



SHARE 2018 – Integrating ELT

Emotional Learning and Brain Learning.^{By}

Profesora Sandra Fratini

WELCOME!!!

EMOTIONAL & BRAIN LEARNING

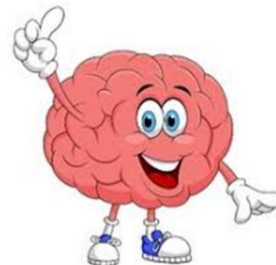
Workshop 2018

Sandra Frattini

Neurosicoeducadora

AGENDA

- ✓ **in action!** (already done)
- ✓ **the emotional & brain learning process**
- ✓ **the brain**



IN ACTION: Things to remember from the “Class simulation”

- ✓ **SHOWING THE “AGENDA OF THE DAY” TO OUR STUDENTS MEANS SAFETY... SAFETY IS KEY FOR THE BRAIN... IF THE BRAIN DOES NOT FEEL SAFE ... THE “AMYGDALA (EMOTIONS’ REGULATOR)” BLOCKS THE ENTRANCE OF INFORMATION....**
- ✓ **SPEND ENOUGH TIME “CHECKING EMOTIONS” IN ORDER TO SPOT THEIR EMOTIONS AND CHECK YOUR EMOTIONAL ENVIRONMENT BEFORE YOU START THE CLASS**
- ✓ **PLAYING/COMPETING SAFELY ...GUARANTEES LEARNING DOING AN ACTIVITY IN PAIRS OR GROUPS RAISES SELF STEEM/CONFIDENCE (no more individual work! It will not work in their future and lowers the positive emotional level!)**
- ✓ **BRAIN BREAKS GIVE OXIGEN (food/ fuel) TO THE BRAIN (RECHARGING BATTERIES) THEY ARE ESSENTIAL IN THE CLASS!!!**

THE EMOTIONAL & BRAIN LEARNING

What do you think this process involves?

1. Enough diagnostic period to ? our students...and to ? them
2. The ? planning
3. A motivated class free of ?
4. A Student's ? class and the teacher is a FACILITATOR
5. Dealing with ? in class: identify and talk about them: "EMOTION METER"
6. A focus on ? the process not on "marking" the process

1. Enough diagnostic period to GET TO KNOW our students...and to CONNECT with them

NLP pillars

- **RAPPORT**: maximizing similarities and minimizing differences
- **SENSORY ACUITY**: having all senses IN ALERT!! Smell/ taste/ see/ hear and FEEL your classroom!
- **FLEXIBILITY** : the more flexible you are the better connection you make
- **RESULTS**: focus on having positive and tangible results!

Some useful ideas to connect with them:



- Greet them at the door!
- Play music while waiting for them...
- Go around the class...be near
- Show something of your own/ or introduce your family
- Show them you were asking for them when absent
- Say thank you!

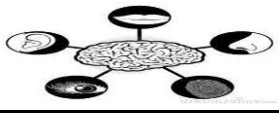
2. The RIGHT planning

- my students' multiple intelligences
 - their sensory styles' predominance
 - their approach to EMOTIONS
 - their EMOTIONAL INTELLIGENCE composed of their INTER/INTRA personal skills
 - their brain hemispheres' predominance
- + the content + etc...

And!!! Hand it in AFTER the diagnostic period!

Model:

2nd year High school students (classes started on March 6th)



NeuroDiagnosis (done end of April):

- ✓ mostly kinesthetic, very few with the auditory style developed...and, of course completely visual.
- ✓ Interpersonal skills to develop
- ✓ Some musical skills depending on the activity
- ✓ Emotions reserved
- ✓ Left hemisphere predominance

3. A motivated class free of THREATS!

Work on:



- ✓ group's identity

- ✓ social – emotional aspects
- ✓ rules and procedures together
- ✓ your tone of voice, posture, words
- ✓ The right furniture layout

4. Student's ? class and the teacher is a FACILITATOR

Teamwork!!



Pair work!!!



5. Dealing with **EMOTIONS** in class: identify and talk about them: "EMOTION METER"

1. Be Emotionally Supportive of Students
2. Express Emotion in Your Teaching
3. Use Appropriate Humor
4. Engage Your Students' Imagination
5. Teach Controversial Issues
6. Help Students Understand and Self-Regulate Their Emotions
7. Use the EMOTION METER: what's your emotion today?

