

Making Neuroscience Fun

A Brain Awareness Program for All Ages



Brain Health: It's SPECTacular

What to do TODAY

Pre-Kindergarten (🌈 An Emotional Health Story)

🌈 What is Your Face Doing? – An Emotional Health Story – Summary & Main Points

This story talks about emotions and how you can share your emotions with others.

- You “feel” different things depending on what is going on inside and outside of your body. These “feelings” are emotions.
- All animals have some emotions – and people are animals. Animals share these emotions with their faces.
- The reason our faces show how we are feeling is so others know how we are feeling. Sometimes that is important for the survival of animals.
- Our brain lets us “show” how we feel by automatically making our faces change the way it looks.

🌈 This story has lots of questions and we really want to make sure that the students understand various emotions – so be sure to spend lots of time discussing the answers to the questions with the students.

Begin the Story Video and stop the title slide after the question, “Why does your face show what emotions you are feeling?”.



This is a story about Emotional Health and these faces are all showing emotions that the children are feeling.

So, WHY do YOU think that your face shows what emotions you are feeling? Discuss the answers with the students, BUT they may not know.

The answer is so others will KNOW what you are feeling without you having to talk. If students got this, great, if not, say...let's see what the story tells us.

🌈 Continue the video – stopping at each of the 3 quick questions allowing the students to answer.



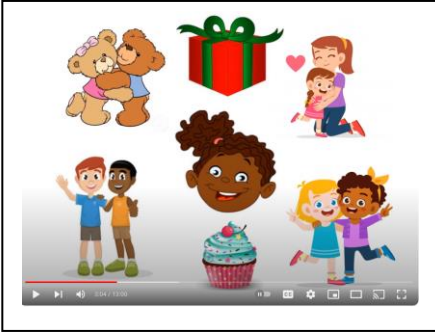
How do you think this person is feeling?

How did you know this person was feeling happy?

What does your face do when you feel happy?

At this point, say...OK, let all put on our happy faces!!! Instruct the students to look around the room at everyone's happy faces.

Continue the video and stop at the question, "What kinds of things make you feel good?"



Ask the students the question, "What kinds of things make YOU feel good?" and then discuss their answers. Be sure you are commenting on if those things make you feel happy to.

Things that make you feel good, make you feel happy.

And, what does our face look like when we are HAPPY? That's right we have a smile on our face.

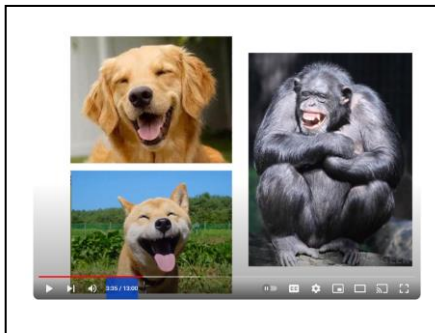
At this point, say...OK, let all put on our happy faces!!! Instruct the students to look around the room at everyone's happy faces.

Continue the video and stop when the slide goes blank and the question, "Do you think other animals get happy?" is asked.



Ask the students the question and then discuss their answers.

Continue the video to the end of the slide and then stop.



Ask the students if they think these animals look happy?

Ask the students what makes them THINK that the animals are happy.

Reiterate that both people and some other animals can smile to show others that they are happy.

Continue the video and stop at the question, "How do you think this person is feeling?"



Ask the students the following 3 questions...

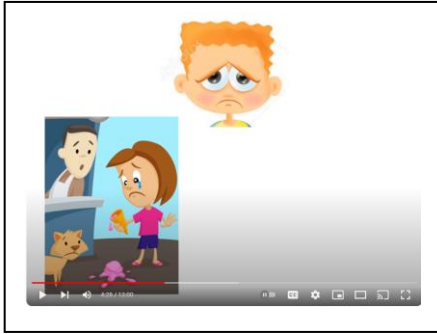
How do you think this person is feeling?

How did you know this person was feeling sad?

What does your face do when you feel sad?

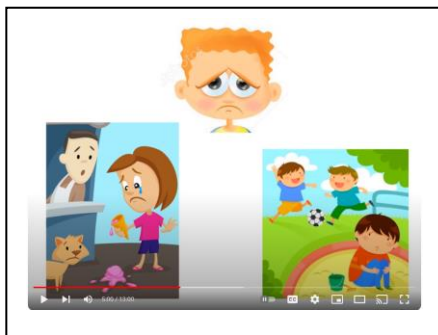
At this point, say...OK, let all put on our sad faces!!! Instruct the students to look around the room at everyone's sad faces.

