

## Brain Research Implications

*There is more hunger for love and appreciation in this world than for bread.*  
Mother Teresa

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**Exchange** today unveiled two new [Exchange Essentials](#) on "Implications of Brain Research." In the first of these **Essentials**, Pam Schiller offers these strategies for early childhood programs to take advantage what we now know about brain development:

- **Emotions enhance memory.**

Events that are accompanied by intense emotion are more easily recalled.

*Use laughter, stories, and music when introducing new information. For example, if you are teaching a lesson on farm animals, start by singing "Old MacDonald Had A Farm."*

- **The more connections made between new information and existing patterns in the brain, the greater the chances of moving information from working-memory to long-term memory.**

*Offer many different opportunities for gathering and processing information. For example, when studying zoo animals, you might want to take a field trip, read a book, shape animals from clay, classify the animals, make up zoo stories, and so on. You get the picture.*

- **Novelty can boost memory.**

Our bodies release chemicals when under stress. Positive stress increases adrenaline, negative stress increases cortisol. Both chemicals act as memory fixatives. Novelty creates positive stress, because when a situation is different from existing patterns the learner is challenged.

*Teach a lesson outside. Switch places with another teacher one day. Work puzzles upside down. Change your room arrangement. A typical preschool classroom is a good example of novelty because we change activities frequently.*

