

# **Different Trumps Same**

**Getting the Brain to Pay Attention**

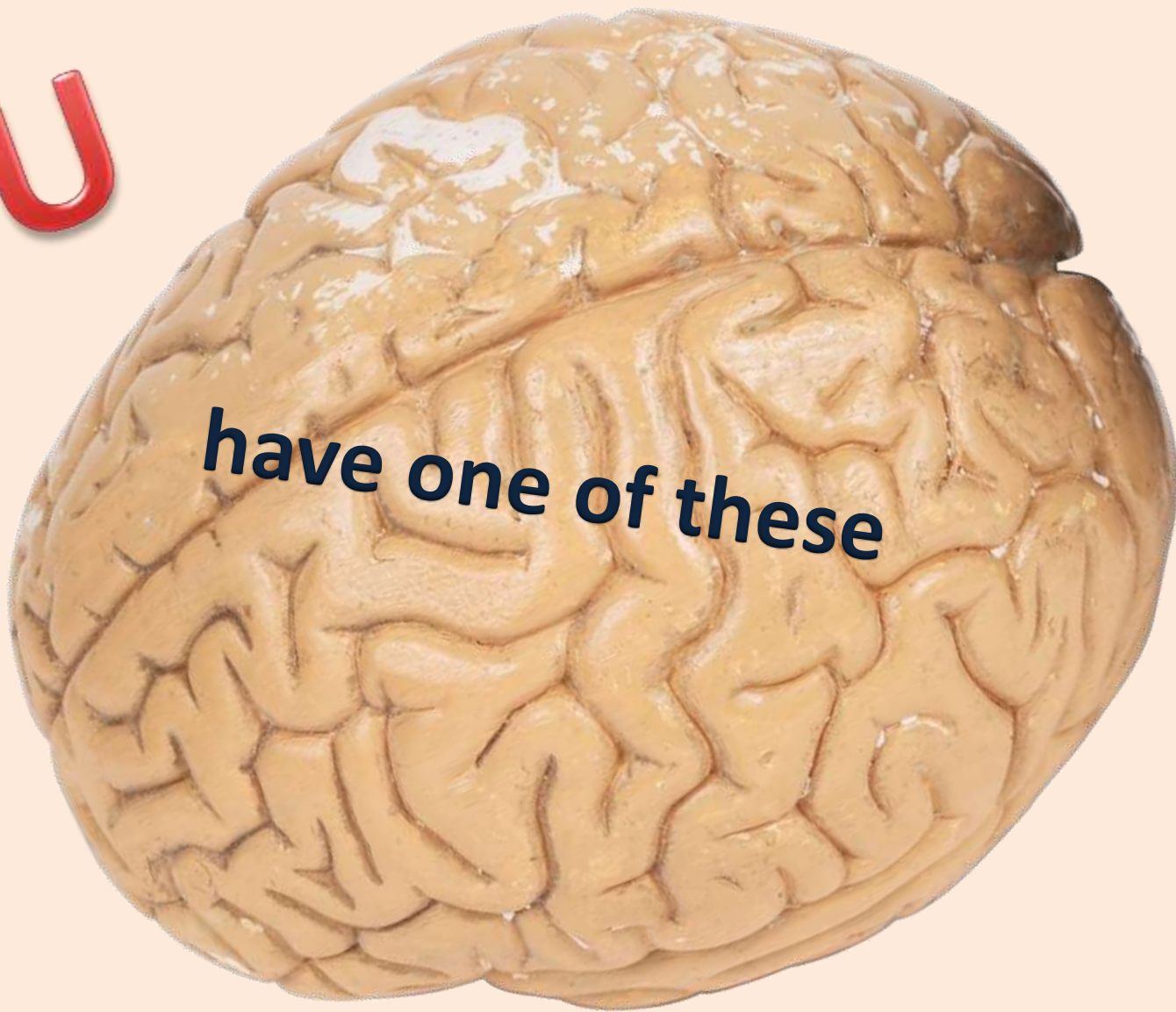


**For  
teachers, trainers,  
instructors,  
and presenters**

**From *Using Brain Science to Make Training Stick*  
by Sharon Bowman**

**YOU**

**have one of these**





**YOU**

**have one of these**

**so this presentation is about you  
as well as about the people  
you teach, train, and instruct.**



**Jot down the  
ideas you want  
to remember.**

**You will  
remember  
them longer  
if you do.**







**The  
human brain  
is genetically  
hardwired  
to notice  
4 general  
things:**







# Novelty

**The brain pays more attention to things in the environment that are new to a person's experience.**





*Contrast*



# *Contrast*

The brain pays more attention to things that are  
in contrast to other things in the environment  
OR to things that are in contrast to what came before.



