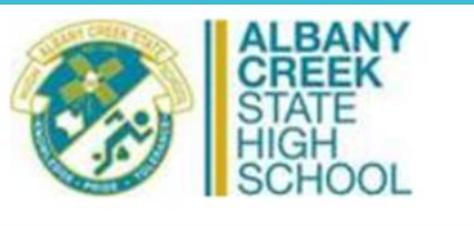


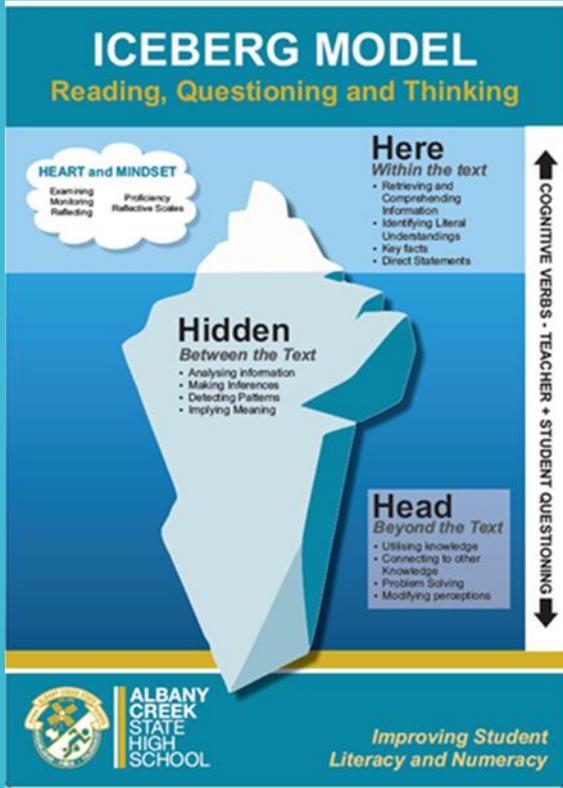
How to be help your students be more resilient....

May 23rd

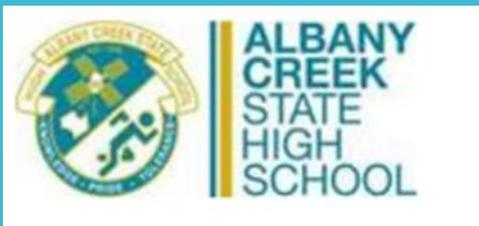
Michelle Brown. mbrow50@eq.edu.au



Is my child's intelligence static??

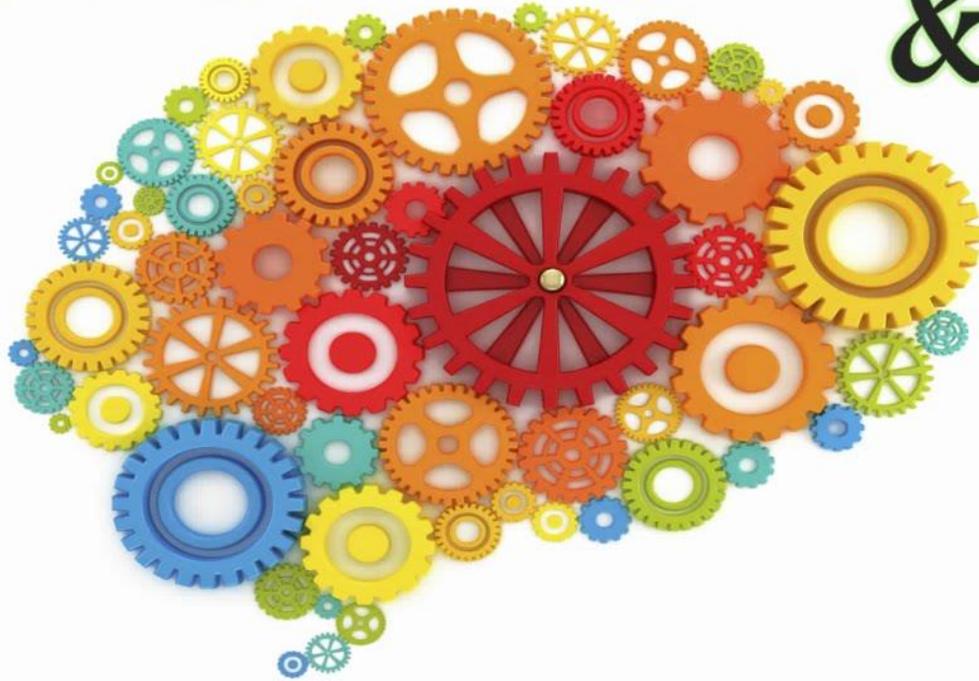


- What do you think? Write down what you think on the sheet provided.



