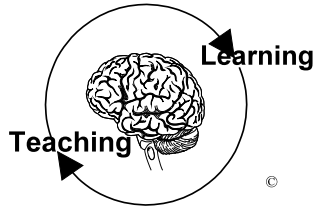


# ***Recent Discoveries on How the Brain Learns: Implications for the Classroom***



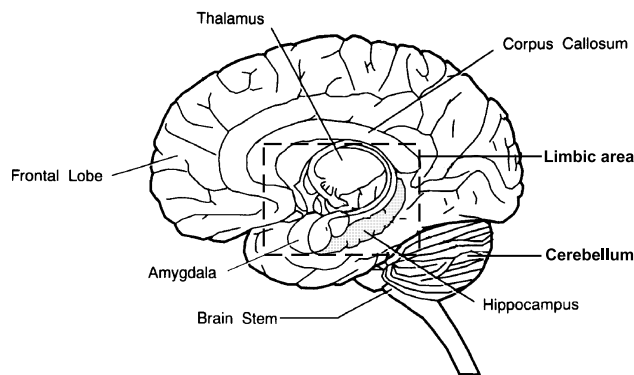
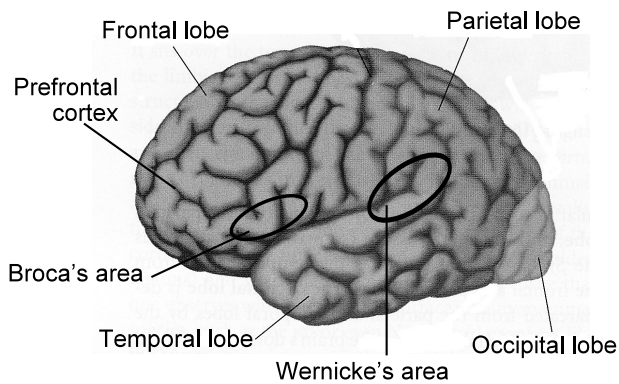
**Independent Schools Assn. of the Central States  
2010 Annual Conference  
Chicago, Illinois  
Session - T-1, Thursday, November 4, 2010**

Presenter:  
Dr. David A. Sousa  
Educational Consultant  
Palm Beach, Florida  
561-586-6776 - Email: [davidsnj@aol.com](mailto:davidsnj@aol.com)

NOTE: As a courtesy to fellow participants and the speaker, please turn off audible cell phones and beepers. Thank you.

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## **Some Important Brain Structures**



### Development of the Brain's Limbic Area and Frontal Lobes



NOTES: \_\_\_\_\_

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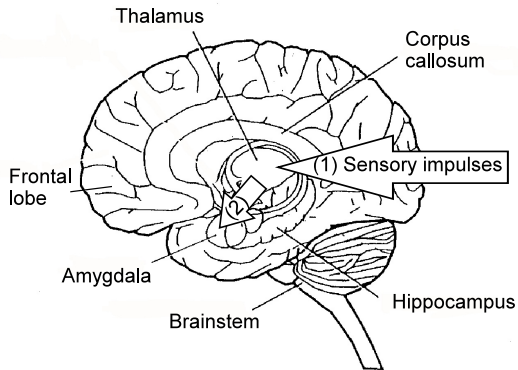
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### THALAMIC PATHWAY- NOTES

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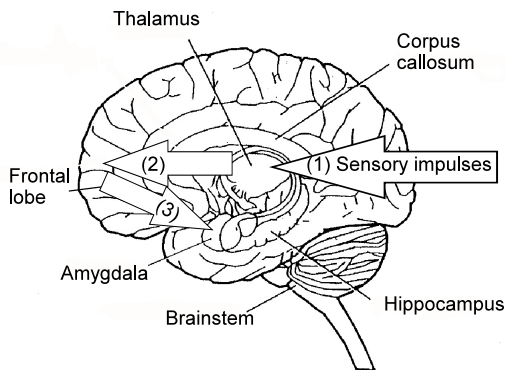
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### CORTICAL PATHWAY - NOTES:

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IMPLICATIONS: \_\_\_\_\_

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**Gender Differences in Learning Language and Other Skills:**

