

Brain Compatible Learning Strategies

Strategies Helpful for Boys

- Use competitive activities to nurture friendships /camaraderie /excitement.
- Use symbols, pictures or proximity to help in following directions.
- Keep communication/directions brief.
- Set clear and consistent rules/guidelines (boys typically want to play by the rules).
- Avoid using emotional language, as boys are less likely to respond to emotions.
- Limit emotional conversations or talk about “self.”
- Limit explanation and extensive conversations.
- Allow for greater independence throughout learning.
- Provide step-by-step directions for multi-task projects.
- Allow more time for transitions from activity to activity and space to space.
- Structure, organize, and practice transitions.
- Provide “down time” throughout the day for them to “recharge” their brains.
- Use “where, how, and why” questions rather than “what” questions.
- Encourage the use of manipulatives.
- Provide opportunities for greater movement while learning.
- Offer spaces for ownership, such as an assigned desk/box/cubby.
- Teach how/when to ask for help.
- Include non-fiction /action /blood & guts /adventure /how things work types of literature.
- Offer writing assignments about action/gore/B&G/adventure.
- Use technology as a learning tool.
- Use graphic organizers.
- Provide male mentors or role models.
- Place male students closer to the sound source (teacher, speaker, etc.).
- Provide more natural light, especially when reading.
- Avoid extended direct eye contact –as it may be perceived as a threat or increase distraction.



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Strategies Helpful for Girls

Stressful situations, such as competition, may inhibit learning.

Praise and encourage effort and accomplishments.

Provide comfortable workspaces.

Offer context to content (affective learning) for greater learning connections.

Tie math concepts to the real world (authentic and relevant).

Give examples of how the material is connected— such as math to ELA.

Allow for social connections, such as collaborative group work.

Ensure girls' voices are heard during conversations—don't allow boys to dominate.

Give girls equal time and attention.

Make girls' competence and knowledge visible.

Be sure to put girls' behaviors in check—as girls are more likely to use emotion as a defense.

Be clear, organized, relevant and collaborative throughout instruction.

Offer a “girls only” discussion time.

Present information through multimodal channels.

Extend the learning beyond the classroom into the community.

Encourage study of personal ideas, beliefs, philosophies.



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