

Making Neuroscience Fun

A Brain Awareness Program for All Ages



Brain Health: It's SPECTacular

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

- 🌈 Self-awareness, awareness of others, and empathy are important concepts necessary for the development of social behaviors. In this story, children learn that there are similarities and differences in what people see, think and feel.
 - Children at this age alter their perspective from one that is egocentric to understanding that others are important too.
 - Understanding that others can be similar and also different in the way that they look and think is important to understanding the motivation behind behaviors of themselves and others.
 - Being able to “see” from another’s perspective helps children to feel empathy for others.
- 🌈 This story works well with the children sitting on the floor or at their desks. At the end you will be playing the “That’s Me Too!” game. There are lots of questions and observations that you can discuss in the video, so if the children get wiggly – stop the video and engage them.

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



Reiterate that the Me and You story is a Social Health story and that Social Health makes your brain healthy when you like “Me and You”.

- 🌈 Continue the video – stopping at the question.



Ask the students who they see when they look in the mirror.

🌈 Continue the video and stop at the question.



Ask the students what is the same about these 2 children.

While the hat is what we are looking at – there are other similarities...2 eyes, 2 ears, both have hair...then say “HEY...one of these children does not have a nose!!!” Be incredulous – but remind them these are **drawings** of children and not real children...Because, we all need some kind of a nose!!!

🌈 Continue the video and stop at the question.



Ask the students what is different about these 2 children.

🌈 Continue the video and stop after this slide.



Ask the students if they can think of other ways in which people can be the **same**.

Say...”Let’s think about this”...Remember, be demonstrative...tap your head and say “Think, think, think, how can people be the same?”.

You may want to give some examples like **actions**. Look around the room and ask “Are you all sitting or standing?”. Have the children raise their hands if they are sitting and then raise their hands if they are standing.

See if the children can think of other examples in which people are the same.

🌈 Continue the video and stop after this slide.



Ask the students if they can think of other ways in which people can be the **different**.

Say...”Let’s think about this”...Remember, be demonstrative...tap your head and say “Think, think, think, how can people be the different?”.

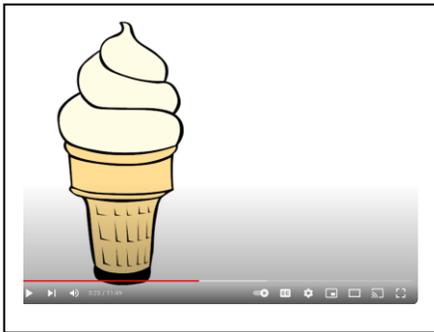
Say...Let’s do an experiment...on the count of 3 I want you to touch a part of your body with your finger. Say...1, 2, 3...then freeze. Have the students look around the room and see if there are differences in the part of the body they are touching. Discuss. (You can also do this with having the children make a funny face!)

- Continue the video and stop when you come to the ice cream question and I ask the students to raise their hands.



Discuss how people can **like** the same things or **like** different things.

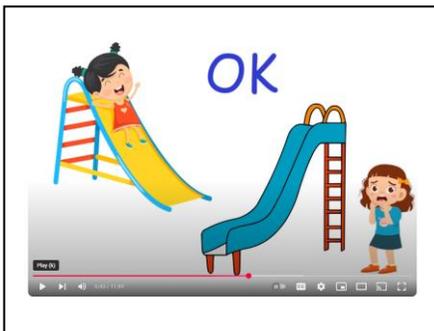
- Continue the video and stop when you come to the vanilla ice cream question and ask the students to raise their hands.



Comment on how many students like vanilla by having the students look at their friends to see the number of raised hands.

Continue the video and do the same for the chocolate example. After the slide is over ask how many like both. Be sure to comment on what you like and how some like the same kinds of ice and some like different kinds of ice cream.

- Continue the video and after the slide.



Discuss with the students that people have different reasons that they like or dislike things. And that is OK!!!

Ask the children if there is something that they do NOT like – that they know their friends like. (If no responses, give an example...some people do not like dogs – they may be afraid because a dog bit them or they may be allergic and they sneeze whenever a dog gets near them.)

- Continue the video and stop close to the end – after the video reiterates that people are all the same and different.



Now tell the students you are going to playing the “That’s Me Too!” game.

In this game, children will raise their hands if they want to share something about themselves – description of themselves, something about their family, something about school, something they like, etc. (They have brown hair, they have a sister, they like dogs, they like gym class, etc.)

The other students will listen carefully and then they will **STAND UP** if they have that in common (or the same).

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

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

Tell the students that learning about how other people are the same and different and knowing that we are all people is important.

Tell the students when they understand the it is OK for people to be both the same and different, then it makes it easier for everyone to feel good about themselves and 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.