

Welcome—2 things to do

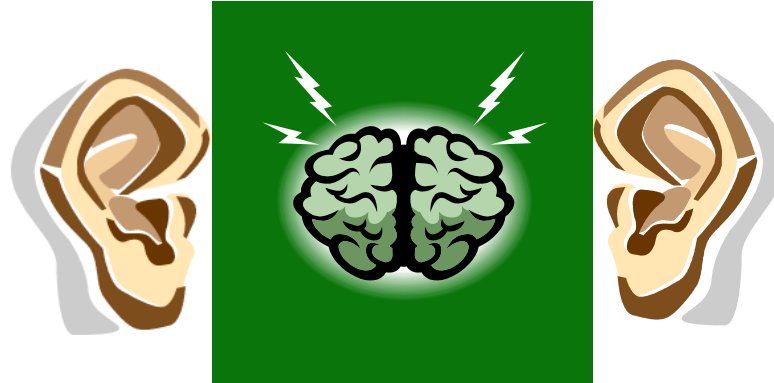
- Using your thumb/finger and the WASHABLE INK stamp pads...VOTE on the continuums (cleanup tab provided at door)

AND

- Complete the SEXTING squares sheet...NO NAMES PLEASE

Al Craven – Adrian College

Su Nottingham – Central Michigan University



**Developing Health Education
Strategies** with the
Brain in Mind

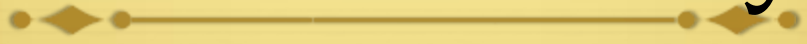
Let's learn about you!



- ✦ Stand up if this is your first time at this conference and yell:

- ✦ “Guess I’m a virgin!”

Stand up if you work with
adolescents and yell:



“Fun is all I’m having!”

Stand up if you are from the
East Coast and yell:

“I’ve come a long
way, baby!”

Stand up if you are from the
Mid-West and yell:

“We’re more than
corn!”

Stand up if you are from the
West and yell:

✦ “Yee-Ha!..Glad to be
here!”

Stand up if you are from the
South and yell:

✦ “It was a long flight!”

Stand up if you are from
outside the U.S.

“Happy to be
here.”

Stand up if you've been at a
session of ours before and
yell:

✦ “I want MORE!”

Stand up if you haven't stood
up yet and yell:

“Hey, What about
ME!”

Prize:



✦ Who came the farthest to
be a this conference?

What will you get today:

- 1 Hour of health/sexuality strategies based on the developing adolescent brain
- Interactive, practical and movement based
- All materials are (or will be) posted on the SHAPE website:
 - Contact information – link to website for materials
 - PowerPoint – contact information included at end
 - All strategies

Let's Talk about What the Brains SAVES!



- ARE WE MEMORABLE?
- DO WE HAVE ANY IMPACT ON BEHAVIOR?
- WHAT DO THEY TAKE AWAY???

What a Brain Remembers.....

ANY brain!

- Place the % cards in order...lowest to highest..



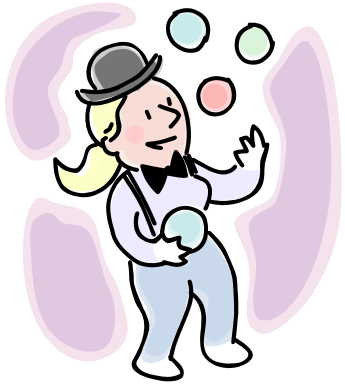
- Underneath each % card place the learning/teaching activity given that % brain retention....

With a LECTUREa brain
saves.....5%



It will delete 95% in the first 24
hours

- READING.....10%
- AUDIO/VISUAL.....20%
- DEMONSTRATION.....30%
- DISCUSS.....50%



- When you have students PERFORM an activity or skill a student's brain saves..... 75%
- When you have students teach what they learned, the student's brain saves.....90%



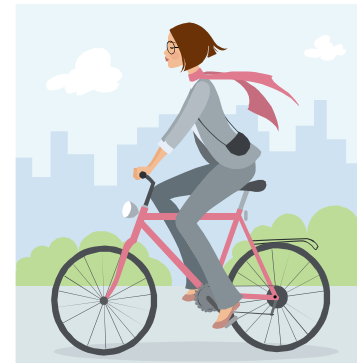


Explicit Learning (lecture, textbooks, etc.)

- remember names of explorers learned in 5th grade?

