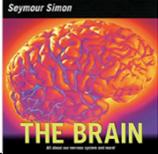
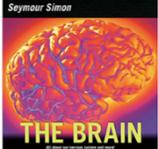
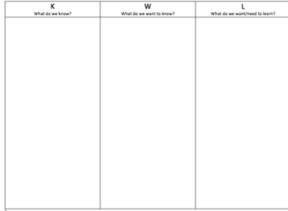


# 100 Days of Educational Neuroscience

## Scope and Sequence

Teachers can use the 100 days of educational neuroscience to strategically implement lessons in the classroom. Use 2-3 lessons a week to discuss and reflect with students for five to ten minutes. The lessons are laid out in a manner that builds on previous understanding and knowledge. The guiding questions, strategies, and resources are intended to be a guide. The hope is that each teacher will bring a personal touch to each conversation, each year with uniquely different groups of students.

<b><i>Teaching Brain Aligned Content for Engagement, Relationship and Regulation</i></b>		
<p><b>Day 1:</b>  <b>The Brain</b>  <b>Neuroanatomy</b>  <b>Guiding Question</b>            What is the brain like?</p>	<p><b>Strategies/Activity</b>            Create brain storm lists in small groups so students can work together with guessing what the brain is like. After some guessing and wondering, provide them with a few objects like a three-pound weight, tofu, Jello, a jug of water and/or some type of fat. Discuss how the brain shares many of the characteristics from the objects.  <u>To Do:</u> Create the brain is like statements.            The brain is like...</p>	<p><b>Resources</b>  <a href="https://www.coolkidfacts.com/facts-about-the-brain-for-kids/">https://www.coolkidfacts.com/facts-about-the-brain-for-kids/</a>  <a href="http://www.sciencekids.co.nz/sciencefacts/humanbody/brain.html">http://www.sciencekids.co.nz/sciencefacts/humanbody/brain.html</a>  <a href="https://www.healthline.com/health/fun-facts-about-the-brain">https://www.healthline.com/health/fun-facts-about-the-brain</a></p>
<p><b>Day 2:</b>  <b>The Brain</b>  <b>Neuroanatomy</b>  <b>Guiding Question</b>            What is the brain like?</p>	<p><b>Strategies/Activity</b>            Watch and the discuss and reflect on video.</p>	<p><b>Resources</b>  <b>Elementary:</b>  <a href="https://www.youtube.com/watch?v=-nH4MRvO-10">https://www.youtube.com/watch?v=-nH4MRvO-10</a>  <b>Secondary:</b>  <a href="https://www.youtube.com/watch?v=XSzsl5aGcK4">https://www.youtube.com/watch?v=XSzsl5aGcK4</a></p>
<p><b>Day 3:</b>  <b>The Brain</b>  <b>Neuroanatomy</b>  <b>Guiding Question</b>            What is the brain like?</p>	<p><b>Strategies/Activity</b>            Read Aloud and engage in discussion, questioning, wondering, all while adding new background understanding to learning.  <u>To Do:</u> Divide book into two day read aloud. Choose intentional stopping points for emphasis.</p>	<p><b>Resources</b>  <b>Elementary:</b>            Book: <i>The Fantastic Elastic Brain</i>, By: JoAnn Deak, Ph.D.    <b>Secondary:</b>  <i>The Brain</i> By: Seymour Simon  </p>
<p><b>Day 4:</b>  <b>The Brain</b>  <b>Neuroanatomy</b>  <b>Guiding Question</b>            What is the brain like?</p>	<p><b>Strategies/Activity</b>            Read Aloud and engage in discussion, questioning, wondering, all while adding new background understanding to learning.  <u>To Do:</u> Complete book in read aloud today.</p>	<p><b>Resources</b>  <b>Elementary:</b>            Book: <i>The Fantastic Elastic Brain</i>, By: JoAnn Deak, Ph.D.    <b>Secondary:</b>  <i>The Brain</i> By: Seymour Simon  </p>

<p><b>Day 5:</b>  <b>The Brain</b>  <b>Neuroanatomy</b>  <b>Guiding Question</b>          What is the brain like?</p>	<p><b>Strategies/Activity</b>          Pass out brain shaped papers for exit slips as students write out or draw what they have done over the past 24 hours and what part of the brain did this occur or impact?  <b>To Do:</b> Post student responses to exit slip.</p>	<p><b>Resources</b></p> 
<p><b>Day 6:</b>  <b>The Brain</b>  <b>Neuroanatomy</b>  <b>Guiding Question</b>          What do you know about the brain?</p>	<p><b>Strategies/Activity</b>          Pre-Assessment: Brain Jeopardy Online Activity          Complete the activity whole group and discuss as you work through the questions. At the end, note your score for later comparison to post assessment.</p>	<p><b>Resources</b>  <b>Brain Jeopardy</b>  <a href="https://jeopardylabs.com/play/brain-aligned-teaching7">https://jeopardylabs.com/play/brain-aligned-teaching7</a></p>
<p><b>Day 7:</b>  <b>The Brain</b>  <b>Neuroanatomy</b>  <b>Guiding Question</b>          What do you know about the brain?</p>	<p><b>Strategies/Activity</b>          View Hand Model of the Brain video and discuss. Practice creating and identifying parts of the brain with hand models. Remember to use partner's names at the beginning and end of the activity/share. How could using this hand model be helpful to individuals, whole group, and in other environments.  <b>To Do:</b> Create an anchor chart identifying amygdala, prefrontal cortex, and hippocampus. Teachers and students can begin to create a Brain Area in the classroom where findings and questions are posted.</p>	<p><b>Resources</b>  <b>Hand Model of the Brain</b>  <a href="https://www.youtube.com/watch?v=5CpRY9-MIHA">https://www.youtube.com/watch?v=5CpRY9-MIHA</a></p>
<p><b>Day 8:</b>  <b>The Brain</b>  <b>Neuroanatomy</b>  <b>Guiding Question</b>          What does the brain control?</p>	<p><b>Strategies/Activity</b>          Watch and discuss areas of the brain from the Sentis video from resources. What new learning did we take away? What are the names of these parts of the brain?  <b>To Do:</b> Add new learning to anchor charts with labels, small sticky notes, and/or pictures.</p>	<p><b>Resources</b>  <b>Sentis Video: Areas of the Brain</b>  <a href="https://www.youtube.com/watch?v=5_vT_mnKomY&amp;index=2&amp;list=PL">https://www.youtube.com/watch?v=5_vT_mnKomY&amp;index=2&amp;list=PL</a></p>
<p><b>Day 9:</b>  <b>The Brain</b>  <b>Neuroanatomy</b>  <b>Guiding Question</b>          What do you want to know about the brain?</p>	<p><b>Strategies/Activity</b>          Spend time reviewing and looking over notes from the week and then create a KWL chart for future learning opportunities, relevancy, relationships, and engagement.  <b>To Do:</b> Display individual or group questions to return to in the near future. Use these guiding questions to support curriculum, morning meeting, advisory, discussion, and/or relationship connection.</p>	<p><b>Resources</b>  <a href="https://www.youtube.com/watch?v=kMKc8nfPATI">https://www.youtube.com/watch?v=kMKc8nfPATI</a></p> 
<p><b>Day 10:</b>  <b>The Brain</b>  <b>Neuroanatomy</b>  <b>Guiding Question</b></p>	<p><b>Strategies/Activity</b>          Post Assessment: Brain Jeopardy Online Activity</p>	<p><b>Resources</b>          Brain Jeopardy  <a href="https://jeopardylabs.com/play/brain-aligned-teaching7">https://jeopardylabs.com/play/brain-aligned-teaching7</a></p>

<p>What do you know about the brain?</p>		
<p><b>Day 11:</b>  <b>The Brain</b>  <b>Neuroanatomy</b>  <b>Guiding Question</b>          What three areas of the brain will we be focusing on when discussing and learning about educational neuroscience?</p>	<p><b>Strategies/Activity</b>          We have spent time talking about what the brain is like and introducing the areas of the brain. This week we will look closely at the prefrontal cortex, hippocampus and amygdala. Today we are going to spend time reviewing, reflecting and connecting to what we will be learning throughout this week.</p>	<p><b>Resources</b>  <b>What are the parts of the brain?</b>  <a href="https://www.youtube.com/watch?v=jdJ5eq6iNPA">https://www.youtube.com/watch?v=jdJ5eq6iNPA</a></p>
<p><b>Day 12:</b>  <b>The Brain</b>  <b>Neuroanatomy</b>  <b>Guiding Question</b>          What is the prefrontal cortex?</p>	<p><b>Strategies/Activity</b>  <b>Prefrontal Cortex-</b>          Where we do life (cognitive, emotional, behavioral functioning). The prefrontal cortex goes offline when faced with danger (fear or stress). The prefrontal cortex communicates through words, spoken language. Teach students that their prefrontal cortex is where decision making happens - we want to be in our prefrontal cortex at school! Teach students to put their hands over their forehead to find their prefrontal cortex.  <u>To Do:</u> Create an anchor chart for executive functions and reflect throughout the day when we are using the prefrontal cortex.</p>	<p><b>Resources</b>  <a href="https://www.youtube.com/watch?v=tLKTJ8igZ9I">https://www.youtube.com/watch?v=tLKTJ8igZ9I</a>  <a href="https://www.youtube.com/watch?v=IfKLMqpfjWs">https://www.youtube.com/watch?v=IfKLMqpfjWs</a>  <a href="https://www.youtube.com/watch?v=REo3fzja5xs">https://www.youtube.com/watch?v=REo3fzja5xs</a></p>
<p><b>Day 13:</b>  <b>The Brain</b>  <b>Neuroanatomy</b>  <b>Guiding Question</b>          What is the prefrontal cortex?</p>	<p><b>Strategies/Activity</b>  <b>Prefrontal Cortex-</b>          Where we do life (cognitive, emotional, behavioral functioning). The prefrontal cortex goes offline when faced with danger (fear or stress). The prefrontal cortex communicates through words, spoken language. Teach students that their prefrontal cortex is where decision making happens - we want to be in our prefrontal cortex at school! Teach students to put their hands over their forehead to find their prefrontal cortex.  <u>To Do:</u> Review the anchor chart and add new learning from today's discussion.</p>	<p><b>Resources</b>  <a href="https://www.youtube.com/watch?v=FZLXggsK6oA">https://www.youtube.com/watch?v=FZLXggsK6oA</a>  <a href="https://www.understood.org/en/learning-attention-issues/child-learning-disabilities/executive-functioning-issues/3-areas-of-executive-function">https://www.understood.org/en/learning-attention-issues/child-learning-disabilities/executive-functioning-issues/3-areas-of-executive-function</a></p>
<p><b>Day 14:</b>  <b>The Brain</b>  <b>Neuroanatomy</b>  <b>Guiding Question</b>          What is the hippocampus?</p>	<p><b>Strategies/Activity</b>  <b>Hippocampus</b>          Formation of new memories and learning emotions. Chronic stress causes increased levels of cortisol and adrenaline that can damage and kill cells in the hippocampus. Why is memory important for learning at school?</p>	<p><b>Resources</b>  <a href="https://www.youtube.com/watch?v=5EyaGR8GGhs">https://www.youtube.com/watch?v=5EyaGR8GGhs</a>  <a href="https://www.youtube.com/watch?v=XvjrqOTNa8Y">https://www.youtube.com/watch?v=XvjrqOTNa8Y</a></p>