# Meaning



# Meaning



The brain pays more attention to anything that a person determines is meaningful to him or her.



# Emotion



# Emotion

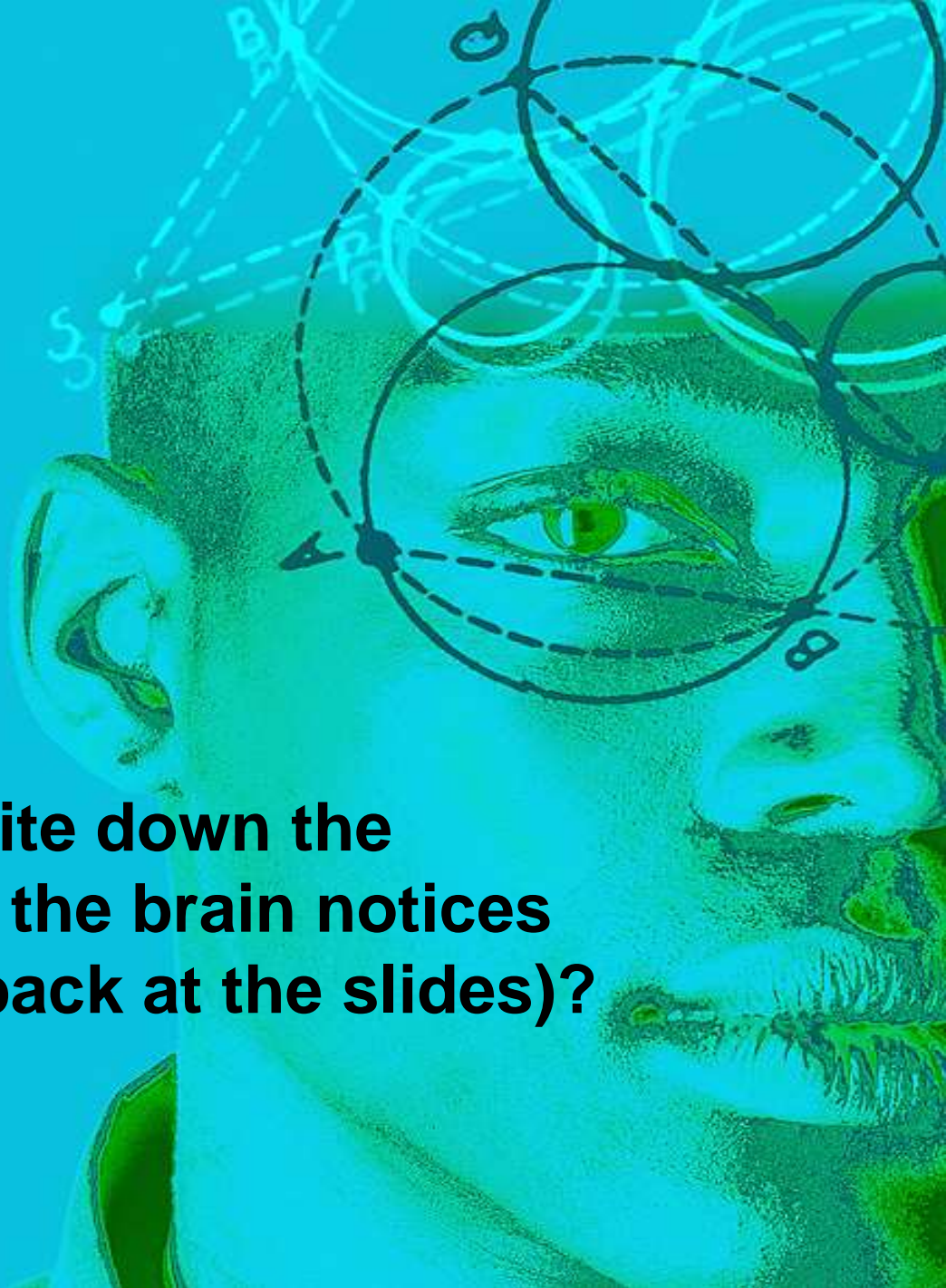


**The brain pays more attention to anything that makes a person respond emotionally.**



# Test Yourself

**Can you write down the  
4 general things the brain notices  
(without looking back at the slides)?**





Novelty

Contrast

Meaning

