BrainFriendlyForms
of education for ADHD learners

HANDBOOK of Brain-Friendly Activities

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Chapter 1: Introduction to the handbook.

The Handbook of Brain-Friendly Activities represents the practical part, which adult educators can use with their students right away. The Handbook's activities are based on the fundamentals of neuropedagogy. Every task is created to support adult learners who are dealing with learning challenges like ADHD in improving their ability to focus and gaining the knowledge, skills, and competencies necessary to pursue lifelong learning and improve their integration into the workforce. The BFA Handbook has a great deal to offer adult learners with ADHD in addition to being a priceless resource for adult educators seeking to enhance their teaching strategies. The Handbook's capacity to offer a deeper comprehension of academic content is a major benefit.

It builds a more thorough understanding of the subject matter by providing tailored strategies and teaching approaches that cater to the unique learning styles and attention needs of those with ADHD. The Handbook also assists adult learners with ADHD in developing important soft skills. The handbook offers particular techniques to assist those with ADHD in developing abilities such as efficient communication, time management, and organization. It recognizes the importance of these skills.

The handbook offers a comprehensive resource that helps students succeed in many aspects of their lives by helping them acquire essential life skills in addition to improving their academic comprehension. It accomplishes this by addressing the particular issues faced by students with ADHD. In essence, it becomes a two-in-one guide that supports educators in their work while offering adult ADHD students a tailored approach for both learning and growth.

The handbook is recognized for its inventiveness since it applies ideas from brain-friendly teaching and learning methodologies and integrates neuropedagogy concepts. The manual makes progress in addressing the needs of adult learners who are experiencing learning difficulties, particularly ADHD, by utilizing these innovative techniques. The field of neuropedagogy, which studies the connection between neuroscience and education, has informed the tactics utilized in this guidebook to provide the greatest possible learning environment for people with ADHD.

This freshly developed method modifies teaching strategies to accommodate the peculiarities of adult learners' brains and cognitive functions. The emphasis on brain-friendly teaching and learning techniques shows a commitment to developing an educational setting that is successful and takes into consideration the unique cognitive profiles of individuals with ADHD. By achieving this, the guidebook not only offers a practical strategy toward enhancing the educational experiences and outcomes for adult learners who struggle with learning, but it also marks a substantial leap in educational methodology. Brain friendly methods and techniques use the natural abilities of the human brain. Neuroscience research reveals what these natural abilities are and how they can be accessed. They make it easy for people to think and learn more naturally and successfully.

The threefold nature of brain function are :

- Mentally - the brain is alert and active
- Physically - the body is calm and balanced
- Emotionally – feelings are positive

Brain-friendly approaches and techniques align instructional strategies with the natural functions of the brain by leveraging the innate talents of the human brain. These strategies aim to identify and make use of the brain's innate abilities in order to create a learning environment that supports the highest potential cognitive functioning.

These strategies often draw on concepts from cognitive science, psychology, and neuroscience to design learning procedures that mirror how the brain processes and retains information. Brain-friendly approaches prioritize tasks that activate multiple areas of the brain to increase cognitive efficiency, memory retention, and learner engagement.

This entails including interactive elements, multimodal interactions, and opportunities for experience learning. By fusing learning strategies with the natural tendencies of the brain, educators can increase the effectiveness of their instruction and help students with a range of learning styles and preferences find learning more memorable and pleasurable. In essence, employing brain-friendly methods highlights educators' dedication to working with the intricate and dynamic processes of the human brain.

Unit 1.1. How to use the handbook

Teachers need to focus on these key areas in order to fully utilize the handbook, which is designed to apply the power of brain-friendly teaching and learning methodologies. They will be able to thoroughly examine the useful insights this manual provides if they take this action. This guidebook is more than just a guide; it's a dynamic instrument designed to work with the inherent capacities of the human mind.

Start by familiarizing yourself with the handbook's core concepts of brain-friendly teaching. Examine the connection between neuroscience and education to learn about how the brain processes and remembers information. This foundational information will guide your teaching approach like a compass. The manual is an infinite source of activities designed to enhance basic cognitive processes in the brain.

Investigate the various brain-friendly strategies covered in the handbook; they may include interactive activities, multimodal exercises, and alternatives to experiential learning. By adapting each activity to the different learning methods of adult learners, make sure it fits the distinct cognitive profile of persons with learning impairments like ADHD. Analyze the methods in the handbook intended to increase student participation and retention.

Discover techniques that make use of the brain's ability to retain information through meaningful connections and experiences. The guide provides a roadmap for creating an engaging learning environment that enhances comprehension in the short term and retention in the long run.

Acknowledge that adult learners have different learning styles, especially those with ADHD. With the help of this guidebook, educators can successfully engage students with a variety of cognitive demands by using adaptable ways that cater to a wide range of preferences.

Learn how to modify tasks to specifically address specific ADHD-related issues, fostering a friendly and inclusive learning environment. As you apply the brain-friendly techniques from the guidebook, keep an eye on your students' development.

The handbook provides guidance on monitoring both individual and group performance so you may assess the efficacy of the applied techniques. You can foster a dynamic and flexible learning environment by learning to adjust your teaching methods based on rapid feedback. By disseminating this handbook, we address the practical difficulties in implementing the

brain-friendly teaching techniques it contains. Learning these techniques well enables teachers to use the handbook to create transformative learning experiences for adult students, particularly those with disorders like ADHD.

Unit 1.2. Methodology

BRAINFRIENDLY TEACHING integrates neuroscience into education to optimize learners' physiological well-being, motivation, and cognitive performance. This dynamic approach, detailed in the handbook, caters to adult learners, especially those with conditions like ADHD. It aligns with the brain's natural processes, incorporating neuroscientific insights to enhance information reception, connection, and retention. The method emphasizes individualized techniques, recognizing learner variability, and offers practical strategies for accommodating diverse learning styles. Multisensory experiences, active engagement, and emotional connections are pivotal components, creating a flexible, adaptive learning environment. Overall, the handbook presents a holistic, research-driven methodology for transformative brain-friendly teaching, benefiting all adult learners, including those with learning difficulties.

BRAINFRIENDLY LEARNING aligns with natural brain processes, emphasizing the interplay of inherited traits, existing brain structure, and current mental conditions. This approach focuses on optimizing learners' physiological states, especially for adults facing challenges like ADHD. The handbook introduces a comprehensive methodology rooted in cognitive psychology and neuroscience. It begins with an exploration of neuroeducation, guiding educators on how the brain absorbs information. The methodology prioritizes differentiated instruction, catering to diverse learner needs, including ADHD. Multimodal techniques, such as tactile and auditory elements, enhance engagement. Active participation and hands-on experiences are promoted for effective learning, managing cognitive load, and fostering emotional well-being. The approach integrates ongoing evaluation and feedback for a dynamic, adaptive learning experience.

BRAINFRIENDLY ENVIRONMENTS foster physical, mental, and emotional well-being, enhancing work-focused behavior and effective learning. This guidebook outlines an approach prioritizing the health of teachers and students, recognizing the impact of surroundings on learning. Emphasizing a holistic view of well-being, it advises educators to create a supportive, comfortable atmosphere promoting safety and belonging. The handbook addresses physical comfort through practical advice on lighting, seating, and arrangement to

reduce stress. It advocates for a positive learning atmosphere with emotional support, encouraging cooperative and respectful climates. Mindful learning practices, including breathing exercises and relaxation techniques, are recommended for stress management and focus. Brain-friendly environments support personalized learning, accommodating diverse preferences and styles, empowering students and fostering independence. Effective communication and organization are crucial, minimizing cognitive burden and allowing students to navigate their surroundings easily. The approach advocates student involvement in designing their learning environments, promoting inclusivity and collaboration. Regular reflection and feedback loops are encouraged, ensuring continuous improvements to meet evolving needs**.**

BRAINFRIENDLY BELIEF/ATTITUDE is crucial for brain-friendly practice, with new neuroscience findings guiding attitudes towards teaching and learning. The handbook emphasizes the need for brain-friendly beliefs as a foundation for successful practice, integrating the latest brain research. Teachers are encouraged to adopt attitudes based on neuroscientific concepts, recognizing the brain's innate capacities under optimal conditions. The approach challenges traditional teaching methods, fostering a mindset that sees all students as naturally competent in cognitive functions. A fundamental component is maintaining a constant belief in every learner's potential, driving the creation of inclusive teaching strategies. The methodology prioritizes creating ideal learning conditions, considering physiological and environmental elements, to establish habits conducive to organic and efficient learning.

Brain-friendly attitudes align with a growth mindset and ongoing learning, fostering a dynamic environment responsive to new research and learner needs. Positive language and framing are emphasized to inspire enthusiasm and self-assurance. Reflective practices and continual professional development help maintain brain-friendly attitudes, ensuring educators stay updated on neuroscience findings.