	<u>To Do:</u> Highlight the hippocampus on anchor chart and its function.	
<b>Day 15:</b> <b>The Brain</b> <b>Neuroanatomy</b> <b>Guiding Question</b> What is the hippocampus?	<b><u>Strategies/Activity</u></b> <b>Hippocampus</b> Formation of new memories and learning emotions. Chronic stress causes increased levels of cortisol and adrenaline that can damage and kill cells in the hippocampus. Why is memory important for learning at school? <u>To Do:</u> Review the anchor chart and add new learning from today's discussion.	<b><u>Resources</u></b> <a href="https://www.kidsdiscover.com/quick-reads/meet-hippocampus-memories-go-make-sense/">https://www.kidsdiscover.com/quick-reads/meet-hippocampus-memories-go-make-sense/</a>  <a href="http://brainmadesimple.com/hippocampus.html">http://brainmadesimple.com/hippocampus.html</a>
<b>Day 16:</b> <b>The Brain</b> <b>Neuroanatomy</b> <b>Guiding Question</b> What is the amygdala?	<b><u>Strategies/Activity</u></b> The amygdala is the alarm center for the brain. It is the emotional station for our brain and it can make our prefrontal cortex go offline and disrupt our ability to think. The amygdala communicates through emotions. When the amygdala is firing we need to regulate/calm. <u>To Do:</u> Label the amygdala on anchor chart and its function.	<b><u>Resources</u></b> Bring in almonds or small rocks in the shape of the amygdala to support discussion of amygdala.  <a href="https://www.youtube.com/watch?v=d_5DU5opOFk&amp;index=3&amp;list=PLq1Cit1ObKYTqgMpmujruBllvXucAEwzD">https://www.youtube.com/watch?v=d_5DU5opOFk&amp;index=3&amp;list=PLq1Cit1ObKYTqgMpmujruBllvXucAEwzD</a>
<b>Day 17:</b> <b>The Brain</b> <b>Neuroanatomy</b> <b>Guiding Question</b> What is the amygdala?	<b><u>Strategies/Activity</u></b> The amygdala is the alarm center for the brain. It is the emotional station for our brain and it can make our prefrontal cortex go offline and disrupt our ability to think. The amygdala communicates through emotions. When the amygdala is firing we need to regulate/calm. <u>To Do:</u> Review the anchor chart and add new learning from today's discussion.	<b><u>Resources</u></b>  <a href="http://brainmadesimple.com/amygdala.html">http://brainmadesimple.com/amygdala.html</a>
<b>Day 18:</b> <b>The Brain</b> <b>Neuroanatomy</b> <b>Guiding Question</b> Where is the prefrontal cortex, amygdala, and hippocampus?	<b><u>Strategies/Activity</u></b> Classroom community create Brain Hats from resources. Spend time wearing, discussing and reflecting on learning from the week. <u>To Do:</u> Spend time creating brain hats to demonstrate knowledge of brain regions.	<b><u>Resources</u></b> <b>Brain Hat Activity</b> <a href="https://steameducation.wordpress.com/2012/03/21/brain-hat-activity/">https://steameducation.wordpress.com/2012/03/21/brain-hat-activity/</a>  <b>Momentous Institute</b> <a href="http://momentousinstitute.org/video-library">http://momentousinstitute.org/video-library</a>
<b>Day 19:</b> <b>Focused Attention Practices</b> <b>Guiding Question</b> What is a focused attention practice?	<b><u>Strategies/Activity</u></b> A focused attention practice is an exercise to quiet the body and focus the mind. The practices calm and soothe the limbic brain and allow us to return to a calm baseline. Complete your first focused attention practice as a class. Discuss and reflect after focused attention practice. How do you feel? What do you notice about your body? Mind? Accept positive and negative feedback as this is creating a safe space to share.	<b><u>Resources</u></b> <b>Focused Attention Practice</b> <ol style="list-style-type: none"><li>1. Begin with tracing our fingers of each hand with an inhale and exhale!</li><li>2. Start for only 30 seconds or less and build up time as a challenge for the class.</li></ol> Always make this a choice and reflect for a minute afterwards. (See Focused Attention Practice resource for a list of other practices.)

	<p><u>To Do:</u> Notice. Notice who is participating and providing feedback and connect with those students who need support.</p>	<p><a href="https://www.edutopia.org/blog/brain-breaks-focused-attention-practices-lori-desautels">https://www.edutopia.org/blog/brain-breaks-focused-attention-practices-lori-desautels</a></p>
<p><b>Day 20:</b>  <b>Focused Attention Practices</b>  <b>Guiding Question</b>          What is a focused attention practice?</p>	<p><b><u>Strategies/Activity</u></b>          Review the purpose of a focused attention practice. Spend time completing the same focused attention practice from previous day, adding on a few seconds if students are ready. Discuss and reflect after focused attention practice. How do you feel? What do you notice about your body? Mind? Accept positive and negative feedback as this is creating a safe space to share. Anyone feel differently today than yesterday?  <u>To Do:</u> Create an anchor chart with essential agreements for focused attention practices in the classroom. Have students create definition and agree on essential agreements.</p> <ol style="list-style-type: none"> <li>1. Quiet Body (hands, feet, mouth)</li> <li>2. Choice to participate (respectful)</li> </ol>	<p><b><u>Resources</u></b>  <b>Videos to Support Buy-in</b>          Kobe Bryant  <a href="https://www.youtube.com/watch?v=ucNODrsGdx0&amp;list=PLmWktbOLIZuaHEVS4dhqz8DyOTQ1eYIWO&amp;index=3">https://www.youtube.com/watch?v=ucNODrsGdx0&amp;list=PLmWktbOLIZuaHEVS4dhqz8DyOTQ1eYIWO&amp;index=3</a>          Celebrities that Meditate  <a href="https://www.youtube.com/watch?v=XgtDPiZNefY">https://www.youtube.com/watch?v=XgtDPiZNefY</a>          Teens  <a href="https://www.youtube.com/watch?v=OKgWaBc6e38">https://www.youtube.com/watch?v=OKgWaBc6e38</a>          Primary Elementary  <a href="https://www.youtube.com/watch?v=9CdPQ7X1MzU">https://www.youtube.com/watch?v=9CdPQ7X1MzU</a>  <a href="http://www.mindfulschools.org/">http://www.mindfulschools.org/</a>  <a href="https://www.youtube.com/watch?v=7zpo04Xqz1w&amp;list=PLmWktbOLIZuaHEVS4dhqz8DyOTQ1eYIWO&amp;index=5">https://www.youtube.com/watch?v=7zpo04Xqz1w&amp;list=PLmWktbOLIZuaHEVS4dhqz8DyOTQ1eYIWO&amp;index=5</a>  <a href="https://www.youtube.com/watch?v=SCR7OfRuQd4&amp;index=11&amp;list=PLmWktbOLIZuaHEVS4dhqz8DyOTQ1eYIWO">https://www.youtube.com/watch?v=SCR7OfRuQd4&amp;index=11&amp;list=PLmWktbOLIZuaHEVS4dhqz8DyOTQ1eYIWO</a>  <a href="https://www.youtube.com/watch?v=MqVd8XlShM&amp;index=15&amp;list=PLmWktbOLIZuaHEVS4dhqz8DyOTQ1eYIWO">https://www.youtube.com/watch?v=MqVd8XlShM&amp;index=15&amp;list=PLmWktbOLIZuaHEVS4dhqz8DyOTQ1eYIWO</a>  <a href="https://www.youtube.com/watch?v=GVWRvVH5gBQ">https://www.youtube.com/watch?v=GVWRvVH5gBQ</a>  <a href="https://www.youtube.com/watch?v=hKnRky5Wu7c">https://www.youtube.com/watch?v=hKnRky5Wu7c</a></p>
<p><b>Day 21:</b>  <b>Focused Attention Practices</b>  <b>Guiding Question</b>          What are the benefits of focused attention practice?</p>	<p><b><u>Strategies/Activity</u></b>          Focused Attention Practices have many benefits. First they calm the limbic brain activity and sympathetic nervous system inviting the parasympathetic nervous system in! They also activate executive functions in the prefrontal cortex in particular, sustained attention and emotional regulation helping us to create a pause and a bit of reflection. These two strategies are critical when priming the brain for cognition.</p>	<p><b><u>Resources</u></b>          Continuing sharing from video resources in Day 17. Take time each day at this stage to reflect on how the body and mind feels before, during and after focused attention practice.</p>
<p><b>Day 22:</b></p>	<p><b><u>Strategies/Activity</u></b></p>	<p><b><u>Resources</u></b></p>

<p><b>Focused Attention Practices</b>  <b>Guiding Question</b>  How is focused attention practice impacting me?</p>	<p><u>To Do:</u> Create an anchor chart displaying different focused attention practices as you try each one. Before introducing new practices, spend time mastering each focused attention before you move to another one. We want students to feel comfortable and confident with the practices before being introduced to more practices.</p>	<p>Continuing sharing from video resources in Day 17. Take time each day at this stage to reflect on how the body and mind feels before, during and after focused attention practice.</p>
<p><b>Day 23:</b>  <b>Focused Attention Practices</b>  <b>Guiding Question</b>  How to breath during focused attention practice?</p>	<p><u>Strategies/Activity</u>  Students should be feeling comfortable with the idea of focused attention practice, what it is, and the benefits of participating each day. Let’s talk about how to breath during</p>	<p><u>Resources</u>  <a href="https://www.youtube.com/watch?v=c3YyjUmDapc">https://www.youtube.com/watch?v=c3YyjUmDapc</a>  <a href="https://www.youtube.com/watch?v=Jd78W66mA2U&amp;t=124s">https://www.youtube.com/watch?v=Jd78W66mA2U&amp;t=124s</a>  <a href="https://www.youtube.com/watch?v=WmLmu3PDyx0">https://www.youtube.com/watch?v=WmLmu3PDyx0</a></p>
<p><b>Day 24:</b>  <b>Amygdala</b>  <b>Guiding Question</b>  How do emotions impact our thinking and actions?</p>	<p><u>Strategies/Activity</u>  Emotions are an important part of each day for all of us. What happens in the brain when we experience positive and negative emotions?  <u>Connection:</u> When we take time to engage in focused attention practices each day, this helps create pause when we become overwhelmed with emotions in a difficult situation. Pausing allows us to respond to an incident rather than react to it.</p>	<p><u>Resources</u>  <b>Sentis: Emotions and the Brain</b>  <a href="https://www.youtube.com/watch?v=xNY0AAUtH3g">https://www.youtube.com/watch?v=xNY0AAUtH3g</a>    <b>Books About Emotions:</b>  <i>Today I Feel Silly and Other Moods That Make My Day</i> - Jamie Lee Curtis  <i>The Feelings Book</i> - Todd Parr  <i>The Way I Feel</i> - Janan Cain  <i>What Do You Do with a Problem?</i> Kobi Yamada  <i>What Do You Do with an Idea?</i> Kobi Yamada  <i>What Do You Do with a Chance?</i> Kobi Yamada</p>
<p><b>Day 25:</b>  <b>Emotions and The Brain</b>  <b>Guiding Question</b>  How do emotions occur in the brain?</p>	<p><u>Strategies/Activity</u>  Watch Inside Out clip and share that tomorrow the whole group will discuss the clip and how we are sharing our emotions. Watch what feelings you notice and how they change from the film Inside Out Inside Out. When have you felt similar emotion?</p>	<p><u>Resources</u>  <b>Inside Out Clips</b>  <a href="https://www.youtube.com/watch?v=8Cn1pYnAZSE">https://www.youtube.com/watch?v=8Cn1pYnAZSE</a></p>
<p><b>Day 26:</b>  <b>Emotions and The Brain</b>  <b>Guiding Question</b>  How are you sharing your emotions to support well-being?</p>	<p><u>Strategies/Activity</u>  Let’s talk about the Inside Out clip from yesterday and share the emotions we have most often each day and what is causing those in our brains. Here are some questions that will drive our learning over the next two days!</p>	<p><u>Resources</u>  These questions were designed for promoting student discussion, self-reflection, and self-awareness. Dr. Dan Siegel’s research reports that, <b>"What is sharable is bearable."</b>  Sadness helped Joy in the film, and your own Sadness can help you.</p> <ul style="list-style-type: none"> <li>• How do you cope with Sadness?</li> <li>• Can you use your Sadness to feel better? How?</li> <li>• What would happen if we never felt Sadness?</li> <li>• Is it sometimes good to keep Sadness inside a circle so that it does not spread and get out of control? Why?</li> </ul> <p>Fear and Anger can protect and motivate us.</p> <ul style="list-style-type: none"> <li>• When was Fear needed in your life?</li> </ul>

