



What to do TODAY Grade 1 (🧠 Cognitive Health Story)

This story helps children to understand that everyone is able to learn things about the world around them, but what one person “knows” may be different from what another person “knows”.

- We learn about the world that is around us and because people live in different places, people “see” and learn different things.
- What people are paying attention to plays a big role in learning, changing how we “see” the world and how we remember what we “see”.
- Understanding that different people “know” different things and being able to learn from each other is important to keeping our brain healthy.

🧠 Today's story “Do You Know What I Know?” is about 18 minutes long, but there are LOTS of questions and potential discussions. Towards the end of the presentation, there is a version of the “Time Flies When You're Having Fun” game to play. You will be playing it as a group and you need a way to record some of their examples and a way to keep track of the number of correct responses (chalk board, just counting out loud, clipboard, etc.). The “game” can take as much or as little time as you need, as can all the other discussions in the presentation. Watch your time!!!

🧠 Start playing the story video and stop with the question.



Act surprised and ask the students, “When you are hungry, do you cry to get food?”. Tell them to raise their hands if they cry like a baby to get food.

Say, “Of course you don't cry like a baby to get food.” Ask them...what is the difference between them and babies? Ask...what can you do that babies can NOT do? That's right. You have learned how to talk. So, you can ask for food when you are hungry. Babies can't talk, so they cry.

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



Today we are going to learn about Cognitive Health – which is the C in SPECTacular.

The word “cognitive” means thinking and we need to think and learn about the world around us so that we can live in the world.

We are thinking and learning all the time and that makes us brains healthy.

Continue playing the story video and stop to discuss **how** we learn about the world.



We learn about the world around us through our senses and by other people teaching us things.

We then behave - or do things - based on what we have learned.

Hmmmm....let's think about this and how it relates to learning about different kinds of cats. (Ask the following questions and discuss.)

So, what could you learn about a cat and a mountain lion with your senses? Discuss this with the students to see what they come up with...then ask some questions.

Which animal is bigger? Mountain Lion

How did you know the mountain lion was bigger than the cat? Sight

What does a cat and a mountain lion sound like? Cat...meow. Mountain Lion...roar. What sense did you use? Hearing

Can you learn anything about cats or mountain lions with your sense of taste or smell? Discuss this. You shouldn't try to taste a cat or mountain lion. You might smell them...but, this might just tell you if they are clean or dirty.

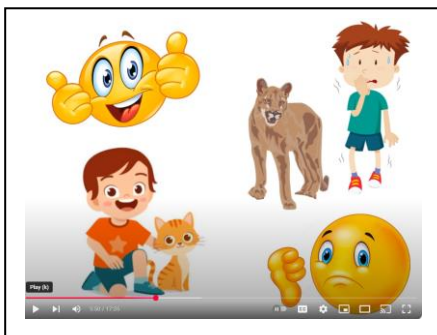
Now, what things about the cat or the mountain lion do you learn from others?

Other people can tell you that cats can be nice or mean – so, you should ask before trying to touch someone else's cat.

Other people can also tell you that mountain lions are wild, so they are not used to people so they may hurt you.

So, it is better to learn from others when to touch a cat and never to touch a mountain lion.

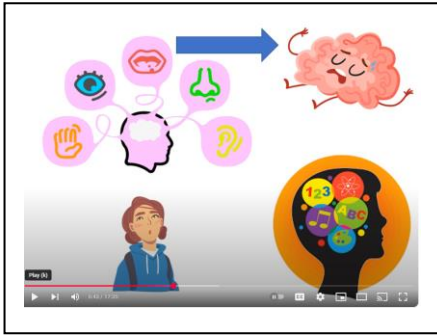
Continue the story video and stop at the end of the following slide. Reiterate...



Ok...so we learn things about the world around us from our senses and from other people teaching us things.

But, we also all learn DIFFERENT things based on **where** in the world we live.

Continue the story video and stop at the end of the following slide.



Ok...so your senses tell you about the world – BUT, you do not pay attention to all of the information that your senses send to your brain.

