

Education & Learning Brain Audit

(* * See Action Steps 1 & 2 below * *)

| What do you need to learn to impact your desired learning results? | High | Med | Low | Top3 |
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| <p>Group 1: <u>Your Brain and What It Can Do For You</u></p> <ol style="list-style-type: none"> 1. My brain determines the quality of my life – learn how my brain works; make better choices? 2. My brain shapes my work/life – learn what brain systems help me to do what I do? 3. Build my strengths – learn what aspects of my brain’s performance I can influence? 4. Make more informed work/life decisions – learn what’s important to me about my brain? | | | | |
| <p>Group 2: <u>(Lifelong) Brain Development and How To Manage Yours/Theirs</u></p> <ol style="list-style-type: none"> 5. A good beginning can provide lifelong opportunities – learn about pre-birth & baby brains? 6. Young brains benefit from hanging out with adults – learn why, & how childhood brains work? 7. Adolescent behaviours are about boundaries & feedback – learn about those teenage brains? 8. All of our brains are aging – learn about my risks and how I can best manage them? 9. Many of us have, or will have, brain health conditions (AD/HD, Autism, Addiction, Allergies, Anxiety, Depression, Asthma, Asperger’s, Dyslexia, Alzheimer’s and other forms of Dementia, Brain Injuries, more ...) – learn what we know and how it can help me and those around me? | | | | |
| <p>Group 3: <u>Increase/Enhance Your Capacity to the Level That Works For You</u></p> <ol style="list-style-type: none"> 10. Change can be good for my brain health and my work/life – learn to take charge of change? 11. Everything I eat and drink impacts my brain’s development, wellbeing and teaching/learning performance – learn to make my best choices to help me produce better learning results? 12. Sleep is the most important driver of my long term brain health – learn to manage mine? 13. My physical exercise can nourish my brain, improve its teaching/learning performance, and help me to accelerate new brain cell growth – learn what’s useful & how to manage mine? 14. My brain is naturally social – learn to manage my work/life social interactions? 15. My (physical, mental, emotional, and spiritual) environment will support or undermine my brain’s performance – learn what works best for my teaching/learning brain and why? 16. My brain & time can be a thriving partnership or a frustrating challenge – learn to win-win? 17. I know there are differences between my brain and its gender opposite – learn how and why? 18. A Longevity Plan and managing my Biological Age – live longer & better – take charge of it? | | | | |
| <p>Group 4: <u>Put Your Natural Brain Capacity to Work For You & Your Learners</u></p> <ol style="list-style-type: none"> 19. My brain naturally works visually – learn to get more done, in less time, with better results? 20. My brain can read, learn and manage knowledge faster and better – would this be useful? 21. My brain can analyze and study more effectively – would this lead to better learning results? 22. My brain can apply its teaching/learning and understanding more effectively – learn how? 23. My brain can produce more effective written & verbal reports, summaries, letters, speeches, presentations, and other classroom communications materials faster & better – useful now? 24. My recall enables my present; my memories help me to shape my future – would using more of my natural memory & recall capacity help me to produce better teaching/learning results? 25. Creativity and innovation drive my future – should I take charge of building more of mine? 26. My brain looks after my thinking, intuition, attitudes, beliefs, perception, concentration and decision-making – would learning how these work lead to better teaching/learning results? | | | | |
| <p>Group 5: <u>Manage Your Brain To Do Its Best Work For You & Your Learners</u></p> <ol style="list-style-type: none"> 27. My brain can help me to achieve my learning goals – learn how to engage & guide my brain? 28. My state is the key to my learning capacity – learn what states work best for me & my brain? 29. My brain can feed on, or be consumed by, stress – learn to put that stress to work for me? 30. My brain uses music to tune, feed, prime, exercise, and manage itself – learn to do it better? 31. The most important thing I do each day is to take great care of my brain – would it be useful to learn how to exercise my brain using neurobics, Brain Gym, and other methods and tools? 32. My brain is intelligent in various ways – would it be useful to learn to put my Emotional Intelligence (Self-Awareness, Self-Regulation, Motivation, Empathy, Social Skills, Self-Confidence, Self-Esteem, relating to myself and to others) to best use in my teaching? 33. Leading, managing and coaching with the brain in mind can help me to produce better learning results when I work with, and through, others – would this be useful to me? 34. Teaching and learning with the brain in mind will help me/us to learn faster & better, and to produce better teaching & learning results sooner – would this be useful? 35. Living, learning & working with my brain in mind will change my life – learn now? Or later? | | | | |

Action Steps: 1. For each Topic above, indicate the impact on improving your performance as **High, Medium** or **Low**.
 2. Then, in the 'Top3' column, **identify the three Topics** that would have the greatest impact on your performance.