

Making Neuroscience Fun

A Brain Awareness Program for All Ages



Brain Health: It's SPECTacular

What to do TODAY Pre-Kindergarten (🌈 A Physical Story)

🌈 What is Physical Health All About? – A Physical Health Story - Summary & Main Points

Your brain's job is to take care of your body and your body helps your brain to do that. This story talks about how what we eat and how much we sleep and move around help us to keep our body and our brain healthy.

- Being “physical” means you move your body. Any kind of moving around is good for your body and your brain.
- You eat because food gives your body and your brain the energy they need to make us healthy.
- You sleep because your body needs to rest and your brain has lots of other things to do to make sure that we are healthy.

🌈 This story works well with the children sitting on the floor. Throughout the story, you will be doing modifications of some of the Activities and students will need to move around.

Remember, you need to be REALLY animated and demonstrative when talking to PreK students. Have FUN – and they will too!!!

🌈 Start the video and stop it after the title slide.



Reiterate that today you will be talking how taking care of our body will help our Physical Health which helps our brains stay healthy.

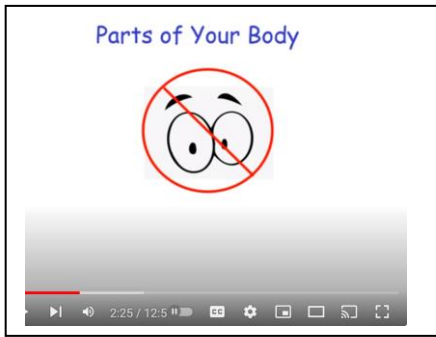
Tell the students that before we learn what Physical Health is, we need to learn some things about our body and our brain and how they work together.

🌈 Continue the video – stopping at the question.



Ask the students to name some parts of their body that they can see – parts that are on the outside. (Whenever you say “you can see” – point to your eyes!!!)

🌈 Continue the video and stop at the question.

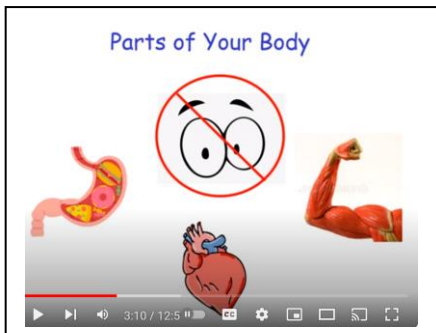


Say...this is a hard question!!! You cannot see what is inside of our body, so how do we know what is inside of our body?

Ask the students "Can anyone name some parts of their body that they cannot see (cover your eyes) – parts that are on the inside?"

If you get no replies, then give hints...Where does food go when you eat it? (stomach)...What is that thing that is beating in your chest and pumps your blood? (heart)...What helps our bodies move? (muscles)

Continue the video and stop it at the end of the slide. Tell the students you are now going to play a game called INSIDE OUT.

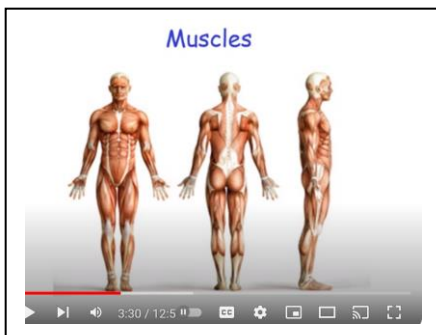


Give the directions: To play this game, you will listen to the name of a body part. If you think the body part is **outside** of your body and you can see it (point to your eyes) then you will **stand up**. If you think the body part is **inside** your body and you cannot see it (cover your eyes) you will **stay sitting – AND cover your eyes**.

Make sure the students understand the directions and then begin. Say various body parts, after the students move, then explain why it is either outside or inside of our body (can see it or cannot see it).

Play for a few minutes – remember, make it fun!!!

Continue the video and after the muscles slide.



Make a big deal about how COOL the picture is!!! Some of the students may think it is gross – but, reiterate that you need these muscles to move around.

Have the students stand up and move their bodies – of course, you need to show them by moving your bodies – do lots of wiggling movements to make them laugh.

Continue the video and stop at the question, "What are some of the things that you do that move your body around?"



Tell the students that your muscles make your body move – but, why do we have to move??? (Look puzzled)

Ask the students what are some of the things that they do that moves their bodies around? (Eat, walk, go up & down stairs, do chores, play games, etc.)

- Continue the playing video and stop at the end of this slide. Tell the students that you are now going to play a game of Simon Says.



Explain that Simon Says is a game where your ears (point to your ears) talk to your brain (point to your head) and then your brain talks to your muscles (flex your biceps) so that you can move your body.

Explain that you will say “Simon Says” and then you will tell them something to do and they do it. If you don’t say “Simon Says” and just tell them to do something – they are NOT supposed to do it. (Do more Simon Says commands than NOT - examples, touch your toes, touch your nose, raise your hand, stand on one foot, nod your head, etc.)

Continue the game, making comments and having fun. You will need about 5 minutes to finish the video and close.

- Finish the session with the following slide. Before you start the slide, tell the students to do the movements that are talked about in the video.



Be sure you and the students are doing the movements that are being described.

- Explain to the students that now they know more things about their bodies and how the brain and their bodies work together.

They know that some parts of their body are outside – these are the parts they can see (point to your eyes). They also know that some parts of their body are inside – these are the parts they cannot see (point to your eyes).

They also know that their brain talks to every part of their bodies to help them to work.

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

Tell the students that next time, they will learn what Physical Health is and how this helps our bodies and our brains stay healthy.

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