



The Do's and Do Not's of Brain Talk



Brain Talk

This list of Do's and Do Not's will help you use this curriculum successfully :

DO...

- DO introduce the units sequentially, as each builds upon the previous unit. Each unit represents a part of the whole Brain Talk narrative, and the concepts are best learned sequentially.
- DO explore the entire curriculum, including the materials for other age groups, as the activities, discussion points, and worksheets may provide ideas and opportunities for furthering the curriculum for your student(s).
- DO feel comfortable leading multiple lessons about the same unit. The components of each lesson plan can be separated and introduced during short learning windows, or can be taught as a longer, structured lesson. Learning and generalization is often supported by repeated exposure to the target concepts, and each Brain Talk unit is designed to allow for flexibility in its presentation and teaching.
- DO feel empowered to expand review and primer activities into full lessons based on the interest and engagement of students. While all lessons can be completed within one hour, instructors can expand each unit in multiple ways to dig deeper into target concepts, introduce additional information, and/or explore student or classroom-specific topics related to Brain Talk.
- DO feel comfortable showing the same video multiple times to support generalization of the learned material.
- DO integrate Brain Talk concepts and vocabulary into daily activities, lessons, and discussions. Generalization is best accomplished when new information is integrated into regular routines, and Brain Talk vocabulary is designed to be easily incorporated into the classroom, therapy, or home settings.
- DO help students integrate Brain Talk concepts with related curricula. Instructors can find recommendations for cross-curricular learning in the Taking it Further component of each lesson plan, or can connect Brain Talk concepts to current classroom lessons and activities.

DO NOT...

- DO NOT show all Brain Talk videos during a single sitting prior to teaching the full curriculum. While Brain Talk units are designed to be introduced sequentially, each video is best understood when accompanied by the unit's review activity, primer activity, and guided instruction activities. The only time all videos should be shown during a single sitting is as a final wrap-up following completion of the full curriculum.
- DO NOT show Brain Talk videos without supporting discussion to ensure understanding. Although Brain Talk videos are created with student-friendly language, the target concepts may be misunderstood without the support of the Guided Instruction discussion topics and accompanying worksheet(s).