The Learning Brain
and
The Emotion Brain

Jane Langley 2015
The foundation of Restorative Practices is Relationships and developing Social and Emotional Competencies.

This workshop will focus on how teaching young people about the brain can assist them in regulating their behaviour and making good choices.

It will investigate the concept of teaching young people about an emotion brain and a learning brain.

It will also explore strategies for what they can think, say and do to move from the emotion brain to the learning brain.

A young person’s ability to do this is integral to learning but also for their successful participation in restorative conversations and problem solving.
First, I’m not an expert on the brain
What I am ...... is an expert on researching and trialling ways to help young people be socially and emotionally competent. On observing and thinking about the way children learn and behave.
Building the Base of the Pyramid

- Restoring Relationships
- Managing Difficulties and Disruptions
- Developing Social & Emotional Capacity

Turn and Talk
What are skills and values are we actually developing?
Social and Emotional Competence

Being socially and emotionally competent is being able to effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Adapted From - CASEL: Collaborative for Academic, Social, and Emotional Learning
For what reason might a young person not be socially and emotionally competent?

Why might they be lacking these skills?
Category 1

THEY DON’T KNOW THE RIGHT CHOICE

Solution

We need to teach them the right choice
THINK OF SOMETHING THAT WAS HARD FOR YOU TO DO.

What made it hard?

What did you need to succeed?
CHANGING BEHAVIOUR

- Skills
- Support
- Accountability
- Time

- Emotional Literacy
- Self Awareness
- Self Control
We move young people along the continuum

From **Unconsciously Incompetent**

To **Unconsciously Competent**
DEVELOPING NEW PATHWAYS
At cliff diving school

Which often takes persistence

I'm going to repeat this one more time: The surge comes in, you jump. The surge goes out, you wait.
THINK OF A BEHAVIOUR THAT IS AN ISSUE IN YOUR GRADE?

WHAT IS THE REPLACEMENT SKILL YOU NEED TO TEACH?

HOW DO YOU TEACH THIS SKILL?
How do you make a friend?
A GOOD FRIEND

Takes care of you
Helps you
Is nice to you
Plays with you
Is kind
Supports you
Makes you giggle

A Good Friend is always there for you!!
“My objective is to have each student become more insightful, compassionate, introspective, and empathetic. In your case I will settle for quiet.”
Category 2

THEY ARE UNABLE TO MANAGE EMOTIONS

Solution
We need to teach them emotional literacy, self awareness & self regulation
Calm Logical Thinking

Terror
Anxiety
Apprehension
Annoyance
Anger
Rage

Ecstasy
Elation
Pleasure

Clive Dennis
Managing Challenging Behaviour
LEARNING + Thinking

BEHAVIOUR

Emotion

STRATEGIES

Read write

maths

learn

- walkaway
- breathe
- calm
- make a plan

- hit
- kick
- yell
- fight

- angry
- sad
- upset
- worried
- excited
THE KIDS ROUNDABOUT

Learning Brain
- Read
- Write
- Maths
- Think

Behaviour
- Hit
- Kick
- Yell
- Fight

Strategies
- Walk away
- Ignore
- Talk it Out
- Seek Help

Feelings
- Sad
- Angry
- Excited
- Upset
<table>
<thead>
<tr>
<th>EXCITED</th>
<th>HAPPY</th>
<th>NERVOUS</th>
<th>ANGRY</th>
</tr>
</thead>
<tbody>
<tr>
<td>VERY HAPPY</td>
<td>GLAD</td>
<td>CONFUSED</td>
<td>SCARED</td>
</tr>
<tr>
<td>VERY SMILEY</td>
<td>SMILEY</td>
<td>PUZZLED</td>
<td>ANNOYED</td>
</tr>
</tbody>
</table>
This Year Grade ¾ have decided they want to feel

GLAD, HAPPY & SMILEY

In the Classroom

To do this we have agreed that we are going to ...

Get our work done & work well.

Listen & Concentrate

Be Positive

Do & Say Kind Things

Think
This year in Grade 3 / 4 we want to feel

Glad, Happy and Smiley.

To do this we need to

Get our work done AND get it done well.

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**OUR JOB**

Focus & Concentrate
Don’t Disturb Others
Be Positive & Smile
Listen, Think & Learn
Block out Distractions

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**THE TEACHER’S JOB**

Listen to the Class
Making sure we are doing the right things
Help Us Learn & Teach Us
Learn new Stuff To
Make us Smarter
Make sure we are Safe & Take Care of Us
Building the Base of the Pyramid

Developing Social & Emotional Capacity

Managing Difficulties and Disruptions

Restoring Relationships

And sometimes despite our best intentions we have to use our response to wrong doing as the teaching point.
<table>
<thead>
<tr>
<th>The Original Script</th>
<th>EY Modification</th>
</tr>
</thead>
<tbody>
<tr>
<td>What happened ?</td>
<td>What happened ?</td>
</tr>
<tr>
<td>What were you thinking about when you ?</td>
<td></td>
</tr>
<tr>
<td>What have you thought about since ?</td>
<td></td>
</tr>
<tr>
<td>Did you make a good choice or a bad choice ?</td>
<td>When you ___________ was that a good choice or a bad choice ?</td>
</tr>
<tr>
<td>Who’s been affected by your behaviour ?</td>
<td>How did you make ___________ feel when you ___________ ?</td>
</tr>
<tr>
<td>At school it’s not okay to ___________ next time</td>
<td>At school it’s not okay to ___________ next time</td>
</tr>
<tr>
<td>I want you to ___________</td>
<td>I want you to ___________</td>
</tr>
<tr>
<td>What do you need to do to fix things up ?</td>
<td>To fix this up you need to ___________</td>
</tr>
</tbody>
</table>
To GROW A BETTER BRAIN

SMILE

SLEEP

BREATHE

BE TALL

EAT WELL

BE POSITIVE

DRINK WATER

PRACTISE
The Science Behind Posture and How It Affects Your Brain

By Belle Beth Cooper, lifehacker.com
November 13th, 2013

The way we stand, sit and walk, actually has implications on our mood and happiness.

When we sit up straight, we are more likely to remember positive memories or think of something positive in general.

If we skip during breaks, we can significantly increase our energy levels whereas a slow, slumped walk can do the exact opposite and drain us of our energy.
How to Grow the Good in Your Brain

Imagine that your mind is like a garden. You could simply be with it, looking at its weeds and flowers without judging or changing anything.
Or, you could pull weeds by decreasing what’s negative in your mind.
Or, you could grow flowers by increasing the positive in your mind.

By Rick Hanson, greatergood.berkeley.edu
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September 24th, 2013
Questions
Jane Langley

LANGAÏT CONNECTIONS

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