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BRAIN FRIENDLY LEARNING

A ROADMAP GUIDE



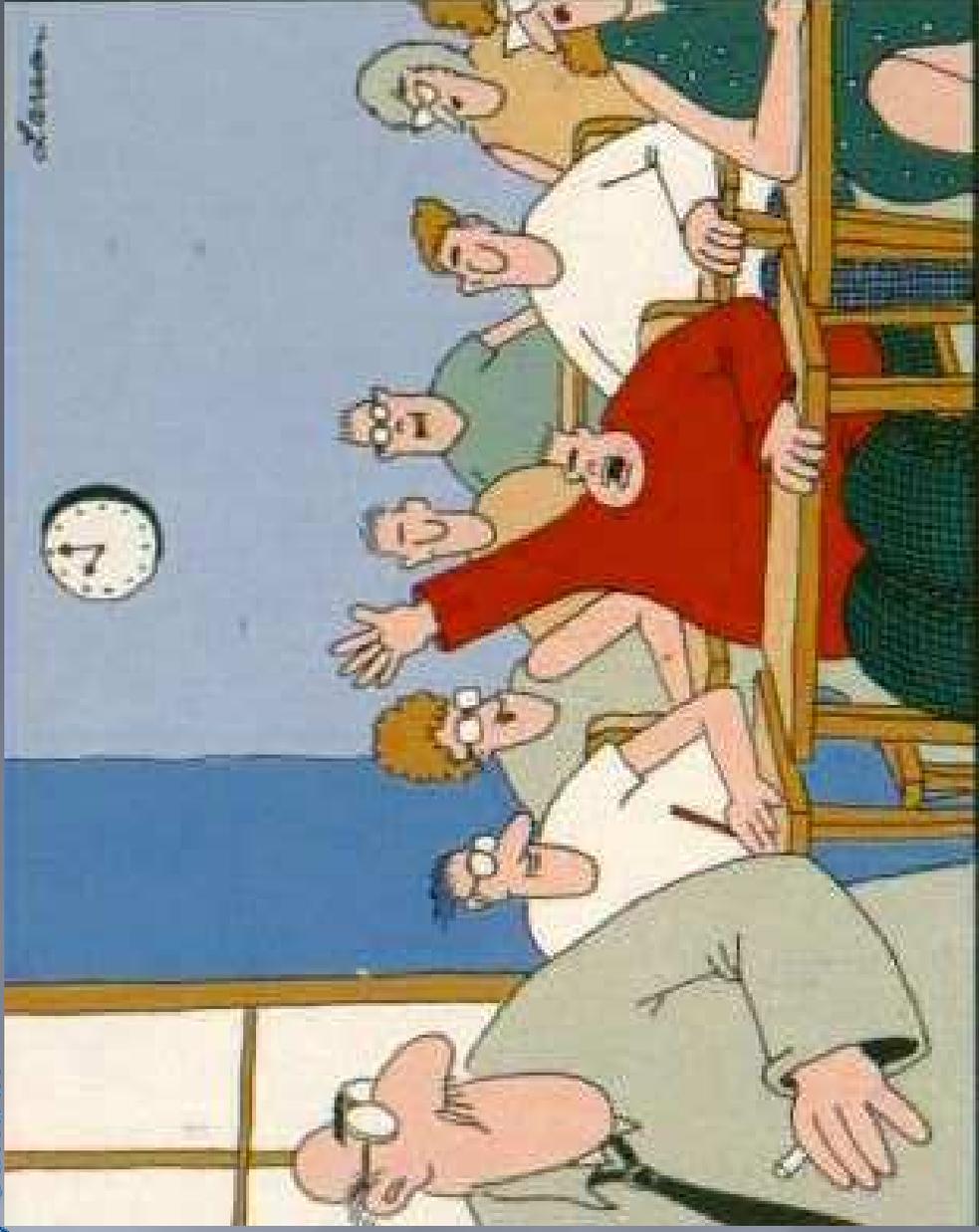
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What we will learn about:

- ▣ Parts of the brain
- ▣ How the brain works
- ▣ The role of emotions in learning
- ▣ Notions of intelligence
- ▣ Motivation
- ▣ Types of thinking
- ▣ Keeping the brain healthy
- ▣ What we can do as a school and as parents in the light of this



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**"Mr. Osborne, may I be excused?
My brain is full."**



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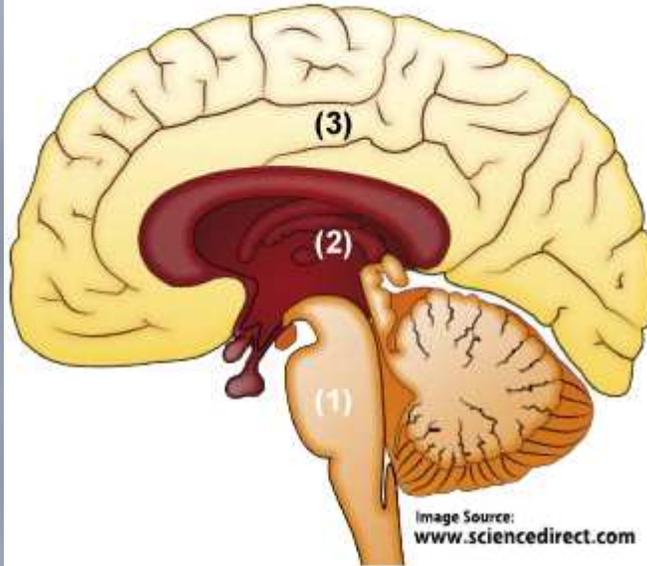


