



**I Have an Idea (🧠 A Cognitive Health Story)**  
**(PreK – 4-5 yrs.)**  
**Critical Thinking: On Second Thought**



**STORY CONNECTION-SLIDES 14-15 (Approx Time: 15-20 mins)**

When you have a question, thinking about information that your senses and that you have in your brain helps you to come up with **ideas**. Getting more information (or different puzzle pieces), can change the idea (or what the puzzle looks like). Our brain always must be getting information and then thinking about what the information means and then coming up with ideas.

**Materials needed:**

- none

**Preparation needed:**

- Determine if you will use provided scenarios or create your own.
- Create probing or guiding questions to help student(s) think more critically. See Scenario #1 for guidance.

**Instructions:**

This critical thinking activity gives student(s) the opportunity to think about what they might do differently when they get more information about a situation. You can present student(s) with your own scenarios that are relevant to your situation, or you can use the general suggestions below. The objective is to give them information gradually, so they must think about and quite possibly change their ideas/minds/plan.

**Scenario #1-**

1. Explain to the student(s) they have plans to go to the park. Ask the following questions and allow student(s) to respond.
  - What might you take to the park?
  - What might you do at the park?
  - Who might go to the park with you?
  - What might you see while you are at the park?
2. Tell the student(s) that they have packed their bag and they are ready to head to the park! But, now they find out many of the toys/activities at the park are closed for maintenance, but there is a pool at the park. Ask the following questions and allow student(s) to respond.
  - How does the change our plans?
  - Should we pack something differently?

3. Now let them know, they are getting ready to leave for the park/pool with all their stuff and the car will not start. The park is not far from the house. Ask the following questions and allow student(s) to respond.
  - Can we still go to the park?
  - How could we get there?
  - Should we still take everything we packed in our car?
4. They finally get to the park and are at the pool and a storm rolls in. They must get out of the pool and go home. Ask the student(s) the following questions and allow student(s) to respond.
  - What will they do they do now?
  - How are they feeling?

**Scenario #2-** (Follow the same process as Scenario #1)

1. They have been looking forward to the ice cream truck coming all day. They have already decided what they want to get and have the exact amount of money needed to get that ice cream. Discuss how they are feeling, what they will get, how much money they have, etc.
2. They hear the ice cream truck coming and run out to meet it. They place their order, and the person says they are sold out of that flavor. They are so disappointed. Discuss what they will do next.
3. They decide on something else, but they do not have enough money to buy it. Discuss what they do.
4. A friend shows up to get ice cream too. They also do not have enough money to buy the ice cream they want. What do you both do?

In closing, remind student(s) that often we must change our ideas when we get more information about a situation. Each puzzle piece gives us more information so we can make different decisions based on the new information we receive.