Emotion



**Put another way:**

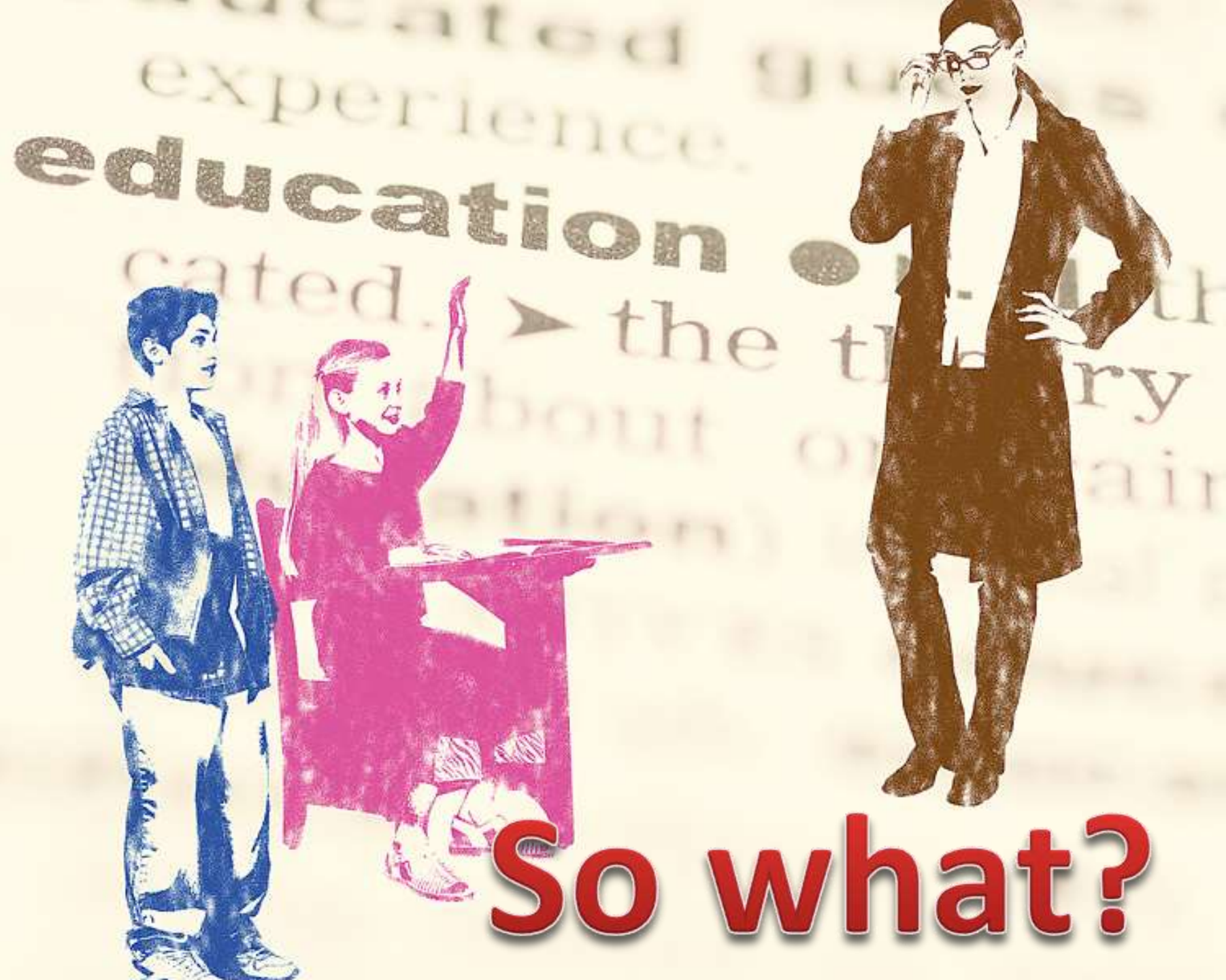




# Put another way:

A wide-angle photograph of a two-lane asphalt road stretching straight to the horizon. The road has a dashed yellow center line and solid white edge lines. The landscape is flat and arid, with sparse vegetation. In the far distance, a range of mountains with some snow-capped peaks is visible under a sky filled with soft, white clouds.

