

# **PREPARING CHILDREN FOR SUCCESS IN SCHOOL AND LIFE**

*20 Ways to Increase Your Child's Brain Power*



**Testing Your Knowledge of Brain Facts**

**Today's Brain - How Different?**

**Elements of a Brain-based Home Environment**

**40 Developmental Assets<sup>®</sup> for Adolescents**

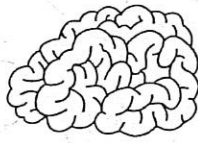
**Neuron – The Memory Cell**

**Brain-compatible Strategies**



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## Testing Your Knowledge of Brain Facts

Respond True (T) or False (F) to the following statements:

1. \_\_\_\_\_ Zero to four years of age is the most rapid period of growth for brain cells.
2. \_\_\_\_\_ Mothers spend an average of 30 minutes per day in meaningful conversation with their children.
3. \_\_\_\_\_ The frontal lobe of the brain matures when your children are in their teens.
4. \_\_\_\_\_ The average attention span of your child's brain is equal to their age in minutes.
5. \_\_\_\_\_ Laughter strengthens the immune system and improves health.
6. \_\_\_\_\_ The amount of sleep the brain needs varies from person to person.
7. \_\_\_\_\_ Talking and moving help the brain remember content.
8. \_\_\_\_\_ Blues, greens, and earth tones are high energy colors.
9. \_\_\_\_\_ Stress is the number one cause of aging.
10. \_\_\_\_\_ Exercise or movement is one of the ten things that enables people to live beyond the age of eighty.

## *Elements of a Brain-Based Home Environment*

<b>ELEMENTS</b>	<b>BEST/CALMING</b>	<b>WORST/HIGH ENERGY</b>
<p><i>Color</i></p> 		
<p><i>Music</i></p> 		
<p><i>Lighting</i></p> 		
<p><i>Aroma</i></p> 		

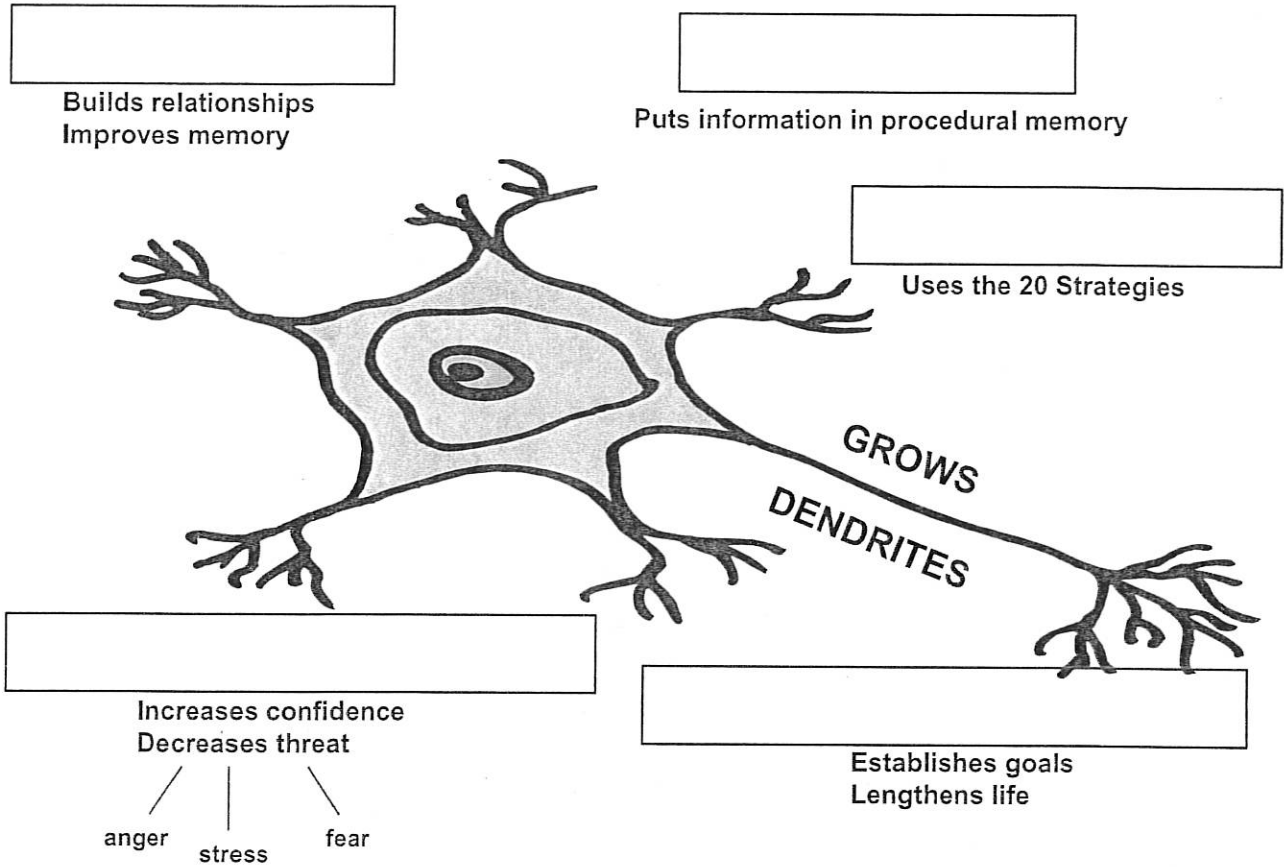
## 40 Developmental Assets® for Adolescents

