Brain-Targeted Teaching® Model

Planning Templates

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#1 Setting the Emotional Climate for Learning

#2 Creating the Physical Learning Environment

#3 Designing the Learning Experience

#4 Teaching for mastery of skills, content & concepts

#5 Teaching for Extension and Application of Knowledge

#6 Evaluating Learning

## Features:
- Predictability/routines
- Personal connection between teacher and student
- Personal connection between content and student
- Trust and acceptance
- Warm and supportive environment
- Control and choice
- Humor
- Music, visual art, dance, drama, creative writing
- Celebration
- Family and community connections

- How does a positive climate encourage a sense of industry and competence?
- What are some factors that create a negative climate in the classroom and what are the consequences of that climate?
- How can teachers create a positive emotional climate?
- What routines in the classroom offer a sense of security and order?
- How can teachers use behavior-specific praise of effort throughout the unit?

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**Features:**
- **Novelty:** Change displays often
- **Aesthetics:** Visually appealing classroom, color and design
- **Sensory:** Sound, lighting, scents
- **Order:** Establish class routines
- **Movement:** Facilitate organized movement
- **Inviting Surroundings:** Bulletin boards, lamp light, plants, furniture, multicultural themes, master art work, photography
- **Display students’ work attractively**

- How can the environment help learning?
- What sensory conditions in a classroom can foster attention or inattention?
- How can the teacher balance novelty and consistency in the classroom?
- What elements of the physical environment can block learning?

**BT #2 ACTIVITIES**
Features:
- Use of Common Core State Standards and curriculum scope and sequences
- Articulation of key learning goals and objectives
- Assessment of prior knowledge
- Design of concept map through graphic organizer that demonstrates overarching content and concepts; employs tenets of mind mapping, non-linguistic structures, and curriculum mapping
- Demonstration of connections among concepts
- Design of "big-picture" activities
- Promotion of students’ personalized learning goals
- Activities that align with summative assessments

• What Common Core State Standards are to be taught during the learning unit?
• What learning goals can develop from the content standards?
• What main concepts can derive from the learning goals?
• How can concept mapping promote a global understanding of the main concepts?
• How can mapping help the teacher determine the students’ prior knowledge of those concepts?
• How can mapping give a preview of what is to come in the instruction?
• How can mapping use familiar concepts/terms to relate to new concepts/terms?
• How can mapping give concepts in general terms before presenting the specifics?
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**Features:**
- Emotional connection to content
- “Big Picture” concepts
- Repeated rehearsals
- Elaboration through arts integration:
  - Visual arts, Music, Theater, Dance, Creative writing
- Spacing time for consolidation of learning
- Varied and novel learning activities
- “Chunk” and space learning tasks
- Mnemonics
- Summarize/rephrase
- Student choice in activities
- Meaningful movement integration
- Technology integration

- Based on content standards, learning goals and main concepts, what **content, skills and concepts** must students **master** in this learning unit?
- What **instructional objectives** will facilitate mastery of the content, skills and concepts?
- What **activities** will facilitate learning?
- What **variety** of activities will allow for repeated rehearsal and allow for elaboration of learning objectives?

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**BT #4 Objectives and Activities**

1. **OBJECTIVE:**
   - ACTIVITIES

2. **OBJECTIVE:**
   - ACTIVITIES

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#5 \textbf{Features:}
- Comparisons
- Classifications
- Divergent thinking tasks
- Creative application of content
- Analysis and synthesis
- Metaphors and analogies
- Cause and effect
- Investigations
- Experiments
- Problem-solving using real-world contexts

\textbf{LEARNING GOALS} The students will apply their knowledge of ... by...

\textbf{BT \#5}
\textbf{1. OBJECTIVE:}
- ACTIVITIES

\textbf{2. OBJECTIVE:}
- ACTIVITIES

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Features:

- Immediate, frequent, relevant feedback
- Feedback that verifies correct responses
- Feedback that requires students to extend thinking
- Authentic performance assessment
- Anchor papers; models of exemplary response
- Rubrics, scoring tools
- Self-reflection and journals
- Task revisions
- Formative and summative assessments

Base your evaluation on the numbered objectives in Target #4 and #5

BT #6 ACTIVITIES

1. OBJECTIVE:
   - ACTIVITIES

2. OBJECTIVE:
   - ACTIVITIES

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# Arts Integration in **BTT Learning Unit**

| #1 Setting the Emotional Climate for Learning |
|---|---|
| **objective:** |  |
| **activity:** |  |

| #2 Creating the Physical Learning Environment |
|---|---|
| **objective:** |  |
| **activity:** |  |

| #3 Designing the Learning Experience |
|---|---|
| **objective:** |  |
| **activity:** |  |

| #4 Teaching for mastery of skills, content & concepts |
|---|---|
| **objective:** |  |
| **activity:** |  |

| #5 Teaching for Extension and Application of Knowledge |
|---|---|
| **objective:** |  |
| **activity:** |  |

| #6 Evaluating Learning |
|---|---|
| **objective:** |  |
| **activity:** |  |

**Vocabulary Ideas:** create, draw, compose and perform, dramatize, recite, sculpt, paint, invent, score, print, illustrate, carve, design, build, collage, make, produce, stamp, issue, memorize and perform, sketch, collaborate, assemble, plan, demonstrate, show.

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