



WRITE BRAIN BOOKS 21ST-CENTURY SKILLS-BUILDING PROGRAMS

FOR STUDENTS K-12 IN & AFTER SCHOOL

PROJECT-BASED LEARNING & LITERACY



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↑ WRITE BRAIN'S
K-12 Components wheel!





The components on **WRiTE BRAiN's** C-12 wheel are all vital attributes a 21st-Century learner must possess in order to flourish in any college, career, or community.

WRiTE BRAiN's core principles are represented in a 360° value system that educators and program facilitators can incorporate into the learning process alongside any existing methodology.

21ST-CENTURY SKILLS & WRiTE BRAiN

Education modalities (IN and AFTER school) with a focus on 21st Century skills-building highlight the importance of collaboration and problem-solving, close observation and critical thinking, making connections, communicating, and creating systems.

These elements and this general approach to learning and instruction are integral aspects of the WRiTE BRAiN BOOKS multi-faceted authoring and publishing experience. The program is designed to develop vital slow-processing skills in young people, encourage personal interaction and verbal expression, inspire eye contact and engaged listening, and increase their ability to feel empathy...compassion. Therefore, and intentionally, there is minimal digital interaction during **WRiTE BRAiN's** 8-to-20-week collaborative and independent authoring processes, though the publishing of students' stories happens on our interactive digital Book Builder.

The WRiTE BRAiN BOOKS program is disguised learning that is experiential and rewarding throughout. Self-esteem and academic confidence are boosted as fear and self-doubt are diminished. Though our rubrics can be applied for assessment, A STUDENT'S SUCCESS IS MEASURED WITHOUT AND BEYOND A TEST SCORE.

WHY 21ST-CENTURY SKILLS?

- Young people learn in different ways and deserve 21st-Century learning opportunities in order to rise as tomorrow's leaders, workers, and citizens.
- Learning happens in many areas of a young person's life. A strong foundation for success is rooted in learning that happens in and out of school.
- 21st-Century learning environments and opportunities are essential to prepare all students for the challenges of work, life, and citizenship in the 21st-Century and beyond, as well as to ensure ongoing innovation in our economy and the health of our democracy.

LEARNING AND INNOVATION SKILLS

Learning and innovation skills are increasingly being recognized as those that separate students who are prepared for a more and more complex life and work environments in the 21st-Century, and those who are not. A focus on **creativity, critical thinking, communication, and collaboration** is essential to prepare students for the future.

CRITICAL THINKING AND PROBLEM-SOLVING

Reason Effectively

Make Judgments and Decisions

Solve Problems

- Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation
- Effectively analyze and evaluate evidence, arguments, claims, and beliefs
- Analyze and evaluate alternative points of view
- Interpret information and draw conclusions based on the best analysis
- Reflect critically on learning experiences and processes
- Solve different kinds of non-familiar problems in both conventional and innovative ways
- Identify and ask significant questions that clarify various points of view and lead to better solutions

During the authoring process, students deconstruct connected, artful images to determine their visual narratives before creating written narratives about them. With varying student opinions and perceptions to include, the real world problem of coauthoring a full book is an exciting challenge kids fully embrace.

CREATIVITY AND INNOVATION

Think Creatively

Work Creatively with Others

Implement Innovations

- Use a wide range of idea creation techniques (such as brainstorming)
- Create new and worthwhile ideas (both incremental and radical concepts)
- Elaborate, refine, analyze, and evaluate their own ideas in order to improve and maximize creative efforts
- Develop, implement, and communicate new ideas to others effectively
- Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work
- Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas
- View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes

At the start of the group writing process, students must effectively discuss the overall storyline they see developing in the artwork in order to discover how they will approach the creative challenge of developing characters, plotline, settings, etc. They quickly see who is reserved, who is assertive, and who leads. Students are given graphic organizer worksheets and paper on which to manage, outline, and develop their workflow and idea generation cohesively. They are encouraged not to worry about making mistakes such as spelling or grammatical errors and to write fearlessly.