The handbook, as an open education resource, facilitates access for educational professionals and learners interested in brain-friendly methods. In summary, it offers a research-based learning methodology encompassing differentiated instruction, active involvement, multimodal engagement, cognitive load management, and emotional well-being. The guidebook advocates individualization, multisensory engagement, neuroscience integration, and ongoing adaptation as essential elements. Additionally, the methodology for creating brain-friendly environments promotes a proactive and holistic well-being

approach. By adopting these methodologies, educators can provide transformative experiences for all learners, including those with ADHD. The handbook is a comprehensive resource for practical ideas to support successful learning in any educational setting.

Unit 1.3. How to implement the methodology

The process of putting this handbook's methods for creating brain-friendly attitudes and beliefs into practice is purposeful and transformative. The following techniques can be employed by educators to successfully incorporate neuroscientific concepts, challenge preconceived notions, and foster a positive outlook that supports spontaneous and efficient learning. Through a variety of strategic efforts, educators can set out on a transformative journey to create beliefs and attitudes that are brain-friendly. Professional development workshops are essential to this process because they provide educators with up-to-date information about brain research discoveries. These seminars are designed to spark thought-provoking conversations and get participants thinking about how this study might affect teaching. Case studies and other supporting materials are offered to show how to use brain-friendly strategies in real-world situations. Within educational institutions, collaborative learning communities equip educators with a dynamic environment for joint learning and inquiry. These communities serve as an environment for the growth of brain-friendly ideologies, providing a forum for educators to share knowledge, deliberate over research results, and collaboratively build practices that are transformative. This cooperative setting fosters a sense of shared accountability, highlighting how crucial it is to put these creative tactics into practice. For educators, mindfulness and reflection practices become essential parts of their everyday lives. Teachers are encouraged to reflect on a regular basis, which helps them to match their beliefs with their methods of instruction. By acting as pillars, these mindfulness exercises support teachers in maintaining awareness of the present moment, being receptive to fresh viewpoints, and cultivating an optimistic and flexible attitude in their instruction. Programs for coaching and mentoring play a crucial role in helping educators embrace brain-friendly ideas and behaviors. Through these programs, experienced teachers are paired with those who want to adopt these paradigm-shifting mindsets. The mentorship model offers a safe space for exchanging ideas, resolving conflicts, and assisting in the smooth transition of new ideologies into pedagogical approaches. Observations in the classroom are centered on finding brain-friendly practices and giving teachers helpful criticism. This feedback highlights situations in which constructive beliefs are successfully converted into

practical teaching methods. Establishing a culture of continuous development and continual feedback loops to help enhance brain-friendly activities is the aim. This transforming process makes inclusive curriculum design a crucial tenet, supporting a range of learning styles and aptitudes. The curriculum incorporates brain-friendly concepts with ease, demonstrating how ideal learning environments can be established. This methodology upholds the conviction that all students have the intrinsic capacity to flourish in the appropriate setting with the assistance of effective teaching techniques. Positive framing and language are emphasized in communication training, which becomes crucial. Teachers possess powerful interpersonal skills that support a growth mindset. Teachers' capacity to establish supportive learning environments is further enhanced by workshops on positive reinforcement strategies. In order to reinforce brain-friendly concepts, it becomes imperative to include parents and the larger community. The research supporting these ideas is shared in workshops and information sessions, which encourage cooperation between teachers, parents, and the community to uphold a constant learning mentality.
Integrating technological resources for ongoing professional development opens more flexible opportunities for instructors. They have access to virtual conferences, webinars, and online courses that can help them learn more about brain-friendly practices. For educators to access resources, take part in debates, and remain up to speed on the most recent research, a digital platform has been developed.

Finally, recognizing and honoring achievements turns into a potent incentive. Teachers who have effectively incorporated brain-friendly concepts are highlighted, highlighting the observable advantages for both teachers and students. These narratives inspire people to start their own transforming journeys toward teaching and learning that is brain-friendly.

Chapter 2: Learning channels and learning styles/approaches

Unit 2.1. Introduction to Brain-friendly teaching

Brain-friendly approaches in teaching

Brain-friendly teaching uses neurosciences' research outcomes to keep learners in suitable circumstances for effective thinking and learning by focusing on succeeding a good physiological state in order to make the learners' brains work rapidly, easily, and logically. Therefore, brain-friendly approaches keep learners motivated by providing a balance of comfort and motivation using teaching techniques associated with the way human brains work. In addition, brain-friendly teaching also practices approaches and methods that support learners to become high achievers by promoting their potential abilities. Accordingly, brain-friendly environments lead to well-adjusted behavior, effective thinking and learning. In line with the environment, brain-friendly attitude is considered to be an important prerequisite for brain-friendly practice. Thus, innovative hypothetical knowledge about the brain leads to novel ideologies towards teaching/learning and the improvement of new practical approaches.

A brain-friendly program uses the results of cognitive science to promote learning activities, materials, and classroom programs which associate with the brain's preferences and processes. Besides, getting what the brain wants to focus and why can be considered as the basis for creating a brain-friendly classroom. Therefore, brain-based programs are planned to advance the way the brain works, stores, and recalls data to enhance learning.

The brain-friendly techniques recommend different ideas of appraisal according to which, as opposed to estimating test scores and home undertakings, teachers ought to evaluate understudies' abilities, execution, and a few other genuine practices. Therefore, if teachers teach according to ways the human brains naturally learn, not only do their learners learn, retain, and recall better and quickly, but also the teaching becomes more joyful.

Brain-based teaching/learning programs

Comprehending brain-based teaching/learning programs start with having knowledge of what occurs in the brain as individuals learn. Neuroscientists can measure and observe the way brains work as people learn a new thing. The brain's neurons connect to each other with electrical signs and chemicals called neurotransmitters. Thus, human's thoughts, feelings, and feedbacks are the results of neurons' signals to each other, which indicate how the brain encodes and recovers data. Therefore, when learners create links between thoughts, they are actually relating these ideas in the brain using neural signals and patterns. When learners are

associated with learning, explicit synapses in the brain caution to the hippocampus to check this occasion with additional clearness. Comprehension of what the brain likes to focus, how to make decision about the information in long-term memory, and how to make recall data can lead to the development of learning activities which assist learners in remembering and understanding complex ideas, and creating connections between them.

Using available researches as a springboard, teachers implement brain-based learning principles in the classroom. They specifically focus on reducing stress, effectively delivering material, increasing students' movement, and building in opportunities to practice. While the principles remain the same no matter the age of a student, people do begin to learn differently as they mature. So, the delivery methods of these principles adapt accordingly.

Brain-friendly education

As we delve into the benefits of brain-friendly education, it becomes evident that this approach holds the potential to unlock the full capacity of the human mind. Some it's main characteristics can be summarized as follows:

Brain-friendly education prioritizes interactive and experiential learning over passive listening. By incorporating hands-on activities, group discussions, and real-world applications, learners become actively engaged in the learning process. This heightened involvement not only increases motivation but also stimulates multiple areas of the brain, promoting long-term memory retention.

Understanding that every individual has a unique learning style, brain-friendly education embraces a personalized approach. Educators tailor their teaching methods to cater to diverse learning preferences, including visual, auditory, kinesthetic, and social styles. This tailored approach enables students to grasp concepts more effectively, thus promoting a positive learning experience.

Traditional educational systems often foster stress and anxiety among students due to rigid curricula and standardized testing. In contrast, brain-friendly education creates a relaxed and supportive learning environment. Reducing stress allows the brain to function optimally, ensuring better information processing and improved knowledge assimilation.

A central aspect of brain-based teaching is incorporating memory-enhancing techniques. By utilizing techniques like storytelling, visualization, and mind mapping, learners can organize information more effectively, resulting in improved memory retention and recall abilities.

Brain-friendly techniques encourages students to actively think critically and solve problems independently. By presenting real-life scenarios and challenges, learners are prompted to analyze, evaluate, and apply knowledge creatively. This nurtures essential life skills, empowering students to tackle complex issues confidently.

The brain's capacity to adapt and rewire itself, known as neuroplasticity, is at the core of brain-friendly education. This approach stimulates neural connections, enabling a deeper understanding of topics and promoting a passion for lifelong learning. By instilling a love for knowledge, learners are encouraged to explore and grow beyond the classroom setting.
Brain-friendly program also emphasizes emotional intelligence and empathy. By promoting open communication, active listening, and collaborative learning, students develop a greater understanding of their peers' perspectives and experiences. This fosters a supportive and inclusive learning community, preparing students to thrive in a diverse world.

By nurturing a growth mindset and encouraging curiosity, brain-friendly education unleashes the creative potential within every student. Creativity is vital for problem-solving, innovation, and adaptability, making it a crucial skill in a rapidly changing world.

Conclusions

Brain-friendly learning as an educational approach that aligns with the brain's natural processes, optimizing the assimilation of information and enhancing overall cognitive function. This approach acknowledges that every student learns differently and recognizes the diversity of cognitive abilities among learners. For students with learning difficulties, brain-friendly learning strategies offer an opportunity to build on their strengths while addressing their weaknesses in a supportive environment.