Continue the video and stop when the question, “How would you feel if you were this little girl?”.



Ask the students the question and then ask the question, “WHY would this make them sad?”. Discuss the students answers.

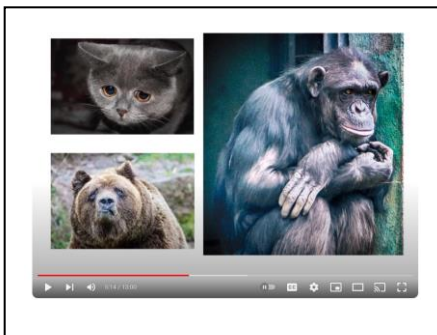
Continue the video and stop when the question, “How would you feel if other kids were playing and you were all by yourself?”.



Ask the students the question, “How would you feel if other kids were playing and you were all by yourself?” and then ask the question WHY would this make you sad? Discuss the students answers

Then ask the students, “What kinds of things make YOU feel sad?” and then discuss their answers. Be sure to show compassion and say that those things would make you feel sad too.

Continue the video and stop the question, “Don’t these animals look sad?” is asked.

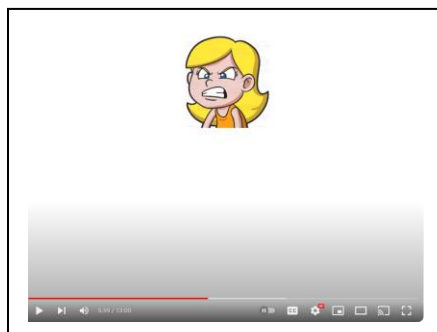


Ask the students what emotion they think these animals are feeling.

Ask the students what makes them THINK that the animals are sad.

Reiterate that both people and some other animals can frown to show others that they are sad.

Continue the video and stop at the question, “How do you think this girl is feeling?”.



Discuss the students responses to the question, “How do you think this girl is feeling?”.

Continue the video and stop at the question, “What are some of the things that make you mad – or angry?”.



Ask the students the question, “What are some of the things that make you mad – or angry?” and then ask the question WHY those things make them angry? Discuss the students answers.

At this point, say...OK, let all put on our angry faces!!! Instruct the students to look around the room at everyone’s angry faces. Be sure to comment on how scary angry faces can look.

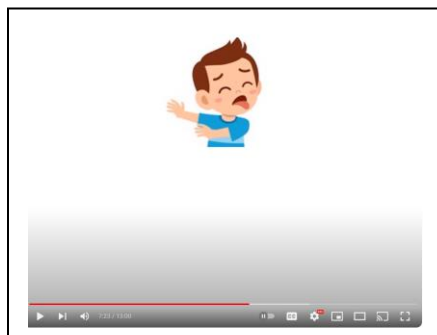
Continue the video and stop at the end of the slide.



Reiterate that both people and animals get mad or angry when another animal or another person does something that the is wrong.

Both people and other animals use their faces to show that they are mad – so others will stop doing something. For people, we can also use our words to TELL others when we are angry.

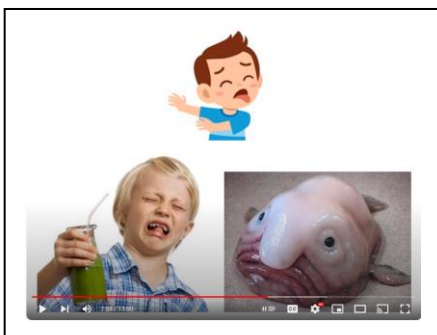
Continue the video and stop at the question, “How do you think this boy is feeling?”.



Discuss the students responses to the question, “How do you think this boy is feeling?”. (You may need to give them clues...he looks like he is saying YUCK, he looks like something has grossed him out, etc.)

Now, you make a disgusted face and say YUCK!!! This emotion is DISGUST. We get disgusted when there is something we think is YUCKY or GROSS.

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



Ask the students what kinds of them make them feel disgusted. When someone gives a response, ask the other students if that make them feel disgusted too.

