



Begin With the Brain: What Educators and Parents need to Know **Martha Kaufeldt**

Popular Presenter: Martha is a popular trainer and keynote speaker who would be delighted to attend the Learning Brain Europe 2009 Conference if invited! I highly recommend that we snap her up! Martha's particular strengths address practical Brain Compatible classroom strategies that teachers can understand and implement **immediately**.

Martha's engaging seminar provided valuable information about three key elements of Brain Compatible Teaching and Learning.

Here's the 3:

Brain-Compatible Element No.1 **LESS STRESS!!**

When the brain reacts to stress and perceived threat, its capabilities to learn are MINIMISED. Maintaining an emotionally SAFE and SECURE climate, a healthy environment promoting personal relationships and social skills, is vital for learning!

Brain-Compatible Element No.2 **DO THE REAL THING!**

For POWERFUL LEARNING to occur, the brain must be stimulated in multi-sensory, ENRICHED ENVIRONMENTS. Multi-sensory experiences promote brain growth and connections. Encourage discovery play and meaningful engagement.

Brain-Compatible Element No.3 **USE IT OR LOSE IT! USE IT OR LOSE IT!**

To guarantee long-term retention, the brain must have multiple opportunities to ACTIVELY PROCESS new learning. Using preferred learning styles and intelligences, the learner can REFLECT, COLLABORATE and MAKE CHOICES. Differentiate Instruction, vary grouping and orchestrate opportunities to apply new learning in real-world experiences.

(You can see how Kagan's Structures definitely pass the test!!!)

Nothing new to these three elements I hear you say, if all teacher's in our network had been taught by this trainer I would agree with you as we would all be implementing them on a daily basis, moment-by-moment instead of a vague notion somewhere in the back of our minds.

The three elements can be used to frame ALL new initiatives, curriculum change, goals and strategies being considered by a school or teacher. The following reflection questions could be used to assess new ideas for Brain-Compatibility:

- 1) Is this idea or strategy one that will be "overly" stressful for students? (If so, which ones?) Does it promote a safe and secure climate and environment? Does it promote inclusion and build social skills? Is it? "body-compatible." Does it promote self-reliance and independence? Does it help students understand the approach or does it create confusion and chaos?? etc.
- 2) Is this idea or strategy one that will provide multi-sensory experiences? Does it promote engagement

and excitement? Does it demand movement and "hands-on" participation? Is it developmentally appropriate? Does it help students make connections to the real world? Does it promote curiosity? Is it meaningful? Will parts of it be FUN and JOYFUL?

3) Does this idea or strategy encourage students to actively process their learning? Does it provide opportunities for all of the Multiple Intelligences? Does it require that students REFLECT on new concepts and skills? Does it promote students making some CHOICES? Does it encourage differentiated instructional strategies? Does it include COLLABORATION opportunities for students to work with partners and small flexible groups?

Martha's unique experiences and extensive teaching background have provided her with many examples and suggestions for teachers to best implement recent brain research into daily classroom practice. Martha began her passion for understanding brain research and classroom applications in 1984 and gives concrete classroom application strategies on how to implement the theories.

I was thoroughly engaged throughout the presentation, I appreciated Martha's humorous style of presenting, lamented at not being taught at school myself by a 'Martha' and left at the end with bags of energy as well as practical applications of brain-compatible learning concepts and a huge desire to know more.

Gavin Clowes

www.beginwiththebrain.com