Implicit Learning (movement)

- how to ride a bike, change a light bulb



**5 Things need to
happen**

**for learning to
occur.**

1. State

- **If bored or unhappy.....won't learn**
 - **Lack proper nutrition**

“an empty stomach cannot listen to anything”

- **Sitting too long**



Brain Rule # 4

Attention

We don't pay attention to boring things

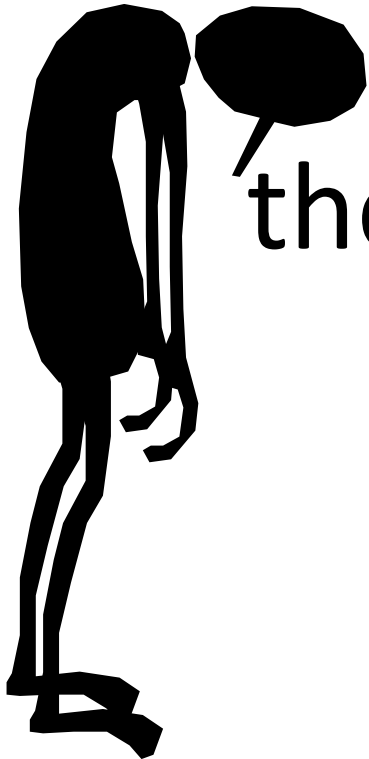
John Medina, Brain Rules



The **CHAIR** is the **least** effective environment for **LEARNING!**



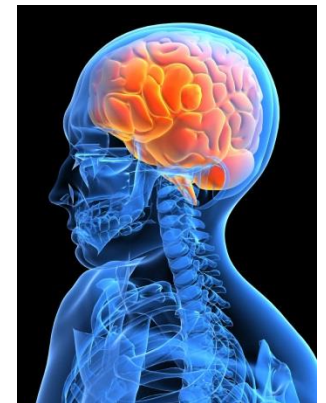
The greater duration of time in
a chair,
the greater the depth of
student despair



Eric Jensen

Movement and the brain.....

- Enhances episodic learning and memory
- Increases circulation of blood
- Differentiates instruction
- Improves brain function
- Allows for implicit learning
- Engages the senses
- Provides a break from sitting = refocused attention
- Improves the learning state
- Reduces stress



Brutally Honest Speed Dating

- Healthy Character Traits
versus
 - Unhealthy traits

[https://www.youtube.com/watch?
v=4hwHp9czZg4](https://www.youtube.com/watch?v=4hwHp9czZg4)

Explain BHSD here

- Based on room arrangement
- Pair up – designate person “A” and person “B”
- Each person takes a BHSD card.
- Person “A” says: “Tell me about yourself.”
- Person “B” READS their card, then hands it away
- Then reverse....
- Record characteristic on recording sheet
- You will be told when to move.....

5 Things need to happen for **learning** to occur:

1. **State** – (movement – not bored)
2. **Meaning**

2. Meaning



- **It must make sense**
- **Relevant & meaningful**
- **“meaning maker” (demo)**

The Human Uterus!



A
meaning
maker!

5 Things need to happen for **learning** to occur:

1. **State – (movement – not bored)**
2. **Meaning (meaning maker)**
3. **Attention**
4. **Retention**



3. Attention

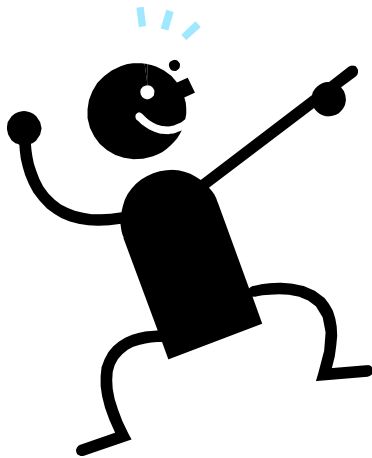
- **Make learning engaging**



4. Retention



- **Make it memorable**
- **Novelty**



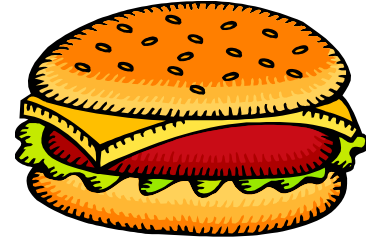
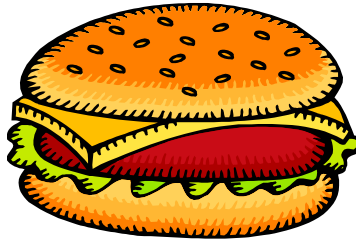
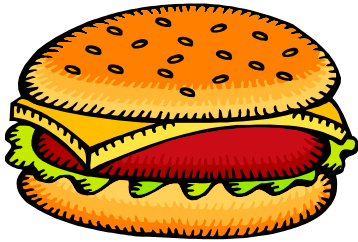
I'll Pass on Sexting.....thank you!