Broca's Area: \_\_\_\_\_

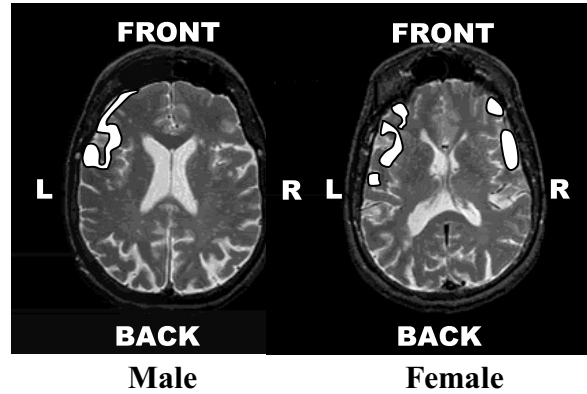
Wernicke's Area: \_\_\_\_\_

Boys: \_\_\_\_\_

\_\_\_\_\_

Girls: \_\_\_\_\_

\_\_\_\_\_



**Gender Differences Associated With Behavior:**

Brain Region	Males	Females	Implications

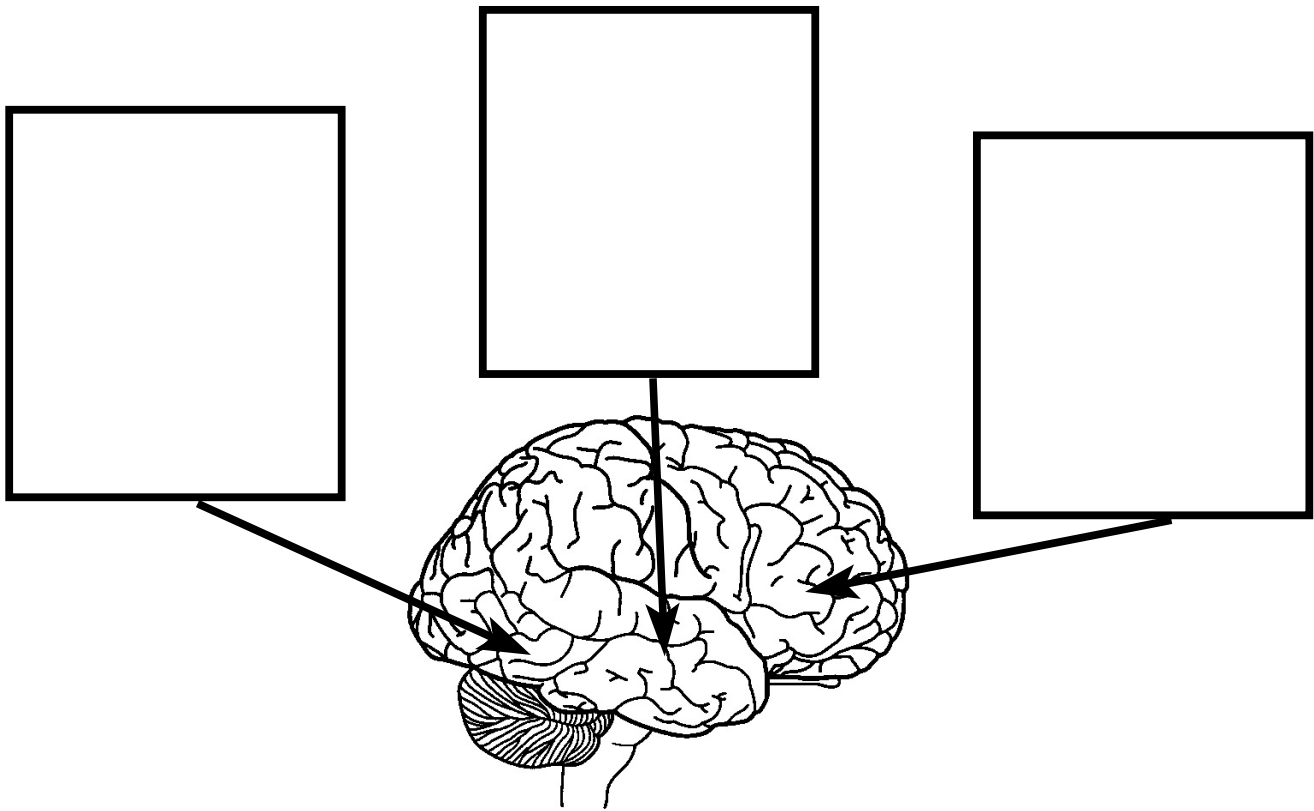
**NOTES:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Getting Attention and Attention Span:



The environmental stimulus most likely to get the brain's attention in the classroom is: \_\_\_\_\_ . How do we describe it? \_\_\_\_\_

Here are just a few ways to build it into instruction:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_