“Empty
Vessel”



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THE HUMAN BRAIN



- 3) **Neocortex Brain**
- Analytical Mind
- 2) **Limbic Brain**
- Emotional Mind
- 1) **Reptilian Brain**
- Instinctive Mind

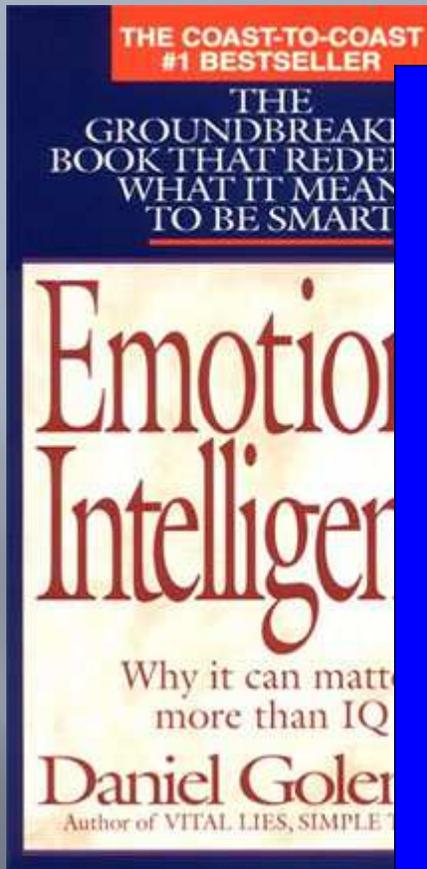
www.MichaelRHunter.com

- Stress
- Emotion
- Self-esteem
- Relaxed alertness



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Daniel Goleman's *Emotional Intelligence*



At best, IQ contributes about 20 percent to the factors that determine life success, which leaves 80 percent to other forces: forces grouped as *emotional intelligence*.

DANIEL GOLEMAN
*Emotional Intelligence**

* Summarized as the main theme of the book, published by Bloomsbury, London.

- Seven attributes of the emotionally intelligent child:
 - Confidence
 - Curiosity
 - Intentionality
 - Self-control
 - Relatedness
 - Communication
 - Co-operation



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Two things to consider

- ▣ How stuff gets into the brain
- ▣ What happens to it then



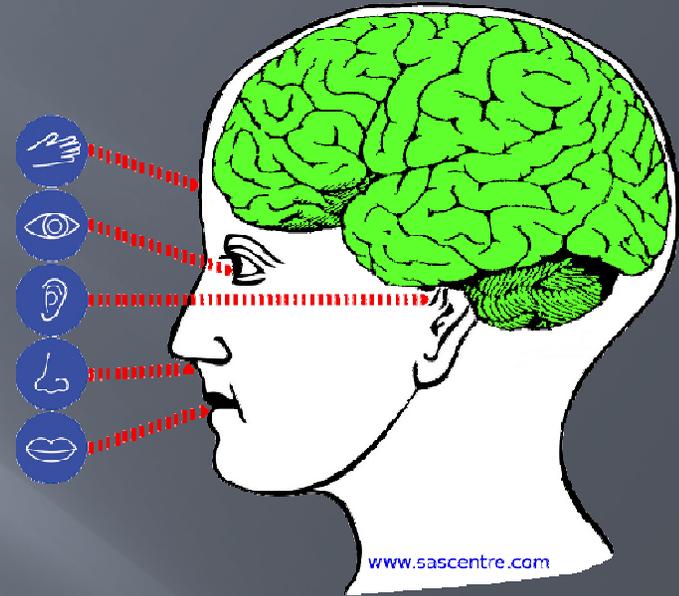


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How stuff gets into the brain

Five senses:

- ▣ Touch
- ▣ Sight
- ▣ Hearing
- ▣ Smell
- ▣ Taste



We rarely use smell or taste for learning but rather sight (visual), hearing (auditory) or touch (kinaesthetic) (VAK).

Most people can learn pretty well using each of these senses, although some show a preference for certain ones.



