

POWER UP WEEKLY



"TALKING ABOUT OUR PROBLEMS IS OUR GREATEST ADDICTION. BREAK THE HABIT TALK ABOUT YOUR JOYS." RITA SCHIANO

IN THIS WEEK'S NEWSLETTER FIND 30 PROMPTS FOR STARTING A GRATITUDE JOURNAL ALONG WITH THE WEEKLY STEPS TO FOSTERING GRIT AND JENSEN TIP. CONGRATULATIONS TO TAYLOR MOWERY OF ROCHELLE SCHOOL OF THE ARTS WINNER OF THE JOURNAL. BE SURE TO ANSWER THIS WEEK'S QUESTION TO WIN A JOURNAL. WE WOULD LIKE YOU WISH YOU AND YOUR FAMILY A RESTFUL AND RELAXING THANKSGIVING HOLIDAY WEEK. ~
~OFFICE OF ACCELERATION & INNOVATION

JENSEN'S 10 MOST EFFECTIVE TIPS FOR USING BRAIN-BASED TEACHING AND LEARNING

The brain changes! All educators should know the brain can and does change every day. In fact every student's brain is changing as they attend school. The ability of the brain to rewire and remap itself via neuroplasticity is profound. The new Journal of Neuroplasticity explores these and related issues. Schools can influence this process through skill building, reading, meditation, arts, career and building thinking skills that build student success. The evidence is compelling that when the correct skill-building protocol is used educators can make positive and significant changes in the brain in a short period of time. Without understanding the "rules for how our brain changes" educators can waste time and money, and students will fall through the cracks.

In fact, neuroscience is exploding with discoveries about the brain as being highly malleable. We used to think about the paradigm as either genes or experience. We now know it can be a hybrid of both!

New journals called Gene Expression, Gene Expression Patterns and Nature Genetics explore the mechanisms for epigenetic (outside of genes) changes. We now know that environments can trigger genes to express themselves in ways we never would have predicted—IF you know what to do.

You can upgrade a student's capacity for memory, processing, sequencing, attention and impulsivity regulation. Why not teach these skills to give students the tools to succeed?

Practical school application:

Give teachers a mandate of 30-90 minutes a day and 3-5x per week to upgrade student skill sets. Teach attentional skills, memory skills and processing skills. Progress requires focus, "buy-in" and at least a half hour a day. Here are several of the online programs that build memory and attentional skills:

- <http://www.soakyourhead.com>, <http://www.happy-neuron.com/games/#memory>, <http://www.neuroactiveprogram.com>, <http://www.happy-neuron.com/games/#attention>, <http://www.playattention.com/adhd/>,

Citations: Ball K, Edwards JD, Ross LA. (2007) The impact of speed of processing training on cognitive and everyday functions. J Gerontology B Psychology Science Soc Sci Jun;62 Spec No 1:19-31. Draganski B, Gaser C, Busch V, Schuierer G, Bogdahn U, May A (2004) Neuroplasticity: changes in grey matter induced by training. Nature 427:311-312. Jonides, J. (2008) "Musical Skill and Cognition" Pgs. 11-16. In "How Arts Training Influences Cognition" in "Learning, Arts, and the Brain: The Dana Consortium Report on Arts and Cognition" Organized by: Gazzaniga, M., Edited by Asbury, C. and Rich, B. Published by Dana Press. New York/Washington, D.C. web access: www.dana.org. Polley DB, Steinberg EE, Merzenich MM. (2006) Perceptual learning directs auditory cortical map reorganization through topdown influences. J Neurosci. 2006 May 3;26(18):4970-82.