Is my intelligence static? Can I get smarter?

10 Ways to Increase Your Intelligence & Improve Your IQ Score



21st Century Skills – Creative and Critical Thinking

ICEBERG MODEL

Reading, Questioning and Thinking

HEART and MINDSET

Examining
Monitoring
Reflecting

Proficiency
Reflective States

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- Analy
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HIGH SCHOOL

The Blue Room

The motivation room

Creative, imaginative, dreaming, visualising, self-oriented

Sees possibilities

Mind wanders, often dreaming

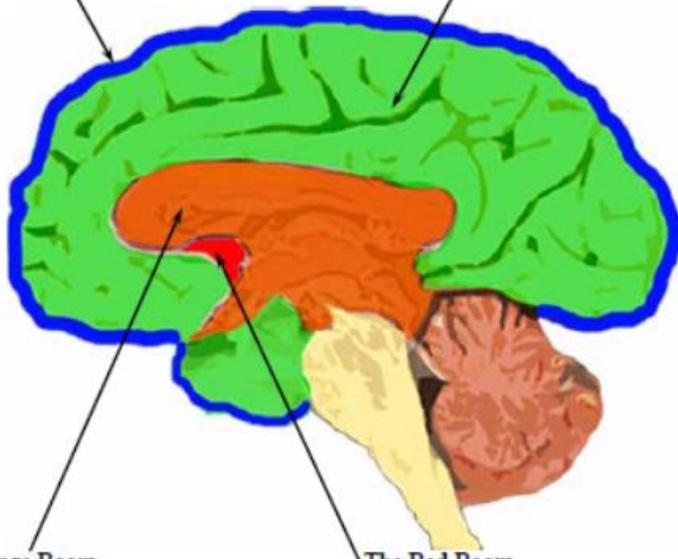
The Green Room

The doing room

Thoughtful, rational, caring, sharing, other people-oriented

Acts on possibilities

Mind focused, purposeful



The Orange Room

The emotional room

Thoughtful, caring, engaging, happy simmers, brews ideas, stew on issues

Considers consequences

Sadness, happiness, love, surprise, shame

Mind filtered through emotions (Orange and Green Rooms interact)

The Red Room

The fight or flight room

Impulsive, destructive, action-oriented

Ignores consequences

Anger, fear, rage, panic

Access to logical thinking (Green Room) usually denied

© 2000 John Joseph and Kym Brown

Defining the Issues

The Blue Room

The Room of Imagination

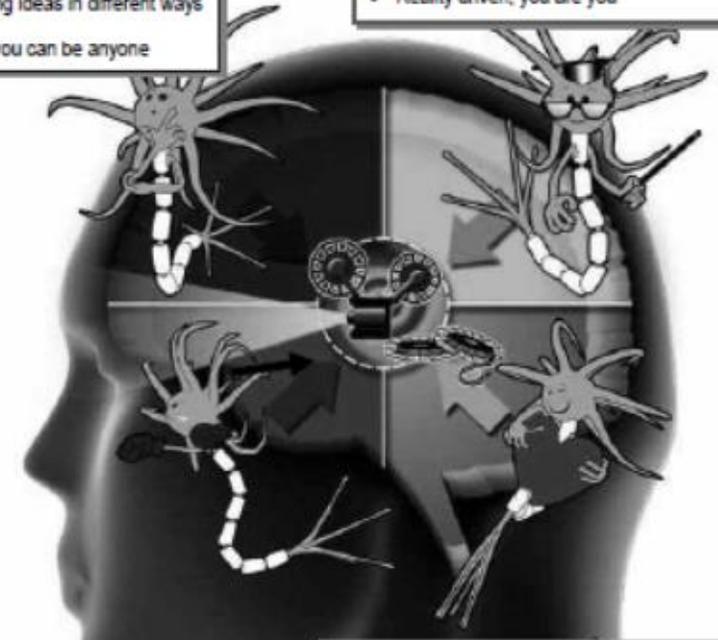
- Imaginative
- Creative and design-oriented
- Contextual
- Playful
- Tackles novel challenges
- Detects opportunities, takes chances
- Reassemble existing Ideas in different ways
- Metaphor-driven
- Possibility-driven, you can be anyone

The Green Room

The Room of Logic

- Reasoned
- Methodical and sequential
- Textual
- Purposeful
- Solves routine problems
- Analyses the risks, treads carefully
- Pull apart the whole to analyse its parts
- Literal-driven
- Reality driven, you are you

Stimulus from the outside world or from inside your mind turns on a picture we call PERCEPTION. The perception is affected by the concepts we already hold. This explains why different people perceive the same event differently.