- Fill out the four boxes – Other will read these.

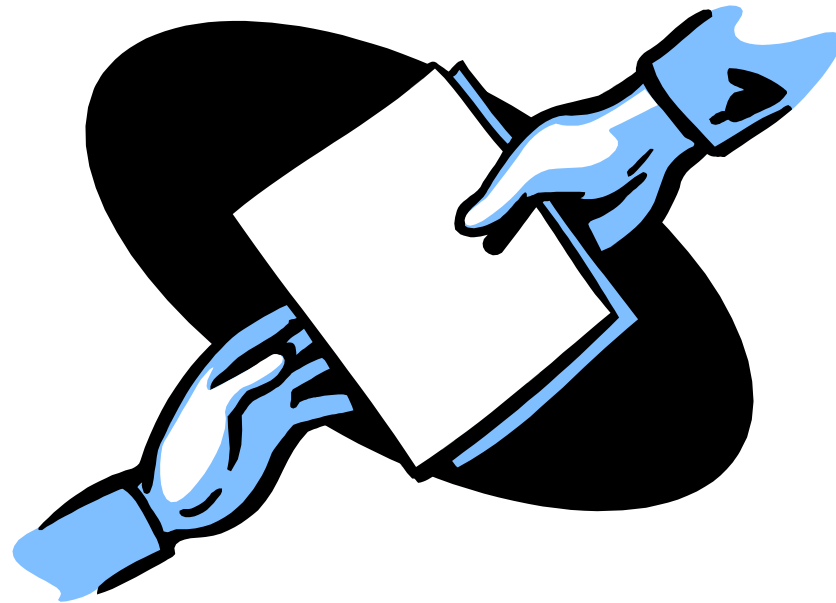
NO NAMES Please!!!

Fold it

- **Hamburger x 3**



Now PASS and keep passing...



Definition: sexting

sext·ing

[seks-ting]

the sending of
sexually explicit photos,
images, text messages,
or e-mails by using
a cell phone
or
other mobile device.

Upper Right box....

- If either person is under 18
- Only if there is nudity
- Only if sent without the person's permission
- Regardless of the age of the people involved
- For the person who took and sends the pics, and those who receive or send it forward.

Lower left box....

- The moment the picture is taken
- After it is sent to another person
- When it is sent on to a third person, or shared beyond the original two people
- There really isn't any such thing as sexting in terms of the law.

Lower right box

Yes Sent?

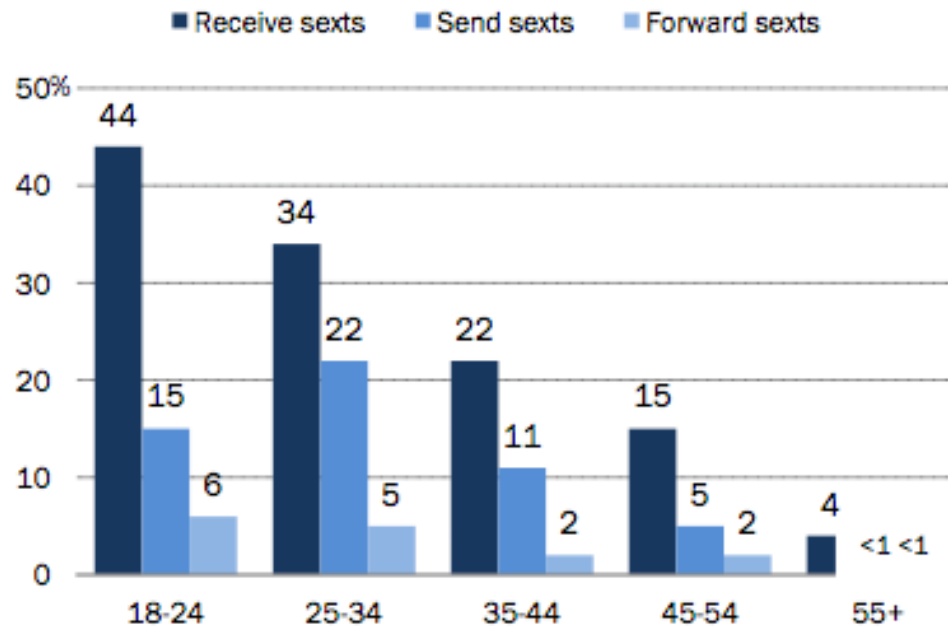
Yes Received?

