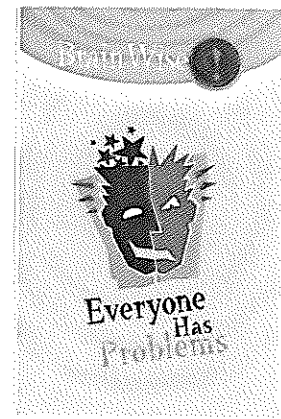


## BrainWise Summary



### Introduction--Everyone Has Problems

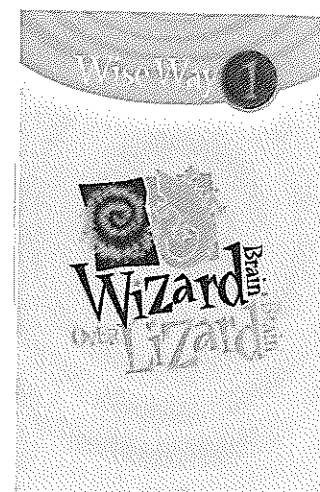
Goal: To teach students how to Stop and Think by expanding awareness of the scope, intensity and depth of problems.

Objective: Students will develop an awareness of problems facing others as well as themselves.

### Follow-Up:

1. Help students recognize if their problems are big, medium or small.
2. (Younger students)--Have younger students draw problems rather than write them.
3. (Younger students)--Encourage students to Stop and Think before trying to solve a problem. Use hand gesture for Stop (put hand out in front of you) and Think (touch your head with your finger).
4. Analyze TV shows, movies, stories where characters either did or did not Stop and Think.

## BrainWise Summary



### Wise Way 1: Wizard Brain over Lizard Brain

Goal: To teach students how to Stop and Think through awareness of the brain's emotional (Lizard) and thinking (Wizard) sections.

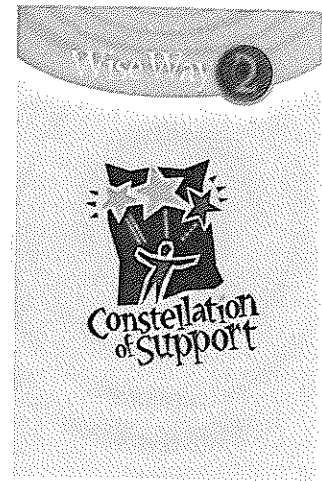
Objectives: Students will:

1. Identify the location and function of the thalamus/relay center of the brain.
2. Identify the location in the brain and function of the limbic system (Lizard Brain) and its two components, the fight, flight, or freeze response and the emotions center (amygdala).
3. Identify the location and function of the pre-frontal cortex (Wizard Brain) area of the brain. This is the "thinking" part of the brain.
4. Distinguish Lizard Brain reactions from Wizard Brain responses. (Reacting vs. Thinking).
5. Use the terms "Lizard Brain" and "Wizard Brain" to describe impulsive and thinking actions of self and others.

Follow-Up:

1. Help students recognize the type of thinking they are using (Wizard Brain/Lizard Brain). Wizard Brain is "thinking" and Lizard Brain is a "Fight, Flight or Freeze" response. Use student's own situations or those on TV, movies, books, etc.
2. Refer to Brain Picture on handout and the various parts with children.
3. Create role plays showing two types of responses: Lizard Brain and Wizard Brain.
4. (Younger students)--Have children make a 2-sided hat representing the "brain." The front side is Wizard and the back side is Lizard. Have them model hats and demonstrate corresponding behavior.

## BrainWise Summary



### Wise Way 2: Constellation of Support

Goal: To teach students how to Stop and Think through identifying people who will give support, help solve problems and help to succeed.

Objectives: Students will:

1. Recognize different sources of support.
2. Identify the different types of support individuals can give.
3. Distinguish between helpful and unhelpful support sources.

Follow-Up:

1. Ask students to identify people or other resources who give them support. Use situations they identified on their Top 5 Problem lists.
2. Ask who the Constellation of Support is for characters in stories or movies.
3. Discuss what they can do if they can't reach or find the person they want in their constellation. Talk about when friends provide helpful support—and when they don't.

## BrainWise Summary



### Wise Way 3: Recognize Red Flag Warnings

Goal: To teach students how to Stop and Think through awareness of Internal ("Inside") and External ("Outside") Red Flags that warn of problems.