(ages 12-18)

External Assets	<b>Support</b>	<ol style="list-style-type: none"> <li>1. <b>Family support</b> – Family life provides high levels of love and support.</li> <li>2. <b>Positive family communication</b> – Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents.</li> <li>3. <b>Other adult relationships</b> – Young person receives support from three or more non parent adults.</li> <li>4. <b>Caring neighborhood</b> – Young person experiences caring neighbors.</li> <li>5. <b>Caring school climate</b> – School provides a caring, encouraging environment.</li> <li>6. <b>Parent Involvement in schooling</b> – Parent(s) are actively involved in helping young person succeed in school.</li> </ol>
	<b>Empowerment</b>	<ol style="list-style-type: none"> <li>7. <b>Community values youth</b> – Young person perceives that adults in the community value youth.</li> <li>8. <b>Youth as resources</b> – Young people are given useful roles in the community.</li> <li>9. <b>Service to others</b> – Young person serves in the community one hour or more per week.</li> <li>10. <b>Safety</b> – Young person feels safe at home, school, and in the neighborhood.</li> </ol>
	<b>Boundaries &amp; Expectations</b>	<ol style="list-style-type: none"> <li>11. <b>Family boundaries</b> – Family has clear rules and consequences and monitors the young person's whereabouts.</li> <li>12. <b>School boundaries</b> – School provides clear rules and consequences.</li> <li>13. <b>Neighborhood boundaries</b> – Neighbors take responsibility for monitoring young people's behavior.</li> <li>14. <b>Adult role model</b>– Parent(s) and other adults model positive responsible behavior.</li> <li>15. <b>Positive peer influence</b> – Young person's best friends model responsible behavior.</li> <li>16. <b>High expectations</b> – Both parent(s) and teachers encourage the young person to do well.</li> </ol>
	<b>Constructive Use of Time</b>	<ol style="list-style-type: none"> <li>17. <b>Creative activities</b> – Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.</li> <li>18. <b>Youth programs</b> – Young person spends three or more hours per week in sports, clubs, or organizations at school and/or community.</li> <li>19. <b>Religious community</b> – Young person spends one hour or more per week in activities in a religious institution.</li> <li>20. <b>Time at home</b> – Young person is out with friends "with nothing special to do" two or fewer nights per week.</li> </ol>
Internal Assets	<b>Commitment to Learning</b>	<ol style="list-style-type: none"> <li>21. <b>Achievement motivation</b> – Young person is motivated to do well in school.</li> <li>22. <b>School engagement</b> – Young person is actively engaged in learning.</li> <li>23. <b>Homework</b> – Young person reports doing at least one hour of homework every school day.</li> <li>24. <b>Bonding to school</b> – Young person cares about her or his school.</li> <li>25. <b>Reading for pleasure</b> – Young person reads for pleasure three or more hours per week.</li> </ol>
	<b>Positive Values</b>	<ol style="list-style-type: none"> <li>26. <b>Caring</b> – Young person places high value on helping other people.</li> <li>27. <b>Equality and social justice</b> - Young person places high value on promoting equality and reducing hunger and poverty.</li> <li>28. <b>Integrity</b> – Young person acts on convictions and stands up for her or his beliefs.</li> <li>29. <b>Honesty</b> – Young person "tells the truth even when it is not easy."</li> <li>30. <b>Responsibility</b> – Young person accepts and takes personal responsibility.</li> <li>31. <b>Restraint</b> – Young person believes it is important not to be sexually active or use alcohol or other drugs.</li> </ol>
	<b>Social Competencies</b>	<ol style="list-style-type: none"> <li>32. <b>Planning and decision making</b> –Young person knows how to plan ahead and make choices.</li> <li>33. <b>Interpersonal competence</b> – Young person has empathy, sensitivity, and friendship skills.</li> <li>34. <b>Cultural competence</b> – Young person has knowledge of and comfort with people of different cultural/ethnic backgrounds.</li> <li>35. <b>Resistance skills</b> – Young person can resist negative peer pressure and dangerous situations.</li> <li>36. <b>Peaceful conflict resolution</b> – Young person seeks to resolve conflict nonviolently.</li> </ol>
	<b>Positive Identity</b>	<ol style="list-style-type: none"> <li>37. <b>Personal power</b> – Young person feels he or she has control over "things that happen to me."</li> <li>38. <b>Self-esteem</b> – Young person reports having a high self-esteem.</li> <li>39. <b>Sense of purpose</b> – Young person reports that "my life has a purpose."</li> <li>40. <b>Positive view of personal future</b> – Young person is optimistic about her or his personal future.</li> </ol>

# Neuron

## The Memory Cell



### Brain-Compatible Strategies:

- 1. Brainstorming/Discussion
- 2. Drawing/Artwork
- 3. Field Trips
- 4. Games
- 5. Graphic Organizers/Semantic Maps/Word Webs
- 6. Humor
- 7. Manipulatives/Experiments/Labs/ Models
- 8. Metaphors/Analogies/Similes
- 9. Mnemonic Devices
- 10. Movement
- 11. Music/Rhythm/Rhyme/Rap
- 12. Project based/Problem-based Instruction
- 13. Reciprocal Teaching/Cooperative Learning
- 14. Roleplay/Drama/Pantomime/Charades
- 15. Storytelling
- 16. Technology
- 17. Visualization/Guided Imagery
- 18. Visuals
- 19. Work Study/Apprenticeships
- 20. Writing/Journals