

Making Neuroscience Fun

A Brain Awareness Program for All Ages



Brain Health: It's SPECTacular

What to do TODAY 2nd Grade (🧠 A Physical Health Story)

This story describes how moving your body helps your muscles and your brain to stay healthy.

- 🧠 Exercise is not just about sweat. There are lots of different types of exercise that you can do to stay healthy.
 - 🧠 When you move your body, your brain releases signals that help to keep it healthy.
 - 🧠 Exercise helps with your Physical Health, but it also helps with your Social, Emotional and Cognitive Health. So, exercise is SPECTacular for your brain.
- 🧠 For this presentation, you need to have the “Exercise – Good for Your Body and Your Brain” Story Video. You will also need a chalkboard or whiteboard to write on for the Think, Pair, Share Activity.
- 🧠 Play the video and stop after the title slide.

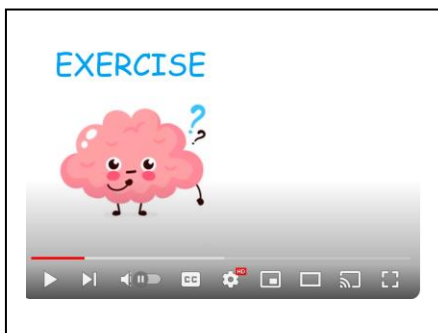


Today's story is called – Exercise-Good for Your Body and Your Brain.

We know that moving our body is something that is good for our Physical Health, because it makes our body healthy.

BUT, what people do not realize is that exercise also helps your brain. We will learn more about that today.

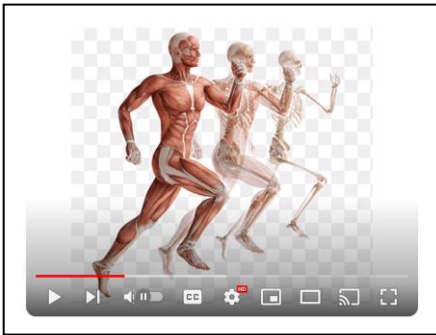
- 🧠 Continue playing the video and stop at the question.



OK...What do you think when someone says **exercise**? (Get some answers from the students)

SAY...those are all really good answers...Let's see what Dr. Gorman says.

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



So, when our muscles work they are actually contracting and relaxing.

Because most muscles are attached to bones, the bones move when muscles contract or relax.

Say, did you know that we can actually feel our muscles working?
Let's try something.

Have the students do a bicep curl.

1. Tell the students to put their arm out in front of them with their palms up.
2. Next, have the students put their hand on the top of their arm. Tell them the muscle underneath their hand is called the biceps muscle.
3. Tell the students to bring their forearm towards their face.
4. Explain that the biceps muscle gets "harder" when the muscle is contracting and pulling on the bone to move their arm.

Explain that if you have big muscles – like the Incredible Hulk – then you can actually SEE the muscles contracting.

Continue the video and stop after the statement that "people think you have to look like the Incredible Hulk in order to be physically healthy".



Ask...Do you think you have to look like the Incredible Hulk in order to be healthy??? OF COURSE not.

You just have to **use** your muscles.

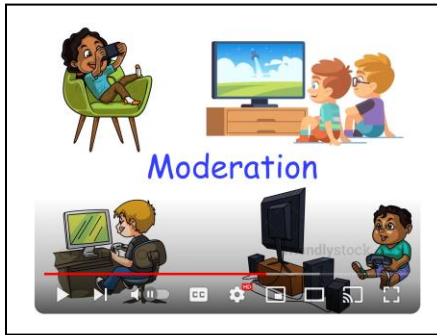
Continue the video and stop at the end of the slide.



So, any time you **USE** your muscles – making them contract and relax – then that will "count" as exercise.

Discuss what kinds of things the students like to do to for exercise.

🎨 Continue playing the video and stop after the following slide.



So, activities like playing video games or watching television – are fun...but they don't really get our bodies moving.

Now, this does not mean they are BAD things to do – you just have to be sure that is not all you are doing.

Plus, there are ways that you CAN move your body and still do the things that you like to do.

🎨 Do the **Think, Pair, Share: Everything in Moderation** Activity. (You are now at the ~8:46 minute mark of the video and you have about 7 minutes of the video left. Decide how long you can do the Activity.)

For this Activity, the students will learn that activities that do not require them to move very much should be done in moderation. They will also brainstorm ways to make sedentary activities more active.

1. Let students know they will do this Activity in groups. Divide the classroom into groups. (The more groups you have – the longer the Activity will take.)
2. Each group will “brainstorm” a list of activities that do not require a lot of movement.
 - Examples include playing video games, watching tv, watching videos or movies, reading, working on the computer, playing Legos, etc.
3. Next, have the groups share their ideas – one idea at a time.
 - Have each group give you one idea.
 - Write their idea on chart paper, the whiteboard or a chalkboard so that everyone can see them.
4. After you have a considerable list of activities, assign specific activities to each group.
 - Give the 1 activity to group 1, the 2nd to group 2, etc. Do this for the entire list.
 - Tell the groups that they need to come up with ways to make the activities have more movement. For example:
Ideas include setting a timer for 15-30 minutes and when the timer goes off, get up and walk around for a few minutes or do a short task.
5. Give the groups several minutes to come up with ideas to make the Activities better for the students Physical Health.
6. Go through the list of Activities and have the groups share their ideas. Discuss the ideas with all the students.

At the end of the Activity, remind students that activities that do not require them to move very much need to be done in moderation. BUT, there are ways that you can make these activities (which are usually fun to do) more active which is better for your Physical Health.

🎨 Continue playing the video until the end.

Thank the students for letting you talk to them about how “Exercise **IS** Good for Your Body and Your Brain”.

Remind the students that...

- Exercise is all about moving your body.
- Exercise does not mean that you need to sweat or that you need to make your muscles look like the Incredible Hulk.
- Plus, moving your body means using your muscles AND using lots of different parts of your brain. So, exercise definitely makes our body and our brain healthy and that is SPECTacular.

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