



LESSON TEN

Poo Power

Key: Brain files

Concept: unconscious and conscious thoughts.

Train Your Brain #10

Train your brain to think again.

Class Agenda

1. **Greetings**
2. **Video:** Episode #10
3. **Leadership Book:** Pg. 46-47
4. **Video:** STEM #10: Water Density
5. **Leadership Book:** pg. 48-49
6. **Champ Chat**
7. **Leadership Challenge:**
Solve a problem

Objectives

Video: Poo Power

STEM Lesson: Water Density

Leadership Book: Pages 46-49

Tool: Chew the Cud

Challenge: Solve a problem

In a Nutshell

This week we explore what it means to “Chew the Cud.” Answers to problems are often not obvious. You have to train your brain how to find or invent them with tools that help you rethink what you know and create what you don’t know. It’s an extraordinary thing!



LESSON TEN - QUICK VIEW

	ACTIVITY	TIME	OBJECTIVE	ACTION
1	Greetings	2 min	Set the tone for your class	Make up a chicken dance to the Roll Call. Get that energy up.
2	Video: Episode #10	3 min	Poo Power	Video: Episode #10
3	Leadership Book	3 min	What to do with Poo	Pages 46-47
4	Video: STEM #10	3 min	Water Density (Brain Files)	Show video/option to demo
5	Leadership Book	5 min	Train Your Brain #10 Train your brain to rethink.	Pages 48-49
6	Champ Chat	3 min	Review & Reinforce	See questions on page 49
7	Leadership Challenge	1 min	Solve a problem	Chew the Cud following the "Take-5" problem-solving strategy.

LESSON DETAILS

1. Greetings

Try singing the Championeers! Roll Call with different dynamics (quite, then loud. Let a student direct.)



ADVENTURE THEATER

2. Video: Episode #10

Poo Power

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LEADERSHIP WORKBOOK



3. Chew the Cud!

Pages 46-47

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STEM LESSON



4. Video: STEM #10

Water Density (Brain Files)

Watch Click-Class video. Instructions in Student Leadership Workbook page 48.

Another easy STEM project that is loaded with teaching power. This is awesome for live demo in the classroom but not as highly recommended for home.

LEADERSHIP WORKBOOK



5. Train Your Brain Step #10

Train your brain to think (Chew the Cud)

- Pages 48-49

This is the most simplistic way I could explain metaconsciousness. The importance of this step is once you can pull memories out of the buried files of the subconscious and unconscious (the root causes of behavior), you can change how you feel about them so you control the narrative. Here’s a brief explanation of the terms for your reference. Ironically the author of this is a writing expert, but he explained them with more clarity than the psychologists! (How funny is that?)

“The distinction between subconscious and unconscious is a subtle one. The noun subconscious refers to the mind’s activities just beneath consciousness, and the part of the mind devoted to such activities. The unconscious, by contrast, is the part of the mind that exerts a strong influence on behavior but is not noticed by one’s consciousness... Unconscious, too, has two disparate meanings: If one is asleep or one’s mind has been affected by medication or injury so that one is unaware of one’s surroundings, one is said to be unconscious. But one can also be described as unconscious when one behaves in a manner that is not self-reflective or that demonstrates an obliviousness to one’s environment, as when a person acts rudely without seeming to recognize the unfortunate behavior or mindlessly damages or pollutes.” -Mark Nichol

CHAMP CHAT



7. Champ Chat: Review

- What does it mean to Chew the Cud
- What does it mean to think about thinking?
- What can you do with cow poo?
- Do you have a problem to solve that you can rethink?

LEADERSHIP CHALLENGE

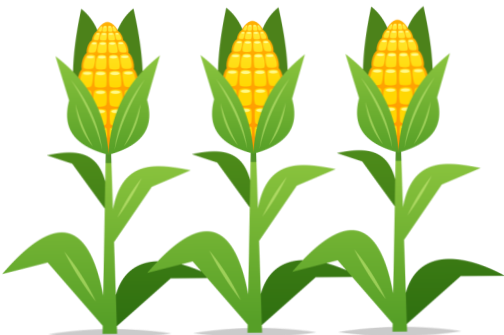


8. Leadership Challenge

Solve a problem

This week, students are to identify a problem in their school that they'd like to fix using the Take-5 problem-solving strategy we discussed last week. Include step four: Rethink the Information.

- Gather your thoughts.
- Focus on one thing to solve.
- Write down your ideas (what steps should I take today.)
- Rethink and rewire your thoughts to form a plan.



LIFE TOOL



Tool: Chew the Cud

Children get frustrated when they don't have instant answers. Too often we solve our children's problems. While it's important to help and protect our children it's equally important to include them in the problem-solving process. Ask them questions that cause them to think about possible solutions rather than tell them what to do.

Problem solving is a skill we train for just like an athlete or musician. In our instant world we want instant answers. It's more important than ever to teach students how to think for themselves in a world of computers and AI technology.

NOTES