At this point, say...OK, let all put on our disgusted faces!!! Instruct the students to look around the room at everyone’s faces.

Reiterate that we should avoid things that disgust us – because usually gross or yucky things might make us sick. BUT, what some people think is disgusting – other people might like. (Use the fish as an example...some might think this fish is disgusting, while other think this fish is funny looking or even cute.)

Continue the video and stop at the question in the following slide – “What do you think this boy is feeling?”.



Discuss the students responses to the question, “How do you think this boy is feeling?”.

You may need to give them a clue...ask the students how would they feel if a LION walked into the classroom. Make a scared face and say – that is right you would be afraid – because a lion can eat you.

Tell the students when they are afraid or scared of something they are feeling an emotion called FEAR.

Continue the video and stop at the question, “What are some of the things that you are afraid of?”.



Ask the students what kinds of them make them feel afraid and feel fear.

At this point, say...OK, let all put on our scared faces!!! Instruct the students to look around the room at everyone’s faces.

Reiterate that when you have a scared look on your face, that tells others that there is something around that could hurt you and them.

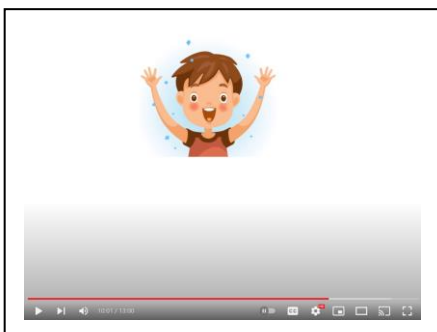
Continue the video and stop at the end of the following slide.



Reiterate that both people and animals get scared when there is something around that could hurt them.

Being afraid makes both people and other animals more careful, so they won’t get hurt. Most animals hide when they are afraid.

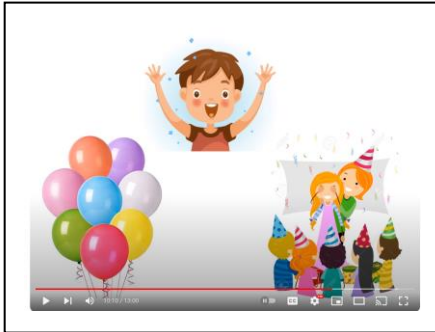
Continue the video and stop at the question in the following slide – “And our last emotion is, What do you think?”.



Discuss the students what emotion this boy is feeling.

They may think he is happy – because his mouth is smiling...but, it is open – and so are the boys eyes. So, yes something made him happy – but, there is another emotion --- SURPRISE!!!

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

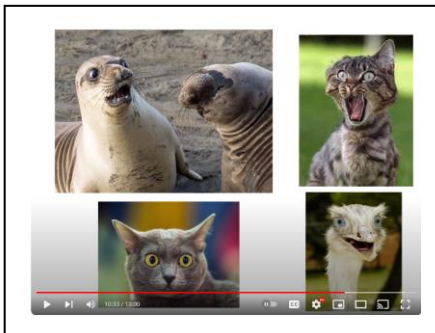


So, surprises are good things that happen that you do not expect – you did not know about them.

Ask the students what kinds of things surprise them.

At this point, say...OK, let all put on our surprised faces!!! Instruct the students to look around the room at everyone's faces.

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



Reiterate that both people and animals get surprised when they see something that they do not expect to see.

This is why both animals and people's eye open wide when they see something that surprises them.

🎨 Finish the video.

Tell the students that you had fun talking with them today and ask them if they had fun learning.

Reiterate that today you have talked about emotions and how people and animals share what they are feeling inside the body by letting their emotions show on their faces.

- We learned that you “feel” different things depending on what is going on inside and outside of your body. These “feelings” are emotions.
- We share these emotions with their faces. The reason our faces show how we are feeling is so others know how we are feeling.
- Our brain lets us “show” how we feel by automatically making our faces change the way it looks.

If you have time, you can go through the emotions you talked about and have the students show the emotion on their faces (happy, sad, angry, disgusted, scared, and surprised.)

Also tell the students, that people have more emotions that we did not talk about (shame, embarrassment, guilt, etc.). People also have way more emotions than other animals.

Tell the students when they understand their emotions and what makes them feel different emotions THAT makes your brains healthy!!!

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