What does that mean? Ok...right now I am talking to you. But, there are other sounds in the room.

Ask...What are some other sounds? (get some suggestions, lights buzzing, someone coughing, others talking, etc.)

Now ask...When I was talking were you hearing me or the other sounds? If you were paying attention to me, then you may not have heard the other sounds. Even though your ears were still telling your brain about the sounds.

When I asked you about other sounds in the room, then you were paying attention to those sounds and your brain heard them.

So...when you **pay attention**, then you can learn.

Continue the story video and stop at the end of the following slide. Discuss about being a cat person, dog person or both.



Ok...let's see if we have more cat people (people who likes cats more than dogs) or more dog people (people who like dogs more than cats) or both cat and dog people (people who like both the same).

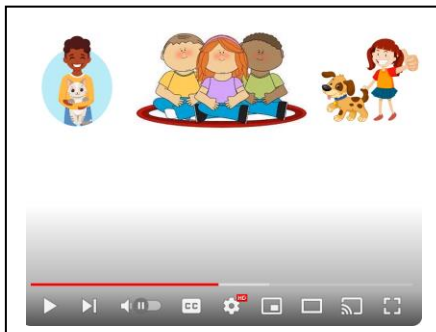
Raise your hand if you are a cat person.

Raise your hand if you are a dog person.

Raise your hand if you are both a cat AND a dog person.

Comment on answers – asking why they think they are a cat, dog or both cat and dog person.

Continue playing the video and stop after Dr. Gorman talks about attention.



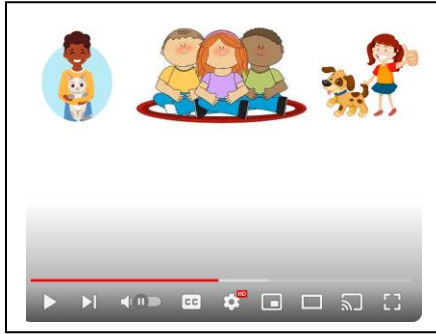
Ok...now according to Dr. Gorman...which animal do you think a cat person is going to pay the more attention to?

Raise your hand if you think it is a cat.

Raise your hand if you think it is a dog.

Of course, it would be a cat because we seem to pay more attention to the animal that we love more and we **LEARN** more when we pay attention. Let's see how this works.

- Continue playing the video and stop the video after the cat and dog picture disappears. Tell the students that you want them to raise their hands with each question. Stop the video with each question.



Here are the questions...

Who thinks there were more cats than dogs?

Who thinks there were more dogs than cats?

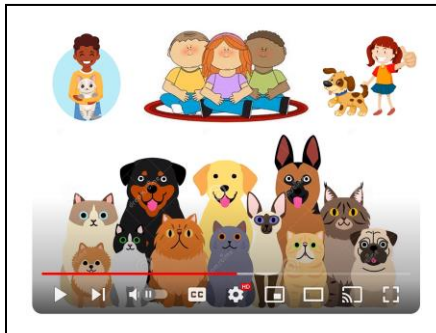
Who thinks the dogs were bigger?

Who thinks the dogs were smaller?

Who thinks the smallest animal in the picture was a cat?

Who thinks the smallest animal in the picture was a dog?

- Continue playing the video and stop to SHOW the students the answers.

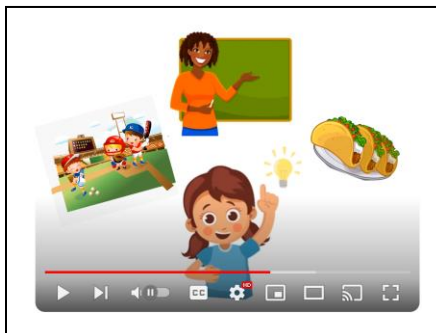


It turns out the tiniest animal in the picture is a dog – stop and point to the tiny dog in the front left. (See who got this right – are they a dog person?)

It turns out there are more cats - stop and count – 7 – only 5 dogs. (See who got this right – are they a cat person?)