The brain quickly learns to ignore anything  
that is routine, repetitive, predictable,  
or just plain boring.





# So

how do you keep environments like these  
from becoming routine, repetitive,  
predictable, and boring?



How do you get –  
and keep – the  
brain's attention?





**You  
already  
know the  
answer:**

[illegible]

**You  
already  
know the  
answer:**

**Add novelty,  
contrast,  
meaning and  
emotion to  
the learning  
environment.**







Can you spot the **novelty** and **contrast** illustrated by the next slide?










table rounds with learners  
facing each other

learner-created wall charts

color-filled room





learner-created wall charts

table rounds with learners  
facing each other

color-filled room

kinesthetic learning aids  
(small toys to fiddle with)

colorful note-taking materials  
(markers, dots, index cards,  
colored paper, stickies)

graphic organizers  
(learner-created  
note-taking pages)





Can you spot the **meaning** and **emotion** illustrated by the next two slides?









**Collaborative  
problem-solving**

**group focus and  
concentration**

**active engagement by all**







**collaborative,  
content-related games**



**smiles, laughter,  
positive expressions**



**active engagement by all**



**active engagement = active brains**



**Now stretch and  
take a deep breath.**

**You have just given  
your brain an oxygen  
boost which will  
help you learn better.**

**You can encourage learners to do  
the same in order to get more  
oxygen to THEIR brains.**



# Test Yourself



**Choose the correct word or phrase in the parenthesis to complete each sentence:**

- 1. The brain (pays attention to; ignores) a learning environment that always remains the same.**
- 2. The brain (notices; does not notice) anything different from what a person is used to.**



# Check Your Answers

1. The brain (~~pays attention to~~; **ignores**)  
a learning environment that always  
remains the same.
2. The brain (**notices**; ~~does not notice~~)  
anything different from what a  
person is used to.



**Two more  
ways to add  
novelty,  
contrast,  
meaning,  
and emotion:**





A photograph of three young adults (two men and one woman) sitting around a table, smiling and looking at papers. The woman is on the left, wearing a red turtleneck. The man in the center is wearing a grey sweater and has a necklace. The man on the right is wearing a green sweater. They are all looking at papers on the table. A semi-transparent white banner with red text is overlaid across the middle of the image.

**1. Change anything!**

# **Change:**

**learning groups,  
learning activities,  
instructional methods,  
media, props, materials,  
environmental elements,  
stories, metaphors, analogies,  
and content-delivery timing  
(make it shorter).**



A photograph of a classroom or workshop environment. In the foreground, three women are seated at a wooden table, focused on a craft project. The woman on the left is Black and wears a light green blazer. The woman in the middle has dark curly hair and wears a green sweater. The woman on the right is older, has grey hair, wears glasses and a blue sweater, and is actively manipulating a purple string. They are surrounded by various craft supplies like scissors, glue, and colorful paper. In the background, other participants are seated at tables, some looking at papers. A sign on the wall reads "Please Step Outside to Use Cell Phone".

**2. Let learners create.**

Let learners create:  
wall charts, posters,  
presentations, skits,  
teach-backs, quizzes,  
3-dimensional metaphors,  
table group demonstrations,  
review activities, worksheets,  
and artistic representations  
of content.





**GO LIVE!!**  
Celebrate! Receive, learn or grow

Put them in the driver seat for direct hands on the wheel experience

Demonstrate back to me (touch back)

What do **YOU** do access most on MyDMB?