The Red Room

The Room of Impulse

- The mixing of emotion with behaviour
- Experience Imposes a reactionary landscape on the present and future
- Usually brief, and always intensive
- Rapid deployment of behaviour
- The Room of Impulse
- Public
- Strong physiological responses
- Action-oriented
- Rarely active
- Stimulated and enhanced during stress

The Orange Room

The Room of Moods and Feelings

- The mixing of emotion with thought
- Experience Imposes an interpretive landscape on the present and future
- Sometimes brief and sometimes intensive
- Thoughtful deployment of behaviour
- Private
- Weak physiological responses
- Feeling-oriented
- Always active
- Impeded by stress

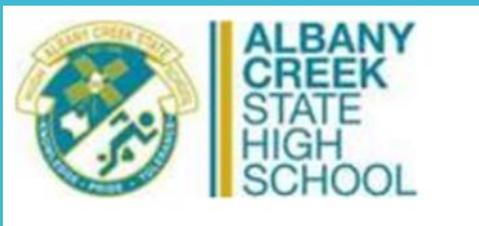
© The Emotional Rooms Model

The Room



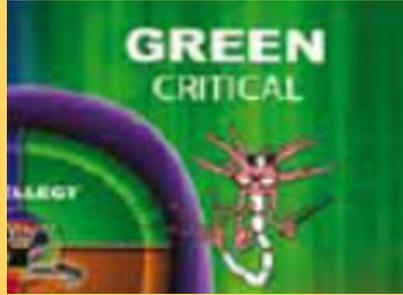
- Go back to the handout which gives you an overview of the Brain rooms.
- What experiences do you enjoy in the Blue Room?
- What helps you get there?

- Sample answer from Ms Brown-
- I feel that I am in the Blue room when I read a great novel and I am invested in the character. I also feel that I am in the blue room when I make ppts like this – I hate boring space so I get into this mode by searching the internet for great images, I try and think about an idea from multiple view points – which then challenges me to think more creatively.





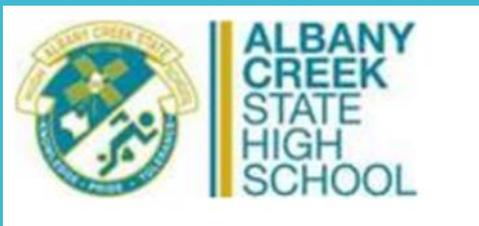
The Green Room

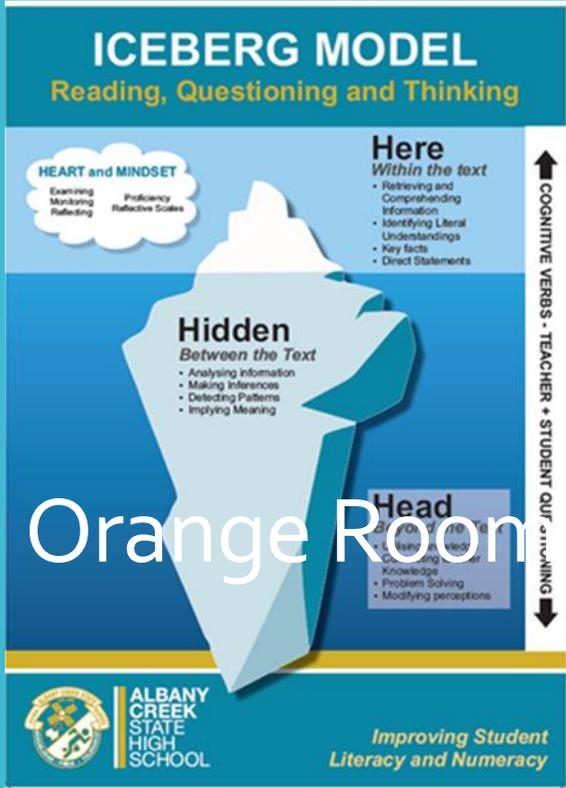


- What experiences do you enjoy in your Green Room?
- When do you go there?



- Sample from Ms Brown – obviously as a history teacher – my brain spends a lot of time in the Green Room – analysing sources, choosing good materials for students, weighing up one source compared to another. But outside of school I find that I go to the green room when I am watching movies and they are done poorly – then my brain goes into overdrive looking for plot flaws etc?