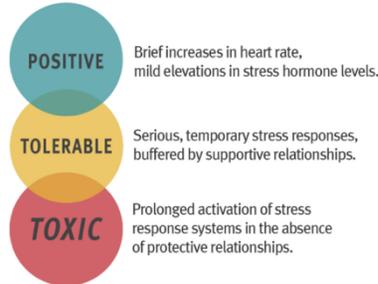
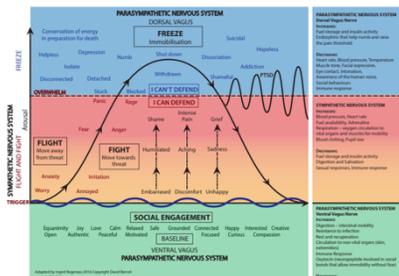
		<ul style="list-style-type: none"> <li>• How did Fear help you?</li> <li>• What is the perfect amount of Fear?</li> <li>• What happens to our thinking and problem solving when we carry too much Fear or Sadness?</li> <li>• How does Anger show up in your brain?</li> <li>• Has Anger ever helped you?</li> <li>• How do you typically handle your Anger?</li> </ul> <p>Disgust keeps us from being poisoned physically and socially.</p> <ul style="list-style-type: none"> <li>• How has the feeling of Disgust helped you?</li> <li>• How has expressing Disgust hurt your relationships or experiences?</li> </ul> <p>Joy plays the leading role among the feelings in Riley's brain.</p> <ul style="list-style-type: none"> <li>• Does Joy always play the leading role in our brains?</li> <li>• What happened when Joy and Sadness left headquarters?</li> <li>• How do we see Joy in your brain?</li> <li>• What creates Joy to take over your brain?</li> </ul> <p>Imagine having no feelings at all.</p> <ul style="list-style-type: none"> <li>• What would life be like if we didn't have feelings?</li> <li>• Describe two positive changes in our life if we didn't have feelings.</li> <li>• Describe two negative changes that could occur in a life with no feelings.</li> </ul>
<p><b>Day 27:</b>  <b>Emotional Contagion</b>  <b>Guiding Question</b>  What is emotional contagion?</p>	<p><b>Strategies/Activity</b>  Emotional contagion is the phenomenon of having one person’s emotions and related behaviors directly trigger similar emotions and behaviors in other people. This happens because of mirror neurons. After watching the video spend quiet time reflecting on the question, “What are you sharing?”</p>	<p><b>Resources</b>  <b>Emotions and the Brian</b>  <a href="https://www.youtube.com/watch?v=xNY0AAUtH3g&amp;t=3s">https://www.youtube.com/watch?v=xNY0AAUtH3g&amp;t=3s</a></p> <p><b>Are Emotions Contagious?</b>  <a href="https://www.youtube.com/watch?v=rNGeNzoTPq0">https://www.youtube.com/watch?v=rNGeNzoTPq0</a></p>
<p><b>Day 28:</b>  <b>Emotional Contagion</b>  <b>Guiding Question</b>  What is emotional contagion?</p>	<p><b>Strategies/Activity</b>  It is important to be aware of our brain state and what we are sharing as we enter a space. Choose one of the videos from resources and discuss whole group. How does emotional contagion impact empathy in our classroom, school, state, country, and world?</p>	<p><b>Resources</b>  <b>Are Your Emotions Contagious?</b>  <a href="https://www.youtube.com/watch?v=HTFdMwCXpMw">https://www.youtube.com/watch?v=HTFdMwCXpMw</a></p> <p><b>Empathy and Mirror Neurons</b>  <a href="https://www.youtube.com/watch?v=XzMqPYfeA-s&amp;list=RDQMDzvo_A7NaXY">https://www.youtube.com/watch?v=XzMqPYfeA-s&amp;list=RDQMDzvo_A7NaXY</a></p>
<p><b>Day 29:</b>  <b>Mirror Neurons</b>  <b>Guiding Question</b>  What are mirror neurons?</p>	<p><b>Strategies/Activity</b>  Mirror neurons allow us to communicate without talking. Mirroring is one brain reflecting and interpreting the actions, intentions, and emotions of another brain. Essentially, we are human magnets, picking up other’s feelings, thoughts and actions subconsciously.</p>	<p><b>Resources</b>  <b>Mirror Neurons Allow Us to Understand Each Other</b>  <a href="https://www.livescience.com/11002-mirror-neurons-understand.html">https://www.livescience.com/11002-mirror-neurons-understand.html</a></p>

	Think of a time in your life when someone's actions or bad mood was felt by you even if you were not directly involved with that person. Share out.	
<b>Day 30:</b> <b>Mirror Neurons</b> <b>Guiding Question</b> How do mirror neurons work?	<b>Strategies/Activity</b> Stand in front of the class with a big cold glass of ice water and drink it slowly. Take deliberate sips and watch students. Continue to talk to students about delicious this water tastes! Take time to process through whole group discussion. How did this make you feel? What did you experience as you watched this person slowly sipping and enjoying the ice cold water?	<b>Resources</b>
<b>Day 31:</b> <b>Amygdala</b> <b>Guiding Question</b> What role does the amygdala play in the brain?	<b>Strategies/Activity</b> The amygdala is the alarm center for the brain and does not respond to words but emotions. When your amygdala is alerted, your prefrontal cortex goes offline. Your amygdala keeps you safe, helps you to process emotions, and decide between fight or flight.	<b>Resources</b> Two Minute Neuroscience: Amygdala <a href="https://www.youtube.com/watch?v=JVvMSwsOXPw">https://www.youtube.com/watch?v=JVvMSwsOXPw</a>  Quantum University–Amygdala <a href="https://www.youtube.com/watch?v=xU5QmZp9Cmo">https://www.youtube.com/watch?v=xU5QmZp9Cmo</a>
<b>Day 32:</b> <b>Amygdala</b> <b>Guiding Question</b> What is fight or flight?	<b>Strategies/Activity</b> The bodies fight or flight reaction in the amygdala is common and biological way to prepare our body for action. It is important that we recognize and notice when our bodies are having these symptoms and that we respond in a way that is helpful and not hurtful.	<b>Resources</b> <a href="https://science.howstuffworks.com/life/inside-the-mind/emotions/fear2.htm">https://science.howstuffworks.com/life/inside-the-mind/emotions/fear2.htm</a>  <a href="https://www.youtube.com/watch?v=uxweRCXaLVA">https://www.youtube.com/watch?v=uxweRCXaLVA</a>  <a href="https://www.youtube.com/watch?v=JtSP7gJuRFE">https://www.youtube.com/watch?v=JtSP7gJuRFE</a>  <a href="https://www.sfh-tr.nhs.uk/images/PIL3026_Fight_or_flight_and_relaxed_breathing.pdf">https://www.sfh-tr.nhs.uk/images/PIL3026_Fight_or_flight_and_relaxed_breathing.pdf</a>
<b>Day 33:</b> <b>Amygdala</b> <b>Guiding Question</b> What triggers your amygdala?	<b>Strategies/Activity</b> It is important to know your triggers and be aware of others triggers. When we are aware of what alerts our amygdala we can anticipate, plan ahead, and have more success responding when triggered in our environment. Complete the trigger survey with students over the next two days with a class share at the end of the activity.	<b>Resources</b> <a href="https://do2learn.com/activities/SocialSkills/Stress/IdentifyStressTriggers.pdf">https://do2learn.com/activities/SocialSkills/Stress/IdentifyStressTriggers.pdf</a>
<b>Day 34:</b> <b>Amygdala</b> <b>Guiding Question</b> What triggers your amygdala?	<b>Strategies/Activity</b> Continue completing the survey from Day 24. Once each person has identified their Top 5 spend class time sharing out, finding similarities and common triggers, and allowing students to explain their own triggers.	<b>Resources</b> <a href="https://do2learn.com/activities/SocialSkills/Stress/IdentifyStressTriggers.pdf">https://do2learn.com/activities/SocialSkills/Stress/IdentifyStressTriggers.pdf</a>

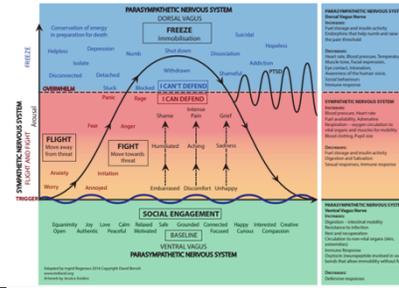
	<p><u>To Do:</u> It can be helpful to post Top 5 lists in the classroom environment for accountability and reflection. Be sure to put these lists in a place for easy access during repair conversations.</p>	
<p><b>Day 35:</b>  <b>Triggers</b>  <b>Guiding Question</b>          What causes my brain to go on alarm alert? (shift from prefrontal cortex to amygdala)</p>	<p><b><u>Strategies/Activity</u></b>          Triggers, or hot buttons, are events or situations that cause irritation, irritability, anxiety, sadness, anger, ect. If we are aware of our triggers we can take action to avoid them in certain situations and/or anticipate when we might be triggered. If we bring this to our conscious mind, we can prepare and better respond rather than react in the emotional moment.  <u>To Do:</u> Over the next several days, students and teacher will complete the Identifying Triggers at School Survey from resources. Chunk the survey into manageable pieces for appropriate age level. Younger students could complete independently as teacher reads questions aloud.</p>	<p><b><u>Resources</u></b>  <a href="https://do2learn.com/activities/SocialSkills/Stress/IdentifyStressTriggers.pdf">https://do2learn.com/activities/SocialSkills/Stress/IdentifyStressTriggers.pdf</a></p>
<p><b>Day 36:</b>  <b>Triggers</b>  <b>Guiding Question</b>          What causes my brain to go on alarm alert? (shift from prefrontal cortex to amygdala)</p>	<p><b><u>Strategies/Activity</u></b>          Review: Triggers, or hot buttons, are events or situations that cause irritation, irritability, anxiety, sadness, anger, ect. If we are aware of our triggers we can take action to avoid them in certain situations and/or anticipate when we might be triggered. If we bring this to our conscious mind, we can prepare and better respond rather than react in the emotional moment.  <u>To Do:</u> Over the next several days, students and teacher will complete the Identifying Triggers at School Survey from resources. Chunk the survey into manageable pieces for appropriate age level. Younger students could complete independently as teacher reads questions aloud.</p>	<p><b><u>Resources</u></b>  <a href="https://do2learn.com/activities/SocialSkills/Stress/IdentifyStressTriggers.pdf">https://do2learn.com/activities/SocialSkills/Stress/IdentifyStressTriggers.pdf</a>   <a href="https://www.psychologytoday.com/us/blog/wander-woman/201507/5-steps-managing-your-emotional-triggers">https://www.psychologytoday.com/us/blog/wander-woman/201507/5-steps-managing-your-emotional-triggers</a></p>
<p><b>Day 37:</b>  <b>Triggers</b>  <b>Guiding Question</b>          What causes my brain to go on alarm alert? (shift from prefrontal cortex to amygdala)</p>	<p><b><u>Strategies/Activity</u></b>          Review: Triggers, or hot buttons, are events or situations that cause irritation, irritability, anxiety, sadness, anger, ect. If we are aware of our triggers we can take action to avoid them in certain situations and/or anticipate when we might be triggered. If we bring this to our conscious mind, we can prepare and better respond rather than react in the emotional moment.  <u>To Do:</u> Over the next several days, students and teacher will complete the Identifying Triggers at School Survey from resources. Chunk the survey into</p>	<p><b><u>Resources</u></b>  <a href="https://do2learn.com/activities/SocialSkills/Stress/IdentifyStressTriggers.pdf">https://do2learn.com/activities/SocialSkills/Stress/IdentifyStressTriggers.pdf</a></p>