Regrets – Yes?

Regrets – No?

Sexting by age

Among cell phone owners, the % who use their phones to do the following ...



Pew Research Center's Internet Project survey, August 7-September 16, 2013.

PEW RESEARCH CENTER

<https://www.youtube.com/watch?v=rNAGPtrOF0M>

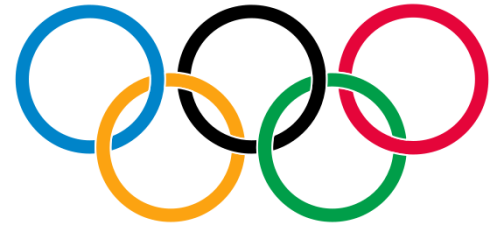
Sexting for seniors.....

Sexting

- <https://www.youtube.com/watch?v=ffnQnqC2QKU>
- A lesson (included on you CD) from down under.....

Puberty Olympics

- Get into groups of three people
- Two cords...to “hold hands”
- Still attached...find:
 - Word
 - Definition
 - Pronunciation
- Bring it to check....
- THEN go get another set....



5 Things need to happen for **learning** to occur:

1. **State – (movement – not bored)**
2. **Meaning (apply /meaning-maker)**
3. **Attention (engaging)**
4. **Retention (novel)**
5. **Transfer**

5. Transfer



- **Facilitate the transfer of new knowledge**
 - **Concrete experience**
 - **Apply to their REAL WORLD**

Make it apply to their lives....

- Turn to a person next to you
- Give one example of a “real world” experience your students/clients need....



5 Things need to happen for **learning** to occur:

1. **State – (movement – not bored)**
2. **Meaning (apply /meaning-maker)**
3. **Attention (engaging)**
4. **Retention (novel)**
5. **Transfer (apply to their lives)**

GOAL: HAVE AS MANY AS POSSIBLE!

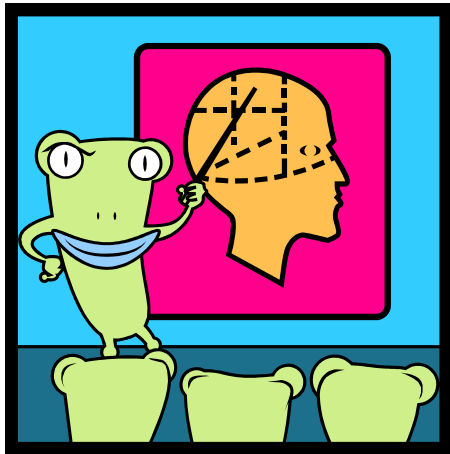
You have 2 minutes.....

- Get up.....move around the room
- Examine EACH of the thumb-print voting continuums
- Then take your seat



Now that we know how to make
learning happen.....

- What do we know
particularly about the
teenage brain?



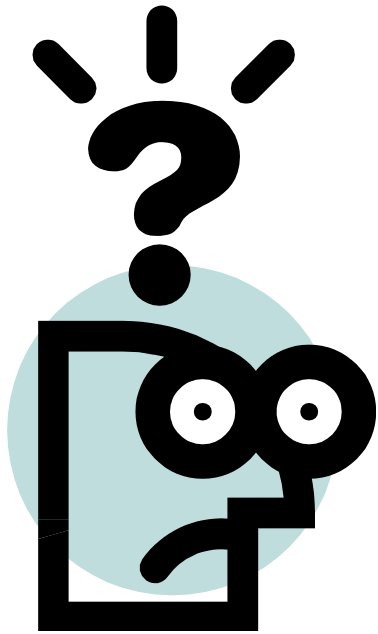
Underdeveloped Pre-frontal Cortex.....

Short term gratification NOT delayed rewards

Need intentional practice in assessing and managing their risky behaviors



Lack of planning/consequences?



Easily confused

Weak at risk management

Don't think about consequences

We need to understand why they act
as they do.