Unit 2.2. Way of communication between teacher/trainer and adult students

The relationship between students and teachers is important because students spend about 7 to 9 hours per day and almost 11 months with the teacher. Communication can be defined as a way of conveying thoughts and ideas to other people. Communication can be either verbal or non-verbal. Both types of communication are very important for the transmission of thoughts. Teachers and students relate to the verbal and non-verbal means of communication. Communication is the key to success in all aspects of life. Effective communication plays an important role in developing the character and educational level of the students. The teacher's skills and mode of communication motivate students to improve their educational skills. Love, affection, sincerity, commitment, responsibility and dedication of the teacher can bring the prosperity and love that students need for education (Asrar, 2018). Teaching is not as simple as we think. It is not just about imparting information or giving homework. For effective communication that can impact student learning, consider some key tips.

Clarity in communication: Communication is both expressive and receptive. Educators should be able to listen, understand their students' thoughts and ideas, and articulate things clearly. Educators need clarity in communication when talking to their students. They should be able to break down complex things into simple steps. Educators need to be able to "read" their students' minds. Effective communication also involves turning a boring conversation into an interesting one through good presentation and communication skills.

Personalise communication with emotions

A good educator communicates sincere affection and commitment to their students. They care deeply about their students' progress.
A teacher who cares about his students gets to know their names and addresses them by their names. They always try to understand their students' dreams, their greatest fears, hopes and preferences. All this is possible through effective and continuous communication. Teachers need to celebrate their students' successes and recognise them for their work. This is a great way to highlight students' strengths and enhance their learning.

Talk often: Regular and effective communication takes time, but it is essential.
It is hard for teachers who have so much to do to have effective communication, but with the growth of technology and tools available, this task is becoming less hectic. Today, educators have multiple ways to communicate with students and parents, using technology to pick them up where they are active, on their phones.

Use of technology for effective communication between teachers and students

The use of technology makes communication effective and easy. Teachers who use technology have a variety of options at their disposal, including phone calls, emails, newsletters, e-cards, chat applications, video conferencing and social media. But organising all this is not easy either. One of these tools that teachers can use is ClassDojo.

Classroom communication: ClassDojo allows teachers to communicate with parents and students in real time. This makes it easier for parents to find out about their child's academic and behavioural progress.

Behavioural tracking and rewards: Teachers can give points or feedback to students for positive behaviour and performance. This gamification aspect encourages positive behaviour and helps reinforce good habits.

Digital portfolio: ClassDojo offers a digital portfolio feature that allows teachers to share photos and videos of classroom activities with parents to give them an insight into their child's school day.

Messaging: Teachers and parents can message each other through the platform to communicate directly about concerns, assignments and other educational issues.

School stories: This feature allows schools to share updates and important information with the entire school community, including parents, students and teachers.

Reports and analytics: ClassDojo provides data and insights into student behaviour and performance that help teachers and parents track progress and identify opportunities for improvement. (edtechreview, 2015)

*ClassDojo is an education technology company that provides a communication platform for teachers, students and parents to connect and share information about student activities and progress in the classroom.

Communication between teacher and student with ADHD

When communicating with adult students with ADHD, it is important to use strategies that maximise their learning experience and engagement. Here are some effective ways of communication between a teacher/trainer and adult students with ADHD:

Clear and structured communication: Keep your communication simple and well-structured. Use concise language and avoid excessive jargon. Clearly state the goals and expectations for each session or topic so that students can stay focused and organised.
Visual aids and interactive materials: Use visual aids such as tables, diagrams and multimedia presentations to enhance understanding and maintain interest. Interactive materials such as quizzes or group discussions can also help to keep students interested.

Break down information: Divide the content into smaller, manageable bites. This way, students with ADHD can process the information more easily without feeling overwhelmed.

Multimodal learning: Convey information through different channels, e.g. text, audio and visual elements. This approach accommodates different learning styles and helps keep students' attention.

Use repetition: Reinforce key concepts by repeating important points during the session. Repetition can help students with ADHD retain material better.

Encourage active participation: Create an inclusive and supportive environment where students feel comfortable. Encourage questions, discussions and contributions from all participants.

Regular breaks: Schedule short, regular breaks during longer sessions. This allows students with ADHD to recover and refocus their attention.

Flexible learning options: Offer flexible learning options, such as recorded lectures or additional material, to accommodate students who need more time to process information.

Visual schedules and timers: Use visual schedules or timers to help students understand the structure of the session and manage their time effectively.

Positive reinforcement: Provide positive reinforcement and constructive feedback to encourage active participation and effort. Recognise and celebrate their achievements.

Individual support: Where possible, offer personal support to address individual needs and challenges that may arise with students with ADHD.

Encourage self-help: Teach students strategies to manage their ADHD, such as setting goals, using organisational tools and asking for information when needed.

Mindfulness techniques: Introduce mindfulness and relaxation techniques to help students manage stress and focus better.

Work with support services: If your educational institution provides support services for students with ADHD, work with these professionals to ensure a holistic approach to student learning and development. (Liberante, 2012)

Remember that every student is unique and what works for one person with ADHD may not work for another. Be open to adapting your communication style to the feedback and needs of the student. Building a positive and understanding learning environment is key to helping students with ADHD succeed in their educational journey.

Unit 2.3. Learning Techniques and Strategies: enhancing knowledge retention and understanding

In the field of education, effective learning techniques and strategies play a crucial role in promoting knowledge retention and understanding. This paper explores four prominent approaches: mnemonic techniques, structural techniques, generative techniques, and multimodal learning strategies. These approaches can be employed to enhance learning outcomes across various domains and are especially beneficial for students seeking to optimise their learning experience.

Mnemonic Techniques

Mnemonic techniques refer to memory-enhancing strategies that facilitate the recall of information. These techniques leverage existing cognitive processes to improve retention and retrieval. One commonly used mnemonic technique is the method of loci, where learners associate information with specific locations in a familiar environment. Another example is the keyword technique, where learners create associations between new information and existing knowledge using vivid mental imagery. Mnemonic techniques harness the power of visualisation, association, and storytelling to enhance memory recall and facilitate deeper learning.

Examples:
a) Method of Loci: Imagine taking a virtual tour of your house and associating each room with specific information. For example, if you're learning a list of historical events, you could associate each event with a room in your house and visualise the event happening in that room.
b) Keyword method: When learning new vocabulary words in a foreign language, create vivid mental images that connect the sound or spelling of the word with its meaning. For instance, to remember the Spanish word "gato" (cat), you could imagine a cat playing the guitar.

Structural Techniques

Structural techniques involve organising information in a structured and hierarchical manner, enabling learners to establish meaningful connections and relationships between concepts. One widely adopted structural technique is concept mapping, where learners visually represent relationships between ideas using nodes and connecting lines. Concept maps provide a comprehensive overview of a topic and help learners grasp the bigger picture. Another structural technique is outlining, which involves creating an organised and

hierarchical framework of main ideas and supporting details. Structured techniques promote a systematic approach to learning, aiding in comprehension and knowledge organisation.

Examples:
a) Concept Mapping: Create a visual diagram to represent the relationships between different concepts or ideas. For instance, if studying the human circulatory system, you could create a concept map with the heart as the central node, branching out to arteries, veins, and capillaries, and further connecting them to related concepts like oxygenation and blood flow.
b) Outlining: When preparing for an essay or presentation, use an outline format to organise your main points and supporting details. Start with a Roman numeral for the main idea, followed by subpoints labelled with capital letters and further details labelled with numbers.

Generative Techniques

Generative techniques encourage learners to actively generate and articulate their understanding of the material. These techniques promote deep processing of information and foster critical thinking skills. One popular generative technique is the use of elaborative interrogation, where learners ask themselves why and how questions to uncover deeper meaning and connections. Another example is self-explanation, where learners explain concepts in their own words, reflecting on their understanding and filling gaps in knowledge. Generative techniques promote active engagement with the material and enhance long-term retention.

Examples:
a) Elaborative Interrogation: After studying a concept, ask yourself questions that require you to explain and elaborate on the material. For example, if studying the causes of the American Revolution, ask yourself, "Why did the colonists feel oppressed by British policies, and how did these policies contribute to their desire for independence?"
b) Self-Explanation: Take the time to explain concepts or problems in your own words, either verbally or in writing. This helps solidify your understanding and identify any gaps in your knowledge. For instance, if learning a mathematical equation, explain each step and the reasoning behind it.

Multimodal Learning Strategies

Multimodal learning strategies involve the integration of multiple sensory modalities, such as visual, auditory, and kinesthetic, to enhance learning. This approach acknowledges that individuals have diverse learning preferences and that presenting information through

different modalities can improve comprehension and retention. Examples of multimodal learning strategies include incorporating visuals, such as diagrams or videos, to supplement textual information, using audio recordings or podcasts to reinforce content, and incorporating hands-on activities to promote kinesthetic learning. By appealing to various learning styles, multimodal strategies cater to a broader range of learners and facilitate deeper understanding.

