COACHING GUIDEBOOK

Brain-Compatible Teaching & Learning

Session One: The 10 Minute Rule









Hi there!

I recently inteviewed Dr. John Medina and he said that teaching is one of the only professions in which the members don't study (in school) the very thing they are trying to shape—the brain.

And, because we think it is extremely important to let brain research influence our teaching practice, we are going to go deeper on six concepts mentioned in the interview in upcoming coaching sessions.

Today is all about the first concept, The 10 Minute Rule. Use this guidebook to collect your thoughts and aha moments throughout the session.

Thanks for joining us today, I'm so happy you're here!

Who has impacted your teaching whom you would like to interview?	Notes
interview:	
Describe the 10 Minute Rule in your own words?	
What is another word for what Dr. John Medina calls an ECS (Emotionally competant stimuli)?	
What are the 4 characteristics of effective hooks?	
1.	
2.	
3.	
4.	
How do you predict your students will respond to hooks during lessons?	

Your turn!	Notes
------------	-------

Brainstorm ideas for hooks you can use in your classroom.

3

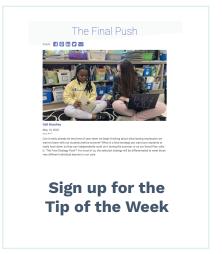
Additional Resources



Full Interview with Gail Boushey and Dr. John Medina



Brain Research in Action classroom video



Coaching Series
LIVE
MONTHLY

MEMBER BENEFIT

Future Sessions





Membership deal: The Daily CAFE and Conferring Notebook

References

Hartley J, Cameron A. Some observations on the efficiency of lecturing. Educ Rev 20: 30–37, 1967. 10.1080/0013191670200103.

McKeachie WJ. Teaching Tips Strategies, Research and Theory for College and University Teachers. Lexington, MA: Heath, 1986.

Medina, J. Attack of the Teenage Brain! ASCD. Alexandria VA, 2018.

Medina, J. Brain Rules for Work The Science of Thinking Smarter in the Office and at Home. Pear Press. Seattle WA, 2021

Wankat PC. The Effective Efficient Professor Scholarship and Service. Boston, MA: Allyn and Bacon, 2002.

Attention span during lecture https://journals.physiology.org/doi/full/10.1152/advan.00109.2016