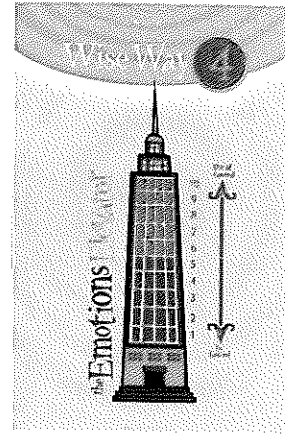
Objectives: Students will:

1. Describe what is felt inside and outside when confronted by a problem.  
(Inside: racing heart, stomachache, etc.)  
(Outside: facial expressions, red face, shouting)
2. Describe what may be done (by self and others) when confronted by a problem.
3. Use the words "Red Flag" when recognizing cues that warn of problems for self or others.

Follow-Up:

1. Review problems situations with students. Ask "what Red Flags warned you (or the person with the problem) that a problem was going to happen?"  
"What brain do you think was being used?" "Who could you (or the person with the problem) go to in your (their) Constellation of Support?"
2. Ask students to infuse Wizard Brain, Lizard Brain, Constellation of Support and Red Flag Warnings into their readings, TV or people-watching.
3. Pick a problem from the student list and create a story around the problem. Ask students to put themselves in the story and describe the Outside Red Flags they would see in others or Inside Red Flags they think the character may feel.

## BrainWise Summary



### Wise Way 4: Exit the Emotions Elevator

Goal: To teach students how to Stop and Think by recognizing types and intensity of emotions. They will also apply 4 techniques that help Exit the Emotions Elevator.

Objectives: Students will:

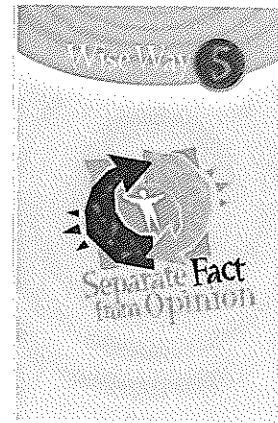
1. Identify types of emotions.
2. Connect escalating emotions with ten floors of an elevator.
3. Describe how emotions and the fight or flight reaction trigger body responses.
4. Use the term "Emotions Elevator" to describe the range and depth of emotions.
5. Recognize the importance of being low on the Emotions Elevator to prevent problems.
6. Give examples of 4 ways to lower the Emotions Elevator: "Yackety-Yack Self-Talk Back," "Stop Talking and Leave," "Do Something Else," "Relax and Take Deep Breaths."

Follow-Up:

1. Use the following questions when reading/discussing current events, history, stories in books or magazines or movies:
  - A. What emotions were being felt?
  - B. Where were those emotions on the Emotions Elevator?
  - C. How could the elevator be lowered?
  - D. What brain was being used?
  - E. What Red Flags gave warning that a problem was going to happen?
  - F. Where could they have gone for support?

2. Use The Emotions Elevator Worksheets to help students identify emotions on the Emotions Elevator.
3. Remind students of the 4 skills they can use to Exit their Emotions Elevators and help them to practice these. Use accompanying worksheets.
  - A. Self-Talk
  - B. Stop Talking and Leave
  - C. Do Something Else
  - D. Relax and Take Deep Breaths

## BrainWise Summary



### Wise Way 5: Separate Fact from Opinion

Goal: To teach students how to Stop and Think by Separating Fact from Opinion.

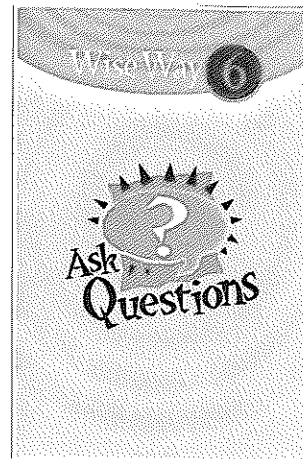
Objectives: Students will:

1. Analyze problem situations by identifying if confusion over fact and opinion contributed to the problem.
2. Identify how Separating Fact from Opinion is a thinking skill.
3. Demonstrate that factual information is obtained from Constellation of Support people—as well as resources like books, libraries and the Internet.
4. Understand the role other thinking skills/Wise Ways play in conjunction with Separating Fact from Opinion to prevent and solve problems.