Give them **TOOLS** to help understand the EMOTION and self regulate it:

- ✚ Breathe deeply
- ✚ Count slowly
- ✚ Mindfulness
- ✚ Drink water
- ✚ Go out (walking, for example)
- ✚ Identify emotion ("I think I am ANGRY!")
- ✚ Re think the situation

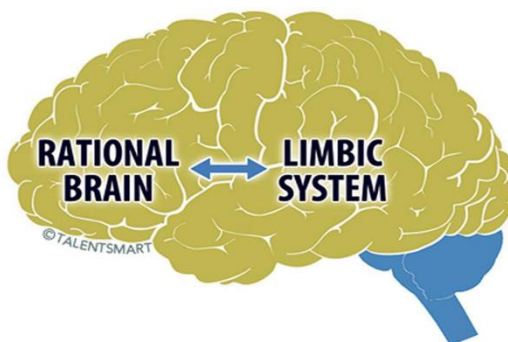
6. A focus on **ENJOYING** the process not on “marking” the process

The problem is not the exam , it's the low self esteem

- evaluate focusing on **LEARNING**, not on passing/ approving
- give **CLEAR** instructions
- facilitate self-correction
- Give them another try
- make sure there's a relaxing and confident climate

THE BRAIN

- I have 2 main systems....an **AMYGDALA** (emotions' regulator) and **FRONTAL LOBES** (high level of thinking) ...2 hemispheres...among many other things
- I **HATE** threats! (**agenda!**)
- I **LOVE** music, dancing, playing ...(**brain breaks**)
- I never rest...so I need fuel all the time! (**attention**)
- I am really **SOCIAL!**(team/pair work)
- I need **CLARITY**, **REPETITION** and **YOUR PATIENCE!**
- I have **PLASTICITY** ...so I can change all the time
- I first learn how to **SURVIVE** then....I think (first the emotion comes and then the action)



Emotional intelligence is a balance between the rational and emotional brain.

LIMBIC/ EMOTIONAL SYSTEM



- ❖ responsible for generating and regulating emotions
- ❖ first filter of the information coming from the environment
- ❖ gets 2 possible answers: attack or run away!
- ❖ processes present & past experiences
- ❖ has the basic emotions: fear, happiness, sadness, anger, disgust & surprise
(MATIAS, in Spanish)

The learning process involves emotional content. The student has to be emotionally hooked in this experience. The student must WANT to learn and must FEEL he can do it!

This way he will easily send the information to the neocortex /thinking brain where it will be processed, transformed, recreated and converted into a permanent and significant learning.

NEOCORTEX/RATIONAL BRAIN

- the cognitive and executive functions are here and make the capacity of processing the information consciously
- consists of the frontal lobes and it is divided into the two hemispheres

Children/teens are still developing their NEOCORTEX... Its development ends around 22 to 25 years old , depending on each case... This is part of our Jobs! Filling in the neocortex, enhancing rationalizing, thinking, processing and so on... 100% of our message has to be FOCUSED on the student and needs to have CONTRAST as the instinctive-emotional brain decodes quickly! (2 miliseconds)....then, it is sent to the amygdala (the emotions' controller)

This message should be **TANGIBLE ,CONCRETE, REAL...**

Use many **VISUAL AIDS** (they work 40 times better than the
auditive resources)

So...if you:

- are not thinking of “upgrading” your current teacher’s role!
- don’t have any intention of connecting **WITH YOUR STUDENTS!**
- don’t get ready to be one of the **BEST Neocortex FILLERS** of their “under construction” brain!
- don’t consider **PLEASURE/ FUN** in the recipe...
- don’t start developing their **EMOTIONAL** intelligences!
- and thinking about the **RIGHT PLANNING...**

and many other things... we have discussed/**SHARED** today!

What are **YOU**
doing in that
classroom?



Bibliography:

- My notes from **NEUROSICOEDUCACION –ASOCIACION EDUCAR**
- **INTELIGENCIAS MÚLTIPLES**, Howard Gardner
- **INTELIGENCIA EMOCIONAL**, David Goleman
- **THE BRAIN AND EMOTIONAL INTELLIGENCE**, David Goleman
- **EL MUNDO EN TUS MANOS**, Elsa Punset
- **FELICES**, Elsa Punset

and my own experience and passion!!



**THANK YOU VERY
MUCH!!!!**

sandrafrattinits@gmail.com

3489-589598 



contact us!



Sandra Frattini

Neuroicoeducadora

Coach ontológico

Master en PNL

Teacher of English