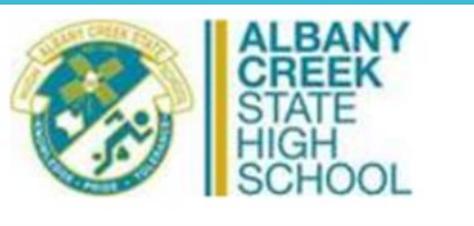
Orange Room

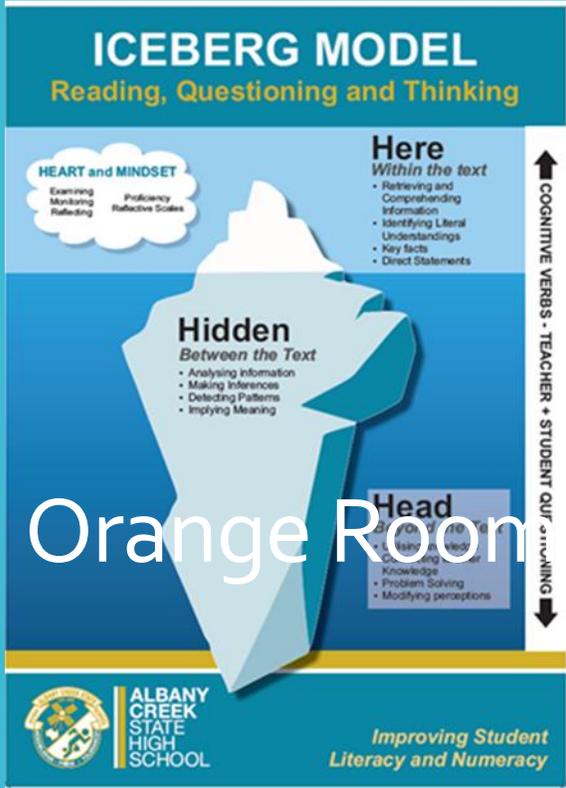


- What personal experiences do you enjoy in your Orange Room – what sends you there in a positive way?



- Sample from Ms Brown
- walking my dog along the beach
- Coffee with friends
- Viber conversations with my best friend
- Reading something that is written so beautifully that you actually feel the emotion
- Succeeding in a personal challenge that I have set myself.





Orange Room

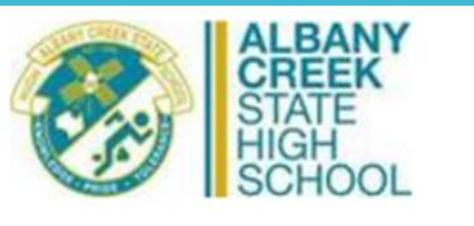


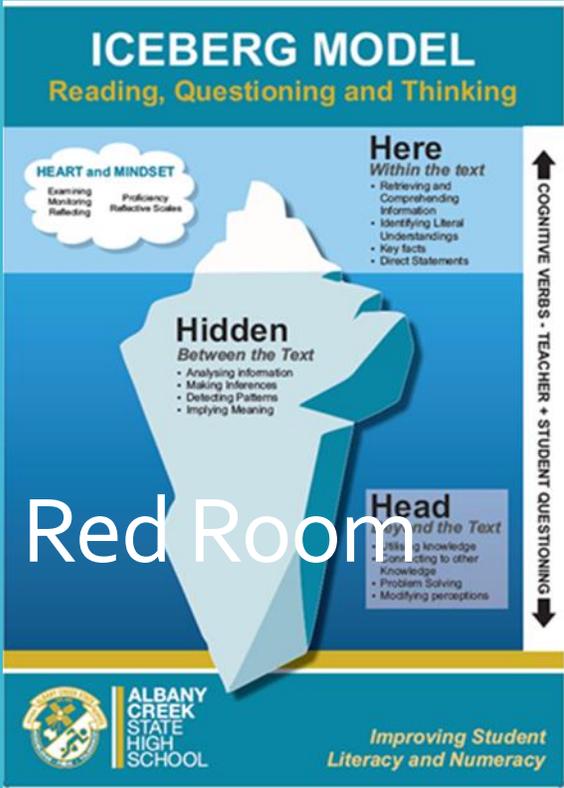
- What personal experiences do you enjoy in your Orange Room – what sends you there in a negative way?



Sample from Ms Brown

- When I get into a discussion with someone I am not friendly with and I am tired – it sometimes goes the wrong way, and I can brood over that for awhile and it takes me a lot of effort to put the negative feelings out of my brain.
- When I am sitting in a meeting that doesn't seem directly necessary to me and I am stressed out by all the work I have to do – I then have to work very hard to stay engaged with the meeting and stop that little voice in my head from saying "God, kill me now!"





