BOOM Brain Rules Project
Due November 5 in Advisory

Your job is to identify **three Brain Rules** that will have a positive effect on your learning this year. These Brain Rules will be shared with your parents, your advisor, your teachers, and your coaches. Your Brain Rules can be based on any of the concepts we have covered, including:

- positive thinking
- mindfulness (meditation, yoga)
- time management (organization, planning, test preparation)
- emotions (managing emotions, depression, anxiety, stress)
- mindset (growth mindset, fixed mindset)
- managing distraction (technology, iphone) and information overload
- learning habits
- public speaking
- learning style differences (ADHD, dyslexia)
- reading and the brain
- perfectionism
- character strengths

or any other areas of concern that you have identified in your learning logs. Think about areas in your social, emotional, academic, or physical life. You can also pick a more general topic that might be of interest to you. **The point is to create three Brain Rules that will have a positive effect on your learning and that you plan to follow. One of your Brain Rules should have to do with your social-emotional life, and one must deal with academics. The third is yours to choose.**

There are three components to this assignment:

1. **Research.** You will evaluate and select a minimum of three sources to provide evidence for your Brain Rules. You must have **one book source, one database article, and one internet source.** Using NoodleTools, you will create a bibliography with correct MLA format. You must have **one notecard in NoodleTools for each of your Brain Rules.** Each notecard will summarize the evidence supporting one of your Brain Rules and may include one quote, one scientific study and its conclusion, or one expert’s opinion on your topic. **So, for example:**

   **Title** Brain Rule: Prioritize sleep by being in bed by 10:00 every night. (Use your Brain Rule as the title of your notecard.)

   **Quotation** “In the article “Snooze or Lose,” researcher Dr. Aveh Sadeh of Tel Aviv University recounts the results of a sleep study he conducted on fourth and sixth graders, “The effect was indeed measurable—and sizable. The performance gap caused by an
hour’s difference in sleep was bigger than the normal gap between a fourth-grader and a sixth-grader. Which is another way of saying that a slightly sleepy sixth-grader will perform in class like a mere fourth-grader.”

**Summary or Paraphrase** A loss of even one hour of sleep can dramatically affect the performance of a learner.

Don’t forget to share your project with your teacher’s inbox on NoodleTools!

2. **Visual representation of your three Brain Rules in Google Slides.** You will create four slides in Google Slides. Each of three slides will contain one powerful visual image illustrating one of your Brain Rules and the actual Brain Rule; the last slide will be your bibliography, including the works you consulted in your research as well as the images used in your presentation. You will submit the URL of your Google Presentation to Canvas. Click [here](#) for an example of a presentation.

3. **Brief in-class presentation of your Brain Rules.** Using the presentation skills we went over in class, you will give a brief overview of your rules and research **in your advisory on November 5.** The presentation should be approximately 2 minutes in length.

**RUBRIC**

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<th>PASS</th>
<th>NO PASS</th>
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<tbody>
<tr>
<td><strong>CONTENT</strong></td>
<td>o Student identifies Brain Rules that are thoughtful, individualized, specific, and actionable.</td>
<td>o Student identifies Brain Rules that are vague and show little thought or reflection.</td>
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<tr>
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<tr>
<td><strong>RESEARCH</strong></td>
<td>o Student includes three citations in NoodleTools, including a book, a database article, and a website, and one notecard for each citation.</td>
<td>o Student does not include three citations or three notecards in NoodleTools.</td>
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<tr>
<td></td>
<td>o Student shows clear scientific evidence for each Brain Rule on Noodletools.</td>
<td>o Student does not provide research-based evidence for Brain Rules.</td>
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<td>o Student does not connect research to Brain Rules.</td>
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<tr>
<td><strong>PRESENTATION</strong></td>
<td>o Student clearly articulates Brain Rules in an aesthetically pleasing Google Presentation: one image and one Brain Rule per slide, plus a slide for bibliography.</td>
<td>o Student does not articulate Brain Rules clearly in Google Presentation.</td>
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<td>o Student is poised and prepared when presenting Brain Rule to the class.</td>
<td>o Student is neither poised nor prepared when presenting Brain Rule to class.</td>
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<tr>
<td><strong>AUDIENCE BEHAVIOR</strong></td>
<td>o Student is attentive and respectful during presentations.</td>
<td>o Student is inattentive or disrespectful during presentations.</td>
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