30 Days of Gratitude

#1 What smell are you grateful for today?	#2 What technology are you grateful for today?	#3 What color are you grateful for?
#4 What food are you most grateful for?	#5 What sound are you grateful for today?	#6 What in nature are grateful for today?
#7 What memory are you grateful for?	#8 What book are you most grateful for?	#9 What place are you most grateful for?
#10 What taste are you grateful for today?	#11 What holiday are you grateful for?	#12 What texture are you grateful for?
#13 What abilities are you grateful for?	#14 What sight are grateful for today?	#15 What season are you grateful for?
#16 What about your body are you are you grateful for?	#17 What knowledge are you grateful for?	#18 What piece of art are you grateful for?
#19 What touch are you grateful for today?	#20 Who in your life are you grateful for?	#21 What song are you most grateful for?
#22 What story are you grateful for?	#23 What tradition are you grateful for?	#24 What challenger are you grateful for?
#25 What moment this week are you most grateful for?	#26 What form of expression are you most grateful for?	#27 What small thing that you use daily are you grateful for?
#28 What small thing that happened today are you grateful for?	#29 What friend/family member are you grateful for today?	#30 What talent or skill do you have that you are grateful for?

TEACHER SUCCESS STORY:

I LOVE SHARING THESE QUESTIONS WITH MY STUDENTS. INSTEAD OF WRITING ABOUT HOW I BELIEVE I SHOW GRATITUDE, WE HAD A CONVERSATION ON WHAT GRATITUDE IS AND HOW WE SHOW IT. THESE WILL BE THE FIRST ENTRIES TO MY GRATITUDE JOURNAL.

I ADD NEW BOOKS TO OUR CLASSROOM LIBRARY BECAUSE MY KIDS WORK HARD DURING INDEPENDENT READING.

I GIVE OUT SPECIAL PERSONALIZED THANK YOU CARDS TO STUDENTS. (\$1 BIN AT TARGET AND THEY LOVE THEM!)

MY STUDENTS DONATE BOOKS AND SUPPLIES TO OUR CLASSROOM "BECAUSE THEY WANT TO HELP OUR CLASS."

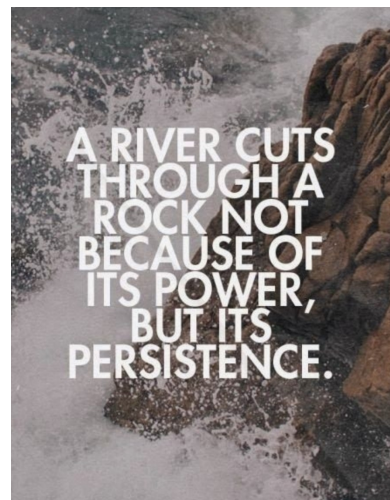
WE TAKE TIME TO GIVE COMPLIMENTS TO EACH OTHER.

TAYLOR MOWERY, ROCHELLE SCHOOL OF THE ARTS

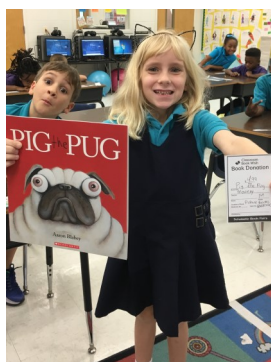
FOSTERING GRIT IN THE CLASSROOM

INDUCE PURPOSEFUL FRUSTRATION

This might sound like student torture, but it's really not. This method provides an effective way for teachers to help students understand grit. If you locate an activity that matches the interests of your students, it is can also be really engaging and fun. Frustration inducing activities might include brain teasers, riddles, mind benders, or logic puzzles. In most cases, these tasks provide complexity, critical analyses, and problem-solving. It is important to help students see that the end result is not as important as the process by which they tackle the challenge.



Rewarding and encouraging students for their efforts in lieu of the end result is key. During these types of activities, be aware of how you encourage students. Some well-intentioned compliments designed to reinforce students may actually hinder their confidence. For example, "you are so smart" or "you have so much talent" can serve to promote a fixed mindset. These types of comments may inhibit the likelihood that students will take risks to solve problems in the future. On the other hand, "you are working so hard" or "even though this is really difficult for you, you are really sticking with it" promote the development of grit (and a growth mindset). Opting for feedback that promotes a growth mindset increases the likelihood that students will take risks in other challenging situations in the future.



YOUR CHANCE TO WIN! SEND AN EMAIL TO: OAICPOLK-FL.NET

PLEASE RESPOND TO THE FOLLOWING STATEMENT:

WHAT ARE YOUR FAVORITE WAYS TO FOSTER GRIT IN THE CLASSROOM?