Follow-Up:

1. Discuss with students how to handle gossip about others and gossip that is about them. Read or paraphrase the following:  
"Name all the BrainWise skills you can use to lower or Exit the Emotions Elevator if you become involved in gossip."
2. Challenge students to prove the accuracy of their statements by asking "is that a Fact or Opinion?" when they say something without thinking.
3. Discuss why it is easy to agree on information based in Fact and difficult to agree on information based on Opinion.
4. Use accompanying worksheet to help students separate Fact from Opinion.

## BrainWise Summary



### Wise Way 6: Ask Questions

Goal: To teach students how to Stop and Think through asking the right questions to gather decision-making information.

Objectives: Students will:

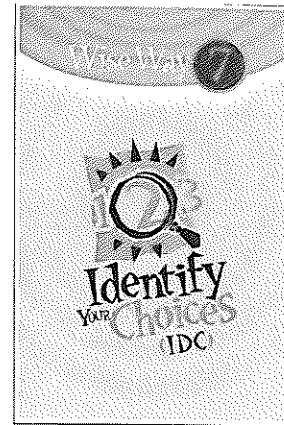
1. Recognize when it is necessary to gather information to solve a problem.
2. Identify the kinds of information needed to solve problems.
3. Form questions that help gather the most useful and accurate information.
4. Understand that gathering information may involve asking many questions to get the right answer.

Follow-Up:

1. Explore the kinds of questions to ask when discussing reading materials, current events, problems or movies.
  - "What would be the BEST question to get the answer you need?"
  - "Who would be able to help you get the right answer?"
  - "Where do you need to be on the Emotions Elevator to form good questions?"
2. Have a student communicate without words by acting out a message. The class must guess what the student is trying to say. They can nod YES or shake their head NO to indicate correct or incorrect answers. Suggested messages:
  - You are locked out of the house and need a key.
  - You swallowed something hot and need water—FAST!
  - You eat something you don't like.
  - You are trying to walk a dog that keeps pulling you.
3. (Younger students)--Use the "Detective Game" worksheet.



## BrainWise Summary



### Wise Way 7: Identify your Choices (IDC)

Goal: To teach students how to Stop and Think through identifying multiple choices to address and solve problems.

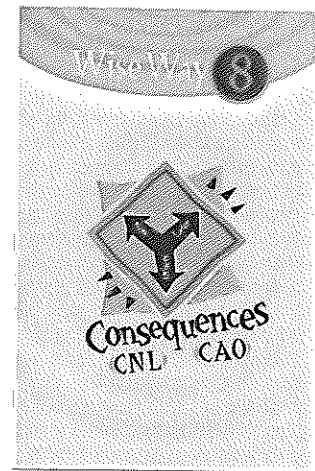
Objectives: Students will:

1. Identify multiple choices to solve problems.
2. Recognize the need to be in control of emotions and be low on, or off, the emotions Elevator to **Identify Choices (IDC)**
3. Integrate all thinking skills/Wise Ways into the process of **Identifying Choices (IDC)**.

Follow-Up:

1. Ask students to identify the choices they have as well as the choices of others who are faced with decisions. (Don't judge the choices!) Remind your students that *not making a choice is a choice*—and that even these "non-decisions" have consequences.
2. Use a current problem (real or fictional) to reinforce the Wise Ways learned so far. Ask these questions:
  - Does the choice reflect Wizard Brain or Lizard Brain thinking?
  - Is there anyone who could help her make the best choice?
  - Do Red Flags signal the choice is not good?
  - What emotions underlie the choice(s) and where are these emotions on the Emotions Elevator?
  - How would they lower their Emotions Elevators to make the best choice?
  - Do Fact and Opinion play a role in the choice they make?
  - Are there questions that would help clarify the choices they make?
3. Use worksheet entitled "Identify All Choices."

## BrainWise Summary



### Wise Way 8: Consider Consequences

Goals: To teach students how to Stop and Think by evaluating the consequences of choices.

