



What to do TODAY
Pre-Kindergarten (🧠 A Cognitive Health Story)

🧠 **I Have an Idea – A Cognitive Health Story – Summary & Main Points**

This story explains how the brain gets information from the senses and puts that information together – like a puzzle – to come up with thoughts and ideas.

- Your 5 senses get information from the world and send that information to your brain.
- Your brain takes all that information, which is like pieces of a puzzle, and puts it together. This is how ideas and thoughts are born.
- Thoughts and ideas can (and should) change based on the information that the brain gets from the senses.

🧠 Begin the Story Video and stop the title slide. Reiterate the concepts by asking the students questions.

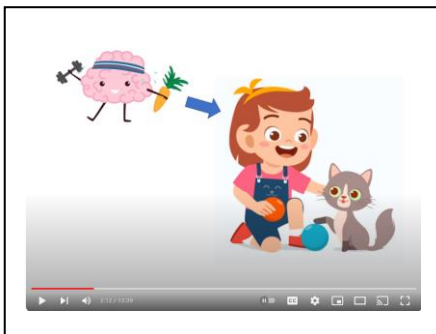


This is a story about Cognitive Health. Cognitive is a REALLY big word. Ask the students...Does anyone remember what Cognitive means??? That is right, it means thinking.

Thinking is something that your brain does ALL the time. Does anyone remember where our brain does all that thinking??? That is right, your brain is thinking ALL the time INSIDE your head.

When you think, you ask questions and then you come up with ideas or answers to those questions. Let's see how that works.

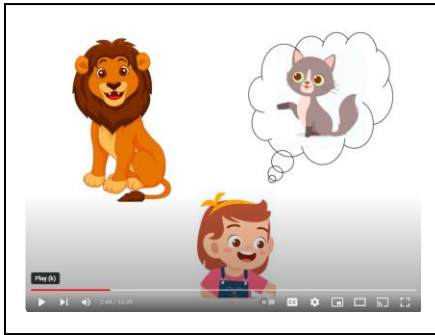
🧠 Continue the video – stopping at the questions, “Have you ever petted a cat? Did you like it?”.



Ask the students the questions, “Have you ever petted a cat? Did you like it?”

Discuss the answers with the students.

Continue the video and stop at the question, “Do you think you should pet the lion?”

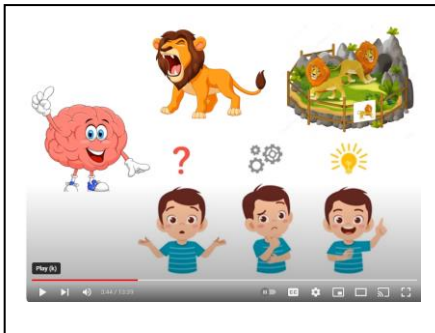


Ask the students the question, “Do you think you should pet the lion?”. Of course NOT!!!

Ask the students WHY they think they should not pet the lion – after all, isn't a lion just a BIG kitty cat?

Discuss the answers with the children.

Continue the video and stop at the end of the slide. Reiterate the concepts.



It turns out your brain was doing a LOT of thinking to make sure that you do NOT pet a lion – even though you think that it is cute and looks like a big cat.

Your brain is always thinking so it can protect you.

Continue the video to the end of the slide and then stop at “Let's think about that”.



For each of the senses, ask the students HOW the brain gets information.

About smelling...

About seeing...

About feeling...

About hearing...

About tasting...

Reiterate that our brain gets information from the world around us from our nose, eyes, hands, ears and mouth.

Continue the video and stop at the following part of the next slide.



Tell the students that your “thinking brain” works like putting together a puzzle.

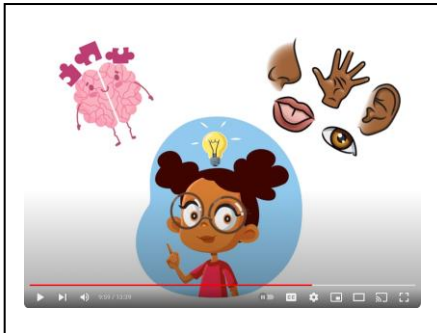
Your brain gets information in little pieces – like puzzle pieces and then your brain tries to put together – the information just like you put puzzle pieces together. Only when the brain put information together – you get a thought or an idea – instead of a finished puzzle.

Let's see how this works.

🌈 Continue the video that illustrates how your brain thinking is like putting together a puzzle. Stop the video at each of the questions....

- What kind of animals have fur?
- What kind of animals bark?
- Which one of the animals live in a house?

🌈 Continue the video and stop after the following slide.

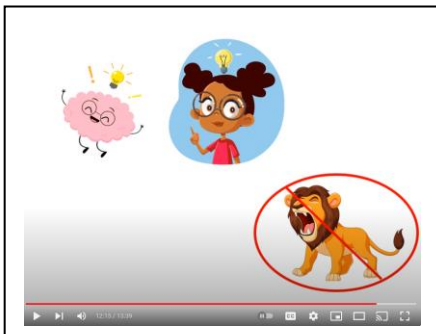


When you have to think about the answer to a question, you use information from your senses AND information that you already have in your brain.

Your brain uses the information – from your senses and from what you already know – to come up with thoughts and ideas about the answer to your question. Easy as putting together a puzzle!!!

Now, the other thing that is cool about thoughts and ideas that your brain has is that they can CHANGE. Let's see how that works.

🌈 Continue the video and stop after the following slide.



Discuss with the students the concept of good ideas and bad ideas – using the petting the cat vs. lion example.

Tell the students that good ideas – they help us to stay healthy and alive – bad ideas – they can actually hurt us.

To know whether something is a good idea or a bad idea, you need to use what you know to make good decisions about what you should do. This is how thinking and coming up with ideas can help us to stay alive.


🌈 Now, tell the students you are going to do an Activity called, **Do the Right Thing**. (You will still need about 5 minutes to finish the Story Video and end the presentation.) Explain to the students that this activity will allow them to use their brains to think and decide whether an idea is a good idea or a bad idea.

For this activity, you can have the students **STAND UP** if they think the idea is a **good idea**. Students can **STAY SEATED** if they think the idea is a **bad idea**.

Discuss with the students why they think the idea is good or bad – some could be both depending on what the brain “knows”.

Examples of Good Ideas vs. Bad Ideas:

- Sharing toys
- Telling your teacher something that is not true
- Tattling on your brother or sister
- Reporting something that is unsafe
- Trying to pick up a snake in your backyard
- Helping with the dishes after dinner
- Making your bed
- Riding your bike without a helmet
- Not brushing your teeth before school
- Helping your friend with their work
- Walking through the woods with no shoes on
- Staying up too late
- Being nice to your friends
- Telling the truth
- Etc.

 Finish the Story Video.

Tell the students that you had fun talking with them today and ask them if they had fun learning.

Reiterate that today you have talked about Cognitive Health – and that “cognitive” means thinking. The brain is ALWAYS thinking and helping you to come up with ideas that help to make decisions.

This story explains how the brain gets information from the senses and from what the brain has already learned and puts that information together – like a puzzle – to come up with thoughts and ideas.

- Thoughts and ideas can (and should) change based on the information that the brain gets from the senses and what the brain already has learned.
- You can use the ideas that your brain comes up with to make good decisions.

Be sure to thank them for listening and tell them the Brain Health Team of JHU students will see them soon.