



LESSON FOUR

The Soil of Invention

Key: Imagination

Concept: Full-brain thinking

Train Your Brain #4

Train your brain to imagine.

Class Agenda

1. Greetings
2. **Video:** Episode #4
3. **Leadership Book:** Pg. 20-21
4. **Video:** STEM #4: Idea Magnet
5. **Leadership Book:** pg. 22-23
6. **Champ Chat**
7. **Leadership Challenge:**
Imagine new ways to do something.

Objectives

Video: The Soil of Invention

STEM Lesson: Idea Magnet

Leadership Book: Pages 20-23

Tool: Think Twice

Challenge: Imagine new ways to do something... like make your bed.

In a Nutshell

This week we learn that our brain has two different hemispheres. One side likes facts, the other side has more “feelings.” We discuss how 85% of our decisions are made by our “feelings” side of the brain and how important it is to connect our feelings with facts to make good decisions. One way we can do this is through our imagination. Our brain doesn’t automatically know all the answers, but it has the ability to imagine them, then figure out how to do them.



LESSON FOUR - QUICK VIEW

	ACTIVITY	TIME	OBJECTIVE	ACTION
1	Greetings	2 min	Set the tone for your class	Do something to get your students imaginations going. Ex: The Imagination game on page 20.
2	Video: Episode #4	3 min	The Soil of Imagination	Video: Episode #4
3	Leadership Book	3 min	Imagination	Pages 20-21
4	Video: STEM #4	3 min	Idea Magnet	Show video/option to demo
5	Leadership Book	5 min	Train Your Brain #4: Train your brain to imagine!	Pages 22-23
6	Champ Chat	3 min	Review & Reinforce	See questions on page 23
7	Leadership Challenge	1 min	How to think with both sides of your brain.	Imagine new ways to do something... like make your bed. "Think Twice"

LESSON DETAILS

1. Greetings

Bring your energy. (Did you know that you apply information with the same level of energy you learn it? Get your kids jumping during the intro song.)



ADVENTURE THEATER

2. Video: Episode #4

The Soil of Invention

Mama Hen taught our farm friends to stay calm and turn their fear into fearlessness by imagining how ordinary items around the farm could be used to help save it.

LEADERSHIP WORKBOOK



3. Imagination

Pages 20-21

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STEM LESSON



4. Video: STEM #4

Idea Magnet/Ambiguous Images

Watch Click-Class video. Instructions in Student Leadership Workbook page 22.

If time permits, students love hands on exploration. It’s a super simple STEM project you can do in class.

LEADERSHIP WORKBOOK



5. Train Your Brain Step #4

Train your brain to imagine

- Pages 22-23
- We could have called this Think Twice (as in both sides of your brain) or how to use your whole brain. All of these terms are accurate. The concept of imagination is the easiest for a child to comprehend, but I’d begin linking imagination and whole-brain thinking together so children associate thinking twice and imagining with using both facts and feelings to solve-problems.



CHAMP CHAT

7. Champ Chat: Review

- Which side of your brain likes facts?
- Which side of your brain has lots of emotions?
- How does this effect the way different people view situations?
- Is there more than one way to look at things? How?

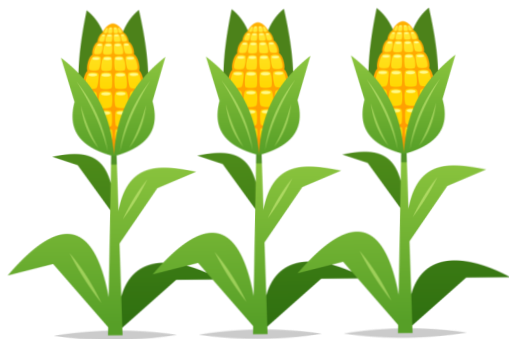


LEADERSHIP CHALLENGE

8. Leadership Challenge

Imagine something new

Imagine different ways you could make or decorate your bed and then try them to see which you like best. Visualization and perspective are powerful tools to help us imagine solutions. Our challenge this week is to consider the problem of keeping our bedroom tidy then imagine different ways to do it.



LIFE TOOL

Tool: Think Twice!

To help students develop the habit of keeping a tidy room, help him/her imagine it clean. The more they see it, the more they can visualize it.

Have students draw pictures of their “dream” room. Ask them to think through the details, like where does everything go? Do you need toy bins? Can you reach your hangers or do you need clothing baskets?

This is their space... like an imagination incubator! Encourage them to surround themselves with things that inspire them, such as a dinosaur theme, castles and princesses, or a farm. The more they love their room, the more ownership they’ll have, and the more vested they’ll be in keeping it clean.

BUT...

That’s not the real purpose for this exercise. We’re really teaching students how to think things through from different angles. I call it Think Twice as a short way to remind children to use their whole brain.



NOTES