

Making Neuroscience Fun

A Brain Awareness Program for All Ages



Brain Health: It's SPECTacular

What Do I Do? (🌍 A Social Health Story) (K – 5-6 yrs.) Game: Who Could You Ask?



STORY CONNECTION: SLIDE 13 (Approx Time: 20-25 mins)

Making a good choice is easy when you **learn** about things and when you have people who you **trust** to ask when you do not know things. Learning things makes making decisions easier because you **KNOW** more, and you can make good choices.

Materials needed:

- Community Helper cards (included below)
(firefighter, doctor, dentist, police officer, mail carrier, chef, veterinarian, & teacher)
- Number cards (included below)
- List of questions (included below)
- Scissors (1 per student is ideal)
- Pencil/Pen/Marker

Preparation needed:

- Determine which variation (1 or 2) you will play based on student(s) and situation.
- List of questions printed/copied readily available to read and reference during the game. You may choose to display/project these questions for student(s) to see as you play.
- Variation 1:
 - Community Helper Cards Printed (1 sheet per student)
 - Number Cards Printed (1 sheet per student)
 - You may want to be able to project the pictures of the Community Helper Cards show you can show them to the student(s) to be sure they are familiar with them.
- Variation 2:
 - Community Helper Cards Printed (1 sheet per student)
 - You may want to be able to project the pictures of the Community Helper Cards show you can show them to the student(s) to be sure they are familiar with them.
- Suggestion to save time during the activity: Skip step 4 by cutting the Community Helper cards prior to the activity. Place each individual set in a small bag or use paper clips to secure them. Give to each student.

Instructions:

Variation #1:

1. This is a matching game that emphasizes the idea that we do not always have all the answers we need to make good decisions. Sometimes we need to ask for help. It is best to ask someone we trust who knows a lot about. When we ask for help from someone we trust, it helps maintain our Social Health.
2. To ensure all student(s) are familiar with the Community Helpers used in the game, hold up a card in front of the group (or display a picture). Ask the student(s): Who is this? Allow the group to call out the answers or call on one student to respond. You decide what is best for your setting.
3. Pass out a set of Community Helper cards and number cards (1-8) to each student.
4. Each student will need to cut their Community Helper cards so they have eight separate cards.
5. Each student can place their number sheet in the middle of their desk. Community Helper cards can be laid out at the bottom of their desk (order does not matter).
6. Let student(s) know that you will be reading a question. When they hear a question, they must think about which Community Helper they could ask that question too. They select that picture from their line of helpers and place it beside the number of that question.
7. Take the student(s) through this example to demonstrate exactly how to play.
For example: Question #1 might be, Who could you ask if you needed to know why your teeth hurt when you drank something cold? I would think...something is wrong with my teeth. Dentists take care of teeth. I would look at my cards, find the dentist, and place the dentist card beside the #1.
8. Explain that after all eight questions have been asked, you will go over the correct answers as a group. The student(s) earn a point for each Community Helper they correctly selected.
9. Ask student(s) if they have any questions before the game begins. Review any misunderstandings before beginning.
10. Read each question two times. Give student(s) time to think, decide, and place their Community Helper card beside the number.
11. At the end, ask student(s) if they need any questions repeated. Reread questions as needed.
12. Now, begin with question #1, reread it and ask a student to share their answer. Have student(s) circle the number on their sheet if they answered it correctly. If their answer was incorrect, have the student move the correct card to that number.
13. Repeat this for the remaining seven questions.
14. Let student(s) share how many they correctly answered!
15. In closing, review how we all need help sometimes making good decisions and when we have an "expert" we can ask, it will help us to make better choices and decisions. Good decisions improve our Social Health. This will keep our brains happy and healthy!

Variation #2:

1. This is a matching game that emphasizes the idea that we do not always have all the answers we need to make good decisions. Sometimes we need to ask for help. It is best to ask someone we trust who knows a lot about.
2. To ensure all student(s) are familiar with the Community Helpers used in the game, hold up a card in front of the group (or display a picture). Ask the student(s): Who is this? Allow the group to call out the answers or call on one student to respond. You decide what is best for your setting.
3. Pass out a set of Community Helper cards to each student.
4. Each student will need to cut their Community Helper cards so they have eight separate cards.
5. Community Helper cards can be laid out on their desk so each card is visible (order does not matter).
6. Let student(s) know that you will be reading a question. When they hear a question, they must think about which Community Helper they could ask that question too. They select that picture from their line of helpers and hold it up in the air for everyone to see when it is time.
7. Take the student(s) through this example to demonstrate exactly how to play.
For example: Question #1 might be, Who could you ask if you needed to know why your teeth hurt when you drank something cold? I would think...something is wrong with my teeth. Dentists take care of teeth. I would look at my cards and find the dentist. When I hear, time is up, I will hold it up!
8. Explain that answers will be checked as we go! Demonstrate for student(s) as you explain.
For example: "If you get it correct, place that card picture-up in the corner of your desk. If you did not pick the correct Community Helper, put the one you chose back in the center of your

desk to be used again. Find the correct picture, place the card picture-down in the corner of your desk. You will earn a point for each Community Helper correctly selected (picture up).”

9. Ask student(s) if they have any questions before the game begins. Review any misunderstandings before beginning.
10. Read each question two times. Give student(s) time to think and decide. When you see most student(s) have a card in hand, let them know time is up! Ask them to hold their card up.
11. Have student(s) share their answer out loud. Confirm the correct answer. Give them time to place their card face up or face down in the corner of their desk (remind them picture up is correct, picture down is incorrect).
12. Repeat this for the remaining seven questions.
13. Let student(s) share how many they correctly answered!
14. In closing, review how we all need help sometimes making good decisions and when we have an “expert” we can ask, it will help us to make better choices and decisions. Good decisions improve our Social Health. This will keep our brains happy and healthy!

List of Questions:

- #1 Who could you ask if you needed to know what to do if you smelled smoke in your house?
- #2 Who could you ask if you needed to know why your tummy was hurting every time you ate ice cream?
- #3 Who could you ask if you wanted to learn the proper way to floss and brush your teeth?
- #4 Who could you ask if you wanted to know why their cars have lights and sirens on them?
- #5 Who could you ask if you wanted to know how a letter or package gets from one place to another?
- #6 Who could you ask if you needed to learn how to bake a birthday cake for someone in your family?
- #7 Who could you ask if you wanted to find out why your pet was not eating and sleeping more than usual?
- #8 Who could you ask if you needed help with your reading, writing, or math at school?

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