



SILLY STORIES





ALL GRADES

WHAT IS IT? A game to build executive function skills.

WHAT IS IT ABOUT? Practicing self-control.

WHY DO THIS?



THE BIG IDEA

This game is about using self-control to do the correct (silly) motion instead of the automatic one.

INSTRUCTIONS

1. Say **THE BIG IDEA**.
2. Tell students that to play this game, they need to learn a motion. Ask, “Can everyone drum quietly with your fingers?” (*Demonstrate drumming on the desk or floor.*)
3. Say, “This is the silly part: you’re going to do the drumming motion every time you hear the word ‘guitar’ in the story but NOT when you hear the word ‘drums.’”
4. Ask students to pay attention as you read the story, and be prepared to do the silly motion:
 - Benny’s Big Booming Band had a big show the other night. Benny was the main singer, Bobby played the guitar, and Bubba played the drums. Poor Bubba, he banged those drums so hard they broke, and a piece hit Bobby’s guitar and broke it too. Benny had his eyes closed and just kept on singing. He didn’t even notice that the drums and the guitar weren’t playing!

»» **MUST DO:** Must require students to replace an automatic response with an opposite response/motion.

↪ **CAN ADAPT:** Change the story and/or the motion.

MATERIALS

✂ None required.



AFTER THE ACTIVITY, DEBRIEF:

- What was easy or hard about our silly story and mixing up the motions? How did Stop and Think Power help you?
- Being able to control impulses is helpful but hard. In this game, we had to Stop and Think to NOT drum when we heard the word “drums.” What are other times we need to do this in school? (E.g., when I get excited to share and want to shout out an answer but need to raise my hand instead.)

TIPS FOR SUCCESS



For students who may need additional support, have them start this game with shorter stories. You can also provide support by asking them to do a motion that represents the word—as opposed to doing a silly version (e.g., pretending to play the guitar every time they hear the word guitar).

ADAPTATIONS

- As a challenge, read the story faster or add in a second motion (e.g., “sing la la la” every time you hear the word “drums”).
- Use stories from your curriculum that contain word repetition, or make up your own!
- As a challenge, ask students to create their own short stories with repeating words and accompanying actions to share with the class.