

Ideas for Teaching the 12 Brain Rules

Brain Rule #1: Exercise Boosts Brain Power

Video tape one or several students learning information through a physical activity and one or several students learning via a worksheet. Discuss which group appears to be more involved in their learning. Or, have the students watching the video participate in the activity.

Conduct an informal study: Have one group exercise before completing a task/test and have another group just do the task/test and compare results.

Brain Rule #2: The Human Brain Evolved, too

First have students attempt an activity or challenge on their own, then repeat the activity and permit them to work with a team or as a class.

Brain Rule #3: Every Brain is wired differently

Video tape children of varying ages doing academic tasks that are considered “at grade/age level” and some that are early and late learners to demonstrate the point that we should not have expectations that certain learning should be achieved by a certain age. For example, you could show a 4 year old, a 6/7 year old and perhaps an 8/9 year old, all learning to read the same level of text.

Use the example used in the video on www.brainrules.net where a phrase is listed without the vowels. Here is an example:

Here are some themed missing vowel puzzles for children; the theme here is Easter; a space indicates a new word:

STR GG

HT CRSS BN

CHCLT

Also, here is a website that has links to all kinds of word puzzles: <http://www.manythings.org/vocabulary/games/w/>

Brain Rule #4: We don't pay attention to boring things

Ask for two volunteers to listen to a short lecture. One will only pay attention to the lecture. The other will have music playing in one ear, receive a phone call from another student in class, and then check email. Assess the students to see who remembered the most from the lecture.

Brain Rule #5: Repeat to remember

Complete the experiment in the chapter. Give two groups of students a random list of words. (The list is on pg 110). Have group #1 determine the number of letters that have diagonal lines in them and the number that do not (or have them say each word twice). Have group #2 think about each word and rate it, on a scale of 1 to 10, how much they like or dislike the word and why. Take the list away, let a few minutes pass, and then ask

each group to write down as many words as possible. See who can list the most the following day as well.

Divide the class into 3 groups and give them each some information to remember. Have one group study orally and take an oral quiz over the information. Have another group study by writing and take a written quiz. Have the third group study orally, but take a written test or vice versa. You could vary the experiment by having a group study in one room and take it in another, or some other environmental condition.

Brain Rule #6: Repeat to remember

Show a clip at the beginning of the video (where something is happening and students are to recall the events) and then divide the class in half. One half of the class would discuss what they viewed while the other half of the class continued on with an unrelated nonsense video clip (or did something else). Then bring the group back together. Give a short 5 question quiz about the first clip and see which half of the class remembered the most about the clip they saw.

Brain Rule #7: Sleep well, think well

Ask for a volunteer that hasn't had much sleep and another volunteer that is well-rested and have them perform a short obstacle course which involves solving several problems/puzzles around the room. Another idea is to have students think about their schedules and when they are the most alert and feel the most productive.

Brain Rule #8: Stressed Brains don't learn the same way

Have students do an activity where they have a very short period of time to solve a complicated math problem or other task -- something like 10 seconds. Then repeat the activity with no time restriction.

Brain Rule #9: Stimulate more of the senses

Complete the experiment in the chapter. Find a teacher who teaches the same class in at least 2 different periods. While teaching a concept for one class, spray a scent in the room. While teaching the same concept for the other class, only teach the concept. Assess both classes on that concept a few days later and spray the scent in both classes. See which class does better as a whole.

Brain Rule #10: Vision trumps all other senses

Teach one group a concept using a Power Point with only text and another group the same concept with only pictures (or pictures and text). See which group learns more.

Brain Rule #11: Male and Female brains are different

Here's a cool online interactive test for this rule:

http://www.bbc.co.uk/science/humanbody/sex/index_cookie.shtml

This is a simple activity that could be done and kick off the conversation:

<http://nerdfighters.ning.com/forum/topics/what-sex-is-your-brain-test> -- the video is blocked but scroll down below. Basically, the students draw a person riding a bike and

then evaluate their picture to see if it represents the male or female brain based on the information presented on the web pages listed.

Brain Rule #12: We are powerful and natural explorers

Play off of Google's 20% time mentioned at www.brainrules.net for this rule. At the beginning of the video or activity give students a certain amount of time (20% of the presentation/video time) to let their mind wander and be innovative -- anything that interests them. Afterwards, have students share in groups or as a class what they thought about and how it was innovative. You may also want to have something a little more specific where a topic is presented in the video and then the class thinks of innovative ideas about that topic. Topics like future classrooms, online courses, technology devices (cell phone, mobile computers, smart pens, etc.), future school buses, etc.