Using Brain-based Strategies in the Classroom

NC NTSP 2016 Fall Institute

Presenters

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Brain Based Learning

Session outcomes:

- Participants will establish an understanding of brain-based learning principles
- Participants will identify and demonstrate instructional techniques to increase student engagement
- Participants will be able to articulate instructional strategies that will increase brain-based learning in their classrooms.

“How Are You Doing?”

| Passionate | Very Blessed |
| Amazing   | It’s a Long Story |
| Nearly Illegal | Running on Empty |
| Awesome   | Slightly Irregular |
| Unbelievable | Highly Underrated |
| Psyched Up | Suspiciously Good |
| You Wouldn’t Believe it if I Told You |
Brain Based Learning

If She Only Knew Me

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Environments Shape Our Brain

- physical
- academic
- emotional
- social
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The effects of social environments on our brains is well established and supported by research.

“How Are You Doing?”

<table>
<thead>
<tr>
<th>Positive Adjectives</th>
<th>Negative Adjectives</th>
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Social Conditions Influence Us

- Stress levels
- Cognition
- Mood and affect
- Status
- Immune systems
- Self-concept
- Brain Development

Chronic or acute exposure to these effects may create significant brain changes (Cacioppo et al. 2001).

Tools of the Trade
Emotion, States, & Social Conditions

States You Might Recognize

Emotion, States, & Social Conditions

Use Frequent “Micro State Changes”

The more often you keep students in engaged states, the easier it is to engage them the next time. They simply won’t get lethargic. Here are some simple examples...
As an Example…

*Before asking* students to go to another table, get supplies, stretch, or create a group… *first ask them* to either
1) interact with a neighbor
2) take a deep breath
3) use hands or feet, lead with action!

*Get them in motion before you ask them to get going!*

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To Boost Cognition, Change States

*Here are 3 examples of how to support learning.*

- Use a quick fun energizer which boosts blood flow, WM and flexibility for change
- Re-access their goals. “Hey, remember our goal is to (________)? Here’s how we can make that happen a lot faster!”
- Use a writing activity that changes the states of students from feeling out of control and stressed to being in control.
Whole-Brain Classroom Techniques:
Management and Climate

Mind-Body Connection

Our body influences our brain and our brain influences our body. But they are far more connected than that.
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Putting It Altogether

• Participants will silently read over Movement Activities handout
• Participants will brainstorm a disengagement signal that is consistently observed in their classroom
• Participants will share aloud using a modified version of “I have, Who has” (recording feedback on T-chart).

*Make sure your activity involves movement
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Closing and Debrief