Pair/Share

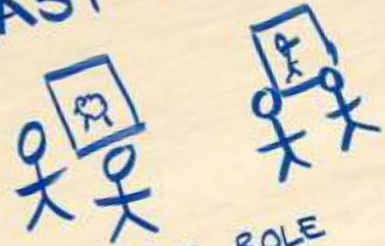
Demonstrate Functionality of MyDMB

$$E=mc^2$$

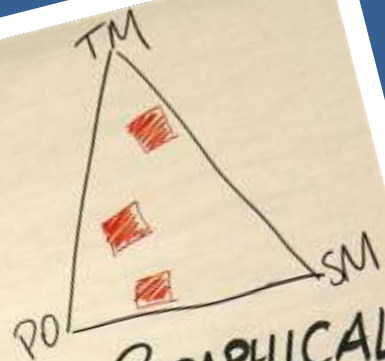
learner-created wall chart



# FAST PASS



DRAW ONE ROLE



## GRAPHICAL ORGANISER

### TOPIC SCRUM ROLES

Task obj:  
• List Reason for the  
DIFF. SCRUM ROLES  
• Explain why 3 ROLES

### CONCLUSION



### PRACTICE

## CONCEPT CENTRES



MYTH  
VS  
FACT



MYTH  
VS  
FACT



MYTH  
VS  
FACT

GALLERY  
WALL

learner-created  
wall charts

## C4-Conclusions

### \* POP-UPS

What can I do  
to improve or start  
when I get home?

## C1-Connections

### \* PAIR SHARE

Share Your challenges  
with Project Estimating

## C3- Concrete Practice

\* Paint House  
(Planning Poker  
Game)

## C2-Concepts

\* Fill in blank -  
Wheels game  
(OKS)  
How old is he?

Topic: Agile  
Estimating

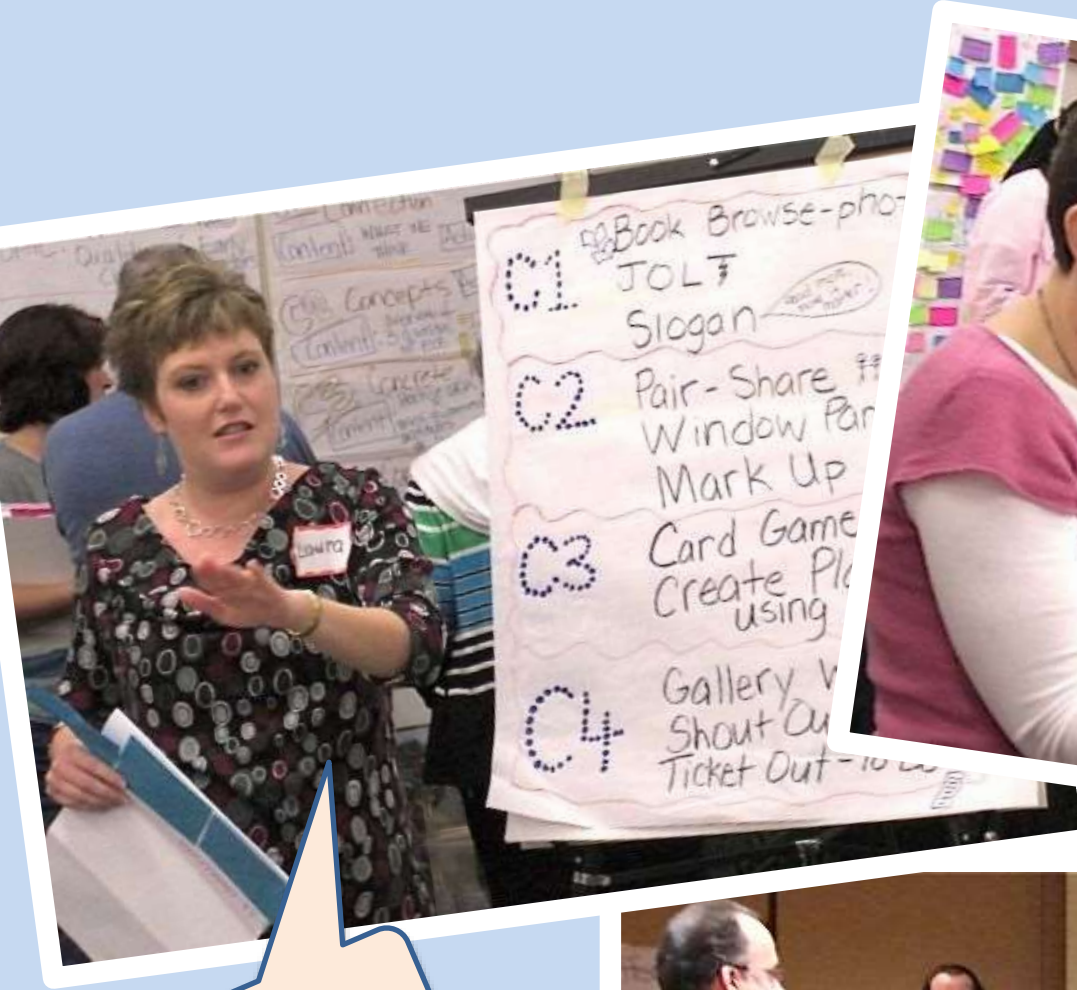
Audience: Teams

Time:

### OUTCOME

DEMONSTRATE  
How TEAMS WILL  
Size PBIs





learner  
presentation



teach-back



table group  
demonstration





review activity

A primacy <u>first</u>	Z recency <u>last</u>	linked
written	emotional Jolt	6x 6 ways remember

Note: This technique was originally developed by Bob Pike, presented and modified by Sharon Bowman. Copyright © 2004 by Sharon Bowman. All rights reserved. ISBN: 0-931-111-11-1

learner-created worksheet

learner-created skit







**Click back to slides #38 and #40 and choose one idea from each list to use in your next class or training. Write the ideas down so you will remember them.**



In a nutshell:





# Different trumps same.



Make the learning experience different from what learners are traditionally used to.





**Use novelty,  
contrast,  
meaning,  
and emotion  
to get  
and keep  
the brain's  
attention.**

# **Your Action Plan**

**Reread your notes.  
Write down what you  
plan to do with what  
you learned from this  
slide presentation.**





# **End Note:**

**How were the elements of  
novelty, contrast, meaning, and emotion  
in this slide presentation  
used to get YOUR brain  
to pay attention?**





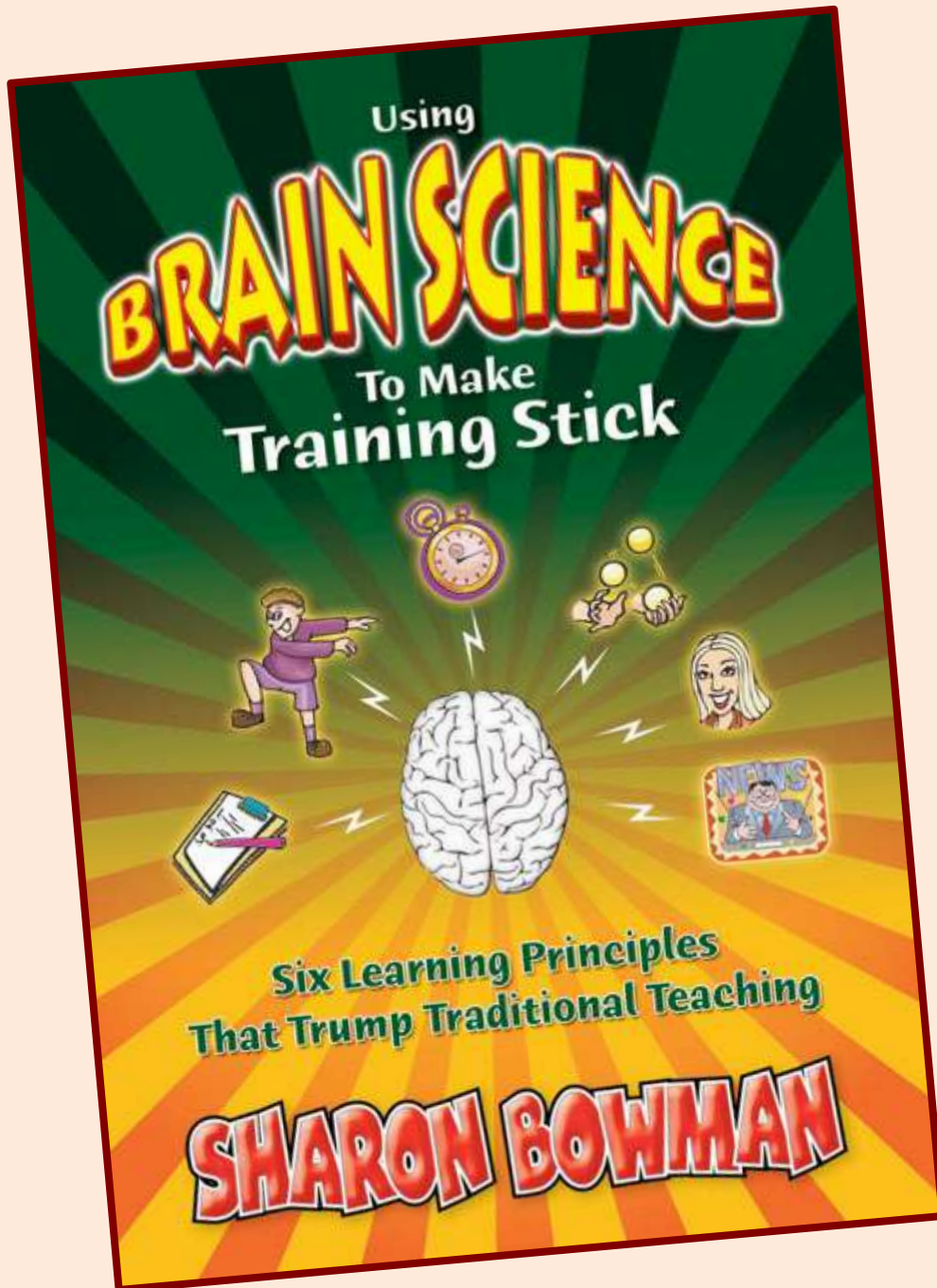
- **A Note to All Trainers** for the South Carolina
  - Center for Child Care Career Development
- If you have completed this micro-course as part of your requirements for **Principles of Adult Learning**, please photocopy your **Notes and Answer** pages and e-mail them to: [melissa.starker@dss.sc.gov](mailto:melissa.starker@dss.sc.gov). Be sure to include your name and contact information (email or phone number).





