Making Neuroscience Fun

A Brain Awareness Program for All Ages

Brain Health: It's SPECtacular

What to do TODAY
Grade 1 (Social Health Story)

This story talks about how being able to do things by yourself and learning how to control your behaviors (self-control) are things that make you feel good and make your brain healthy.

- As you grow, you will be able to do more and more things all by yourself.
- Learning what you can do and what you cannot do is important. It is also important to know that while you may not be able to do something by yourself now – you may be able to do it later.
- As everyone grows at different rates, it is best not to compare yourself to others.

- For this story, it would be good to have the students sitting on the floor. If they are not on the floor, then when we get to the Physical Activity – have them move their chairs out of the way. This is because we are going to do the Can You Do It? physical activity. The video is about 20 minutes and you should save about 10 minutes for the Activity, so watch your time. There is also a song – Old MacDonald – to sing.

- Play the Intro and stop after the title slide.

So, today's story is about Social Health. When you are nice to yourself and others that is good for your Social Health, which makes your brain healthy.

In today's story, we are going to talk about all the things that you can do all by yourself.

When you do things by yourself, how does that make you feel? Good, that's right. So, being able to do things by yourself makes you feel good and makes you brain healthy.

- For the next 3 slides (walking, eating and talking), when I tell the students to raise their hands – stop the video. Comment on how many students CAN do the behaviors.

  For each one of the areas, you can also engage the students stopping the video when questions are asked and you can ask more questions –

  - When do you usually walk? (to get something to eat, to go to the bathroom, to go to school) How do babies do those thing if they can not walk?
  - When you eat, how do you do it? (by using silverware, eating from a bowl like a dog or cat?) How to babies eat?
  - When you talk, why do you usually talk? (To ask for things, like food, water, to do something you eant to do.) What do babies do, since they do not talk?

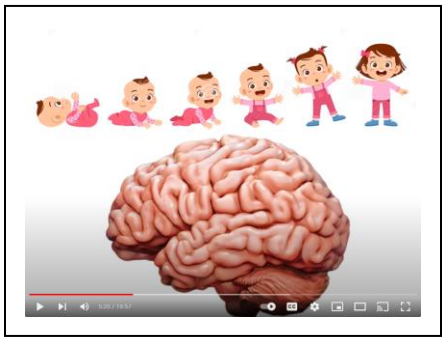
  If you have disabled students who cannot walk or talk – be sure to discuss how they are able to move around and communicate.

- Continue playing the video and stop video when I ask “if babies cannot walk, eat or talk by themselves…does that mean that babies are not smart? What do you think?”

Discuss with the students what they think.

Continue playing the video and at the end – if time permits – you can stop to see if the students know what “growing up” means.

- Continue playing the video and stop at the end.



Reiterate that “growing up” means your body AND your brain gets bigger.

You need your brain to get bigger because you do more behaviors now, than you did when you were a baby.

Babies cannot walk, eat or talk by themselves – but, you can because your body AND your brain are bigger.

- Continue playing the video and stop after I say “raise your hand if you can you cross the street by yourself?”.

See how many students raise their hands. If someone raised their hand, ask them about crossing the street – how they do it.

If they include the main points in the video that are needed to cross the street safely – first, they need to know how to walk, then they need to learn to look side to side – then give them positive feedback.

Discuss how you need to learn very important things when it comes to crossing the street, so you stay safe. Learning means you need your brain to grow, so your brain can tell your body when it is safe to cross the street.

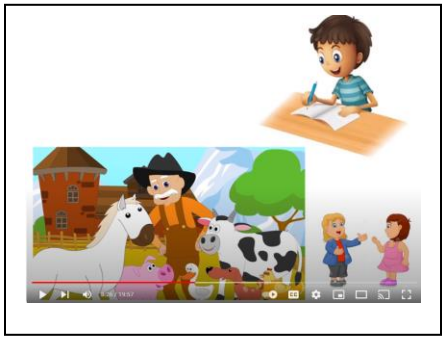
- Continue playing the video and stop after the next slide when I say “raise your hand if you can cook by yourself?”.

Discuss with the students who say they can cook by themselves – what they cook.

- Continue playing the video and stop the video after the discussion about being able to sing Old MacDonald.

Have the students sing Old MacDonald – pointing to various animals as the song goes on.

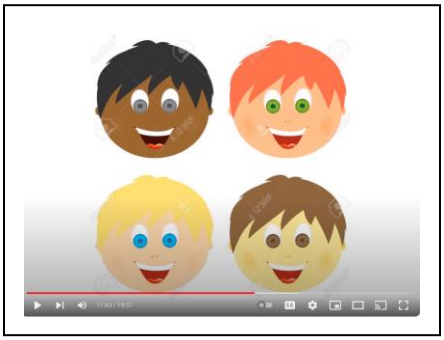
- Continue the video and stop slide when I say “raise your hand if you can write the words to “Old MacDonald” down in a book”.



Discuss why some students may be able to write the words to “Old MacDonald” down in a book.

Brains, just like people, grow at different times.

- Continue playing the video – stop when questions are asked – and stop the video at the end of the slide to reiterate the concepts.



Talk to the students about how everyone is the same and different. We all have a brain, but some of our brains may be growing at different times than other people’s brains – so people may be able to do things at different times

Being able to do things at different times is OK – because everyone’s brain WILL grow.

- Continue playing the video. Stop at each question and discuss with the students.

At the end of the slide, explain how these behaviors are different than eating because EVERYONE has to eat to survive. Ask the students, if EVERYONE have to ride a bike, or catch a ball or tie their shoes to survive?

