



Do You Know What I Know (🧠 A Cognitive Health Story)
(1st – 6-7 yrs.)
Demonstration: Now You See It, Now You Don't



STORY CONNECTION-SLIDE 11 (Approx Time: 15-20 mins)

What people are paying attention to plays a key role in learning, changing how we “see” the world, and how we remember what we “see.” Understanding that different people “know” different things and being able to learn from each other is important to keeping our brain healthy. In this demonstration, student(s) will have the opportunity to practice working on short term memory in a variety of ways. There are three variations: remembering and recalling items on a tray, noticing what is missing from the tray, and figuring out who is missing.

Variation #1 and #2:

- In this demonstration, student(s) will see a tray of items. In one variation, student(s) will recall as many items as possible on the tray. In variation #2, an item will be removed from the tray. They will have to try to discover what is missing.

Materials needed:

- Tray, large plate, cookie sheet, etc. (You need something to put the items on.)
- 10-20 small household items such as an eraser, pencil, coin, marble, paperclip, scissors, magnet, marker, key, small ball, Lego brick, toy car, ChapStick, tissue, fork, brush/comb, rubber band, hand sanitizer, nail clippers, pen, battery, measuring spoon, sticky note, tape measure, etc.
- Cloth or towel to cover the tray and items
- Paper
- Pencils

Preparation needed:

- Gather the small household items
- Add all items to the tray
- Determine how to display the tray so all student(s) can see the items (Suggestion: document camera)

Instructions:

Variation #1:

1. Explain to student(s) that they will have one minute to view the items on the tray. After that minute, the tray will be covered. Then without talking or communicating with anyone else, they will write/draw as many of the objects they can remember on a piece of paper. Student(s) will compare lists to see who has the best memory!
2. Ask student(s) if they have any questions or need any clarification. Clear up any misunderstandings.

3. Make sure all student(s) can see the tray, uncover tray, and begin the timer. They may not have anything (pencil/pen) in their hands.
4. When the timer goes off, the tray and all the items will be covered so no one can see the objects.
5. Begin another timer (suggestion- 1-2 minutes) for student(s) to write down as many objects from the tray they can remember. Remind student(s), they should not talk or communicate. They may write the objects' name or draw a picture.
6. Once the timer goes off, all pencils should be put down.
7. Student(s) will see how many items they correctly remembered.
***Note: Student(s) can swap papers with one another to check accuracy of memory. ***
8. Uncover tray to reveal the items again. Identify each object on the tray out loud. Give student(s) time to check/mark their list.
9. Identify in the room who correctly remembered the most objects.
10. In closing, have student(s) share strategies used for remembering the objects they saw.

Variation #2:

1. Explain to student(s) that they will have one minute to view the items on the tray.
2. As you explain each step, model/show student(s) exactly what will happen.
3. When the timer goes off, the tray and all the items will be covered and taken away.
4. Once the tray is where no one can see (behind teacher desk or behind a closet door), one item will be removed from the tray.
5. The covered tray will be returned to the original location.
6. Now explain to the student(s) that they will see the uncovered tray again with the remaining items.
7. Ask the student(s) to figure out, "What is missing?". Can they guess what you removed?
8. Each time an item is removed, have them write it down on their paper.
9. Then student(s) will share their guesses. If a student correctly identifies what is missing, have them share their strategies for figuring it out.
10. After each time, show the missing object to the student(s) and return it to the tray.
11. Ask student(s) if they have any questions or need any clarification. Clear up any misunderstandings.
12. Repeat the activity as many times as desired (incorporate other suggestions if you'd like).

Other ideas to try with this demonstration include:

- Giving student(s) more time to view items.
 - Giving student(s) less time to view items.
 - Using more objects on the tray.
 - Using fewer items on the tray, but student(s) must identify the missing item without seeing them and only by feeling the items that remain.
 - Removing three or four objects from the tray.
13. In closing, have student(s) share strategies used for remembering and identifying missing objects.

Variation #3: For Group

- In this demonstration, the student(s) will get the opportunity to test how well they can remember their classmates when one goes to the hallway and another one hides inside the classroom.

Materials needed:

- None

Preparation needed:

- None

Instructions:

1. Explain to students that one student will leave the room.
2. While that student is out of the room, choose another student to hide in the room.
3. The student who left will return to the room. Their job is to name the student who is hiding.
***Suggestion: If your student(s) have assigned seats, you may want to have them switch seats throughout the game. ***
4. Ask students if they have any questions or need any clarification. Clear up any misunderstandings.
5. Repeat this activity as many times as desired allowing different student(s) to go guess/hide.
6. In closing, have students share strategies used for remembering their classmates and figuring out who was missing. Ask probing questions such as:
 Why was this easy or difficult?
 What strategies did they use to figure out who was hiding?