It turns out the dogs are the bigger animals – except for the 1 tiny dog. (See who got this right – are they a dog person?)

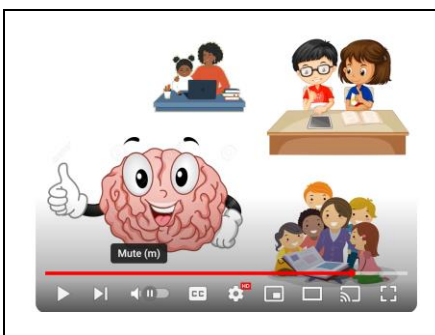
- Continue playing the video and stop at the end of this slide and reiterate the information.



OK...so when you are interested in something, or it is important to you – you pay more attention to it.

When you pay more attention to something, then you learn more about it.


- Continue playing the video and stop at the end of this slide. You still have about 8 minutes left of to end the session, so watch your time and engage the students with a version of the “Time Flies When you are Having Fun”.



Reiterate, so we know that if you are interested in something then learning is FUN AND EASY.

Ask the students, what are some of the things that you are interested in? Discuss answers (sports, playing games, eating, etc.)

OK, we also know that sometimes you have to learn things that you may not be interested in – so, to do this – you need to make whatever you need to learn FUN.

 Tell the students that as a group you are going to play a game called, “Time Flies When You’re Having Fun”.

Ask the students...Have you ever heard the phrase, “Time Flies When You’re Having Fun”? Ask the students what they think this means.

It does NOT mean that time flies, it means that when you are doing something that you like to and time just seems to go by really fast!

Ask students... When does time seem to go really fast at school?

Students might say recess, lunch, PE, art, reading, or their favorite subject. Help them conclude, that time seems to go fast at school when they are having fun.

Tell the students, in school (and in life) not everything they have to do is going to be fun for them.

This means that they are going to have to learn how to make things that are not fun for them more fun, so their brains do not get bored and they want to give up and quit.

Ask the students...What are some things that you have to do that you don't think is fun? Get some of their ideas and record them. Below are some examples.

Here are some examples of things that might not be fun for them.

- Cleaning their room
- Doing homework
- Raking leaves
- Reading book
- Math
- Folding laundry
- Playing with a sibling
- Going grocery shopping
- Running errands with grownups

OK...now, we are going to work as a team so we can learn **how** make something we do not think is fun – FUN!!!

- Explain to students that in this game, we will earn a point for each way they can make a not-so-fun activity FUN!
- Here is an example of how you can make learning fun...

Let's say you do not like to practicing your spelling words each week.

What are some ways to make **learning your spelling words** fun? Get some ideas from the students. Count the ideas


Listed are some ways to do it – if you get no responses.

- Make up a story with the words
- Create a song or rap with the words
- Make the words with magnetic letters
- Use Play-Doh to make the words
- Use Legos to make the words
- Use different colored markers or crayons to make rainbow words
- Write the words with sidewalk chalk
- Make flash cards and quiz yourself

- Do any of these sound like FUN? You need to find ways that YOU think are fun and then it will be fun to learn.
- Try doing more example(s) depending on your time.
- Keep track of whether or not the students are coming up with more ideas.

When you are finished, tell the students that because we have to do things we do not like to do, if we figure out a way to make them fun.

You can try to figure it yourselves, or ask for help. Just look at how many ideas we all came up with together.

 Finish playing the video and end the presentation by reiterating the key points.

REMEMBER, we learn about the world by paying attention to information our senses tell our brain and by learning from what others know. We pay attention to things that we like and that we need. Paying attention helps us to learn about the world. When we learn, our brain changes and gets healthy.

Tell the students that they now know that to keep their brains healthy – they have to remember S-P-E-C.

S – for Social Health – learning what you can do makes you feel good about yourself and helps your brain.

P- for Physical Health – sleeping, eating and moving your body helps your brain.

E – for Emotional Health – doing things that make you happy helps your brain.

C – for Cognitive Health – learning about the world around you and how you can make learning fun helps your brain.

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

Be sure to thank them for listening.