No, that means that there are LOTS of reasons – other than your brain growing - that would affect being able to do these behaviors. (You may not want to ride a bike or catch a ball.)

- Continue playing the video and stop after the question – Can you fly like a bird?

Discuss with the students what birds have that we do not have – wings.

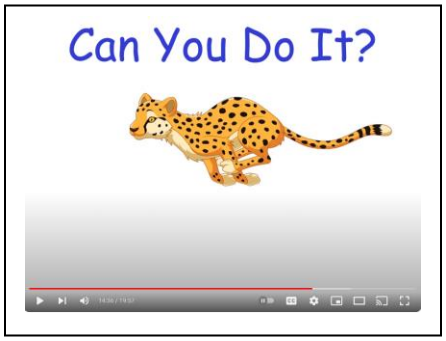
Birds move around mostly by flying, so birds have wings to fly. Ask the students how people mainly move around.

- Continue playing the video and stop at the next slide after the question – Can people fly?

Discuss with the students HOW people can fly. (In a plane, helicopter and even rockets.)

You can ask the students to raise their hands if they have ever flown in a plane. In a helicopter. OR in a rocket ship (be incredulous when you ask about the rocket ship – maybe not now, but someday).

- Continue playing the video and stop at the next slide after the question – Can people run as fast as a cheetah (going from 0 to 60 mph in 3 seconds)?



Discuss with the students what a cheetah has that we don't have that might allow them to run that fast.

Also, discuss WHY a cheetah might have to run that fast and the students do not (running to catch the food that they eat – ask the students if they have to run to catch the food that they eat).

- Continue playing the video and stop at the next slide after the question – Can people go as fast as a cheetah?

Reiterate that people can NOT run as fast as a cheetah – but, discuss HOW people can go 60 mph like a cheetah and more. (In cars, trucks, buses, motorcycles)

- Continue playing the video and stop at the next slide after the question – Can people swim as fast as an orca (swimming over 30 mph)?

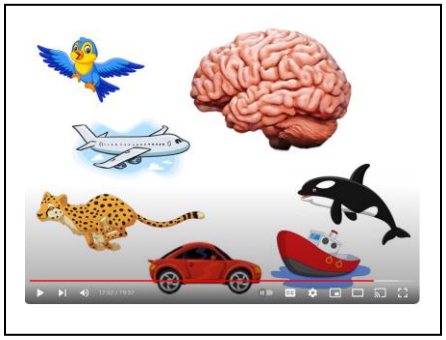
Discuss with the students what a orca has that we don't have that might allow them to swim that fast.

Also, discuss WHY an orca might have to swim that fast and the students do not (swimming to catch the food that they eat – ask the students if they have to swim to catch the food that they eat).

- Continue playing the video and stop at the next slide after the question – Can people go as fast as an orca?

Reiterate that people can NOT swim as fast as an orca – but, discuss HOW people can go 30 mph like an orca and more. (In boats, jet skiis and submarines)

- Continue playing the video and stop at the end of this slide. (You need about 5 minutes to finish the video and end.)



If time permits, you can discuss with the students some other things that people can NOT do – but, they used their big brains to invent something that would help their bodies do those things.

Ask the students how they might to the following. Any other suggestions?

- Talk to someone far away (use a telephone, cell phone or computer to Zoom)
- See in the dark (lights)
- Tell what time it is (clock, watch)
- See something REALLY small (magnifying glass, microscope)
- See inside the body – like superman (X-ray)

- Next, tell the students that you are going to do a **Physical Activity called – Can You Do It?** (We are going to do a modified version of the #3-Physical Activity: Can You Do It?)

  Explain to the student(s) that you will read a statement or scenario. They will think about the statement and then decide one of the following:
  - If they **CAN** currently do what is described in the statement, they will stand up.
  - If they **DO NOT WANT** to do it, they will sit down.
  - If they **CANNOT do it, but they WANT to do it** someday, they will crouch down. (So, they can't do it YET – they need their bodies and brain to grow)
  - If they **CANNOT do it because it is something people cannot do**, they should sit down with their arms crossed over their chests.

Ideas to use for the Physical Activity:

- Jump rope
- Write your name
- *Fly from tree to tree (wi*thout using anything other than your own body)
- Ride a bike with two wheels
- Make a sandwich
- Tie your shoes
- Skydive
- Drive a car
- Make a free throw in basketball
- Wash the dishes
- Fold your clothes
- Brush your teeth without being reminded
- Stay awake for over 30 hours like a snail
- Jump over 27 feet in one bound like a kangaroo
- Run between 15-30 mph like a hippopotamus
- Dive 1,775 feet for food in freezing water like an emperor penguin
- Guzzle 30 gallons of water in 15 minutes like the Arabian camel
- Be on TV
- Be a YouTuber
- Do homework
- Have a pet
- Go to college
- Play a sport
- Win an award
- Fly on a plane

- When it is time to go, tell the students that you had fun talking with them today and ask them if they had fun learning.

  Reiterate the 3 key points of the Social Health – I Can Do It! story.

  - As you grow, you will be able to do more and more things all by yourself.
  - Learning what you can do and what you cannot do is important. It is also important to know that while you may not be able to do something by yourself now – you may be able to do it later.
  - As everyone grows at different rates, it is best not to compare yourself to others.

  Tell the students that being able to do things by themselves helps them to feel good about themselves – which is good for their Social Health – which makes their brain healthy.

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