Examples:
a) Visuals: When studying a scientific process, utilise diagrams, charts, or infographics to visually represent the steps involved. For example, use a flowchart to illustrate the stages of photosynthesis.
b) Auditory: Record key information or concepts as audio recordings and listen to them while commuting or during other activities. This can reinforce your understanding and facilitate memorization.
c) Kinesthetic: For subjects that involve physical actions or processes, engage in hands-on activities or simulations. For instance, when learning about chemical reactions, perform experiments in a laboratory or use interactive virtual simulations.

Conclusions

Learning techniques and strategies are essential for maximising knowledge retention and understanding. Mnemonic techniques leverage memory-enhancing strategies, structural techniques promote organisation and comprehension, generative techniques foster active engagement and critical thinking, and multimodal learning strategies accommodate diverse learning preferences. Educators and learners alike can benefit from incorporating these approaches into their teaching and study practices. By employing a combination of these techniques, learners can optimise their learning experiences and achieve improved outcomes across different domains.

UNIT 2.4. Learning styles

Learning styles are different approaches or preferences that individuals have when it comes to absorbing and processing information and, finally, to reach the expected learning objectives. Therefore, understanding the different learning styles can be helpful for educators to present information in diverse ways to cater to the needs of various learners. On the other hand, it is important to underline that while learning styles can provide some insights into how individuals prefer to process information, most people utilise a combination of learning styles. Therefore, educators and trainers should strive to provide a variety of instructional methods and to incorporate multiple study strategies to accommodate different learning preferences and create a well-rounded learning experience and a more inclusive learning environment.

The four commonly mentioned learning styles are the following:

1. *Visual Learners*

Visual learners process and understand information best when it is presented in a visual format and are skilled at remembering and understanding information presented through these means. Hence, they have a strong preference for images, graphs, charts, diagrams and other visual aids and benefit from using flashcards, colour-coding, mind maps, and watching videos or presentations. Here are some characteristics that are often associated with visual learners:

✓ Strong visual memory: visual learners tend to remember information better when they have seen it represented visually.

✓ Good spatial awareness: they often have a keen sense of direction and can easily visualise concepts in their minds.

✓ Attention to detail: visual learners may notice and focus on small visual elements that others might overlook.

✓ Preference for written instructions: they often prefer written materials with clear visuals over verbal instructions.

Simple study strategies for visual learners:

✓ Use diagrams and charts: visual learners can benefit from creating and studying diagrams, charts, mind maps, and flowcharts to represent complex information.

✓ Colour-code notes: highlighters and different colours can be used to organise and emphasise important points in their notes.

✓ Watch videos and use multimedia: visual learners can take advantage of educational videos, animations, and other multimedia resources to enhance their understanding.
✓ Use flashcards and visual aids: flashcards with images and keywords can be highly effective study tools for visual learners.
✓ Draw and create visuals: visual learners can reinforce their learning by drawing out concepts and creating visual representations of the material.

2. *Aural/Auditory Learners*

Aural or auditory learners learn best through sound and auditory stimuli and tend to remember things they have heard. They prefer lectures, discussions, audio recordings, and other auditory methods of instruction. These learners often have good listening skills, and they may benefit from reading information aloud, using mnemonic devices, and engaging in group discussions or debates. Here are some characteristics that are often associated with aural/auditory learners:
✓ Excellent listening skills: aural learners can effectively absorb information through lectures, discussions, and spoken explanations.
✓ Good memory for spoken words: they have a knack for remembering things they've heard, such as spoken instructions or conversations.
✓ Enjoy music and rhythm: aural learners may have a keen interest in music and can use rhythm and melody to aid in learning.
✓ Engage well in group discussions: they thrive in group settings where they can actively participate in discussions and exchange ideas verbally.

Simple study strategies for aural/auditory learners:
✓ Record and listen: aural learners can benefit from recording lectures or important information and then listening to the recordings later for reinforcement.
✓ Discuss and teach: engaging in discussions with peers or teaching the material to someone else verbally can help solidify their understanding.
✓ Use mnemonics and rhymes: aural learners can create rhymes, songs, or acronyms to remember key information or sequences.
✓ Utilise podcasts and audiobooks: listening to educational podcasts and audiobooks on relevant topics can be an effective way for aural learners to grasp new concepts.
✓ Verbal repetition: repeating important information out loud can help reinforce their understanding and memory.

3. Reading/Writing Learners

Reading/writing learners prefer to learn through reading and writing activities. They enjoy written texts, taking notes, and working with written materials. These learners often excel in traditional educational settings, as they absorb information effectively through textbooks, written handouts, and written instructions. Here are some characteristics that are often associated with reading/writing learners:

✓ Strong reading comprehension: these learners can quickly grasp and understand information when presented in written form.

✓ Enjoy reading: reading/writing learners often have a natural inclination to read books, articles, and written materials.

✓ Good at note-taking: they are skilled at taking detailed and organised notes during lectures or while studying.

✓ Expressive in writing: writing is their preferred method of articulating their thoughts and conveying ideas.

Simple study strategies for reading/writing learners:

✓ Take detailed notes: reading/writing learners benefit from taking thorough notes during lectures or when reading course materials.

✓ Create written summaries: summarising the main points of a topic in writing can help reinforce understanding and retention.

✓ Make lists and outlines: organising information into lists or outlines can help reading/writing learners see the logical structure of the content.

✓ Rewrite and rephrase: rewriting or rephrasing concepts in their own words can aid in comprehension and memory.

✓ Use written materials: reading textbooks, articles, and study guides can be an effective way for reading/writing learners to grasp new information.

4. *Kinesthetic Learners*

Kinesthetic learners, also known as tactile learners, learn best through hands-on experiences, touch and physical movement. They enjoy engaging with the material through movement, sense of touch, and manipulation. These learners often benefit from role-playing, hands-on experiments, and interactive learning experiences. Here are some characteristics and study strategies associated with kinesthetic learners:

✓ Hands-on learners: kinesthetic learners prefer to learn by doing and actively engaging with the subject matter.

✓ Excellent motor skills: they often have well-developed motor skills and coordination due to their affinity for physical activities.

✓ Difficulty sitting still for long periods: kinesthetic learners may find it challenging to remain attentive during passive learning situations like long lectures.

✓ Learn through trial and error: they are willing to experiment and learn from their experiences, even if it involves making mistakes.

Simple study strategies for kinesthetic learners:

✓ Use hands-on activities: kinesthetic learners benefit from interactive and hands-on activities related to the subject matter, such as experiments, simulations, or role-playing.

✓ Incorporate movement: integrate movement while studying, such as walking around while reciting notes or using gestures to reinforce concepts.

✓ Study in short intervals: breaking study sessions into shorter, more focused intervals can help maintain focus and prevent restlessness.

✓ Create physical objects or models: building physical representations of concepts can aid in understanding and retention.

✓ Engage in practical applications: applying what they learn in real-life situations or solving problems practically can be highly beneficial for kinesthetic learners.

Chapter 3: Training Activities

Unit 3.1. Training activities on the topic of mnemotechniques - effective memory techniques

Unit 3.2. Training activities on the topic of motivation and attention techniques

Unit 3.3. Training activities on the topic of visual thinking in education - stages of visual thinking

Unit 3.4. Training activities on the topic of accelerated learning in foreign language teaching

Unit 3.5. Training activities on the topic of mobilisation of both hemispheres of the brain

Breath exercise for relieving anxiety: The 4-7-8 breathing technique

Learning objectives

Stress, together with stress hormones, has proved to be a major modulator of memory function. Exposure to chronic stress seems to define cognitive deficits, as well as accelerating the decline in memory function. It is therefore important to find different strategies for managing stress and building resilience that may decrease stress hormone levels and protect memory functioning. This activity introduces a short and practical technique for stress control, calming and improving concentration that can be applied anywhere, in any setting.

Along with memory function's improvement, participants will also improve:

- Stress management skills and build resilience
- Skills for relieving anxiety
- Concentration
- Developing the ability to focus
- Mindfulness
- Calming body and mind

Duration

30'-40', depending on the size of the group

Self-observation, analysis and reflection of differences before and after the breathing exercises is an important part of this activity. Let each participant have the opportunity to freely share their feelings and experience.

Number of participants

1- 10 per session

Resources

The trainer needs a general knowledge of the basic principles in yoga and brief preparation for performing breathing exercises. It is recommended to familiarize with The 4-7-8 breathing technique in advance. There are many sources available online, including videos on YouTube.

A comfortable and quiet space is important for this activity.

Description of the activity

Before introducing the technique itself, the trainer gives a brief introduction to yoga and pranayama - the yogic practice of focusing on breath, which combines breathing exercises with various benefits and applicability. After that, the trainer presents The 4-7-8 breathing technique, which is based on a yogic method. It was developed by Dr. Andrew Weil.