Red Room

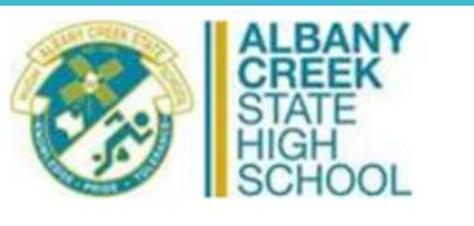


- When was the last time you were in your Red Room? What got you there?
- How did you manage it?

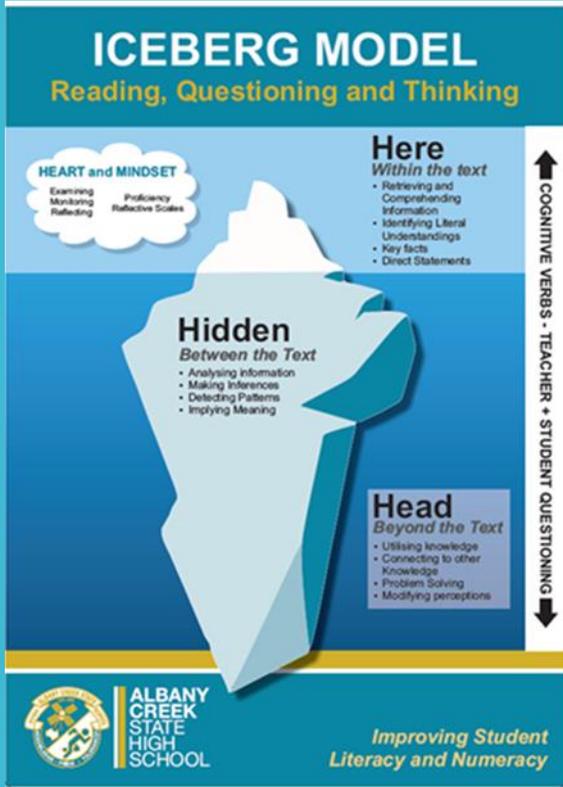
Sample from Ms Brown-

-obviously I try to stay out of this headspace in my work place – I don't like to fight with people so I do my best to avoid it. If it is absolutely necessary to take a stand I try to be very calm about my position, and to try and think about the other person's point of view. Not always easy. I have been very upset by incidents at work – and I was totally unable to think through what to do – in that instance – I found a safe space, some one I trusted to talk to.

If I am really feeling not safe about a topic of conversation – I sometimes say – let me think about that tonight and I will get back to you tomorrow – it removes me from the situation, it allows my brain time to calm itself and then I can deal with the situation more rationally at a later date.



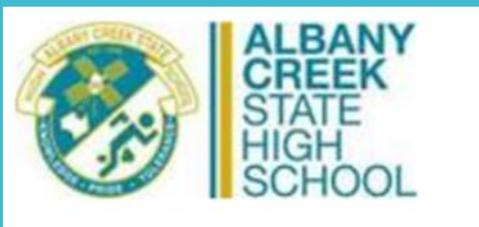
Remember this...



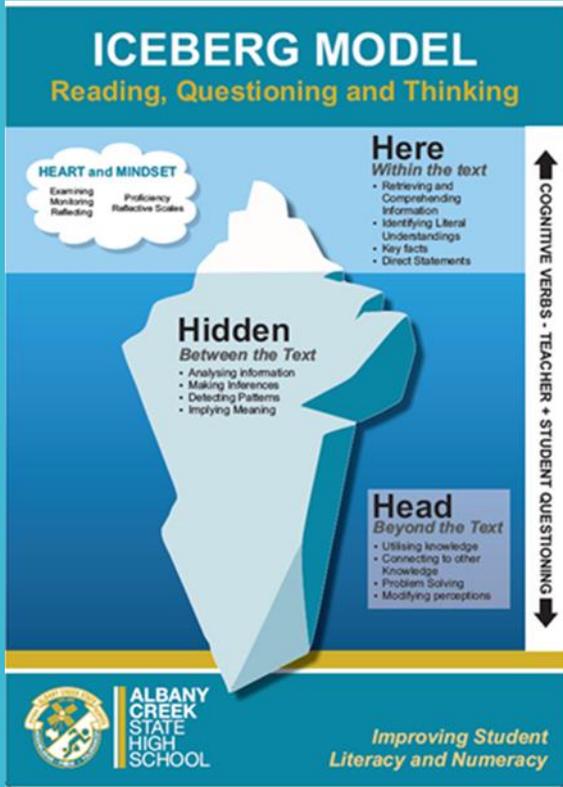
- The fight or flight part of our brain is designed to protect us in times of extreme stress. Everyone goes there at some stage.
- The trick is to not go there very often. Why not? We remember the negative stuff longer!! It can harm us if we stay there too often.