COMMUNICATION AND COLLABORATION

Communicate Clearly

Collaborate with Others

- Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts
- Listen effectively to decipher meaning, including knowledge, values, attitudes, and intentions
- Use communication for a range of purposes (e.g., to inform, instruct, motivate, and persuade)
- Communicate effectively in diverse environments (including multi-lingual)
- Demonstrate ability to work effectively and respectfully with diverse teams
- Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal
- Assume shared responsibility for collaborative work, and value the individual contributions made by each team member

In the first half of the program, students work in groups to complete one project. They have differing opinions and need to share and communicate their individual ideas to meet the goal of the group, which is to create a single story. Each writer contributes ideas born from their own imagination and makes a case for their vision, while respecting and allowing for the inspirations of others in the group. This is when they learn about each other, how each thinks, behaves, and participates in a new collaboration.

LIFE, COMMUNITY, AND CAREER SKILLS

Adapt to Change

Be Flexible

Manage Goals & Time

Work Independently

Be a Self-directed Learner

- Work effectively in diverse teams
- Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
- Respond open-mindedly to different ideas and values
- Adapt to varied roles, jobs responsibilities, schedules, and contexts
- Work effectively in a climate of ambiguity and changing priorities
- Incorporate feedback effectively
- Deal positively with praise, setbacks, and criticism
- Understand, negotiate, and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments
- Utilize time and manage workload efficiently
- Work independently

- Be self-directed learners
- Reflect critically on past experiences in order to inform future progress
- Interact effectively with others
- Know when it is appropriate to listen and when to speak

Every book comprises unique and diverse characters living in illustrated worlds that will be brought to life in words written by student authors with diverse backgrounds. Racial diversity is common and represented across all of the materials used during implementation. The artwork of WRiTE BRAiN's Story Mats, Story Cards, and Wordless Books has colorful humans, animals, objects, and environments that young people interpreting it may not otherwise be exposed to. They work together and alone, lead by some instruction and often entirely self-directed. Since kids want to be heard, they learn to listen in reflective ways and willingly share their voice.

LEADERSHIP, PRODUCTIVITY, AND RESPONSIBILITY

Guide and Lead Others

Be Responsible to Others

Manage Projects

Produce Results

- Use interpersonal and problem-solving skills to influence and guide others toward a goal
- Leverage strengths of others to accomplish a common goal
- Act responsibly with the interests of the larger community in mind
- Leverage social and cultural differences to create new ideas and increase both innovation and quality of work
- Work positively and ethically
- Manage time and projects effectively
- Collaborate and cooperate effectively with teams
- Respect and appreciate team diversity

Throughout the experience of becoming authors, students must create and complete various projects, each with intent and greater purpose beyond their own personal satisfaction. They author books in service, to be donated to a school library, children's hospital, or other community organization. They mentor younger students and become increasingly tolerant of multiple viewpoints that differ from their own. They develop strategies for the work approach and become patient and generous in the process.

INFORMATION, MEDIA, AND TECHNOLOGY SKILLS

- Access and evaluate information
- Access information efficiently (time) and effectively (sources)
- Evaluate information critically and competently
- Use and manage information
- Use information accurately and creatively for the issue or problem at hand
- Use digital technologies (computers, tablets) to access, manage, integrate, evaluate, and create information

Our in-school curriculum guides each have a lesson plan directing students to do research on the Internet to learn more about the elements of their storybooks. In the after school program, uploading to and publishing on the WRiTE BRAiN interactive, digital Book Builder happens twice and is the only on-screen activity, intentionally.

The facts are in: technology is vital and here to stay. That said, it is also proven that kids today are constantly overloaded and over-stimulated. Their experiences are shared instantly and forgotten quickly while their responses are automatic and auto-corrected. They text, type, scroll, and swipe while handwriting becomes a thing of the past. Kids' brains are being forced to develop fast-processing skills at the expense of vital, slow-processing skills such as critical thinking and creating connections.