The trainer describes the main steps as follows:

- Adopt a comfortable sitting position
- Empty the lungs of air
- Breath in through the nose for 4 seconds
- Hold the breath for a count of 7 seconds
- Exhale for 8 seconds
- Repeat the cycle up to 4 times.

Additional remarks the trainer should make:
Slow down, and pay attention to your breath. Try not to think of anything else. Experience the airflow while you inhale and exhale. Try to be completely in the moment as performing the activity.

All participants together with the trainer perform the exercise. Throughout the duration of the exercise, the trainer counts the seconds and breaths out loud.

Description of the activity

After completing four cycles, the trainer asks the participants to think about how they feel at the moment and what differences they notice after versus before performing the exercise. Participants reflect on their feelings and emotional state at the moment.

Finally, the trainer emphasizes once again the universal applicability of the technique. The exercise requires no resources or other preparation. The trainer encourages the learners to perform this technique anytime they feel anxious or stressed out, as well as before mental activity.

Training methods:

Breathing exercises, self-practice and self-reflexion, individual work, collective discussion

Assessment and evaluation

Participants' engagement and concentration, as well as the ability to analyze their emotional state and level of well-being before and after the exercise, are assessed.

The participants are encouraged to reflect on the following questions:

- Can you see any positive differences after applying this technique?
- Do you feel more relaxed now?
- Do you think that you can apply this technique in your everyday life? In what situation?
- Do you think it will be beneficial for you if you start your working day/school day by applying this technique?

Breath exercise for relieving anxiety: The 4-7-8 breathing technique

Learning objectives

Stress, together with stress hormones, has proved to be a major modulator of memory function. Exposure to chronic stress seems to define cognitive deficits, as well as accelerating the decline in memory function. It is therefore important to find different strategies for managing stress and building resilience that may decrease stress hormone levels and protect memory functioning. This activity introduces a short and practical technique for stress control, calming and improving concentration that can be applied anywhere, in any setting.

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- Skills for relieving anxiety
- Concentration
- Developing the ability to focus
- Mindfulness
- Calming body and mind

Duration

30'-40', depending on the size of the group

Self-observation, analysis and reflection of differences before and after the breathing exercises is an important part of this activity. Let each participant have the opportunity to freely share their feelings and experience.

Number of participants

1- 10 per session

Resources

The trainer needs a general knowledge of the basic principles in yoga and brief preparation for performing breathing exercises. It is recommended to familiarize with The 4-7-8 breathing technique in advance. There are many sources available online, including videos on YouTube.

A comfortable and quiet space is important for this activity.

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- Repeat the cycle up to 4 times.

Additional remarks the trainer should make:
Slow down, and pay attention to your breath. Try not to think of anything else. Experience the airflow while you inhale and exhale. Try to be completely in the moment as performing the activity.

All participants together with the trainer perform the exercise. Throughout the duration of the exercise, the trainer counts the seconds and breaths out loud.

Description of the activity

After completing four cycles, the trainer asks the participants to think about how they feel at the moment and what differences they notice after versus before performing the exercise. Participants reflect on their feelings and emotional state at the moment.

Finally, the trainer emphasizes once again the universal applicability of the technique. The exercise requires no resources or other preparation. The trainer encourages the learners to perform this technique anytime they feel anxious or stressed out, as well as before mental activity.

Training methods:

Breathing exercises, self-practice and self-reflexion, individual work, collective discussion

Assessment and evaluation

Participants' engagement and concentration, as well as the ability to analyze their emotional state and level of well-being before and after the exercise, are assessed.

The participants are encouraged to reflect on the following questions:

- Can you see any positive differences after applying this technique?
- Do you feel more relaxed now?
- Do you think that you can apply this technique in your everyday life? In what situation?
- Do you think it will be beneficial for you if you start your working day/school day by applying this technique?

Memo-coins for mnemotechniques training

Learning objectives

This activity helps participants test, apply and practice various mnemotechniques and also improve:

- Concentration and focus
- Memory skill
- Decision-making skills
- Persistence
- Creativity and imagination skills
- Critical thinking, attention to detail and visual recognition

Duration

20’-40’ minutes

Number of participants

Individual sessions

Resources

Printed memo-coins

The number of the coins and time given to memorize the coin’s order can vary, at the trainer's discretion according to the individual specifics of the participant.

Description of the activity

By using 9 memo-coins with different basic symbols each the participants have a chance to try different mnemotechniques and improve their memory and concentration. Facilitated by an experienced trainer they can assess and evaluate the application of each technique.

The Memo-coins activity begins with an introduction of a specific mnemotechnique, selected by the trainer. The trainer briefly explains the main principles and gives short examples. Four of the most popular memorization techniques are summarized below, but the trainer may stop at other techniques or strategies, depending on the objectives set and individual characteristics of the participant.

After a brief introduction, the coins are placed in front of the participant. Each memo-coin has a different image on the obverse. There are no images at the backs and all coins look the same. The coins are arranged in a line randomly with the images facing up. The participant is given some time to memorize the order of the coins, applying the appropriate mnemotechnique. Verbalization of the process is highly recommended, so that the trainer can observe, facilitate and correct if necessary.

Description of the activity

The memo-coins are then flipped over. A short break of 2-3 minutes is given. Then the participant has to recall the coins in the correct order following the relevant mnemotechnique.
After completing the exercise, the participant and trainer together discuss and evaluate the results. If strategies for improvement have been identified, the exercise can be repeated.
Another option to continue is the introduction of another mnemotechnique as the activity is suitable for applying more than one technique. In this case, the achieved results are compared.

Some of the most popular memorisation techniques and strategies that can be applied within this activity are:

Organization mnemonics
Organization and grouping information together helps remember a large group of phrases, words, or numbers. Breaking up the large group into smaller ones helps memorization and recall them quickly.
For example, the following phone number: 0887653219 will be much easier to remember if it is chunked into smaller groups like 088-765-321-9.

Description of the activity

Chain association method
A long chain of linking images creates a visual story that connects together pieces of information. Each item or image leads to recall the next one. Creating such short stories for storytelling makes lists and processes easier to remember.

Musical mnemonics
Inserting information into songs will also make memorization easier. A popular example of this mnemonic technique is the “A-B-C” song that children use to learn the English alphabet. When they sing this repeatedly, they will begin to remember the order of the alphabet.

The place method mnemonics
This method of loci (comes from locus, which means "location.") is also called creating a "memory palace" or the mental walk strategy. The method uses real-world journeys to store and remember information.
The participant visualizes a room, a path through a building or a familiar route such as a route from home to work or a favorite countryside walk. Then the participant mentally associates specific information or key images with particular places or objects along the way. In order to recall information learned the participant re-visualize moving through that room or along that path, and each stop is helping to retrieve important details quickly and accurately.

Memo-coins

Training methods:

Mnemotechnique

Assessment and evaluation

The participant reflects on the effect of each mnemotechnique introduced by the trainer.

- Which technique gives best results in terms of efficiency?
- Which technique gives best results in terms of speed of recall?
- Can you improve or adjust the technique for better results and how?
- Which technique do you feel closest to your nature and easiest to apply?
- Which technique is the most difficult to implement?
- Which technique could you implement in your daily life?
- In what situations?
- Do you notice a change in your confidence in regards to your memory skills?

Reading Bar Goal Tracker

Learning objectives

- By isolating and absorbing information one line at a time utilizing the reading bar, participants will improve their concentration and attention.
- In order to increase their comprehension of the content and their general reading comprehension, participants will practice reading strategies.
- In order to promote a deeper comprehension of the content's relevance, participants will clearly tie the reading material to their long-term objectives.
- To improve their ability to mentally absorb new information, participants will connect the ideas from the reading material to their own goals through a visualization exercise.

Duration

60 min

Number of participants

Individual exercise

Resources

1. Reading bar (a simple tool that highlights one line of text at a time)
2. Reading material related to personal development or goal achievement
3. Journal or notebook
4. Pen or pencil

Description of the activity

Instructions:

1. Introduction to the Reading Bar:
   - Begin by introducing the concept of a reading bar. Explain that this tool helps maintain focus on one line of text at a time, reducing visual distractions and promoting concentration.
2. Select Relevant Reading Material:
   - Ask participants to choose a book, article, or resource related to personal development or goal achievement. Ensure the material is engaging and aligns with their long-term goals.
3. Set Reading Goals:
   - Have participants set specific reading goals, such as completing a certain number of pages or chapters within a given time frame. Emphasize the connection between the chosen material and their long-term goals.
4. Integrate Mindful Reading:
   - Instruct participants to use the reading bar while going through the selected material. Encourage them to read mindfully, focusing on understanding the content and reflecting on how it relates to their goals.
5. Pause and Reflect:
   - Incorporate pauses during the reading session. After each section, participants should pause, use the journal or notebook to jot down key insights, and reflect on how the information applies to their personal goals.