Physiological responses resulting from Red Room incidents

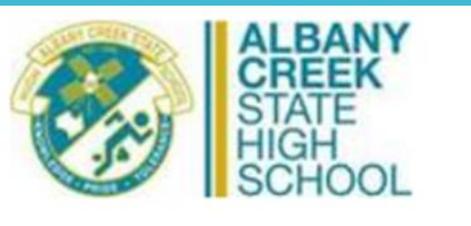
- slowing of emotional reaction, drop in adrenaline levels
- simmer and brew for hours or even days, pass blame
- create high levels of arousal, remain on a knife's edge for hours or days
- undergo extended cognitive appraisal, recreate the situation with multiple scenarios
- develop memory engrams that are powerful, unable to get incident off mind
- cause moods to develop and be sustained, feel powerless
- develop negative feedback loops between the emotional and rational parts of the brain
- create future responses for our brains to use, Red Room response committed to memory



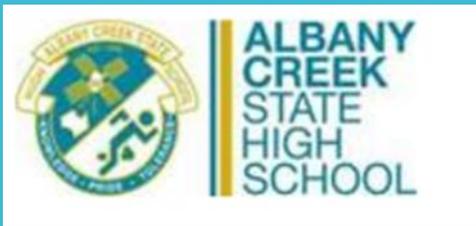
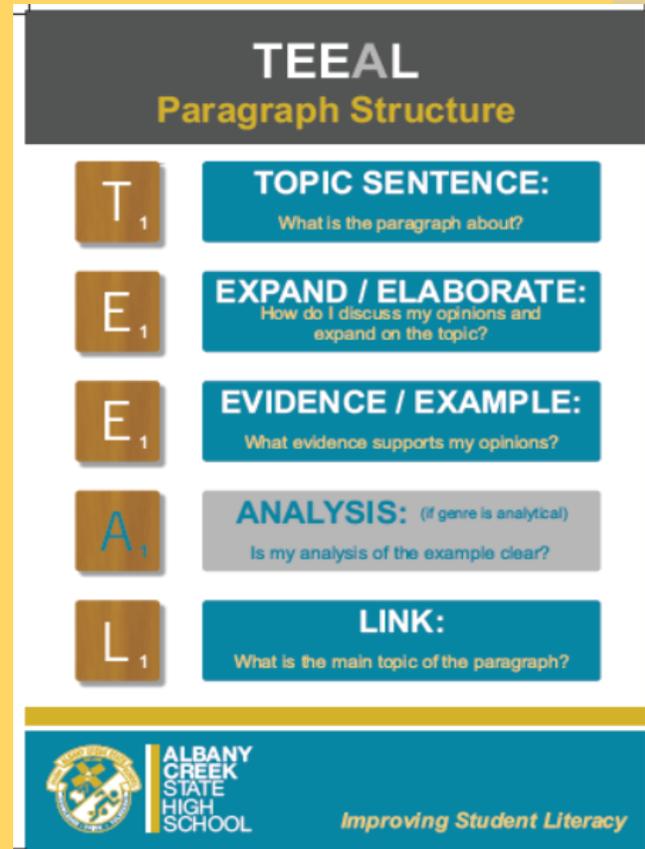
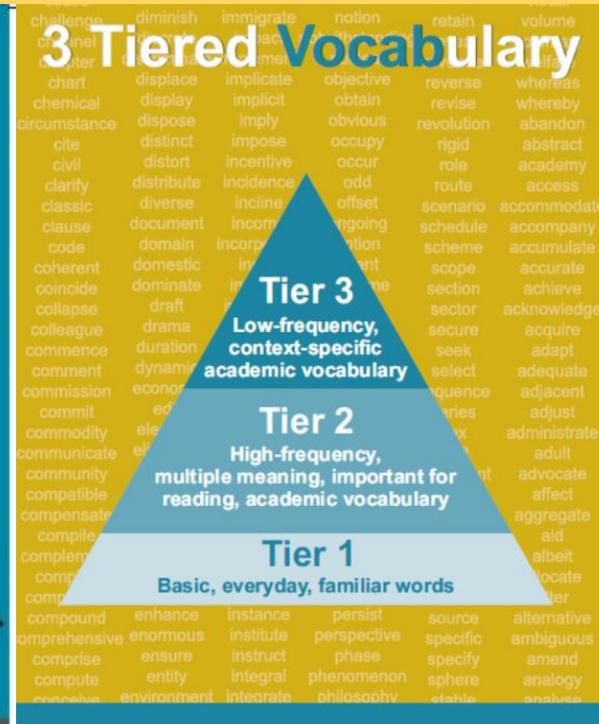
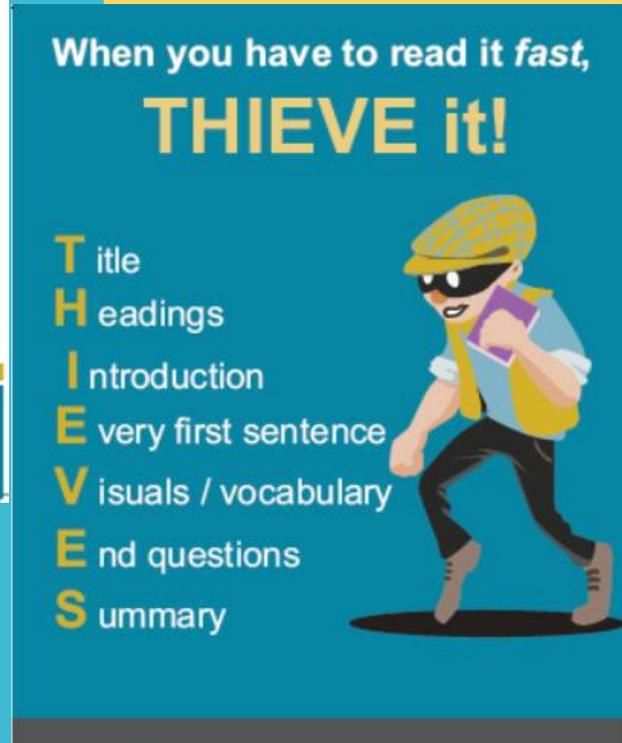
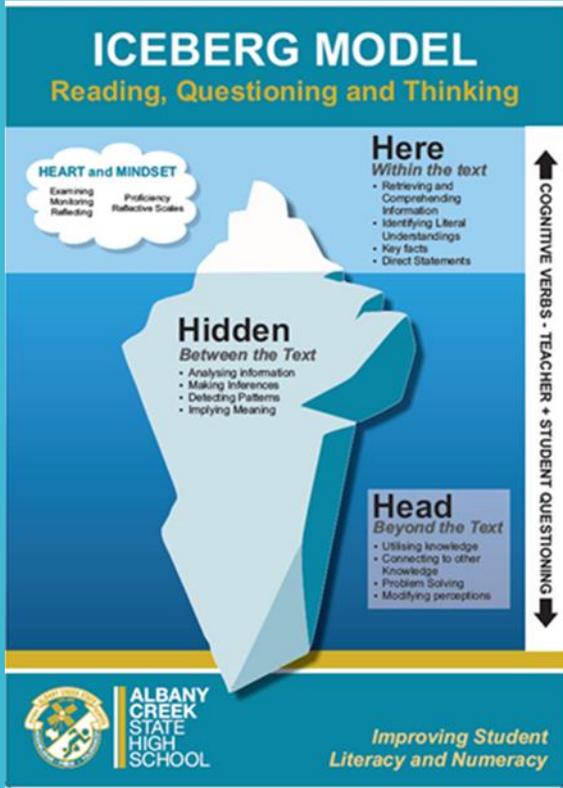
Eric Jensen – Brain based learning



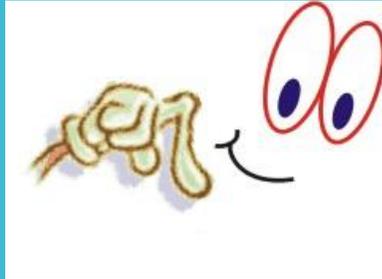
1. The brain is not logical or sequential in the ways it takes in and makes meaning of input from the world outside. (Leslie A. Hart, 1983) Instead, it is constantly searching for patterns to understand in the surrounding environment. In their instruction, teachers should allow students to identify, understand and apply patterns. We cannot predict what any one particular child will perceive as a pattern because so much depends upon prior knowledge, the existing neural networking of the brain used to process the input, and the context in which the learning takes place.
2. We need to give students constant opportunities to apply and reapply knowledge and skills again and again in varying settings until the information is recallable in a usable form, i.e. a behavior, a skill, a habit.



What are the patterns in our school?

