

Making Neuroscience Fun



A Brain Awareness Program for All Ages  
It's SPECTacular!

**Story General Information**  
**Do I Really Have a Brain? ( A Brain Facts Story)**  
**(Pre-K - 4-5 yrs.)**

This story talks about how you know that you have a brain, even though you cannot see it or feel it.

- If we are going to take care of our brain, we need to know we have a brain.
- Scientists ask questions to figure things out.
- This story has the children acting as scientists to figure out if they have a brain.

The facilitator begins by introducing themselves, neuroscience, and the program, Brain Health: It's SPECTacular. Brain Health is about maintaining a happy, healthy brain to feel good. The facilitator also introduces a problem to the children, "Do I Really Have a Brain?" They ask the children for their help.

By helping the facilitator solve a problem through asking questions, inferencing, and reasoning, the children determine one major function of the brain is thinking. The children are also introduced to a simple cause and effect scenario. We have a brain; therefore, we can think. We can think because we have a brain.

"Do I Really Have a Brain?" helps them with their emotional development. By understanding that the neuroscientist is distressed, they are learning about empathy.

This story also helps children with their social development. By offering to help the neuroscientist solve the problem, they are exhibiting prosocial behavior. Understanding the feelings of others and then doing something to make another person feel better will also help the children feel better about themselves, which boosts their self-esteem.

By identifying their own feelings, feelings of others, and how to help one another, the children will begin to understand that health is multi-dimensional. When surrounded by different people, situations, and environments, these skills will allow them to be more successful and thrive in their daily lives.

Finally, this story helps children with their cognitive development. Early in development, they rely on their senses to get information about the world around them. In this story, children learn a different way to get information, inferencing. They also learn that they are natural scientists as they ask questions just like scientists do. Scientists ask questions to figure things out. During this story, the children act as scientists to figure out if they have a brain. This is an active and engaging process to show each child that science is fun and not really that hard! Using their brain in different and new ways is one way to develop a SPECTacular brain!

**Story Objectives:**

- Students will show empathy by helping the facilitator solve a problem.
- Students will enhance their social skills and awareness by asking and answering questions to help solve a problem.
- Students will identify one main function of the brain: thinking.
- Students will determine that "thinking" is key indicator to identify that they have a brain.