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What happens in the brain when we learn

- ▣ New connections are made (new learning)



- ▣ Connections are reinforced (consolidated learning)





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Morecambe
Lancashire



Where I was born





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How intelligent are you? (IQ)

or

How are you intelligent? (MI)

Howard Gardner
9 types of intelligence:





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Motivation



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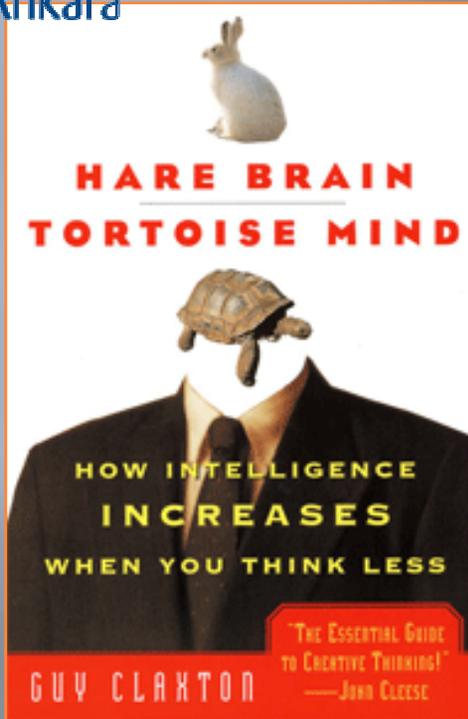


“Algebra class will be important to you later in life because there’s going to be a test six weeks from now.”



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Slow Thinking



Claxton says the mind works at three different processing speeds:

- “faster than thought” ie instinctive thinking
- “deliberate thought”, good for easily-conceptualised problems
- “slow thinking”, good for creative thinking, or what Claxton terms ‘wisdom’



“Hello, Pooh,” said Rabbit.

“Hello, Rabbit,” said Pooh dreamily.

“Did you make that song up?”

“Well, I sort of made it up,” said Pooh. “It isn’t Brain,” he went on humbly, “because You Know Why, Rabbit; but it comes to me sometimes.”

“Ah!” said Rabbit, who never let things come to him, but always went and fetched them.’

— *A.A. Milne, The House at Pooh Corner*



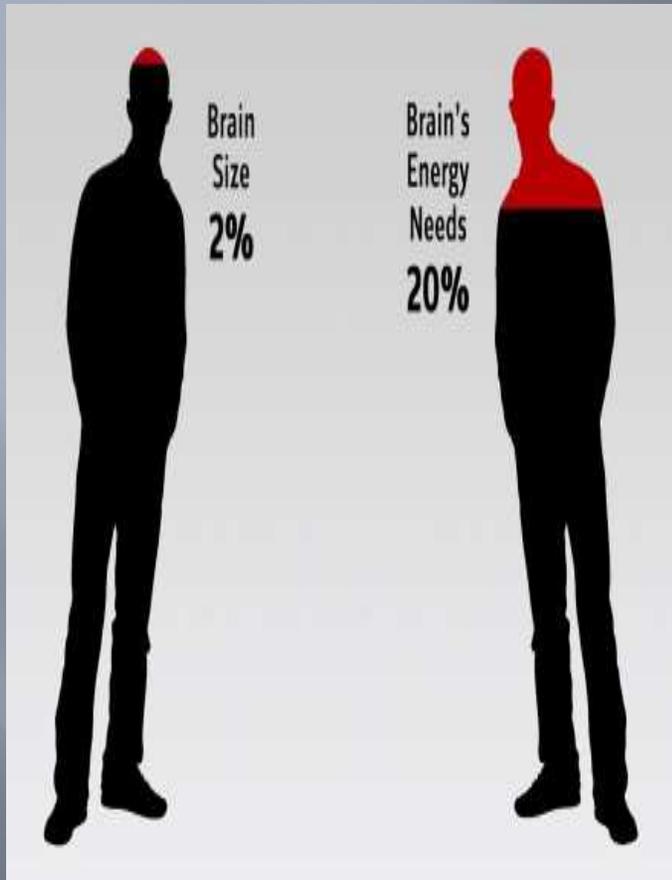
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Pointers to a Healthy Brain



Exercise and challenge your brain – don't be a couch potato

Nourish your brain with a healthy diet, drink alcohol in moderation

Enjoy physical activity

Make "safety first" a priority – wear a helmet, drive safely, take any head injury seriously

Learn to manage stress and depression

Relax and sleep well

Have regular checks for blood pressure, diabetes, heart rate, cholesterol

<http://brainfoundation.org.au/medical-info/healthy-brain>



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What we can do in school

- ❑ Purposefully create an environment likely to result in “relaxed alertness” (*a happy environment in which everyone feels safe, is treated with respect and enabled to learn*)
- ❑ Place learning in context (eg IPC’s Big Picture)
- ❑ Present learning in a variety of ways (visually, auditorily and kinaesthetically)
- ❑ Allow opportunities for students to process learning in a number of ways (MI)
- ❑ Deliver a broad curriculum in a variety of ways to enhance motivation
- ❑ Allow time for slow thinking



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What you can do

- ▣ Healthy diet, exercise, sleep
- ▣ Encourage self-esteem
- ▣ Daniel Goleman's *Emotional Intelligence*, seven attributes of the emotionally intelligent child:
 - ▣ Confidence
 - ▣ Curiosity
 - ▣ Intentionality
 - ▣ Self-control
 - ▣ Relatedness
 - ▣ Communication
 - ▣ Co-operation