

I'm Bored:



*Engaging the
Disengaged*

DAN St.ROMAIN
EDUCATIONAL CONSULTING

www.danstromain.com

dan@danstromain.com

210.363.1324



Twitter: @danstromain

Facebook:  Dan St. Romain, Educational Consulting



12 Brain/Mind Learning Principles

- The search for **meaning** is innate.
- The brain/mind is **social**.
- **Emotions** are critical to patterning.
- Learning is enhanced by **challenge** and inhibited by **threat**.
- All learning is **physiological**.
- The search for meaning occurs through **patterning**.
- Learning involves both **focused attention** and **peripheral perception**.
- Learning always involves both **conscious** and **unconscious** processes.
- Learning is **developmental**.
- The brain/mind processes **parts and wholes** simultaneously.
- There are at least two approaches to **memory**.
- Each brain is **uniquely** organized.

The search for **meaning** is innate.

Do I understand this?

Can I use this?

Is this interesting?

Do I care?

Am I involved?

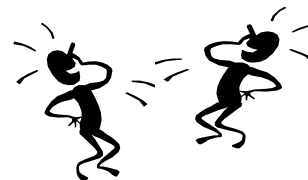
Other Factors:

What's my priority right now?

How do I feel?

Do I have any say in this?

The brain/mind is social.



Why socialization?

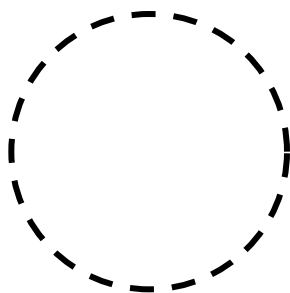
Simple Strategies

Table Discussions

Partnering

Talk Time

Emotions are critical to patterning.



Emotions are processed
before content.

Create a positive learning atmosphere.
Greet students at the door.
Model positive affect.
Build healthy relationships.
Infuse interest and novelty.
Affirm participation.
Use purposeful music.



All learning is **physiological**.

Why movement?

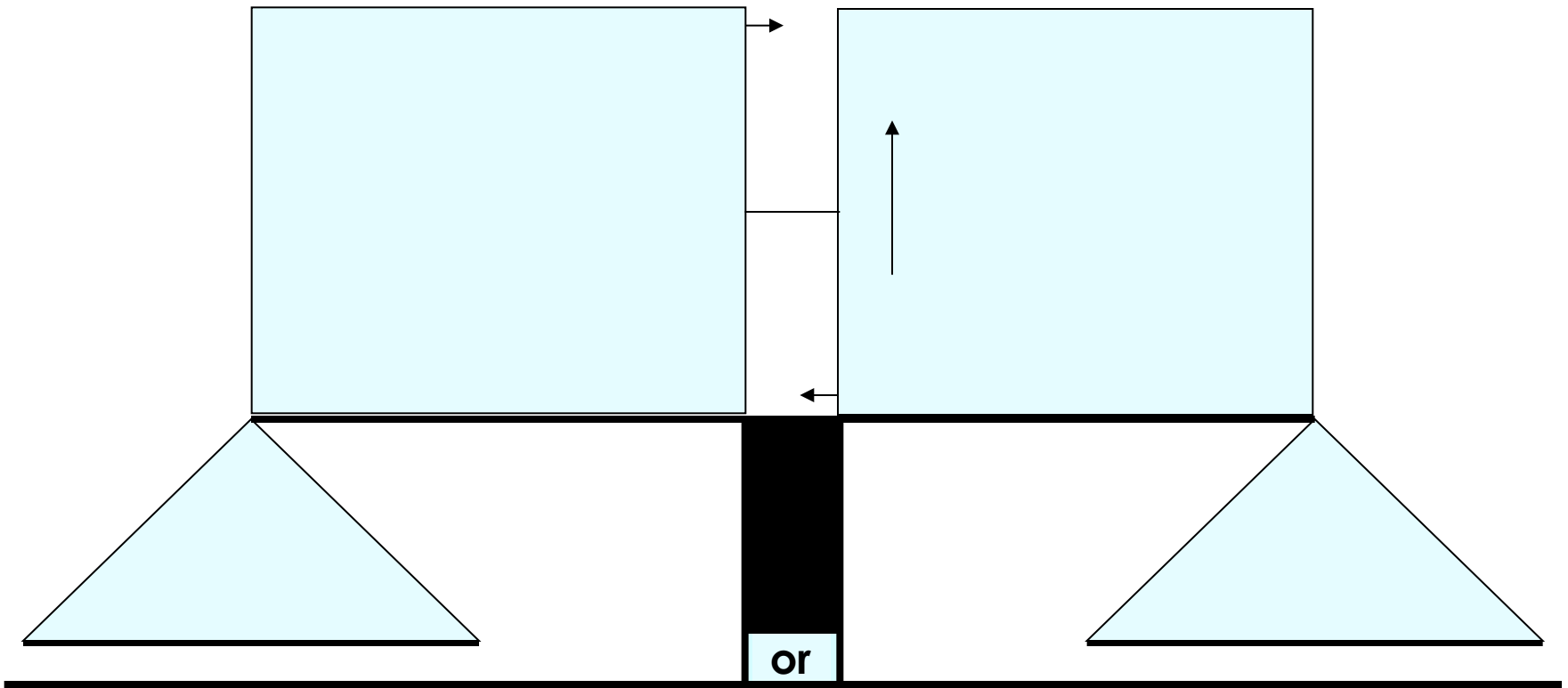
- Use posters around the room to create learning stations.
- Find active ways to review content. (dice, post-it notes)
- Have students pass out their own supplies and papers.
- Have students provide feedback giving “thumbs-up”.
 - Use toss toys and other props while teaching.
 - Teach students about the role of movement.
 - Teach students about cross lateral activities.
 - Use touch to provide kinesthetic prompts.
 - Teach in different parts of the room.
 - Use gestures to represent content.
 - Allow students to switch seats.
 - Increase “controlled” novelty.
 - Assign group responsibilities.
 - Encourage role playing.
 - Assign group activities.

Cerebellum Connections

- Physiology, posture and breathing impact our brain’s ability to learn and retain information.
- The cerebellum, involved in motor movement, is 1/10th of the brain, but ½ of all neurons reside there.
- There is a strong connection between the cerebellum and the areas of the brain involving memory and attention.
- Several studies indicate if movement is impaired, the cerebellum and its connections to other areas of the brain are compromised.
- Having the learners simply stand up focuses attention, speeds up processing of information between 5-20% and increases blood flow and oxygen to the brain by 10-15%.



Learning involves both **conscious** and **unconscious** processes.



Where should the attention be directed?

Teacher * Front of Room Visuals * Materials * Students

The brain needs "Down Time". The person talking is the person learning.