Training methods:

The Reading Bar Goal Tracker activity combines effective methods such as guided practice, interactive discussions, visualization exercises, and reflective journaling. These elements create an engaging learning environment where participants not only learn to use the reading bar for focused reading but also build a community, integrate new knowledge with their goals, and actively reflect on their progress. The incorporation of accountability partners, milestone celebrations, and progress tracking ensures a positive and supportive approach to achieving long-term goals.

Assessment and evaluation

To assess the Reading Bar Goal Tracker activity's impact, participants reflect on the effectiveness of the reading bar, visualization exercises, and goal connection. Group discussions and feedback forms capture their insights and suggestions. Follow-up discussions track sustained progress, while observational assessments and informal conversations provide additional qualitative feedback. Iterative improvements are made based on collected insights for future sessions.

Focus puzzle

Learning objectives

A 3D-printed puzzle assembly can help persons with ADHD become more focused and attentive. Encourage mindfulness, problem-solving, and extended attention. When the puzzle is finished, it represents achievement and fosters a sense of community by sharing among the group. Create a daily focus routine, use all of your senses, and practice endurance and patience. By improving one's self-awareness of productive concentration strategies, reflective journaling provides a comprehensive strategy for those with ADHD.

Duration

The "Focus puzzle" activity's time can be changed to suit the group's tastes and the level of engagement that is needed. Still, it's recommended that you give this exercise between 30 and 60 minutes.

Number of participants

The "Focus puzzle" exercise is adaptable to different group sizes. The dynamics of the group and the facilitator's skill in keeping everyone engaged will determine the appropriate participant count. A recommended range, though, is usually one to seven people.

Resources

- 3D-printed puzzle pieces (downloadable file)
- 3D printer and filament
- Timer or stopwatch
- Quiet and comfortable space
- Journal or notebook (optional)

Description of the activity

Make sure that each 3D-printed puzzle piece is prepared for assembly before starting. Establish a calm and cozy work area so that everyone can concentrate on the task. Give a brief explanation of the activity's goal and start the session with a quick breathing exercise to assist participants get centered.

Set a 30-minute timer and begin assembling the puzzle. Participants are urged to concentrate on the fine details and relationships between the components. After the puzzle is finished, give participants ten minutes to reflect in a diary, encouraging them to write down their ideas and discoveries.

Lead a fifteen-minute group sharing session when participants talk about their own experiences, difficulties they faced, and coping mechanisms they used. As the session comes to an end, ask participants to show off their finished puzzles and lead a thoughtful 10-minute conversation about the meaning of the puzzle pieces and the general subject of concentration and focus.

Training methods:

The "Focus Puzzle Challenge" incorporates three training methods for an enriched learning experience.
Hands-on training is emphasized as participants actively assemble the 3D-printed puzzle, promoting tactile learning and enhancing visual pattern recognition.
Guided meditation and breathing techniques are introduced initially to cultivate mindfulness and a focused mindset, enhancing concentration skills for the subsequent puzzle assembly.

Assessment and evaluation

- **Performance Observation-** directly observe participants during the puzzle assembly to assess focus, attention, and problem-solving skills.
- **Self-Reflection and Feedback-** incorporate self-reflection through journaling and feedback sessions for participants to share insights, providing qualitative data on focus and concentration skills.

Goal Visualization and Time Capsule

Learning objectives

This activity's main goal is to help adults with ADHD develop and maintain long-term motivation and attention. Through the integration of goal visualization techniques and a creative time capsule exercise, the participants seek to create a unique and concrete link between themselves and their future goals.

Duration

Depending on the group's choices and the level of engagement required, the length of the "Goal Visualization and Time Capsule" exercise can be adjusted. Still, it's recommended that you give this exercise between 90 and two hours.

Number of participants

The "Goal Visualization and Time Capsule" exercise is flexible and can be modified to accommodate different numbers of participants. Small to medium-sized groups, usually consisting of five to twenty people, can benefit from it. During the time capsule ceremony, this size range enables significant group conversations, experience sharing, and the creation of a supportive environment.

Resources

1. Small, sealable containers or envelopes
2. Art supplies (markers, stickers, etc.)
3. Paper or index cards
4. Timer or stopwatch
5. Journals or notebooks

Description of the activity

Participants in this exercise start by choosing one or two important long-term objectives. They establish an emotional connection by using a guided visualization to help them picture themselves accomplishing these objectives. Next, using artistic expression, the participants "bury" their written affirmations in a decorated container after sealing them.

Participants pledge to revisit their time capsules for introspection and progress monitoring on predetermined review dates. Maintaining a journal facilitates continuous introspection, and accountability partners provide assistance during evaluations. During these sessions, opening the time capsules provides a concrete reminder of dedication and encourages ongoing inspiration.

Group discussions come to an end as participants exchange information and modify their objectives or tactics. The purpose of this task is to create a strong link between short- and long-term objectives and resilient motivation in the face of ADHD obstacles.

Training methods:

In the "Goal Visualization and Time Capsule" activity, participants vividly imagine achieving long-term goals through guided visualization. They creatively express aspirations by decorating a time capsule, fostering self-expression. Structured reviews and journaling ensure ongoing engagement and reflection. Accountability partnerships encourage peer support, enhancing the collaborative learning environment. These methods collectively address cognitive, emotional, and practical aspects of goal setting and motivation.

Assessment and evaluation

Through self-reflection, journal entry review, and goal comparison between early and present ambitions, participants can evaluate their experience with this activity. External viewpoints are obtained through discussions with accountability partners and group sharing sessions; structured insights are obtained through feedback forms and a review of the time capsule's visual portrayal. This thorough assessment method promotes a better comprehension of individual development and the activity's overall effects.

Visual thinking in education: how to create and use a mind-map online

Learning objectives

Participants will foster/improve:
technical skills in using Coggle.it web-based tool to create and use a digital mind-map; comprehension skills; memory retention; learning engagement; critical thinking and problem solving skills; creativity and expression skills

Duration

60'-75', depending on the size of the group

Number of participants

2+ participants

Resources

Materials: participants will need a digital device (smartphone, tablet or laptop); the trainer will need a laptop and a projector; link: https://coggle.it/

Description of the activity

The trainer will present the Coogle.it web-based tool to create and use a digital mind-map following these steps (duration 15'):

·Introduction

·Presentation of some case-studies (free templates available online)

·Description of the different tools to edit, present, comment and share a mind-map, including to implement team-work

Afterwards, the trainer will assign leaners some specific topics, depending on subject, profile and educational background of learners and educational level (such as: cultural heritage of my area, geography of Italy, II world war, Picasso, etc) and ask them to create a mind-map related to it in 30' using this tool and to share its link to everybody (for example on Google Classroom or simply on an open online document). During this period, the trainer will observe and assist the work of learners and help them if needed/asked for.

In the last step, the trainer will open each project, ask leaners to observe them, give some comment and ask learners to give their feedback too (15' to 30', depending on the size of the group).

Training methods:

·Presentation
·Individual trainer support and formative assessment
·Individual work
·Collective discussion and de-briefing

Assessment and evaluation

The assessment and evaluation of the achievement of the learning objectives of this activity will be carried out through formative assessment implemented by the trainer and collective assessment realised by learners (peer-assessment).

Visual thinking in education: creating and using digital infographics

Learning objectives

Participants will foster/improve:
technical skills in using Genially web-based tool to create a digital infographics; comprehension skills; memory retention; learning engagement; critical thinking and problem solving skills; creativity and expression skills

Duration

60'-75', depending on the size of the group

Number of participants

2+participants

Resources

Materials: participants will need a digital device (smartphone, tablet or laptop); the trainer will need a laptop and a projector; link: https://app.genial.ly/

Description of the activity

The trainer will present the Genially web-based tool to create a digital flashcards following these steps (duration 15'):
·Introduction
·Presentation of some case-studies (free templates available online)
·Description of the different tools to edit, present and share a flashcard, including to implement team-work
Afterwards, the trainer will divide learners in teams and assign them some specific topics, depending on subject, profile and educational background of learners and educational level (such as: cultural heritage of my area, geography of Italy, II world war, Picasso, etc) and ask them to create an infographic related to it in 30' using this tool and to share its link to everybody (for example on Google Classroom or simply on an open online document). During this period, the trainer will observe and assist the work of learners and help them if needed/asked for.
In the last step, the trainer will open each project, ask leaners to observe them, give some comment and ask learners to give their feedback too (15' to 30', depending on the size of the group).