*Like it?*

If you liked this presentation, you'll like  
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**“Movement Trumps Sitting”** on [www.slideshare.net](http://www.slideshare.net)



Content from:

*Using Brain Science  
to Make  
Training Stick!*

Author:  
**Sharon Bowman**

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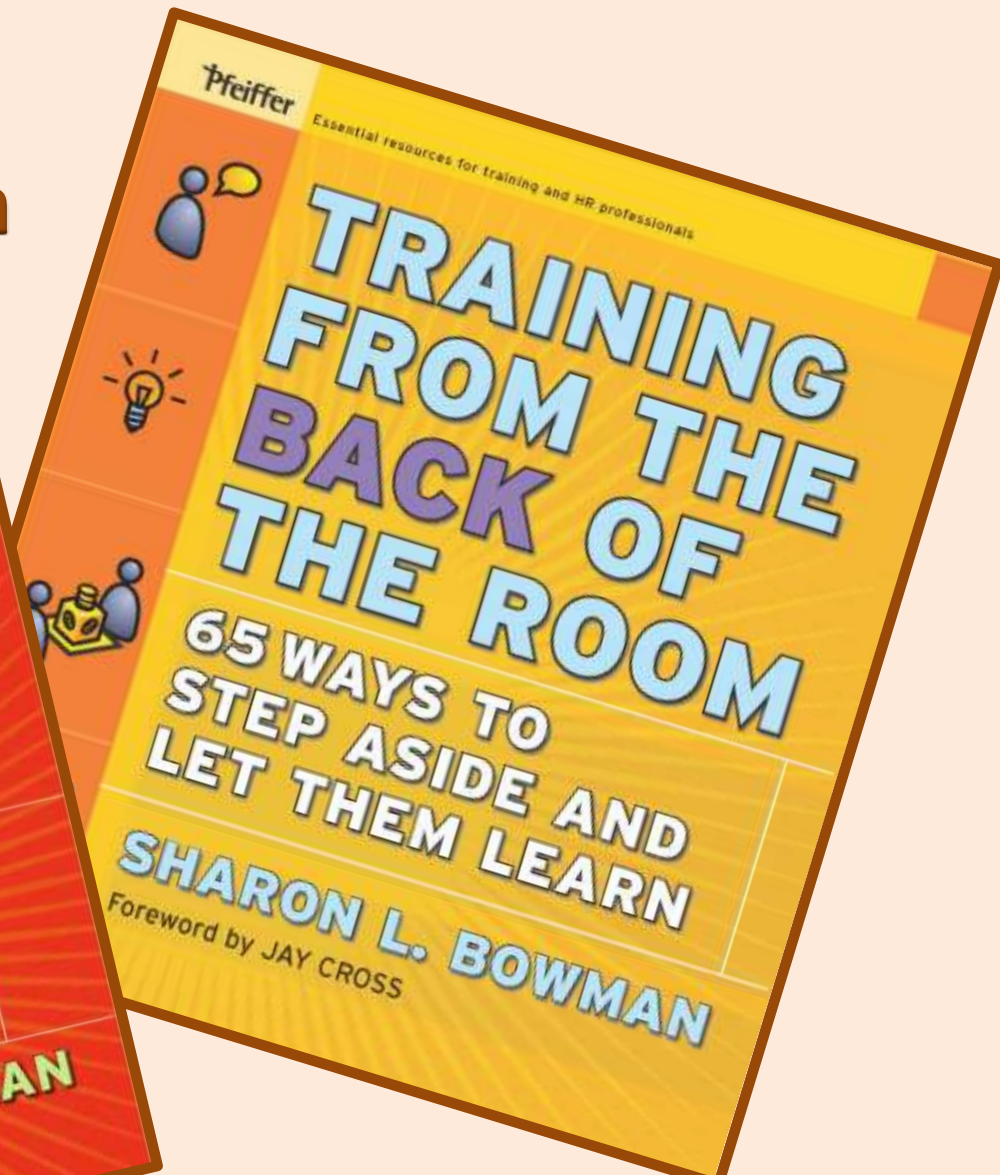
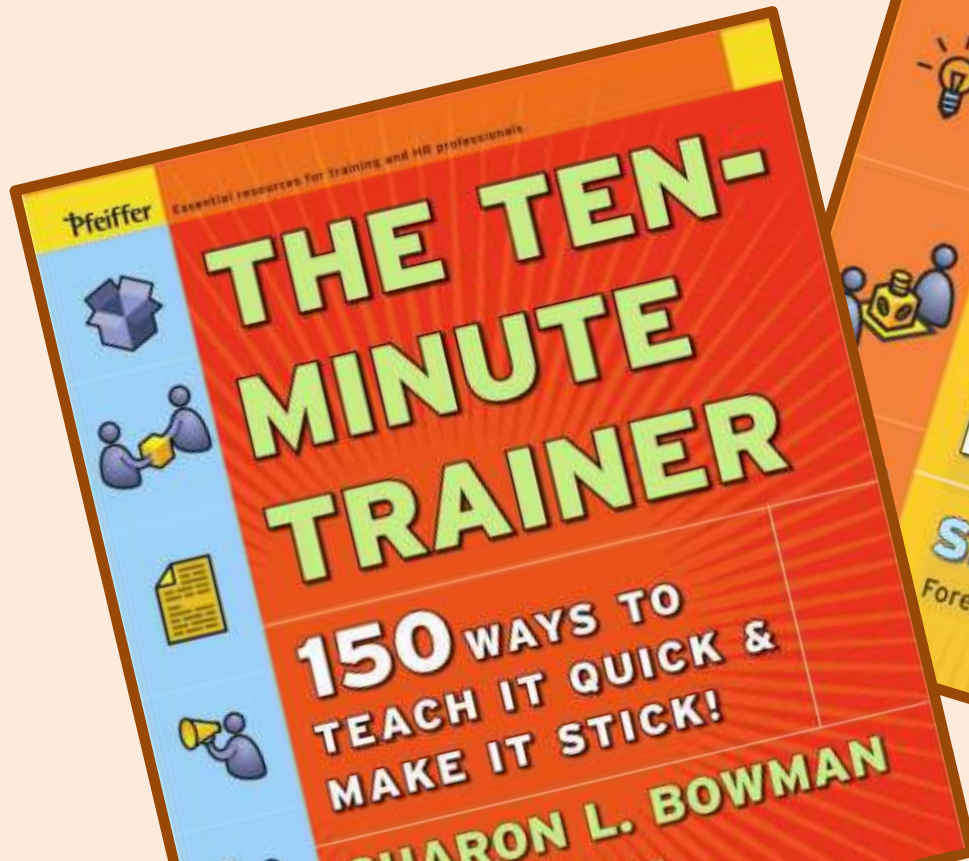


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