**Brain Battle**

**Grade Level:** 4-6

**Skills:** Following directions, working on a variety of classroom subjects and a light warm-up.

**Objective:** **Standard 6.MEH.4** List warning signs of depression, anxiety, and suicide and identify how, why, and when talking with a trusted adult (for example, parent, guardian, relative, teacher, counselor, clergy) is needed.

**Equipment:** A variety of questions from a variety of subjects.

**Organization:** Students are in squad formation and the questions are placed in the middle of the room.

**Activity:** When the music starts or when I say “go” one student from each group walks, jogs or skips etc. to the middle of the room and picks up a card, e.g. 1/9, 1/4 or 1/2. The students in the middle determine who has the highest number/amount, lowest number or the median number, so if you chose the highest number to win, that student would collect the cards among that group of students and would proceed to walk, jog or run back to their respective group and place their cards in a pile. The next person in line then repeats the same process. When everyone has gone two, three or more times determine which group has garnered the most cards. That team is the “lucky team.”

**Variations:** Have the students rank their numbers from least to greatest or vice versa. Have the students separate odd numbers from even numbers. Language arts could have the students determine ABC order and the first word in a dictionary takes the pile or the word in the middle etc. Science could have the students determine the most weight or volume etc. e.g. 2 ounces, 4 pounds, 100 kilograms or 1,000 tons which one weighs the most? Geography could have the students determine which land mass is the biggest, has the most people or which area is colder, hotter or closer to the equator; e.g. Which is more populated? Salt Lake City, Utah, California, or China.

**Closure:** Why is it important to work together as a team? Did you enjoy a new way to learn old things? Why or why not?

**Health:** List warning signs of depression, anxiety, and suicide and identify how, why, and when talking with a trusted adult (for example, parent, guardian, relative, teacher, counselor, clergy) is needed. Can you make a private list of your trusted adults or someone that you can talk to about anything? Who might you add to that list who also works in this school?

**Piloted at:** Clinton