Training methods:

·Presentation
·Individual trainer support and formative assessment
·Team-work
Collective discussion and de-briefing

Assessment and evaluation

The assessment and evaluation of the achievement of the learning objectives of this activity will be carried out through formative assessment implemented by the trainer and collective assessment realised by learners (peer-assessment)

Visual thinking in education: creating and using digital flashcards

Learning objectives

Participants will foster/improve:
technical skills in using Canva web-based tool to create a digital flashcards; comprehension skills; memory retention; learning engagement; critical thinking and problem solving skills; creativity and expression skills

Duration

60'-75', depending on the size of the group

Number of participants

2+ participants

Resources

Materials: participants will need a digital device (smartphone, tablet or laptop); the trainer will need a laptop and a projector; link: https://www.canva.com/

Description of the activity

The trainer will present the Canva web-based tool to create a digital flashcards following these steps (duration 15'):
·Introduction
·Presentation of some case-studies (free templates available online)
·Description of the different tools to edit, present and share a flashcard, including to implement team-work
Afterwards, the trainer will assign leaners some specific topics, depending on subject, profile and educational background of learners and educational level (such as: cultural heritage of my area, geography of Italy, II world war, Picasso, etc) and ask them to create a flashcard related to it in 30' using this tool and to share its link to everybody (for example on Google Classroom or simply on an open online document). During this period, the trainer will observe and assist the work of learners and help them if needed/asked for.
In the last step, the trainer will open each project, ask leaners to observe them, give some comment and ask learners to give their feedback too (15' to 30', depending on the size of the group).

Training methods:

·Presentation
·Individual trainer support and formative assessment
·Individual work
Collective discussion and de-briefing

Assessment and evaluation

The assessment and evaluation of the achievement of the learning objectives of this activity will be carried out through formative assessment implemented by the trainer and collective assessment realised by learners (peer-assessment)

Accelerated Learning in Foreign Language Teaching: Immersive Conversation Activity

Learning objectives

- Develop oral communication skills in the target language.
- Enhance vocabulary acquisition and usage in real-life contexts.
- Improve pronunciation and fluency through interactive practice.
- Gain confidence and comfort in engaging in spontaneous conversations.
- Develop cultural awareness and intercultural communication skills.

Duration

Approximately 60 minutes

Note: The duration can be adjusted based on the participants' language proficiency levels and the depth of conversation desired.

Number of participants

10-20 participants

Resources

- Pre-selected articles, videos, or podcasts related to various topics (provided in advance).
- Vocabulary lists, idiomatic expressions, or grammar points relevant to the assigned conversation topics.
- Conversational prompts or discussion questions related to the selected resources.

Additional Materials:

- Conversation guidelines and language usage tips for participants.
- Feedback forms or reflection prompts for participants to assess their own progress.

Description of the activity

This activity aims to provide participants with an immersive and interactive experience to accelerate their learning in foreign language teaching. The activity can be conducted in a blended format, combining face-to-face and online elements. The following i

- Provide a brief overview of the activity's objectives and its relevance to accelerated language learning.
- Explain the importance of immersion and active engagement in language acquisition.

- Divide participants into pairs, ensuring that each pair consists of individuals at similar language proficiency levels.
- Assign a specific topic related to daily life, culture, or current events to each pair.
- Provide participants with resources such as articles, videos, or podcasts related to their assigned topics for them to explore and gather information.

- Instruct participants to engage in a conversation entirely in the target language, based on the provided resources and their assigned topics.
- Encourage participants to exchange ideas, express opinions, and ask questions related to the topic.
- Remind participants to focus on using the target language as much as possible and to support each other's learning.

- Facilitate a brief discussion among participants, allowing them to share their experiences and challenges during the conversation.
- Encourage participants to provide constructive feedback to each other on language usage, pronunciation, and fluency.
- Prompt participants to reflect on what they have learned and identify areas for improvement.

- Provide participants with additional resources, such as vocabulary lists, idiomatic expressions, or grammar points related to their conversation topics.
- Encourage participants to incorporate the new vocabulary and language structures learned into subsequent conversations or written exercises.

Training methods:

This activity utilizes a communicative approach, promoting active engagement, pair work, and experiential learning. It combines elements of immersion, task-based learning, and peer feedback to enhance language acquisition.

Assessment and evaluation

- Evaluate participants based on their active participation, use of the target language, and engagement in meaningful conversation.
- Use observation and peer feedback to assess fluency, pronunciation, vocabulary usage, and cultural sensitivity.
- Encourage participants to self-reflect on their language development and set personal goals for future improvement.

Language Immersion Simulation: Cultural Exchange Café

Learning objectives

- Develop conversational skills in the target language.
- Enhance cultural understanding and intercultural communication.
- Improve vocabulary and fluency through immersive practice.
- Gain confidence in real-life language use.
- Foster a sense of community and collaborative learning.

Duration

Approximately 80 minutes

Note: The duration can be adjusted based on the number of participants, the complexity of the simulation, and the depth of cultural exchange desired.

Number of participants

10-20 participants

Resources

- Role-specific information and conversation prompts for each participant.
- Authentic materials related to the target culture (menus, cultural trivia, etc.).
- Vocabulary lists or language resources based on the topics discussed.

Additional Materials:

- Café-themed props and decorations.
- Feedback forms for participants to evaluate their language performance and provide suggestions.

Description of the activity

The Cultural Exchange Café is a simulation activity that immerses participants in a simulated café environment where they engage in conversations and cultural exchange in the target language. The activity can be conducted in a blended format, combining face-to-face and online elements. Here's a step-by-step guide:

- Introduce the concept of the Cultural Exchange Café and its objectives.
- Explain the rules and guidelines for the simulation.
- Set up the physical space to resemble a café with tables, chairs, and decorations related to the target culture.
- Assign participants different roles such as café staff, customers, or cultural ambassadors.
- Provide role-specific information, such as background details, interests, and conversation prompts.
- Encourage participants to research cultural aspects and prepare conversation topics related to their assigned roles.
- Participants interact in pairs or small groups, taking on their assigned roles.
- Encourage participants to engage in conversations entirely in the target language, simulating real café interactions.
- Participants can order food and drinks, discuss cultural topics, exchange opinions, and share personal experiences.
- Facilitate the simulation, providing support and guidance when needed.
- Conclude the simulation and bring participants together for a reflection session.
- Prompt participants to share their experiences, challenges, and discoveries during the simulation.
- Facilitate a discussion on cultural insights, language use, and intercultural communication.
- Encourage participants to provide constructive feedback and suggestions for improvement.
- Provide participants with resources, such as vocabulary lists or language tips based on the topics discussed during the simulation.
- Encourage participants to continue practicing the target language outside the simulation by engaging in conversations, watching movies, or reading authentic materials.

Training methods:

This activity utilizes immersive learning, role-playing, and collaborative learning approaches. It promotes active engagement, cultural exploration, and real-life language use.

Assessment and evaluation

- Assess participants based on their language use, cultural understanding, and active engagement during the simulation.
- Encourage self-reflection and peer feedback to evaluate fluency, accuracy, and intercultural sensitivity.
- Provide opportunities for participants to set personal language goals and track their progress over time.

Language Immersion Challenge: Scavenger Hunt Adventure

Learning objectives

- Enhance vocabulary acquisition and usage in real-life contexts.
- Develop problem-solving skills in the target language.
- Improve listening comprehension and reading skills.
- Foster collaboration and teamwork.
- Promote cultural exploration and intercultural communication.

Duration

Approximately 105 minutes

Note: The duration can be adjusted based on the number of participants, the complexity of the challenges, and the desired level of language immersion.

Number of participants

10-20 participants

Resources

- Task station materials, including signs, riddles, puzzles, or digital challenges.
- Clues, instructions, and resources related to each task station.
- Language resources, such as vocabulary lists, idiomatic expressions, or cultural insights.

Additional Materials:

- Props or visuals related to the challenges (maps, signs, etc.).
- Feedback forms or reflection prompts for participants to evaluate their language performance and provide suggestions.

Description of the activity

The Language Immersion Challenge is an interactive scavenger hunt activity that immerses participants in a language-rich environment while completing various language-related tasks. The activity can be conducted in a blended format, combining physical and digital elements. Here's a step-by-step guide:

- Introduce the concept of the Language Immersion Challenge and its objectives.
- Form teams of participants, ensuring a mix of different language proficiency levels if possible.
- Assign team names or identities to create a sense of camaraderie.
- Set up different task stations in the physical space or create digital stations accessible via mobile devices.
- Each task station represents a specific language challenge, such as finding and translating signs, solving riddles, or completing language-based puzzles.
- Provide clear instructions and resources at each station for participants to complete the tasks collaboratively.
- Encourage participants to use the target language while working together to solve the challenges.
- Teams move through the different task stations, completing the challenges in a designated order or based on their preferences.
- Participants use their language skills to decipher clues, read instructions, and communicate with team members in the target language.
- Facilitate the activity, providing assistance and language support as needed.
- Gather all teams together for a reflection session after completing the scavenger hunt.
- Prompt participants to share their experiences, challenges, and successes during the activity.
- Facilitate a discussion on language usage, problem-solving strategies, and cultural discoveries.
- Encourage participants to provide feedback on the activity and suggest ways to improve future iterations.
- Provide participants with additional language resources, such as vocabulary lists, idiomatic expressions, or cultural insights related to the challenges.
- Encourage participants to continue practicing the target language through follow-up activities, such as writing reflections or creating language-related projects.