	manageable pieces for appropriate age level. Younger students could complete independently as teacher reads questions aloud.	
<b>Day 38:</b> <b>Triggers</b> <b>Guiding Question</b> What are my top 5 triggers that I need to share with my learning community?	<b>Strategies/Activity</b> Share in partners, small groups, or whole group top 5 trigger list. Do you see common themes arise from class feedback? How could the class use this new learning to support essential agreements in the learning environment? <u>To Do:</u> Post and revisit top 5 lists as needed.	<b>Resources</b> <a href="https://do2learn.com/activities/SocialSkills/Stress/IdentifyStressTriggers.pdf">https://do2learn.com/activities/SocialSkills/Stress/IdentifyStressTriggers.pdf</a>  <a href="https://tinybuddha.com/blog/how-to-identify-your-emotional-triggers-what-to-do-about-them/">https://tinybuddha.com/blog/how-to-identify-your-emotional-triggers-what-to-do-about-them/</a>
<b>Day 39:</b> <b>Triggers</b> <b>Guiding Question</b> How can we shift from reactive responses to proactive responses when it comes to our emotional triggers?	<b>Strategies/Activity</b> On this day we will review and post our emotional triggers and the regulation strategies we have explored to support positive emotional regulation.	<b>Resources</b> <b>Sharing Triggers</b> <b>Classroom Jobs</b> Assign new roles and responsibilities on your classroom that help everyone to regulate their emotions and take responsibility for one another. Here are some choices. <ul style="list-style-type: none"> <li>• Kindness Keeper- notices and shares out kindness noticed</li> <li>• Gratitude Keeper- notices and shares out gratitude noticed</li> <li>• Inspirational Leader- finds and share inspiration</li> <li>• Mystery Motivator- provides encouragement anonymously</li> <li>• Resource Manager- looking up topics related to what we are studying and shares information</li> <li>• Feeling Tracker- to recognize when a classmate or another student is beginning to feel negative emotion suggesting we might need a focused attention practice</li> <li>• The Giver- what might this role be in your classroom?</li> </ul>
<b>Day 40:</b> <b>The 90 Second Rule</b> <b>Guiding Question</b> What is the 90 Second Rule?	<b>Strategies/Activity</b> What do you think this is? Let's write down our answers or guesses! ANSWER: Our brain can let go of negative emotion in 90 seconds. When a person has a reaction to something in their environment, there is a 90 second chemical process that happens in the body; after that, any remaining emotional response is just the person choosing to stay in that emotional loop. <u>To Do:</u> Create an anchor chart for the 90 Second Rule.	<b>Resources</b> Complete a focused attention practice: Place one arm under your opposite armpit the other arm hugging your shoulder. Sitting tall in this position, breath for 90 seconds. Notice: How do you feel after letting go of emotions?
<b>Day 41:</b> <b>The 90 Second Rule</b> <b>Guiding Question</b>	<b>Strategies/Activity</b> When you have a negative reaction to something in the environment, you release adrenaline and cortisol. Your brain does not know the different between you experiencing a negative event or you thinking the	<b>Resources</b> <b>Dr. Jill Bolte Taylor- The 90 Second Rule</b> <a href="https://www.youtube.com/watch?v=PzT_SBI31-s">https://www.youtube.com/watch?v=PzT_SBI31-s</a>

<p>How does the brain let go of negative emotion in 90 seconds?</p>	<p>thought. The same release of chemicals takes place. Check out the first 3 minutes of Dr. Jill Bolte Taylor's Ted Talk.</p>	
<p><b>Day 42:</b> <b>Negative Bias</b> <b>Guiding Question</b> Why is the brain negatively biased?</p>	<p><b>Strategies/Activity</b> It is normal to feel negative emotion because our brains are wired to survive before we feel and think! And it is OK to go into survivor mode for short bits of time once in a while, but when our bodies are constantly going into that negative brain state, it becomes a hard wired habit! <b>To Do:</b> Above or Below the Line! - Draw your own line and let's monitor our brain state changes all day to see where they fall and how they change!!</p>	<p><b>Resources</b> <b>Negative Brain Bias</b> <a href="https://www.youtube.com/watch?v=fLqzYDZAqCI&amp;list=PLImZFIKE4ka8gRAVJUO-DzD0F9BXrzopz">https://www.youtube.com/watch?v=fLqzYDZAqCI&amp;list=PLImZFIKE4ka8gRAVJUO-DzD0F9BXrzopz</a></p>
<p><b>Day 43:</b> <b>Senses and The Brain</b> <b>Guiding Question</b> How does the brain take in senses?</p>	<p><b>Strategies/Activity</b> "We see the world not as it is, but as we are conditioned to see it." What are our senses and how do we use them each day? <b>To Do:</b> In one minute, draw or write down everything in this classroom you are taking in through sight sound touch or smell! Share and compare your one-minute reflection. What are you conditioned to see?</p>	<p><b>Resources</b> <b>Sentis: Limitations of the Brain</b> <a href="https://www.youtube.com/watch?v=9BdzhWdVaX0&amp;index=3&amp;list=PL53nCCeNj-RQDhbjE9LjvnFad-wdB5bw7">https://www.youtube.com/watch?v=9BdzhWdVaX0&amp;index=3&amp;list=PL53nCCeNj-RQDhbjE9LjvnFad-wdB5bw7</a>  <b>How Do We See?</b> <a href="https://www.youtube.com/watch?v=Mbmt-6o-Bp0">https://www.youtube.com/watch?v=Mbmt-6o-Bp0</a></p>
<p><b>Day 44:</b> <b>Senses and The Brain</b> <b>Guiding Question</b> What does the brain do with sensations?</p>	<p><b>Strategies/Activity</b> The brain stem takes in the sensations from the world around you. Perception of these sensations helps in regulating or dis-regulating our brain state. Humans are intended to connect with one another, but before we can connect in relationship the brain stem must be regulated.</p>	<p><b>Resources</b> <b>The 3 Parts of the Brain</b> <a href="https://www.youtube.com/watch?v=yQetOVB_VZo">https://www.youtube.com/watch?v=yQetOVB_VZo</a></p>
<p><b>Day 45:</b> <b>Senses and The Brain</b> <b>Guiding Question</b> How do sensations impact our perception of the environment we are living?</p>	<p><b>Strategies/Activity</b> The brain can become overwhelmed by the amount of information there is to take in from the environment. Perception makes us aware of what is happening in our environment and attention helps focus in on what is important in the environment. <b>To Do:</b> What is your strongest sense? What is your weakest sense? Can you recall an emotion from one of your senses being triggered? Get</p>	<p><b>Resources</b></p>

<p><b>Day 46:</b> <b>Senses and The Brain</b> <b>Guiding Question</b> What is stress?</p>	<p>with a partner to share and provide feedback. Discuss whole group.</p> <p><b>Strategies/Activity</b> Begin by discussing stress whole group. What is stress? Have students share their definition. How does your body feel when it is stressed? What sensations do you have? Explain to students that sometimes when we are feeling anxious, worried, angry, disgusted, or sad, we cannot always know exactly where we feel these emotions or even explain them! Sensations are physical feelings and these we can name! Naming the sensation allows us to acknowledge the stress we are feeling. Here are some examples: tired, tense, itchy, cold, icy, tingly, full, numb, frozen, flowing, goose-bumpy, butterflies, suffocating, closed, etc. What other sensations can you think of?</p>	<p><b>Resources</b></p> <p><b>What we can name, we can tame.</b> <b>What is sharable is bearable!</b></p>  <ul style="list-style-type: none"> <li><b>POSITIVE</b> Brief increases in heart rate, mild elevations in stress hormone levels.</li> <li><b>TOLERABLE</b> Serious, temporary stress responses, buffered by supportive relationships.</li> <li><b>TOXIC</b> Prolonged activation of stress response systems in the absence of protective relationships.</li> </ul>
<p><b>Day 47:</b> <b>Senses and The Brain</b> <b>Guiding Question</b> What is the stress response system?</p>	<p><b>Strategies/Activity</b> Our bodies have a stress response system that is supposed to take care of us under times of stress but sometimes it goes on overload and keeps pumping out stress hormones. The stress response system is the fundamental reorganization of how the brain manages perception. We have built in attachment programs that motivate us to seek out positive bonds with caring adults. A healthy stress response system supports cognitive flexibility, imagination, and empathy. Let's watch!</p>	<p><b>Resources</b></p> <p><b>How Stress Effects the Body</b> <a href="https://www.youtube.com/watch?v=WuyPuH9ojCE">https://www.youtube.com/watch?v=WuyPuH9ojCE</a></p> <p>Breathing and Moving help us to relieve the stress and this is why we are learning about focused attention practices!</p> 
<p><b>Day 48:</b> <b>Senses and The Brain</b> <b>Guiding Question</b> What is the stress response system?</p>	<p><b>Strategies/Activity</b> Our bodies have a stress response system that is supposed to take care of us under times of stress but sometimes it goes on overload and keeps pumping out stress hormones. The stress response system is the fundamental reorganization of how the brain manages perception. We have built in attachment programs that motivate us to seek out positive bonds with caring</p>	<p><b>Resources</b></p> <p><b>Managing Stress</b> <a href="https://www.youtube.com/watch?v=hnpQrMqDoqE">https://www.youtube.com/watch?v=hnpQrMqDoqE</a></p> <p>Breathing and Moving help us to relieve the stress and this is why we are learning about focused attention practices!</p>

adults. A healthy stress response system supports cognitive flexibility, imagination, and empathy. Let's watch!



**Day 49:**  
**Senses and The Brain**

**Guiding Question**

How can we support a healthy stress response system?

**Strategies/Activity**

Regulation occurs in the brain stem and it is not something we are born with. We learn to regulate through experiences with others. We model how to regulate and we support regulation through emotional contagion when we feel regulated (calm). Discuss and share whole group what regulates (calms) you. It can be helpful to identify a regulating activity when calm to help support emotional regulation when triggered.

**Resources**

Japanese Method of relieving stress/ thumb hold anxiety, first finger holds fear, middle finger holds anger, ring finger holds sadness, and pinky finger holds optimism and our self-esteem. As listen to soft instrumental music about 60 to 80 beats per minute holding each finger for 30 seconds to one minute we can dampen the stress response!

