

Making Neuroscience Fun

A Brain Awareness Program for All Ages



Brain Health: It's SPECTacular

What to do TODAY

Kindergarten (🌈 An Emotional Health Story)

The story introduces emotional health to younger children. The focus is on identification of emotions and understanding how our emotions affect how we “see” the world.

- We all have emotions and being able to recognize them in ourselves and in others is what makes up our emotional intelligence.
- The emotions we have can change the way that we see the world around us.
- We can change how our emotions make us “feel”.

🌈 Start the playing the Story video and stop after the title slide.



Today, we are going to be talking about Emotional Health – so, we will be talking about our EMOTIONS.

When you understand your emotions and learn how to control your emotions, that makes your brain healthy.

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



Reiterate that emotions are something that we feel with our brains and with our bodies.

We cannot FEEL emotions with our hands.

AND, if someone asks HOW you are feeling? They are asking you about your emotions – NOT about WHAT your hands are feeling.

🌈 Next, tell the students that you are going to play a little game with them called, **Hands vs Brain**.

Explain to them that you are going to give them some different things that will help them to understand things they can feel with their hands and **EMOTIONS** they feel with their brain.

If they think what you said is something they can touch and can **feel** with their hands – then they show their hands.

If they think what you said is something that is a **EMOTION** that they **feel** with their brains – then they point to their heads – which is where the brain is.

An example would be – you say DOG – Can you feel a dog with your hands or your brain?

Ok...what if I said – HAPPINESS at seeing a dog – Can you feel this with your hands or your brain?

Say, ok...let's play. After each item, reiterate the difference between feeling with our hands and our brains.

Hand vs Brain Items:

- A brand new bicycle
- Fear of falling off your bicycle going down a hill
- Ice Cream Cone
- Joy at eating ice cream cone
- Toys
- Sharing your toys
- Snow
- Seeing a melting snowman

🎨 Continue playing the video and stop the video at the question, “How would you feel?”.

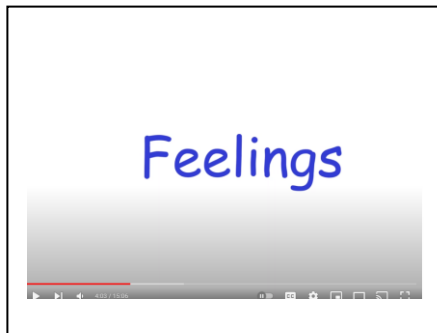


Ask the students...How would you feel if you were hungry and I gave you a snack?

That's right, you would feel happy. When we are hungry food makes us happy.

Would you feel happy – do you feel that with your hands or your brain? Put your hands up or point to your brain. That is right, you feel happy with your brain when you get food when your hungry.

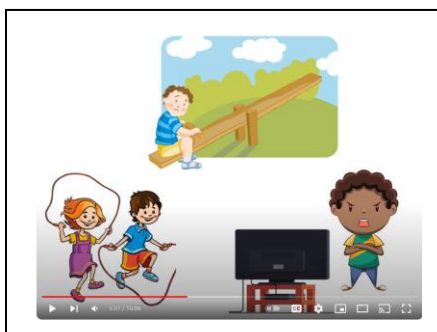
🎨 Continue the video and stop after the question, “What other emotions, or feelings, have you had before?”.



Ask the students the question, “What other emotions, or feelings, have you had before?”.

Say...ok, let's talk more about 3 of our emotions that we feel with your brain and our body – happy, sad, and angry (or mad).

🎨 Continue playing the video and stop at each of the questions in the following slide and then continue.



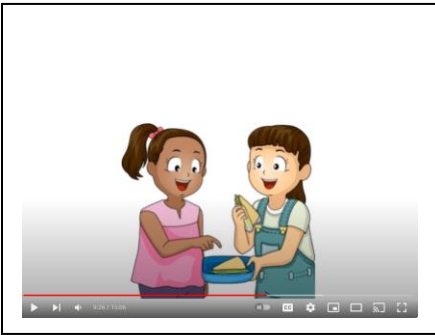
Ask each of the questions when they come up in the video...

What is something good that has happened to you that made you feel happy?

What is something bad that has happened to you that made you feel sad?

What is something that makes you angry?

🌈 Continue playing the video and stop after the following slide. Reiterate the following points.

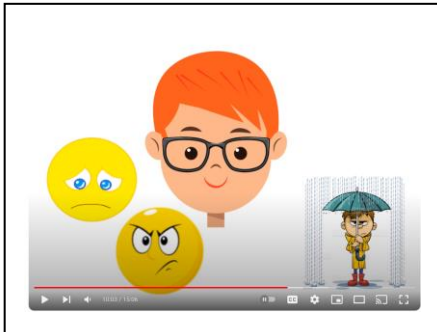


Your emotions make you behave in a certain way. And different people behave differently when they are feeling different emotions.

You need to UNDERSTAND what emotions we are feeling and we need to also talk to other people about HOW we are feeling.

We also need to UNDERSTAND other people's emotions.

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



Discuss with the students how feelings change the way that you SEE the world.

Let's see how this works.

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



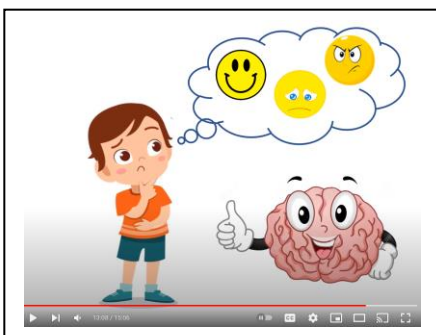
Discuss with the students that they can control which "glasses" they put on.

Be sure that the students know that they do NOT actually have glasses they put on.

Control which "glasses" we put on means that we UNDERSTAND how we are feeling and that HOW we are feeling changes the way that we SEE the world.

We can then choose to change our "glasses" or change how we feeling.

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



Discuss with the students that trying to understand WHY you are feeling your emotions.

When you understand your feelings, you can deal with the situation that is causing them. Sometimes that means asking others for help.

- 🌈 Continue playing the Story video to the end and if time permits, then tell the students you are all going to do sing a song that will review our emotions.

Ask if they know the song – **If You're Happy and You Know It?** Tell them you are going to change it a little.

So, for the first verse, we will say.... If you're happy and you know it, show a smile. Ok...let's try to the song. Sing along...and show your are happy by **showing a smile**.

If you're happy and you know it, show a smile.
If you're happy and you know it, show a smile.
If you're happy and you know it, and you really want to show it,
If you're happy and you know it, show a smile.

Great!!! We will then continue with additional verses for other emotions.

Say...now let's sing - If you're mad and you know it, stomp your feet.

Say...now let's sing - If you're surprised and you know it, say "OH MY."

Say...now let's sing - If you're sad and you know it, cry BOO-HOO.

Say...now let's sing - If you're silly and you know it, make a face.

Say...now let's sing - If you're scared and you know it, shiver and shake.

Say...now let's finish the song and sing - If you're happy and you know it, shout HURRAY!

- 🌈 When you are finished with the Song, tell the students that you had fun talking with them today and ask them if they had fun learning. Reiterate the concepts.

REMEMBER, understanding your own emotions – or why you are feeling a certain way – is important. It is also important to understand what other people are feeling. While we cannot be happy all the time, trying to be more positive in how we are feeling will help us to see the good things that are in the world. Understanding what you are feeling will make your brain healthy. And, we all know that helping your brain stay healthy is SPECTacular.

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