



The Six Trumps™ – 6 Brain-Science Principles that Trump Traditional Teaching and Training

From: "Using Brain Science to Make Training Stick"
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1

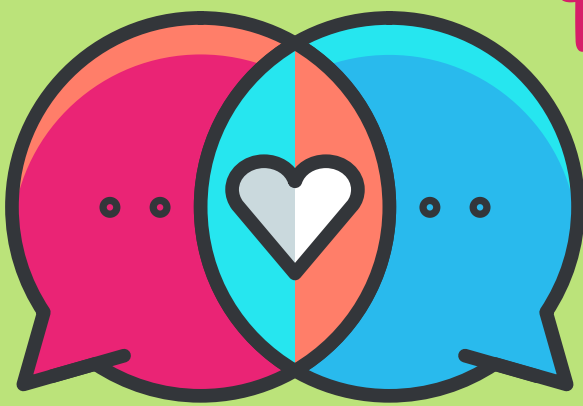
Movement trumps sitting.

Movement sends more oxygen to the body and brain, which means that learners have more energy, are more alert, and can think and learn more easily. **Every 10 - 20 minutes, have learners take a quick oxygen break.** They can: stand and stretch, sit and stretch, stand and talk, walk around the room, stand and write on wall charts – anything that gets the learner's body moving and oxygen to his/her brain.



2

Talking trumps listening.



The person doing the most talking is doing the most learning. Talking reinforces content. Have learners form pairs, triads, or small standing/sitting groups, and do one of the the following: summarize, ask/answer questions, discuss, debate, list facts and share opinions with others.

3

Images trump words.

The human brain thinks in images first, then words. Images are powerful learning and memory tools. Images can include: photos on slides (full size and dramatic), icons on handouts, stories, case studies, personal vignettes or images that learners draw as they are taking notes – anything that creates vivid mental pictures in the learner's mind.



4

Writing trumps reading.



Learners remember what **THEY** write, not what **YOU** write. Provide (or have learners create) a "graphic organizer" – a note-taking tool that has both images/shapes and spaces in which to write. **Do an Internet search for "graphic organizers"** to find ones that your learners can use.

5

Shorter trumps longer.

Attention lessens after about 10 - 20 minutes. Divide your content-delivery into 10, 15, or 20-minute segments. In between instructional segments, have learners **DO** something with the content. Activity examples: Pair-Share, Think-and-Write, Stand-Stretch-Speak, Sticky-Note-Writing, Sit-Stretch-Think, The Walkabout. **Log onto www.Bowperson.com** for activity instructions and more quick, content-review activities.



6

Different trumps same.

The human brain notices things that are different from things that are routine, predictable, or boring. It also notices things that change in the learning environment. So: **CHANGE ANYTHING!** Change the ways you deliver content. Change the activities you have learners do. Change elements in the learning environment. The learner's brain wakes up when things change.