**Resources**

**Music for relaxation, studying and dampening the stress response.**  
[https://www.youtube.com/watch?v=pmoGdaOeUkQ&list=PL3K4bu5ml6giU39ifLp\\_Z6Ope9dqVBqt](https://www.youtube.com/watch?v=pmoGdaOeUkQ&list=PL3K4bu5ml6giU39ifLp_Z6Ope9dqVBqt)

**Day 50:**  
**Senses and The Brain**

**Guiding Question**

What does it mean to regulate?

**Strategies/Activity**

It can be helpful to identify a regulating activity when calm to help support emotional regulation when triggered. The next couple of days, we will spend time in regulation stations discovering what feels good. We will spend time reflecting after each station; sharing how these activities make your body and mind feel.

Spend 3-4 minutes participating in the activity and then 1-2 minutes reflecting and sharing out noticings.

Other Regulation Station Ideas: word search, coloring, puzzle, stacking cups, take a walk, stationary bicycle, yoga, Legos, and more!

**Resources**

**Regulation Stations**

- Taking deep breaths brings an oxygenated glucose blood flow to our frontal lobes. Taking just three deep inhales and exhales calms the emotional brain.
- Movement is critical to learning, as it activates several areas of the brain at once while calming the brain. Clap out rhythms and have students repeat. The collective sound brings a sense of community to the classroom.

**Day 51:**  
**Senses and The Brain**

**Guiding Question**

What does it mean to regulate?

**Strategies/Activity**

It can be helpful to identify a regulating activity when calm to help support emotional regulation when triggered. The next couple of days, we will spend time in regulation stations discovering what feels good. We will spend time reflecting after each station; sharing how these activities make your body and mind feel.

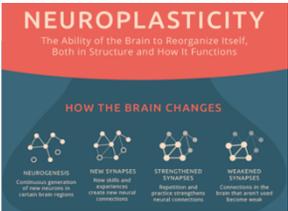
Spend 3-4 minutes participating in the activity and then 1-2 minutes reflecting and sharing out noticings.

**Resources**

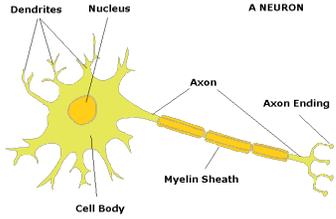
**Regulation Stations**

- Pass out a drop of lotion, and for 90 seconds students give their hands and fingers a massage, noticing their palms, fingertips, and any sensations that feel uncomfortable or stiff.
- Ask students to rock along their spine to help them feel present in their bodies. This provides a soothing rhythm that subtly grounds them with sensation and movement.

<p><b>Day 52:</b>  <b>Senses and The Brain</b>  <b>Guiding Question</b>  What does it mean to regulate?</p>	<p><b>Strategies/Activity</b>  It can be helpful to identify a regulating activity when calm to help support emotional regulation when triggered. The next couple of days, we will spend time in regulation stations discovering what feels good. We will spend time reflecting after each station; sharing how these activities make your body and mind feel.</p> <p>Spend 3-4 minutes participating in the activity and then 1-2 minutes reflecting and sharing out noticings.</p>	<p><b>Resources</b>  <b>Regulation Stations</b></p> <ul style="list-style-type: none"> <li>Placing our fingers on our throats, we begin the day with a sound or class chant and feel the vibration of our vocal cords. This gives everyone a chance to participate and to see how we can mimic different animals, instruments, and random classroom sounds such as papers crinkling.</li> <li>The students sit with their legs straight out and begin wiggling their toes and ankles, shaking knees and thighs, rotating shoulders, arms, and finally their heads, keeping all body parts moving at the same time. Then we reverse the process and stop our heads, arms, shoulders, and on down. This gives children a great body scan and a sequence for working memory.</li> </ul>
<p><b>Day 53:</b>  <b>Senses and The Brain</b>  <b>Guiding Question</b>  What does it mean to regulate?</p>	<p><b>Strategies/Activity</b>  It can be helpful to identify a regulating activity when calm to help support emotional regulation when triggered. The next couple of days, we will spend time in regulation stations discovering what feels good. We will spend time reflecting after each station; sharing how these activities make your body and mind feel.</p> <p>Spend 3-4 minutes participating in the activity and then 1-2 minutes reflecting and sharing out noticings.</p>	<p><b>Resources</b>  <b>Regulation Stations</b></p> <ul style="list-style-type: none"> <li>Sometimes I'll put on music and give the students old scarves, and we'll dance around the room waving the scarves and feeling the soft sensation as we dance and pass by one another. When the music stops, we freeze and notice our postures and movements. This strategy can be led by the teacher or a student to see if we can mimic a movement or create our own.</li> <li>Listen to calming music (60 beats per minute)</li> </ul>
<p><b>Day 54:</b>  <b>Brain Intervals</b>  <b>Guiding Question</b>  What is a brain interval?</p>	<p><b>Strategies/Activity</b>  The purpose of a brain interval is to stimulate the reticular activating stem located in the brain stem. When we begin to lose attention, no learning can occur. The brain intervals bring novelty and curiosity and a brief state of confusion which is healthy for activation while learning in robotic ways can lull the brain to sleep! Our brains need an interval of time, to soak in new information and this is also why brain intervals are so important to learning!!</p>	<p><b>Resources</b>  <a href="https://www.edutopia.org/blog/brain-breaks-focused-attention-practices-lori-desautels">https://www.edutopia.org/blog/brain-breaks-focused-attention-practices-lori-desautels</a>  <a href="https://www.youtube.com/watch?v=QCnfAzAIhVw">https://www.youtube.com/watch?v=QCnfAzAIhVw</a>  <a href="https://www.youtube.com/watch?v=T2zjlB4ctu4">https://www.youtube.com/watch?v=T2zjlB4ctu4</a></p>
<p><b>Day 55:</b>  <b>Brain Intervals</b>  <b>Guiding Question</b>  What is a brain interval?</p>	<p><b>Strategies/Activity</b>  A brain interval is a quick opportunity to change up our predictable routines of receiving incoming information.  <u>To Do:</u> Notice. Notice who is participating and providing feedback and connect with those students who need support.</p>	<p><b>Resources</b>  <a href="http://www.greatexpectations.org/brain-breaks">http://www.greatexpectations.org/brain-breaks</a>  <a href="https://www.pinterest.com/parko/brain-break-activities/">https://www.pinterest.com/parko/brain-break-activities/</a>  <a href="http://minds-in-bloom.com/20-three-minute-brain-breaks/">http://minds-in-bloom.com/20-three-minute-brain-breaks/</a></p>

<p><b>Day 56:</b> <b>Brain Intervals</b> <b>Guiding Question</b> What are the benefits of brain intervals?</p>	<p><b>Strategies/Activity</b> Use brain intervals to stimulate the brain stem and bring focus and alertness back to the conscious mind. Brain intervals give students the chance to develop and apply social competence. A brain break allows students to rest and recharge, while simultaneously learning to cooperate, communicate, and compromise. <b>Frequent breaks boost attentiveness in class and maximize learning.</b></p>	<p><b>Resources</b> <a href="http://fsnep.ucdavis.edu/trainings/town-halls/townhalls/copy2_of_14activitybreaks_000.pdf">http://fsnep.ucdavis.edu/trainings/town-halls/townhalls/copy2_of_14activitybreaks_000.pdf</a>  <a href="http://www.squiglysplayhouse.com/BrainTeasers/">http://www.squiglysplayhouse.com/BrainTeasers/</a>  <a href="https://www.youtube.com/watch?v=FoypZyibQro&amp;feature=youtu.be">https://www.youtube.com/watch?v=FoypZyibQro&amp;feature=youtu.be</a></p>
<p><b>Day 57:</b> <b>Brain Intervals</b> <b>Guiding Question</b> How are brain intervals impacting me?</p>	<p><b>Strategies/Activity</b> <u>To Do:</u> Create an anchor chart displaying different brain intervals as you try each one. Remember brain intervals should be a familiar activity, but not scheduled. Brain intervals should be used as needed and novel.</p>	<p><b>Resources</b> Take time each day at this stage to reflect on how the body and mind feels before, during and after brain intervals. Notice as students return to work focus, alertness and time on task.</p>
<p><b>Day 58:</b> <b>Brain Intervals</b> <b>Guiding Question</b> When is a good time to regulate and provide myself with independent brain intervals?</p>	<p><b>Strategies/Activity</b> Incorporate brain intervals into your daily schedule. Remember the rule:  <b>Age + 2= Get Up &amp; Move</b></p>	<p><b>Resources</b> <a href="https://funandfunction.com/blog/wp-content/uploads/2014/10/Activity_Guide_web.pdf">https://funandfunction.com/blog/wp-content/uploads/2014/10/Activity_Guide_web.pdf</a>  <a href="http://www.learningstationmusic.com/blog/2015/05/09/from-your-seat-brain-breaks/">http://www.learningstationmusic.com/blog/2015/05/09/from-your-seat-brain-breaks/</a>  <a href="https://sharpbrains.com/resources/1-brain-fitness-fundamentals/brain-functions-perception-attention-memory-and-more/">https://sharpbrains.com/resources/1-brain-fitness-fundamentals/brain-functions-perception-attention-memory-and-more/</a></p>
<p><b>Day 59:</b> <b>Neuroplasticity</b> <b>Guiding Question</b> What is neuroplasticity?</p>	<p><b>Strategies/Activity</b> Neuroplasticity is the brains ability to reorganize itself by forming new neural connections through experiences. Students spend an average of 1000 hours a year at school. As teachers, we know behaviors are hard-wired, but we also know that because of neuroplasticity and the important role school plays in young people’s lives, we are able to share knowledge with students to change thinking.</p>	<p><b>Resources</b> <b>Sentis: Neuroplasticity</b> <a href="https://www.youtube.com/watch?v=ELpfYCYZa87g">https://www.youtube.com/watch?v=ELpfYCYZa87g</a></p> 
<p><b>Day 60:</b> <b>Neuroplasticity</b> <b>Guiding Question</b> What is neuroplasticity?</p>	<p><b>Strategies/Activity</b> Need an example of a brain rewired? Take a look at the Backwards Brain Bicycle and then reflect and share as a whole group. What habits are helping and/or hurting you? <u>To Do:</u> Choose a habit (personally or within school) you are going to try to rewire for a week. Track those new neural pathways.</p>	<p><b>Resources</b> <b>Backwards Brain Bicycle</b> <a href="https://www.youtube.com/watch?v=MFzDaBzBIL0">https://www.youtube.com/watch?v=MFzDaBzBIL0</a></p>

