



**A SPECTacular Way to Think Outside the Box (🧠 A Brain Health Story)
(3rd Grade – 8-9 yrs.)
Worksheet: Cause and Effect**



STORY CONNECTION – SLIDES 6-7 (Approx Time: 25-30 mins)

Figuring out how the information is used in the real world makes it easier for you to understand and that might make it more fun for you to try to learn. Plus, if you know why you need to know something and how new information relates to you, then it will make the information more relevant. If you are not sure *why* you are learning about something, you should ask and find out. Remember, you are not alone. You have people around you, whom you trust and can confide in, that support you. As someone who lives on this planet, learning about things like hurricanes and how they affect lots of different people can help you to not only help yourself, but it helps you help others too. Both things will make your brain happy and healthy.

Materials needed:

- Sample discussion/lesson (included below)
- Worksheet (included below)
- Paper
- Pencils
- Access to current event (digital or paper copy)

Preparation needed:

- Determine which and how many current events will be used.
 - Current event website: [Best News Websites and Current Events Sources for Student\(s\)](#)
 - You might also want to choose a topic from the Social Studies or Science standards that student(s) are learning about.
 - All student(s) could do the same event or student(s) could be grouped and cover different events.
 - This activity can be completed whole class for the first time and reused in different ways.
- Determine how student(s) will read the article (independently, partner, group, whole class).
- Determine how student(s) will access the article (digitally or paper copy)
 - Secure access online or print paper copies
- Print worksheet (1 per student)

Instructions:

1. In this activity, student(s) will think through current events to see the effect it has on their own lives. This will allow them to see how information about things happening in the real world is relevant and important for them to learn and know about.

2. From the story, review the example of how a faraway hurricane might seem irrelevant to student(s).
 - The hurricane is faraway – but, as the story tells us...

“However, since that same hurricane could cause a shortage of oranges, which they love, it becomes relevant to them. Realizing that things all over the world, or even in our own community, can come around to affect us, makes learning about them more relevant.”
3. Pass out the worksheet and go over each part.
4. Read the current event(s) as pre-determined for the best interest of student(s).
5. Go through the worksheet together. Discuss and fill in the worksheet as a class as you go.
6. At the end of the lesson, have the student(s) complete the reflection. This will show if they fully understand the idea and if another whole-group session on a different topic might be needed.

NOTE: For student(s) who grasp the concept, this would be a great way to differentiate and allow them to further explore topics that interest them and allow them to see the effect different events have on their lives.
7. In closing, remind student(s) that figuring out how information is used in the real world makes it easier for them to understand and that might make it more fun for them to learn. If they know why they need to know something and how new information relates to them, then it will make the information more relevant. As someone who lives on this planet, learning about things like hurricanes and how they affect lots of different people can help themselves and others too. Both things will make your brain happy and healthy.

Current Event

Name:

Topic of Interest:

What do you know about this topic?

How could this issue affect you and others in your community?

Reflection:

Name:

Student Worksheet Sample

Topic of Interest: Essential Standard: 3.G.1 Understand the earth's patterns by using the 5 themes of geography: (location, place, human-environment interaction, movement, and regions). Concept(s): Place, Location, Human-Environment Interaction, Movement, Region

The student will understand:

- Places develop and change due to human and physical characteristics.
- The similarities and differences in places are often based on human and physical characteristics.
- Human characteristics of a place can reflect adaptations or changes to the physical characteristics of an environment.

The student will know:

- Human and cultural characteristics of a place result from human beliefs and actions. For example: bridges, houses, parks, population, language, religion, architecture, land use, density of population, language patterns, religion, etc.
- Physical characteristics of a place make up its natural environment and how people adapt or change it. For example: landforms, bodies of water, climate, soils, natural vegetation, animal life, etc.

What do you know about this topic?

Relate this topic to continuous surge in homes being built in the area, people moving in, and all the human and physical characteristics they see daily such more homes, more people, more traffic, less trees, fewer animals in their natural habitats, erosion, less natural resources, etc.

How could this issue affect you and others in your community?

1. More houses mean fewer natural areas and places for animals to live. As an animal lover this is really concerning.
2. More traffic means that it will take longer to get everywhere and there will be more accidents due to more drivers.
3. Schools will be more crowded, and it will be harder for teachers to help kids who need more help.
4. More roads will need to be built, which costs money.
5. There will need to be more hospitals, fire departments, police stations, etc. This also means more money or taxes.
6. People will have less money for extra things that are fun like vacations.
7. More people to be friends with and get to know.
8. More diversity in schools and neighborhoods.

Reflection:

Knowing about earth's patterns by using the 5 themes of geography: (location, place, human-environment interaction, movement, and regions) helps me better understand that the growth in the area has both positive and negative consequences. I now can see that learning about geography and human/cultural and physical characteristics can help me make decisions that are going to be well thought out for everyone involved. What happens in my community can directly affect me now and in the future.