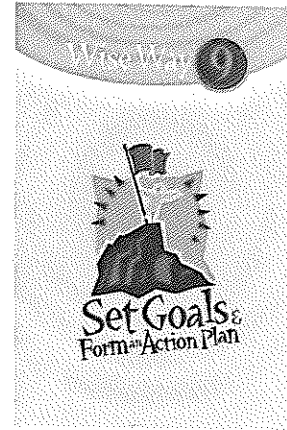
Objectives: Students will:

1. Assess choices by considering the consequence of the choice now and the consequence of the choice later—the **Consequence Now and Later (CNL)**.
2. Assess choices by considering the consequence of the choice on other people the **Consequence Affecting Others (CAO)**.

Follow-Up:

1. Use **Consequence Practice Worksheets** to help students identify choices and consequences now and later (CNL) and consequences affecting others (CAO). Make sure to list both positive and negative consequences.

## BrainWise Summary



### Wise Way 9: Set Goals and Form an Action Plan

Goals: To teach students how to Stop and Think by setting goals and forming a plan of action.

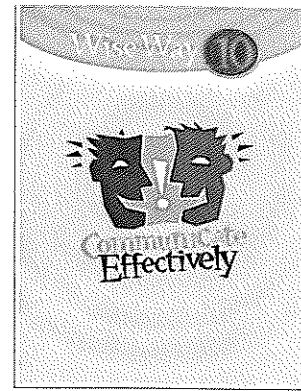
Objectives: Students will:

1. Analyze problems by using thinking skills.
2. Recognize the role of goals and action plans to prevent and solve problems.
3. Form goals and action plans for problems.

Follow-Up:

1. Discuss a current problem or review a past issue by adding Goals to the assessment. Ask these questions:
  - What is the goal you want to reach?
  - What steps must be taken to reach your goal?
  - What other Wise Ways will help you reach your goal?
  - What resources can you use?
  - Are there emotions that can block your way and lead to Lizard Brain reactions?
  - How can you manage these emotions?
2. Use Worksheet—Set Goals and Form an Action Plan to help students work through problems.

## BrainWise Summary



### Wise Way 10: Communicate Effectively: Non-Verbal and Verbal Communication

Goals: To teach students how to Stop and Think by using effective nonverbal and verbal communication skills.

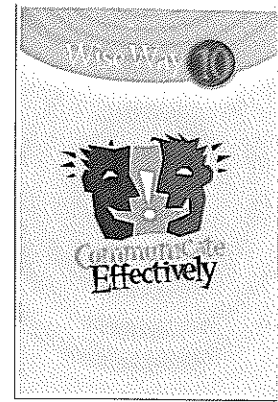
Objectives: Students will:

1. Recognize the impact that negative and positive nonverbal communication have on problems.
2. Use nonverbal communication skills to prevent or reduce problems.
3. Understand the differences between using "I" Messages and "you" Messages.
4. Recognize differences without making judgments.
5. Identify problems caused by using double messages.

Follow-Up:

1. Help the students notice their body language and give them feedback about these nonverbal cues they give.
2. Discuss the Red Flags sent by nonverbal signals and how it is important to be aware of the emotions they trigger.
3. Help students practice reading the body messages of characters in movies, TV, other students and people observed in the hallway or street.
4. Ask students to collect examples during the week of situations where "I" Messages were used or should have been used.
5. Use dialogue samples in newspaper stories, books and magazines. Ask students to identify examples of communication that use "I" Messages to express feelings.
6. Use Worksheet --"I vs. "You" Messages.

## BrainWise Summary



### Wise Way 10: Communicate Effectively: Assertive Communication

Goals: To teach students how to Stop and Think by using assertive communication skills.

Objectives: Students will:

1. Recognize aggressive, passive, passive-aggressive and assertive communication.
2. Understand the value of taking another person's point of view (POV).
3. Use assertive statements to communicate with others.
4. Integrate Wise Ways 1-10 into using and assessing assertive communication.

Follow-Up:

1. Analyze problems (real or fictional) by asking your students these questions:
  - What is the Point of View (POV) of each person in the situation?
  - How could you use an "I" Message to communicate your POV?
  - What is an AGGRESSIVE response to this situation?
  - What is a PASSIVE response?
  - What is a PASSIVE-AGGRESSIVE response?
  - What is an ASSERTIVE response?
2. Reinforce that Assertive behavior is one of many Wise Ways to handle situations but it doesn't guarantee that others will comply. It does, however, make it more likely that your position will be heard.
3. Use Worksheet: Problem-Solving Worksheet to review the 10 Wise Ways