<p><b>Day 61:</b>  <b>Neuroplasticity</b>  <b>Guiding Question</b>  What circuits are you firing and wiring?</p>	<p><b>Strategies/Activity</b>  Watch video from resources and discuss circuits in your brain that are strong and connected. These strong circuits are your habits (neurons that are firing and wiring together)  <u>To Do:</u> Discuss with a partner something you do well? Discuss a challenge for you or something you would like to get better at!</p>	<p><b>Resources</b>  <b>Stacking Cups with Austin</b>  <a href="https://www.youtube.com/watch?v=-nhRPVWM9A0">https://www.youtube.com/watch?v=-nhRPVWM9A0</a></p>
<p><b>Day 62:</b>  <b>Neuroplasticity</b>  <b>Guiding Question</b>  What is a neuron?</p>	<p><b>Strategies/Activity</b>  A neuron is cell in the brain that receives information and passes it along. A single neuron is useless; as it requires millions of neurons to transmit information. When neurons receive and send messages they transmit electrical impulses across the synaptic gap. The human brain has 86 BILLION neurons.</p>	<p><b>Resources</b>  <b>What is a neuron?</b>  <a href="https://www.youtube.com/watch?v=6qS83wD29PY">https://www.youtube.com/watch?v=6qS83wD29PY</a></p> <p><b>Neuron Models</b>  <a href="http://faculty.washington.edu/chudler/chmodel.html">http://faculty.washington.edu/chudler/chmodel.html</a></p> <p><b>Secondary</b>  <a href="https://www.youtube.com/watch?v=HZh0A-IWSmY">https://www.youtube.com/watch?v=HZh0A-IWSmY</a></p> <p><b>Elementary</b>  <b>Structure of a Neuron</b>  <a href="https://www.youtube.com/watch?v=HZh0A-IWSmY">https://www.youtube.com/watch?v=HZh0A-IWSmY</a></p> <p><b>Neuron Song</b>  <a href="https://www.youtube.com/watch?v=NzjM1jo_8AU">https://www.youtube.com/watch?v=NzjM1jo_8AU</a></p> <p><b>Neurons for Everyone!</b>  <a href="https://www.youtube.com/watch?v=HZh0A-IWSmY">https://www.youtube.com/watch?v=HZh0A-IWSmY</a>  <a href="https://www.youtube.com/watch?v=DLN1UsvmVvM">https://www.youtube.com/watch?v=DLN1UsvmVvM</a>  <a href="https://www.youtube.com/watch?v=UDpydfpEads">https://www.youtube.com/watch?v=UDpydfpEads</a></p>
<p><b>Day 63:</b>  <b>Neuroplasticity</b>  <b>Guiding Question</b>  How do neurons work?</p>	<p><b>Strategies/Activity</b>  We will play a game today and connect neurons to what we know about telephones.</p>	<p><b>Resources</b>  <b>Game: Chain Reaction: What is the connection to neurons?</b>  <a href="https://originsonline.org/educator-help/chain-reaction">https://originsonline.org/educator-help/chain-reaction</a></p>
<p><b>Day 64:</b>  <b>Neuroplasticity</b>  <b>Guiding Question</b>  What is a neuron?</p>	<p><b>Strategies/Activity</b>  One neuron by itself means nothing. It takes hundreds of thousands of neurons connecting just to remember your name! Open with this video and discuss after stopping and starting at different points or give students certain terms and definitions to listen to as they capture the answer as they listen!</p>	<p><b>Resources</b>  <a href="https://www.youtube.com/watch?v=UDpydfpEads">https://www.youtube.com/watch?v=UDpydfpEads</a></p>

	<p><u>To Do:</u> Make candy models of neurons with licorice, M&amp;M's, and different candies that resemble the cell body, dendrites and axons!</p>	 <p>A diagram of a neuron with labels: Dendrites, Nucleus, Cell Body, Axon, Myelin Sheath, and Axon Ending. The title is 'A NEURON'.</p>
<p><b>Day 65:</b> <b>Neuroplasticity</b> <b>Guiding Question</b> What are synapses, dendrites and axons?</p>	<p><b>Strategies/Activity</b> A synapse is a chemical message sent between two neurons connecting them to one another (like when we send a Snap Chat). After watching the video, create a human synapses. Create a circuit as we link hands and arms mimicking an axon and dendrite. As we link arms and then hands, squeeze the person's hand next to you indicating a signal has passed.</p>	<p><b>Resources</b> <b>Synapses</b> <a href="https://www.youtube.com/watch?v=LT3VKAr4roo">https://www.youtube.com/watch?v=LT3VKAr4roo</a>  <a href="https://www.youtube.com/watch?v=g7FdMi03CzI">https://www.youtube.com/watch?v=g7FdMi03CzI</a>  <a href="https://www.youtube.com/watch?v=WhowH0kb7n0">https://www.youtube.com/watch?v=WhowH0kb7n0</a></p>
<p><b>Day 66:</b> <b>Neuroplasticity</b> <b>Guiding Question</b> What am I choosing to rewire?</p>	<p><b>Strategies/Activity</b> Today is a day for neuroplasticity reflection. A week ago you chose a habit (personally or from within school) and tried to rewire for a week. How did you do? What did you notice? Was it difficult? Did it get easier? What are your plans moving forward? Can you think of other behaviors that could benefit from some rewiring?</p>	<p><b>Resources</b></p>
<p><b>Day 67:</b> <b>Neuroplasticity</b> <b>Guiding Question</b> What does neuroplasticity look like in the brain?</p>	<p><b>Strategies/Activity</b> Break the word neuro-plasticity apart. What does neuro mean? (brain) What does plastic mean? (malleable or able to change) What does neuroplasticity mean?  This activity demonstrates that repetition and practice create a fast circuit of connection and the more we do anything the better we become!</p>	<p><b>Resources</b> <b>Circuit Ball Toss</b> Activity: Circuit Ball Toss Form a circle and choose a leader who will begin and end the ball toss. That leader, often the teacher, will time the circuit from start to finish. There is one rule! You must remember the person who you throw the ball to in the circuit. Before starting, all participants stick both hands straight out in front of the body (to show they have not received the ball). After you have received the ball and thrown it, you place your hands behind your back. The circuit is complete toss when it is tossed back to the leader who started the circuit. Round 1: What did you notice about our circuit? Was it efficient? Why or why not? Complete the circuit following the same circuit two more times noticing time changes and other aspects making the circuit more efficient. This activity demonstrates that repetition and practice create a fast circuit of connection and the more we do anything the better we become!</p>
<p><b>Day 68:</b></p>	<p><b>Strategies/Activity</b></p>	<p><b>Resources</b></p>

<p><b>Adolescent Brain</b>  <b>Guiding Question</b>  How is the adolescent brain unique?</p>	<p>The greatest stage of brain development occurs in the last trimester throughout two years of age. Adolescence is an important time in brain development because it is the second greatest time of brain development. What is happening in the adolescent brain during this time?</p> <ul style="list-style-type: none"> <li>• Natural pruning of neurons</li> <li>• Increasing mastery skills</li> <li>• Less serotonin and more testosterone</li> <li>• Heightened dopamine</li> <li>• Hyperrationality</li> </ul>	<p><b>Brain Development in Teenagers (4<sup>th</sup>- 12<sup>th</sup>)</b>  <a href="https://www.youtube.com/watch?v=dISmdb5zfiQ">https://www.youtube.com/watch?v=dISmdb5zfiQ</a></p> <p><b>Teen Brain</b>  <a href="https://www.youtube.com/watch?v=EGdlpaWi3rc">https://www.youtube.com/watch?v=EGdlpaWi3rc</a></p>
<p><b>Day 69:</b>  <b>Adolescent Brain</b>  <b>Guiding Question</b>  How is the adolescent brain unique?</p>	<p><b>Strategies/Activity</b>  What wires together fires together.</p>	<p><b>Resources</b>  <b>The Teenage Brain Explained</b>  <a href="https://www.youtube.com/watch?v=hiduiTq1ei8">https://www.youtube.com/watch?v=hiduiTq1ei8</a></p> <p><b>The Teenage Brain</b>  <a href="https://www.youtube.com/watch?v=aIqVvyHeSiY">https://www.youtube.com/watch?v=aIqVvyHeSiY</a></p> <p><b>The Neuroanatomical Transformation of the Teenage Brain</b>  <a href="https://www.youtube.com/results?search_query=90+second+rule+jill+bolte+taylor">https://www.youtube.com/results?search_query=90+second+rule+jill+bolte+taylor</a></p>
<p><b>Day 70:</b>  <b>Adolescent Brain</b>  <b>Guiding Question</b>  What is happening in the adolescent brain?</p>	<p><b>Strategies/Activity</b>  Watch clip from <i>Inside Out</i> and take notes whole group or individually. Use notes from viewing to support tomorrow’s class discussion. Use the Edutopia article from resources to support whole group discussion.</p>	<p><b>Resources</b>  <b>The Adolescent Brain: Leaving Childhood Behind</b>  <a href="https://www.edutopia.org/blog/adolescent-brain-leaving-childhood-behind-lori-desautels">https://www.edutopia.org/blog/adolescent-brain-leaving-childhood-behind-lori-desautels</a></p> <p><b>Video clips of Bing Bong and the Adolescent Brain</b>  <a href="https://www.youtube.com/watch?v=tXj61BXEy2M">https://www.youtube.com/watch?v=tXj61BXEy2M</a></p>
<p><b>Day 71:</b>  <b>Adolescent Brain</b>  <b>Guiding Question</b>  What is happening in the adolescent brain?</p>	<p><b>Strategies/Activity</b>  Yesterday we watched a clip from <i>Inside Out</i>. Today we are going to share our reflections and uncover the symbolism from this scene in the movie.</p> <ul style="list-style-type: none"> <li>• What or who was your Bing Bong? Could it be an object (like a blanket or teddy bear) or something abstract?</li> <li>• What does Bing Bong symbolize?</li> <li>• Why is it important for Riley to let go of Bing Bong?</li> <li>• Why did Bing Bong jump off the wagon?</li> <li>• What makes it so <i>sad</i> for the audience (especially parents and adults) as we watch this part?</li> </ul>	<p><b>Resources</b>  <b>Video clips of Bing Bong and the Adolescent Brain</b>  <a href="https://www.youtube.com/watch?v=tXj61BXEy2M">https://www.youtube.com/watch?v=tXj61BXEy2M</a></p>

	<ul style="list-style-type: none"> <li>Do we really ever lose Bing Bong? Explain. Do you have a core memory of an experience from your imagination? What is it like?</li> </ul>	
<b>Day 72:</b> <b>Core Memories</b> <b>Guiding Question</b> What is a core memory?	<b><u>Strategies/Activity</u></b> What is the difference between a core memory and a regular memory? A core memory is a memory that holds significant emotion or meaning to the individual. Memory Games <ol style="list-style-type: none"> <li>Bring out ten items on a tray and show students for 10 seconds. See what students remember?</li> <li>Put a short sequence and then build a longer sequence of numbers and letters together!</li> </ol> What strengthens memory?	<b><u>Resources</u></b> <b>Your Memory Under Stress</b> <a href="https://www.youtube.com/watch?v=FKzUSfzqh5A">https://www.youtube.com/watch?v=FKzUSfzqh5A</a>
<b>Day 73:</b> <b>Core Memories</b> <b>Guiding Question</b> What is a core memory?	<b><u>Strategies/Activity</u></b> A core memory is a memory that holds significant emotion or meaning to the individual. Share one of each and list the details of each memory! Which memory has more details? Can you write down the different details?	<b><u>Resources</u></b> <b>Hippocampus and Memory</b> <a href="https://www.youtube.com/watch?v=eu_zOYHeGrg">https://www.youtube.com/watch?v=eu_zOYHeGrg</a>
<b>Day 74:</b> <b>Core Memories</b> <b>Guiding Question</b> How does positivity impact the brain?	<b><u>Strategies/Activity</u></b> Your brain state matters and when you believe you can, you are actually more likely to be successful. Go ahead spread positive vibes!	<b><u>Resources</u></b> <b>The Power of Positivity</b> <a href="https://www.youtube.com/watch?v=kO1kg10p-Hw">https://www.youtube.com/watch?v=kO1kg10p-Hw</a>
<b>Day 75:</b> <b>Core Memories</b> <b>Guiding Question</b> Can happiness spread?	<b><u>Strategies/Activity</u></b> Spreading gratitude will increase your happiness. Try it out.	<b><u>Resources</u></b> <b>The Science of Happiness</b> <a href="https://www.youtube.com/watch?v=oHv6vTKD6lg&amp;t=17s">https://www.youtube.com/watch?v=oHv6vTKD6lg&amp;t=17s</a> <b>*Quiet from 5:15-5:30 for language edit.</b>
<b>Day 76:</b> <b>Short Term Memory</b> <b>Guiding Question</b> What is short term memory?	<b><u>Strategies/Activity</u></b> Short term memory is the phase of memory responsible for temporary storage of information.	<b><u>Resources</u></b> <b>How Does Your Memory Work?</b> <a href="https://www.youtube.com/watch?v=TUoJc0NPajQ">https://www.youtube.com/watch?v=TUoJc0NPajQ</a>
<b>Day 77:</b> <b>Long Term Memory</b> <b>Guiding Question</b>	<b><u>Strategies/Activity</u></b> Long term memory is the phase of memory responsible for the storage of information for an extended period of time.	<b><u>Resources</u></b> <b>How Does Your Memory Work?</b> <a href="https://www.youtube.com/watch?v=TUoJc0NPajQ">https://www.youtube.com/watch?v=TUoJc0NPajQ</a>

