



**Do You Know What I Know? (🧠 A Cognitive Health Story)  
(1<sup>st</sup> – 6-7 yrs.)  
Game: Time Flies When You're Having Fun**



**STORY CONNECTION-SLIDE 16 (Approx Time: 15-20 mins)**

If you find that you are not having fun learning – and your brain is bored, but you need to know what is being taught – then try to find a way to make it fun. The best way to make learning fun is to find someone that can help you to learn the information. Remember, different people like different things and just because you are having trouble learning does not mean that you are not smart enough to learn. There are lots of different ways to learn and you just must find the way that is more fun for you and your brain.

**Materials needed:**

- Chart paper
- Markers
- Paper
- pencils

**Preparation needed:**

- Determine the variation student(s) will play.
  - Choose to do one or both based on time constraints, student(s), etc.
- Determine student grouping for play (independently/partners/small group).
  - Student(s) might benefit from working with a partner or in small groups so they can help each other with the activity.
- For variation #2, determine how points will be scored:
  - Groups can get a point for each idea they think of that makes the task more fun.
  - Groups can get a point for each original idea they think of that makes the task more fun. This means that they come up with an idea that no other group thinks about.

**Instructions:**

1. Ask student(s) the following questions. Allow them to respond.
  - What do you think the saying “Time flies when you’re having fun” means?
  - “Does time really go faster when you’re having fun?”
  - Why does it seem like it?
  - At school, when does time seem to go really fast?  
Student(s) might say recess, lunch, PE, art, reading, or their favorite subject. Help them come to the conclusion that time seems to go fast at school when they are having fun.

2. However, student(s) need to understand that not everything they have to do is going to be fun for them. This means that they are going to have to learn how to make things that are not fun for them more fun so their brains do not get bored and they want to give up and quit.
3. Explain to student(s) that in this game, they will earn a point for each way they can make a not-so-fun activity FUN!

**Variation #1** (written as independent play, but can be adapted to partners or small group)

1. First ask student(s) to think of a task they do NOT like to do or something that is really boring.
2. Record these on chart paper or the board.
3. Once they have their idea, they are going to try to come up with ways to make the task more fun.
4. Model for student(s) with the following scenario.

For example “Let’s say I do not like to practice my spelling words each week. But now, I am going to think of fun ways I could practice them. For each idea I come up, I earn a point.”  
(Read/display the examples below. Showing all examples may be overwhelming to 1<sup>st</sup> graders.  
You do what is best for your student(s).)

Some of my ideas include:

1. Make up a story with the words
2. Create a song or rap with the words
3. Make the words with magnetic letters
4. Make letter cards and build the words
5. Use Play-Doh to make the words
6. Trace the words in shaving cream
7. Use Legos to make the words
8. Use different colored markers or crayons to make rainbow words
9. Write the words with sidewalk chalk
10. Make flash cards and quiz yourself
11. “Paint” words with water on the sidewalk
12. Type the words on the computer
13. Record yourself spelling the words on a phone or tablet and listen to it
14. Use stamps and a stamp pad
15. Cut out the words from newspapers or magazines
16. Used cooked spaghetti to make the words
17. Use pipe cleaners to make the words

WOW! That’s 17 ideas! That would be 17 points.

5. Ask student(s) if they have any questions or need any clarification. Clear up any misunderstandings.
6. Make sure each student has a “boring” task.
7. Give them an allotted amount of time to brainstorm and list fun ways to complete that task.  
\*\*Suggestion: 2-3 minutes should be plenty of time for 1<sup>st</sup> graders. \*\*
8. After the time is over or everyone appears finished, have student(s) share their ideas out loud and how many points they earned. Sharing will also give other student(s) ideas of ways to make learning more fun.

**Variation #2** (written as partners/small group play, but can be adapted for an independent activity)

1. Group student(s).
2. Explain that you will announce a task that most of the student(s) would find boring or hard.
3. In their groups, they will have an allotted amount of time to come up with as many ways as they can to make that task more fun.

For example, the task is practicing math facts.

(Read/display the examples below. Showing all examples may be overwhelming to 1<sup>st</sup> graders.  
You do what is best for your student(s).)

Here are some ideas to make them more fun:

1. Play a card game like War
2. Make a tic-tac-toe board with facts and play with a friend
3. Use a board game like Yahtzee or Trouble

4. Make flash cards
5. Use small toys, buttons, or noodles to count, add, and subtract
6. Play store and add up items
7. Make up a song or cheer with numbers and facts
8. Draw pictures about the math problems
9. Make up stories using the math problems
10. Use sidewalk chalk to write facts
11. Work with a friend
12. Practice using an app or online game
13. Use food such as crackers or pretzels
14. Act out the problem
15. "Paint" facts with water on the sidewalk

WOW! That's 15 ideas! That would be 15 points.

4. When time is up, each group will share their ideas. Points will be assigned by pre-determined plan. Explain to student(s) how points will be allotted.
5. Ask student(s) if they have any questions or need any clarification. Clear up any misunderstandings.
6. Begin by reading a "boring/hard" task from the list below.
7. Start the timer and student(s) will begin brainstorming ideas.  
 \*\*Suggestion: 2-3 minutes should be plenty of time for 1<sup>st</sup> graders. \*\*
8. Play as many rounds as desired. With each task have student(s) share their ideas out loud. Sharing will also give other student(s) ideas of ways to make learning more fun.
9. Assign points each round and keep a running tally.
10. In closing, remind student(s) that sometimes they are going to have to do things that they do not want to do and things they are not fun for them. This is part of life. When this happens they need to remember to take brain breaks by focusing really hard for a specific amount of time, maybe 5-10 minutes, and then do something they think is fun for a few minutes. This way, they get their work finished without getting frustrated and they get to have a little bit of fun. All of these things will keep their brain healthy and happy.

Some boring/hard task the facilitator might use include:

1. Cleaning their room
2. Doing their homework
3. Raking leaves
4. Reading book
5. Math
6. Folding laundry
7. Playing with a sibling
8. Going grocery shopping
9. Doing homework
10. Running errands with grownups