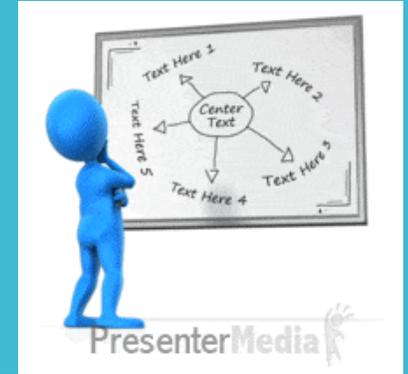


See-Highlight the key words on the task. Make sure you know what you have to do –as instructed by the task –pay attention to the extra advice given in class



Plan-Usually the task will have some sort of pre-set structure – a planning sheet or scaffold with extra clues – use it!

Make your own.



Check!!!!!!

Tick off instructions on task sheet – have I actually done what the teacher asked?

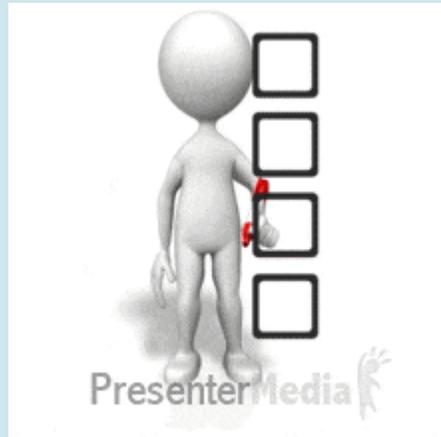
Check criteria

Sheet – Have I provided

What this sheet says

My teacher is looking

For in my goal mark?



Do-



ICEBERG MODEL

Reading, Questioning and Thinking

HEART and MINDSET

Examining
Monitoring
Reflecting

Proficiency
Reflective Scales

Here

Within the text

- Retrieving and Comprehending Information
- Identifying Literal Understandings
- Key facts
- Direct Statements

Hidden

Between the Text

- Analysing information
- Making Inferences
- Detecting Patterns
- Implying Meaning

Head

Beyond the Text

- Utilising knowledge
- Connecting to other Knowledge
- Problem Solving
- Modifying perceptions

↑ COGNITIVE VERBS - TEACHER + STUDENT QUESTIONING ↓

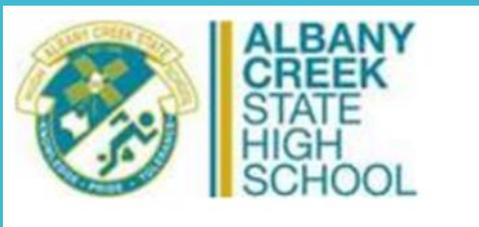
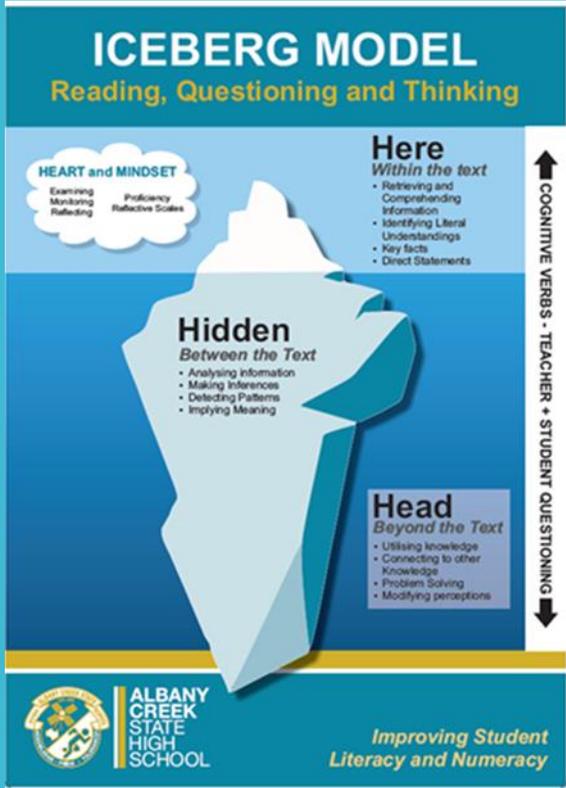
- Key verbs – Explain, describe, interpret, identify, analyse, evaluate justify/validate.
- ‘Sneaky’ verbs eg. Draw conclusions – draws on students assumed knowledges.



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*Improving Student
Literacy and Numeracy*

Why does the amount of sleep matter?



- Scientific American says that sleep serves to re-energise the body's cells, clear waste from the brain and support learning and memory.
- If you don't get enough sleep than your brain may not improve its function, it might in fact decrease function
- Can you remember a time when your brain simply would not work because it was too tired?