<p>What is long term memory?</p>		<p><b>Short Term, Long Term, and Working Memory</b>  <a href="https://www.youtube.com/watch?v=iPEog8Wd8po">https://www.youtube.com/watch?v=iPEog8Wd8po</a></p>
<p><b>Day 78:</b>  <b>Memory</b>  <b>Guiding Question</b>  How are short term and long term memory different?</p>	<p><b>Strategies/Activity</b>  Your brain is taking in millions of signals all day. It is not possible to remember everything. The brain must do something with a memory to store it in long term and make it easy to retrieve from memory.</p>	<p><b>Resources</b>  <b>Short Term vs. Long Term Memory</b>  <a href="https://www.youtube.com/watch?v=b9aEeLGjR6M">https://www.youtube.com/watch?v=b9aEeLGjR6M</a></p>
<p><b>Day 79:</b>  <b>Memory</b>  <b>Guiding Question</b>  How does learning become memory? (encoding, consolidation, retrieval)</p>	<p><b>Strategies/Activity</b>  Memory is learning that has persisted over time.</p>	<p><b>Resources</b>  <b>How We Make Memories</b>  <a href="https://www.youtube.com/watch?v=bSyedIx-C48&amp;t=510s">https://www.youtube.com/watch?v=bSyedIx-C48&amp;t=510s</a></p>
<p><b>Day 80:</b>  <b>Memory</b>  <b>Guiding Question</b>  How are you priming your brain for memory storage?</p>	<p><b>Strategies/Activity</b>  What daily habits do you have that are helping you come to school ready to learn and socialize? (sleep, diet, exercise, mindfulness, planning ahead, schedule). Discuss whole group strategies for taking care of our body and brain to help support memory.</p>	<p><b>Resources</b>  <b>How We Make Memories</b>  <a href="https://www.youtube.com/watch?v=bSyedIx-C48&amp;t=510s">https://www.youtube.com/watch?v=bSyedIx-C48&amp;t=510s</a></p>
<p><b>Day 81:</b>  <b>Gratitude</b>  <b>Guiding Question</b>  How does gratitude effect the brain?</p>	<p><b>Strategies/Activity</b>  Create gratitude journals as we write three things we are grateful for in our morning meeting. We will then each take five notecards and write a positive affirmation on these and share them throughout the day with other staff, students, and teachers!</p>	<p><b>Resources</b>  <b>Gratitude</b>  <a href="https://www.youtube.com/watch?v=aT-r3-I6eY0">https://www.youtube.com/watch?v=aT-r3-I6eY0</a>  <b>How Gratitude makes us happy?</b>  <a href="https://www.youtube.com/watch?v=U5IZBjWDR_c">https://www.youtube.com/watch?v=U5IZBjWDR_c</a>  <b>Kid President</b>  <a href="https://www.youtube.com/watch?v=yA5Qpt1JRE4">https://www.youtube.com/watch?v=yA5Qpt1JRE4</a></p>
<p><b>Day 82:</b>  <b>Our Train of Thought</b>  <b>Guiding Question</b>  When do your thoughts become distracted and how do you get back on track?</p>	<p><b>Strategies/Activity</b>  Lead discussion and have students discuss in small groups. When does your train of thought run smoothly with few stops?When does your train of thought struggle? Why? What can I do in the classroom to help your train run with great speed and accuracy? What can you do to help your train of thought stay on the tracks and reach its destination? Teaching students</p>	<p><b>Resources</b>  <b>Islands of Personality and Trains of Thought</b>  <a href="https://www.edutopia.org/blog/islands-of-personality-trains-of-thought-lori-desautels">https://www.edutopia.org/blog/islands-of-personality-trains-of-thought-lori-desautels</a>  <b>Strategies</b>  <b>Elementary</b>  It is important to have a tangible train of thought in the classroom. This could be a larger model of chairs and cardboard boxes, or students could build individual</p>

	<p>about their neuroanatomy is empowering, as well as the foundation of learning and connection.</p>	<p>models of trains. Images of trains posted in an Attention and Focus corner could help to prime the brain for focus and remembering.</p> <p><u>Secondary</u></p> <p>Creating an analogy or visualization of the train of thought could support goal setting and planning. Where is your train heading right now? Is this where you want to go? What are two changes in planning this journey that you could make today?</p>
<p><b>Day 83:</b>  <b>Emotional Regulation</b>  <b>Guiding Question</b>  How do we return to our prefrontal cortex (calm) after being triggered (amygdala)?</p>	<p><b><u>Strategies/Activity</u></b>  When we are angry, anxious, upset in any way, our prefrontal cortex shuts down and it can be hard for us to think clearly and/or rationally. Because of this it is difficult to pause and think before we react. Can you think of a recent time when you felt this way and unintentionally spoke or acted before thinking about the consequence? We learn to pause and regulate at a very young age. If we do not learn to regulate at a young age, it is much more difficult to learn the more we age. Spend time over the next two days to watch videos with students! Discuss our coping strategies again and if we are intentionally using these strategies to emotionally regulate.</p>	<p><b><u>Resources</u></b>  Pause  Young people with ADD often show an inability to create a pause, or a moment of self-restraint between stimulus and reaction while weighing the consequences of their impending reaction. To assist students in creating this pause, give their brains the opportunity to make associations with color, visuals, and concrete objects. Tangible items can be symbolic reminders for students of all ages. Here are examples of signaling an intentional pause:</p> <ul style="list-style-type: none"> <li>• Flicking a red rubber band bracelet on our wrists or placing a red ball cap on our heads are two practices that teachers could model and repeatedly share when a pause is needed before making a hurried emotional or academic decision.</li> <li>• Accompanied with a tangible item, teachers can help students identify words that are analogies to waiting and hesitating. Stop, pause, halt, think, rest, breathe, float, and tread could be posted in specific areas of the room with pictures and images to add meaning.</li> <li>• Students could bring in an object from home that reminds them to stop, pause, and wait. These personal objects could be placed in a “red corner,” a highlighted area in the classroom where they are seen as reminders. Seeing, saying, and experiencing meaningful and personal reminders can effectively create associations and metaphors that the brain desires and needs for personalizing new responses.</li> </ul> <p>The strategies in this section originally appeared on Edutopia in the article: <b>Strengthening Executive Function Development for Students With ADD</b>  <a href="https://www.edutopia.org/blog/executive-function-development-students-add-lori-desautels">https://www.edutopia.org/blog/executive-function-development-students-add-lori-desautels</a></p> <p>22PresenceLearning © 2017. All Rights Reserved.  <a href="https://www.youtube.com/watch?v=m4UGDaCgo_s">https://www.youtube.com/watch?v=m4UGDaCgo_s</a>  <a href="https://www.youtube.com/watch?v=Zs559guIGDo">https://www.youtube.com/watch?v=Zs559guIGDo</a></p>

		<a href="https://www.youtube.com/watch?v=pFkRbUKy19g">https://www.youtube.com/watch?v=pFkRbUKy19g</a>
<p><b>Day 84:</b>  <b>Emotional Regulation</b>  <b>Guiding Question</b>  How do we return to our prefrontal cortex (calm) after being triggered (amygdala)?</p>	<p><b>Strategies/Activity</b>  When we are angry, anxious, upset in any way, our prefrontal cortex shuts down and it can be hard for us to think clearly and/or rationally. Because of this it is difficult to pause and think before we react. Can you think of a recent time when you felt this way and unintentionally spoke or acted before thinking about the consequence? We learn to pause and regulate at a very young age. If we do not learn to regulate at a young age, it is much more difficult to learn the more we age. Spend time over the next two days to watch videos with students! Discuss our coping strategies again and if we are intentionally using these strategies to emotionally regulate.</p>	<p><b>Resources</b>  <b>Self Regulation Skills</b>  <a href="https://www.youtube.com/watch?v=m4UGDaCgo_s">https://www.youtube.com/watch?v=m4UGDaCgo_s</a>  <b>Controlling Emotions: A Lesson From Angry Birds</b>  <a href="https://www.youtube.com/watch?v=pFkRbUKy19g">https://www.youtube.com/watch?v=pFkRbUKy19g</a></p>
<p><b>Day 85:</b>  <b>Emotional Regulation</b>  <b>Guiding Question</b>  How do we return to our prefrontal cortex (calm) after being triggered (amygdala)?</p>	<p><b>Strategies/Activity</b>  The language of the prefrontal cortex is spoken words and the language of the amygdala is feelings. When we are angry, anxious, afraid, sad, hungry or upset in anyway the prefrontal cortex goes offline and we need time to regulate in a safe space to calm the amygdala. We must be proactive in building relationships so we may support co-regulation in times when students become dis-regulated.</p>	<p><b>Resources</b>  <b>Calm Down and Release the Amygdala</b>  <a href="https://www.youtube.com/watch?v=Zs559guIGDo">https://www.youtube.com/watch?v=Zs559guIGDo</a></p>
<p><b>Day 86:</b>  <b>Coping Strategy:</b>  <b>Emotional Freedom Technique- “Tapping”</b>  <b>Guiding Question</b>  What is emotional freedom technique and what happens in the brain when we use this calming strategy?</p>	<p><b>Strategies/Activity</b>  “Emotional Freedom Techniques, or EFT (often known as Tapping or EFT Tapping), is a universal healing tool that can provide impressive results for physical, emotional, and performance issues. EFT operates on the premise that no matter what part of your life needs improvement, there are unresolved emotional issues in the way. Even for physical issues, chronic pain, or diagnosed conditions, it is common knowledge that any kind of emotional stress can impede the natural healing potential of the human body.”  Familiarize yourself and students with nine tapping points on the body.</p>	<p><b>Resources</b>  <a href="https://www.emofree.com/eft-tutorial/tapping-basics/what-is-eft.html">https://www.emofree.com/eft-tutorial/tapping-basics/what-is-eft.html</a>  <a href="https://www.thrivingnow.com/tapping-points-and-instructions/">https://www.thrivingnow.com/tapping-points-and-instructions/</a>  <b>Teachers</b>  <a href="https://www.youtube.com/watch?v=dPqQG5YFsX4">https://www.youtube.com/watch?v=dPqQG5YFsX4</a>  <a href="https://www.youtube.com/watch?v=s99M8eJV4sk">https://www.youtube.com/watch?v=s99M8eJV4sk</a>  <a href="https://www.youtube.com/watch?v=uWx_e199k88">https://www.youtube.com/watch?v=uWx_e199k88</a></p>
<p><b>Day 87:</b>  <b>Coping Strategy:</b>  <b>Emotional Freedom Technique- “Tapping”</b></p>	<p><b>Strategies/Activity</b>  Use these videos and the resources from the previous day to review and practice EFT practices.</p>	<p><b>Resources</b>  <b>Elementary</b>  <a href="https://www.youtube.com/watch?v=S1efrIBI9BY">https://www.youtube.com/watch?v=S1efrIBI9BY</a></p>