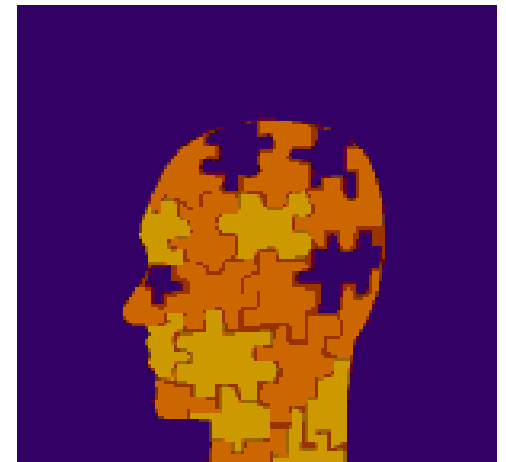
Susceptibility

Teens are more likely to engage in such
risky behaviors as smoking, abusing drugs,
and having unsafe sex.



10:2 Theory

Every **10** minutes or so of new meaningful chunks of information, learners should be provided at least **2** minutes to process the information



Turn to the person closest to you

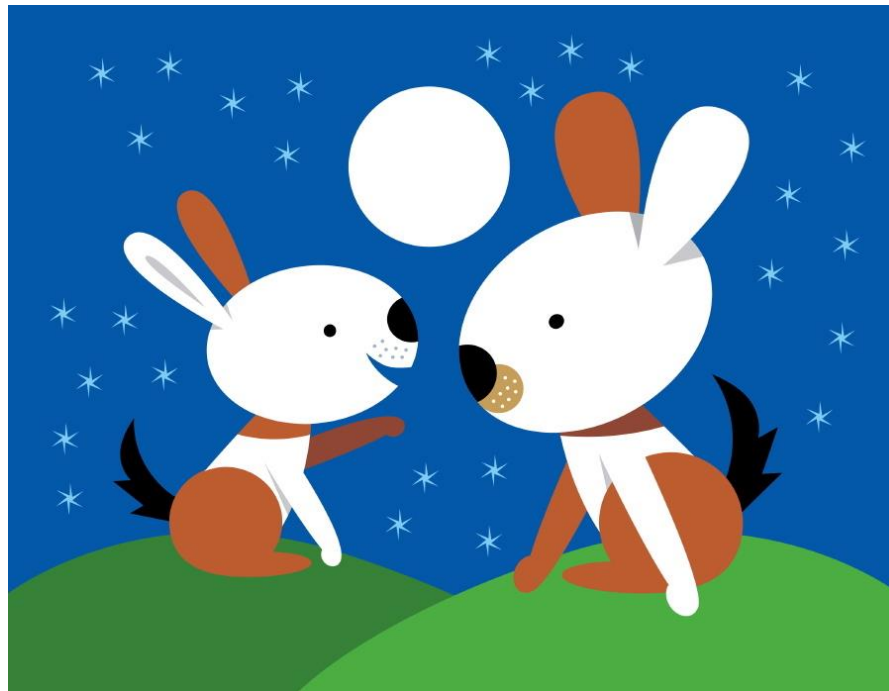
Person with the longest hair tell your
partner

“something you’ve learned about the
brain and learning”.



Switch partners and tell partner

“What strategies are more effective than lecturing?”



Multiple Choice questions

A.....both arms above the head

B.....both arms behind your back

C.....crouch down

D.....dip up and down

A.....arms above head

C.....crouch down

B.....arms behind back

D..... dip up and down

How many people have died from HIV
infection in the U.S. so far?

A.....105,320

B.....457,890

C.....635,000

D.....over one million

C.

635,000

A.....arms above head

C.....crouch down

B.....arms behind back

D..... dip up and down

In the U.S. what % of new HIV cases were people between the ages of 13-29?

A.....25%

B.....39%

C.....55%

D.....75%

B

39%

A.....arms above head

C.....crouch down

B.....arms behind back

D..... dip up and down

African American girls are starting puberty,
including breast development at what age?

A.....8.8 years

B.....9.3 years

C.....9.7 years

D.....10. 3 years

A

8.8 years

Hispanic Girls.....9.3 years

Asian Girls.....9.7 years

White Girls.....9.7 years

(4 months less than in 1997)

A.....arms above head

C.....crouch down

B.....arms behind back

D..... dip up and down

What % of children born to a teenager
will repeat a grade?

A.....15%

B.....25%

C.....40%

D.....50%

D

50%

A.....arms above head

C.....crouch down

B.....arms behind back

D..... dip up and down

What % of the developmental disabled will experience sexual abuse at some point in their lives?

A.....20%

B.....35%

C.....65%

D.....90%

D

90%

To teach sex education we need to
establish a

Brain Compatible & Friendly Classroom Environment



References

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