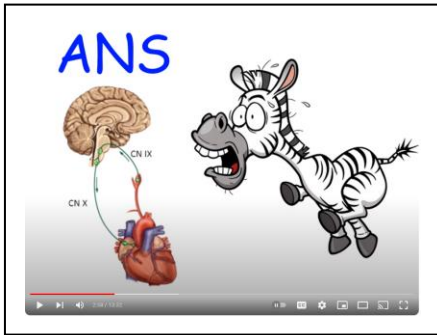
Did you know that we need our emotions to stay alive? YUP...we do.

Understanding our emotions helps our brain to help us stay alive.

- 🌈 Let's play a game called “How Are You Feeling Today?”. This game will show you how you can UNDERSTAND your emotions.
 - We are going to have a volunteer come up and sit in this chair (set up a chair in front of the video screen – with the back towards the screen). This person is the guesser.
 - We are then going to show an “emotion card” on the screen. The student guessing will ask questions to the group that can only be answered with a **YES** or **NO**.
 - For example, “Would I feel this way if I won my soccer game?” Other student(s) answer with yes or no only and then the guesser can ask another question: “Would I feel this way if I fell down on the playground?” Yes or no only.
 - This line of questioning continues until the guesser feels confident they know the emotion. When the guesser thinks they know the emotion, they can make a guess. If correct, a new guesser and a new emotion starts a new round. If incorrect, more questions are asked.
 - The game continues until all emotions are guessed.

After the game is over, discuss how all these emotions are normal and how everyone experiences them at various times. **Understanding** what emotion you are feeling is REALLY important for your Emotional Health.

- Continue playing the video and stop at the following slide.



OK...so the zebra has an Autonomic Nervous System (or ANS for short) in the brain that acts when the zebra sees a lion. The brain acts **automatically** and starts pumping blood to the zebra's legs, so the zebra can run fast – away from the lion.

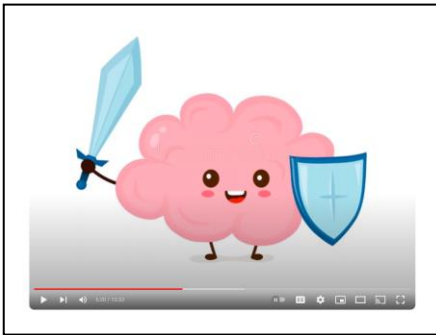
All animals have an ANS in their brains. Let's do an experiment to show you that YOU also have an ANS that works **automatically**.

- Let's do an experiment called "A Heart-Pounding Experience". Be sure the students have something to write on.
 - Discuss with the students that one way our brain protects us is by increasing or decreasing our heart rate. We can measure our heart rate by taking our **pulse**.
 - Describe how the beating heart creates a pulse. Your heart has to push so much blood through your body that you can feel a **little thump** in your arteries each time the heart beats. The most common places to feel a pulse is on your wrist.
 - To take your pulse, all you have to do is put 2 fingers (your pointer finger and your middle finger) on the inside of your wrist under your thumb. (Show the student how to do this.)
 - If you are doing this correctly, you should feel a "beating" or "thumping" or "pulsing". This is your heart beating to push blood through your arteries. Usually, we talk about how fast your heart is beating by measuring the number of beats in a minute.
 - First, we will take your pulse and measure how fast your heart beats when you are sitting at your desk.
 - When I say "begin" you will start to count your heart beats by taking your pulse. (You can either have the students count for 6 seconds and then multiply by 10 to get the beats per minute OR you can have the students count for 30 seconds and then multiply by 2 to get the beats per minute.)
 - Have the students write down their **resting heart rate**.
 - (Next, have the students stand up and make sure they have room to run in place.) Say...OK, now we are going to pretend that we are zebras and we see a lion running towards us to EAT us!!!
 - When I say run....you run (in place) as fast as you can away from the lion. **RUN!!!**
 - Now, when I say "Begin" – take your pulse (count your heart beats).
 - Have the students write down their **running heart rate**.
 - Discuss the comparison of the resting and running heart rates with the students.
 - Ask the students and discuss...When I said "RUN" – did you have to think about telling your heart to pump your blood to your legs?
 - Your ANS in your brain started pumping the blood automatically.

Talk about how our bodies react in similar ways when we are scared and when we are doing physical activity. In both cases, our ANS works to make sure our bodies (and our brains) stay safe.

Your brain has to work FAST – without taking the time to think – in the case of the zebra...that fast action of pumping blood to the zebra's muscles so the zebra can run could mean life or death!!!

🌈 Continue the video and stop after this slide.



So, when our brain turns on our ANS (Autonomic Nervous System) – it is trying to protect us.

What are some of the things that you are afraid of that turns on your Autonomic Nervous System? Discuss with the students.

Be sure to note that different things make different people afraid – which activates the ANS.

One thing that we need to do is **understand** what makes us afraid and then figure out how to handle it.

🌈 Continue the video and stop at the end of the slide. (Note...there is still ~ 5 minutes left in the story.)



So by understanding what is scaring us, we can decide if that thing is really going to hurt us and if it is not – then we can come up with ways to deal with what is scaring us.

This helps to turn off our ANS, which then helps us NOT feel afraid anymore.

If time permits...Ask...What are some of the ways that help YOU deal with things you are afraid of?

🌈 Continue playing the video until the end of the story.

Thank the students for letting you talk to them about how “Being Afraid Can Help You – WHAT?!?”.

Remind the students that...

- It is important to understand what scares you and know that your bodies response to things that scare you is just your brain helping to get your body ready to respond to what is scaring you.
- Your brain is protecting you.
- Sometimes that means staying away from what scares you and sometimes that means learning more about what scares you and how to deal with it.
- Helping your brain stay healthy is good for your Emotional Health and a healthy brain is SPECTacular.

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