



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 (games) and students will need to move around. At the end of the presentation, you will be playing Physical Health Charades with the students. Students love to play this game, so you may opt to skip the Simon Says game depending on your time.

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.

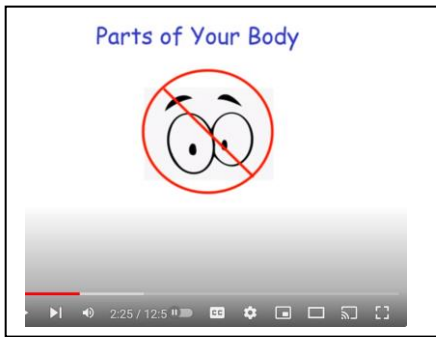
🧠 Continue the video – stopping at the question.



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!!!)

After you discuss this with the students, play the video and have the students point to the parts of the body that the video shows.

Continue the video and stop at the question.

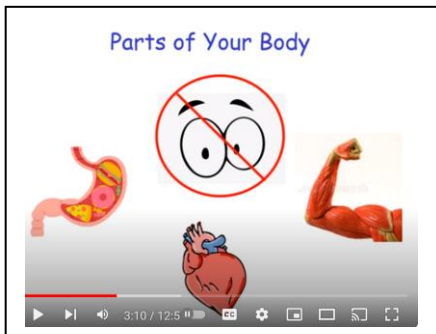


Say...this is a hard question!!! You cannot see what is inside of our body, so how do we know what is inside of our body?

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?"



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 still have about 7 minutes to finish the video and another game to play, so watch the time.

- Continue 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.

- Continue the video – stopping after the next slide.



Remind the students that there are 3 things that they can do to make their bodies and their brains **physically** healthy – moving, eating and sleeping.

Moving is the first part of physical health. Ask the students if they remember what the body is made of that helps our bodies to move (if they don’t know – make a muscle with your arm and point to it and say...what is this?)

Our bodies are made of lots of muscles and muscles make our bodies move and that makes our brain healthy.

- Continue the video and stop at the question.



Discuss with the students how our body gets energy...by eating food.

Ask the students what kinds of food they like to eat. Reiterate that food gives our body (and our brain) the energy it needs to help us to survive.

- Continue the video and either stop with each question or at the end of the slide – depending on how much time you have left.



Remind the students that our body and our brain talk all the time and that eating is VERY important for our Physical Health – so our tummy tells our brain when we need energy.

When we are hungry, our brain makes us think about eating so that we will go and get food that we need to give our body and our brain energy.

Eating when we are hungry is good for our Physical Health – and our brain.

- Continue the video and after the question – How do you feel when you go to sleep?



Ask the students – when they know it is time to go to sleep – how do they feel? (tired, grumpy, etc) Discuss this with the students.

So, sleeping – just like moving your body and eating – is good for your Physical Health. Your body tells your brain when you tired and when it is time to go to sleep.

- Continue the video and stop at the question about dreams.



Ask the students if they have ever had dreams.

Discuss that some people can remember their dreams and some people cannot. Sometimes you have good dreams and sometimes they are scary. But, dreams are not really happening – they are just your brain making up stories in your head.

- 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 Physical Health Charades.



Explain that we now know that PHYSICAL HEALTH is about 3 things. Ask the students what those 3 things are...moving, eating and sleeping.

Explain that Charades is game where someone tries to make you guess what they are doing – without you talking.

Say...let me show you...say if I did this --- pretend you are bringing food to your mouth and chewing (you need to be REALLY demonstrative). Ask what do think I am doing? That's right – eating. And eating is part of Physical Health.

- 🌈 Continue explaining the game. You are going to need a few minutes to finish the video and end the session after playing the game.

Tell the students that they are going to raise their hand if they want to try doing a Charade and we will ask you to come up – and we are going to whisper in your ear and tell you what to do – you are then going to do it and see if the rest of our friends can guess what you are doing.

Below are some examples of Charades to use. Mix up the Charades you use (moving, eating & sleeping). After the students guess – then reiterate that the Charade was either about moving, eating or sleeping – which is part of Physical Health.

<b>Moving</b>	<b>Eating</b>	<b>Sleeping</b>
Jump Roping	Eating Ice Cream	Just Waking Up
Playing Soccer	Drinking From A Glass Or Cup	Stretching
Playing Basketball	Drinking From A Straw	Snoring
Swimming	Eating With A Utensil	Rocking A Baby To Sleep
Sweeping The Floor	Cooking	Head Resting On Hands
Cheerleading	Eating A Banana	Lying Down With Eyes Closed
Throwing A Ball	Eating Milk And Cookies	

If the students are having trouble guessing – then talk them through what they are seeing...what does it look like the student is doing.

Continue the game, making comments and having fun.

- 🌈 Finish the video.

Explain to the students that their brain's job is to take care of their body and their body helps their brain to do that.

Remind them that Physical Health is about 3 things – moving, eating and sleeping.

- 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.

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

Be sure to thank them for listening and tell them the Brain Health Team will see them soon to talk to them more about how to keep their brains healthy.