



Brain Likes

I. Learning

- A. Students have an innate drive to learn and master. It may not be the school lessons they seek but the learning is the brain's function and it's nearly insatiable about what it wants to learn. Interdisciplinary approaches work well.

II. Recognized

- A. Students want to be known and given credit for accomplishments. See every student as talented. Put up their pictures, provide opportunities for all to shine with their talents.

III. Security

- A. Students need to feel safe, not abused or denigrated by activities outside their abilities and

interests. Reduce emphasis on grading. Fear and anxiety reduce learning.

IV. Novelty

A. Students love new experiences. The brain tingles with alertness at what might happen under new conditions. Use music, art, color, plants, visitors, stories. Students want a different activities. Otherwise they use the B word: boring and the brain goes to sleep. Use humor, rhythms, reality in all its complexity

V. Adventure

A. Students love adventure, excitement. That's fun and thrilling. It's emotionally satisfying for the brain, meaning deep permanent learning! Games, making things, drama fill the bill. Laughter is essential. Use a variety of materials.

VI. Activity

A. Students have strong kinesthetic learning needs. They hate sitting still very long It's unnatural and brain antagonistic. They like active, real learning of interest to them. They want to make things, provide services, participate in simulations. Use projects.

VII. Do it myself

A. Students like to be involved, not just sit and listen. They want to test their wings and learn by doing. They will try over and over at tasks they think they can succeed at. They want to show they are capable and can be successful.

VIII. Trusted

A. Students want to feel liked and know that they are thought of as trustworthy. They love being given responsibility for real tasks. They appreciate that a teacher believes in them. Involve students in decisions about nearly everything. Advisory programs help at the secondary level.

IX. How am I doing?

A. Students need to know specifically and immediately how they are doing, not by grades but by suggestions and coaching. Be specific about how to improve.

X. Questions

A. Students have many questions about life, society, friends, themselves. They have widespread interests and are eager to explore for information and answers to their questions.

XI. Community

A. Students want to connect with life. The school door should swing both ways with students going into the community and community members coming into the school. Use internships, shadow studies, research.