<p><b>Guiding Question</b> How EFT impacts our emotions and learning?</p>		<p><b>Secondary</b> <a href="https://www.youtube.com/watch?v=xtjHUoXYojE">https://www.youtube.com/watch?v=xtjHUoXYojE</a></p>
<p><b>Day 88:</b> <b>Social Brains</b> <b>Guiding Question</b> Why are relationships important?</p>	<p><b><u>Strategies/Activity</u></b> We cannot live without one another! We are wired for relationship and do not function well without one another. Make a list of everything you can do independently...without anyone. Make a list of everything you do each day that involves other people. Which list brings you the most positive emotions?</p>	<p><b><u>Resources</u></b></p>
<p><b>Day 89:</b> <b>Social Brains</b> <b>Guiding Question</b> Why are relationships important?</p>	<p><b><u>Strategies/Activity</u></b> We discussed the important role relationships play in our daily lives. Watch the video <i>Social Brains</i> and discuss new takeaways and connect to your lists from yesterday.</p>	<p><b><u>Resources</u></b> <b>Social Brains</b> <a href="https://www.youtube.com/watch?v=J0XmZW6xYSg">https://www.youtube.com/watch?v=J0XmZW6xYSg</a></p>
<p><b>Day 90:</b> <b>Social Brains</b> <b>Guiding Question</b> How is technology changing your brain?</p>	<p><b><u>Strategies/Activity</u></b> Technology plays a large role in many of our lives. Are you aware of how technology is changing your brain (good and bad) each day?</p>	<p><b><u>Resources</u></b> From Neurons to Networks! <a href="https://www.youtube.com/watch?v=zLp-edwiGUU">https://www.youtube.com/watch?v=zLp-edwiGUU</a></p>
<p><b>Day 91:</b> <b>Social Brains</b> <b>Guiding Question</b> In what ways are groups stronger than individuals?</p>	<p><b><u>Strategies /Activity</u></b> Bring in a thick book like a telephone book! Show how easy it is to tear one page and then grab 50 or 100 pages together and try to tear these! If you have enough pages, they simply will not tear! We are stronger in group and collaboration! Why do we we sometimes though not get along in groups? Could it be that our survival brain is kicking into action? How could we work to collaborate in better ways working like a thick book that's pages cannot be torn when working together!</p>	<p><b><u>Resources</u></b> Phone Book</p>
<p><b>Day 92:</b> <b>Social Brains</b> <b>Guiding Question</b> What are your superpowers?</p>	<p><b><u>Strategies /Activity</u></b> “Neuroscientist Matthew Lieberman explains that through his studies he's learned that our kryptonite is ignoring the importance of our social superpowers and by building on our social intuition, we can make ourselves smarter, happier, and more productive. In this TEDx Talk, Lieberman explores groundbreaking research in social neuroscience that reveals that our need to connect with other people is even more fundamental than our need for food or shelter and that the social pain and pleasure we experience has just as much impact as physical pain and pleasure.”</p>	<p><b><u>Resources</u></b> <b>The Social Brain and Its Superpowers; Matthew Lieberman, Ph.D.</b> <a href="https://www.youtube.com/watch?v=NNhk3owF7RQ">https://www.youtube.com/watch?v=NNhk3owF7RQ</a></p>

<p><b>Day 93:</b> <b>Social Brains</b> <b>Guiding Question</b> What are your superpowers?</p>	<p><b>Strategies /Activity</b> Continue watching video and then share reflection in whole group discussion.</p>	<p><b>Resources</b> <b>The Social Brain and Its Superpowers; Matthew Lieberman, Ph.D.</b> <a href="https://www.youtube.com/watch?v=NNhk3owF7RQ">https://www.youtube.com/watch?v=NNhk3owF7RQ</a></p>
<p><b>Day 94:</b> <b>Empathy</b> <b>Guiding Question</b> How can we increase our empathy?</p>	<p><b>Strategies/Activity</b> Do you ever feel like you should help someone but you don't when you are in a group of people? Watch this and think of a time when we did or did not!! Can animals teach us empathy? Can animals pick up on our emotions?</p>	<p><b>Resources</b> <b>All Students</b> <a href="https://www.youtube.com/watch?v=UzPMMSKfKZQ">https://www.youtube.com/watch?v=UzPMMSKfKZQ</a> <b>Teaching Empathy</b> <a href="https://www.youtube.com/watch?v=aU3QfyqvHk8">https://www.youtube.com/watch?v=aU3QfyqvHk8</a></p>
<p><b>Day 95:</b> <b>Empathy</b> <b>Guiding Question</b> How can we increase our empathy?</p>	<p><b>Strategies/Activity</b> Empathy is the ability to understand and share the feelings of another. Empathy is a learned trait and must be taught.</p>	<p><b>Resources</b> <b>Elementary</b> <a href="https://www.youtube.com/watch?v=9_1Rt1R4xbM">https://www.youtube.com/watch?v=9_1Rt1R4xbM</a> <b>Secondary</b> <b>The Bystander Effect</b> <a href="https://www.youtube.com/watch?v=Wy6eUTLzcU4">https://www.youtube.com/watch?v=Wy6eUTLzcU4</a> <b>The Empathy Gap</b> <a href="https://www.youtube.com/watch?v=bdLOkqMfRJK">https://www.youtube.com/watch?v=bdLOkqMfRJK</a></p>
<p><b>Day 96:</b> <b>Engagement</b> <b>Guiding Question</b> How do we keep our brain engaged?</p>	<p><b>Strategies/Activity</b> Have you ever been driving for a long time, and then you realize that several minutes have passed, and you don't remember thinking about driving because you were in such a relaxed state of alertness? That's not how we want our brain to feel at school! We want to keep our brain engaged so our best learning can occur. We need novelty, curiosity, and sometimes even a brief state of confusion because the brain pays close attention to these types of experiences. This is because of our reticular activating system (RAS) in our brain stem.</p>	<p><b>Resources</b> <b>Reticular Activating System</b> <a href="https://www.youtube.com/watch?v=QCnfAzAIhVw&amp;t=90s">https://www.youtube.com/watch?v=QCnfAzAIhVw&amp;t=90s</a> <b>Unlocking The Screen of Your Mind</b> <a href="https://www.youtube.com/watch?v=xsrkOSTyWCU">https://www.youtube.com/watch?v=xsrkOSTyWCU</a></p>
<p><b>Day 97:</b> <b>Multiple Intelligence</b> <b>Guiding Questions</b> What are multiple intelligences?</p>	<p><b>Strategies/Activity</b> The question we need to begin asking ourselves and our students is: "How are you smart?" Not... "How smart are you?"</p>	<p><b>Resources</b> <b>What is Multiple Intelligence?</b> <a href="https://www.youtube.com/watch?v=s2EdujrM0vA">https://www.youtube.com/watch?v=s2EdujrM0vA</a> <b>Multiple Intelligence</b> <a href="https://www.youtube.com/watch?v=cf6lqfNTmaM">https://www.youtube.com/watch?v=cf6lqfNTmaM</a> <a href="https://www.youtube.com/watch?v=falHoOEUFz0">https://www.youtube.com/watch?v=falHoOEUFz0</a></p>
<p><b>Day 98:</b> <b>Multiple Intelligence</b> <b>Guiding Questions</b></p>	<p><b>Strategies/Activity</b></p>	<p><b>Resources</b> <b>Multiple Intelligence</b> <a href="https://www.youtube.com/watch?v=cf6lqfNTmaM">https://www.youtube.com/watch?v=cf6lqfNTmaM</a></p>

<p>What are multiple intelligences?</p>	<p>There are many ways of being smart. How are you smart? You were born to learn, so then what are you learning?</p>	<p><b>Born to Learn</b>  <a href="https://www.youtube.com/watch?v=falHoOEUFz0">https://www.youtube.com/watch?v=falHoOEUFz0</a></p>
<p><b>Day 99:</b>  <b>Multiple Intelligences</b>  <b>Guiding Question</b>          What are your learning strengths and challenges?</p>	<p><b>Strategies/Activity</b>          Let's look at our own intelligences! Spend the next couple of days digging into strengths and reflecting.</p>	<p><b>Resources</b>  <b>Multiple Intelligences Self Assessment</b>  <a href="https://www.edutopia.org/multiple-intelligences-assessment">https://www.edutopia.org/multiple-intelligences-assessment</a></p> <p><b>Find Your Strengths</b>  <a href="http://literacynet.org/mi/assessment/findyourstrengths.html">http://literacynet.org/mi/assessment/findyourstrengths.html</a></p> <p><b>Secondary- Multiple Intelligences Inventory</b>  <a href="http://kerstens.org/alicia/planning10/Multiple%20Intelligences%20Inventory.pdf">http://kerstens.org/alicia/planning10/Multiple%20Intelligences%20Inventory.pdf</a></p> <p><b>Matching careers to multiple intelligences</b>  <a href="http://bestcareermatch.com/career-chart">http://bestcareermatch.com/career-chart</a></p> <p><b>Thomas Armstrong- Choosing a Career</b>  <a href="https://www.teachervision.com/using-multiple-intelligences-theory-choosing-career">https://www.teachervision.com/using-multiple-intelligences-theory-choosing-career</a></p>
<p><b>Day 100:</b>  <b>Applied Educational Neuroscience</b>  <b>Guiding Question</b>          What have you learned and how will you use this learning going forward?</p>	<p><b>Strategies/Activity</b>          So What...Now What? Looking back on what has been covered in these lessons what do you now know about the brain? Maya Angelou is quoted with saying, "When you know better, you do better." How does knowing about your neuroanatomy and the amazing functions of your brain change the way you look at the future? Reflect in groups, write, draw...How will you apply this knowledge moving forward?</p>	<p><b>Resources</b></p>
<p><b>Additional Resources:</b></p>		<p><a href="http://faculty.washington.edu/chudler/links.html">http://faculty.washington.edu/chudler/links.html</a></p> <p><a href="https://www.parentingforbrain.com/self-regulation-toddler-temper-tantrums/">https://www.parentingforbrain.com/self-regulation-toddler-temper-tantrums/</a></p> <p><a href="https://www.pinterest.com/explore/brain-games/?lp=true">https://www.pinterest.com/explore/brain-games/?lp=true</a></p> <p><a href="https://www.youtube.com/watch?v=hVy5E2DZkKM&amp;list=PLQwg0PxpUPloVUzfl75OuwJTPjCgn8jzM">https://www.youtube.com/watch?v=hVy5E2DZkKM&amp;list=PLQwg0PxpUPloVUzfl75OuwJTPjCgn8jzM</a></p> <p><a href="https://www.youtube.com/watch?v=cgLYkV689s4">https://www.youtube.com/watch?v=cgLYkV689s4</a></p> <p><a href="https://thecornerstoneforteachers.com/working-memory-games/">https://thecornerstoneforteachers.com/working-memory-games/</a></p> <p><a href="http://soulpancake.com/">http://soulpancake.com/</a></p> <p>22PresenceLearning © 2017. All Rights Reserved.</p>