Training methods:

This activity utilizes immersive learning, problem-solving, and collaborative learning approaches. It promotes active engagement, language exploration, and teamwork.

Assessment and evaluation

- Assess participants based on their language usage, problem-solving skills, collaboration, and cultural understanding during the scavenger hunt.
- Encourage self-reflection and peer feedback to evaluate language proficiency, accuracy, and creativity.
- Provide opportunities for participants to set personal language goals and track their progress over time.

Word Association Puzzles

Learning objectives

- Enhance vocabulary acquisition and retention in the target language.
- Develop word association and cognitive linking skills.
- Improve visual recognition and language comprehension.
- Foster critical thinking and problem-solving abilities.
- Promote engagement and interactivity in language learning.

Duration

Approximately 75 minutes

Note: The duration may vary depending on the number of participants and the complexity of the puzzles used.

Number of participants

10-20 participants

Resources

- Laser-cut wood puzzles with target language words or phrases and corresponding images.
- Blank laser-cut wood puzzle pieces for participants to create their own puzzles (optional).
- Markers for participants to write on blank puzzle pieces (optional).

Additional Materials:

- Hints or additional context cards for challenging puzzles.
- Feedback forms or reflection prompts for participants to evaluate their learning experience.

Description of the activity

The Word Association Puzzles activity utilizes laser-cut wood materials to create interactive puzzles that challenge participants to associate words or phrases with their corresponding visuals. Participants will engage in a fun and engaging exercise that promotes vocabulary expansion and reinforces word-image connections. Here's a step-by-step guide:

- Introduce the concept of the Word Association Puzzles activity and its objectives.
- Explain the importance of vocabulary acquisition and the benefits of word-image association.
- Set up the laser-cut wood puzzles, ensuring they are organized and accessible to participants.
- Present participants with a sample puzzle to demonstrate how the activity works.
- Explain that each puzzle piece consists of a laser-cut wood image and a corresponding target language word or phrase.
- Distribute the laser-cut wood puzzle pieces to participants.
- Instruct participants to match each image with its corresponding target language word or phrase, forming a complete puzzle.
- Encourage participants to discuss their reasoning and thinking process as they solve the puzzles.
- Provide hints or additional context if needed to support participants' understanding.
- Facilitate a group discussion about the puzzles and their solutions.
- Ask participants to explain their reasoning behind each word-image association.
- Encourage participants to share any interesting observations or connections they made during the activity.
- Challenge participants to create their own word association puzzles using laser-cut wood pieces.
- Provide participants with blank puzzle pieces and markers to write target language words or phrases and corresponding images.
- Participants can exchange and solve each other's created puzzles, fostering collaboration and creativity.

Training methods:

This activity utilizes visual and cognitive association techniques. It promotes critical thinking, problem-solving, and engagement in language learning.

Assessment and evaluation

- Assess participants based on their puzzle-solving skills, accuracy in word-image association, and ability to explain their reasoning.
- Encourage self-reflection and peer feedback on language usage, problem-solving strategies, and overall engagement.
- Provide opportunities for participants to set personal language goals and track their progress using word association puzzles.

Visualisation

Learning objectives

Visualisation can also be used as a form of mental practise. Through process visualisation it is possible to increase selective attention; the brain is trained to respond as if the outcome were true in the present moment, which increases selective attention.

Duration

60 minutes

Number of participants

at least 6

Resources

Room or space with chair

Description of the activity

Visualisation techniques and tools: learn how to practise visualisation

Learning to visualise can be difficult. Here are five tools and techniques you can use to learn to visualise successfully:

1. Create a Vision Board
This visualisation tool is a collection of images and words that inspire you and represent your goals. It serves as a visual representation of what you want to achieve. Put your board in a place that you can see every day. This way you will be constantly reminded of what you are working towards.

2. Listen to a guided visualisation meditation
Youtube is full of free guided meditation videos. An interactive visualisation can help you relax and make time for your goals. Guided imaginations help you focus on something.

3. Use flashcards
Do you remember using flashcards as a child? Maybe you used them to learn maths or words. As adults, we can use flashcards in a similar way to visualise. Make a list of 10 or 20 goals that you are currently working towards. Write each of these goals on an index card and put it next to your bed.

Description of the activity

Go through the stack of cards every morning and every evening. One at a time. Read each card, then close your eyes and imagine yourself achieving that goal.

4. Create and describe

The more detailed you imagine the goal, the more real it will seem. It is one thing to briefly imagine that you want a slice of pizza. It is quite another thing to actually tackle it and do it. Imagine how much more real it would be if you took a few minutes to imagine how it would feel, taste and smell to eat a slice of pizza right now. Imagine as concrete an image as you can. Try to give your brain as much detail as possible about your goal. More details mean a better solution.

5. Take advantage of the benefits of exposure

When you expose yourself to things related to your goals, they become more real to you.

Maybe one of your goals is to go skydiving. If you've never done this before, it's hard to imagine what it's like exactly. Watch some videos of other skydivers. Read online reviews that others have written about skydiving. Or talk to people who have already tried it. All these things will increase your knowledge about it and make it seem more real to you.

Try a visualisation technique from the list above. Your selective attention will be focused on realising your vision.

Description of the activity

Visualisation Exercise: Forest Scenario
This visualisation exercise is about visualising a scene that fully engages your attention and distracts you from your anxious thoughts. As you immerse yourself in the scene, you will deepen your state of relaxation and notice changes in your body. Your muscles will be less tense, your heartbeat will slow down and your breathing will deepen. For this scene, imagine that you are in a forest.

First find a comfortable position, either sitting or lying down, in a place where you will not be disturbed.
Breathe in deeply through your belly, hold your breath for a few seconds and exhale slowly. As you breathe, feel your belly rise and your lungs fill with air.

Breathe in ... and breathe out! As you exhale, imagine the tension in your body releasing and flowing away. Breathe in ... and out! Feel how your body is already relaxing.

With each step, remember to keep breathing. Breathe in ... breathe out!

You become relaxed, calm and peaceful. Feel the weight of your body, the limpness of your arms and legs. A wave of relaxation flows from your head down into your neck, chest, back, arms, legs and feet. Breathe in ... and out!

Description of the activity

Now imagine that you are walking into a beautiful forest. You are surrounded by tall, elegant trees in many shades of green and brown. If you look up, you will see the tops of the trees swaying gently in the wind. The sun's rays penetrate through the leaves and illuminate the forest with natural light. The treetops blend together and form a shelter above you, protecting you from the hot sun.

As you stand there, taking in the beauty of the forest, you begin to appreciate the serenity of the scene. Breathe in ... and breathe out! The ground is covered with leaves and the earth feels soft under your feet. The air is clean and fresh. The breeze is cool and pleasant.

You begin to feel relaxed and calm. A feeling of peace flows through your whole body. You take a deep, relaxed breath and notice the freshness of the clean air.

Breathe in...and out! You pause and listen to the soothing sounds of the forest. You hear the rustling of the leaves gently moving in the wind. You hear the birds chirping softly in the distance. You hear the water of a small stream flowing slowly nearby.

Description of the activity

You pause to enjoy the soothing sounds of the forest and allow yourself to be completely at peace. Breathe in...and out! Straight ahead you see a large smooth rock. You decide to lie down on the rock and realise how comfortable it is. All your tension is blown away. You feel calm and relaxed. Breathe in...and out!
When you are ready, slowly turn your attention back to your surroundings, notice the sounds in the room. You continue to feel peaceful and calm. Slowly open your eyes and stretch your body, feel how rejuvenated you feel. Once you have regained your usual alertness, continue your day and continue to feel relaxed. Perhaps one of your goals is to go skydiving. If you have never done it before, it is hard to imagine exactly what it feels like.

Watch some videos of other people skydiving.
Read online reviews that others have written about skydiving. Or talk to people who have already tried it. All these things will increase your knowledge about it and make it seem more real to you.

Try a visualisation technique from the list above. Your selective attention will be focused on realising your vision.

You will be the thermostat that creates the state that is just right for you.

Training methods:

Apply the interactive methods already during the knowledge transfer. Through interactive learning situations, participants learn on two levels: methodically and in terms of content.

Assessment and evaluation

Evaluation:

- What feelings are aroused after exercise?
- How do you describe your mental state after exercise?

It is very important and also proof of a successful exercise if the participants feel warm, calm and peaceful.

Relaxation exercises

Learning objectives

- Improvement of concentration and mood
- Reduction in the activity of stress hormones,
- Reduction of anger and frustration,
- Strengthening of self-confidence to cope with problems,
- Awareness of physical sensations.

Duration

30 minutes

Number of participants

at least 5

Resources

A comfortable space (zone) is important for this activity.

Description of the activity

This relaxation technique focuses on slowly tensing and then relaxing each muscle group.

This can help to focus on the difference between muscle tension and relaxation. The person can become more aware of physical sensations.

In progressive muscle relaxation, start by tensing and relaxing the muscles in the toes and gradually work your way up to the neck and head. This is best done in a quiet environment without interruptions.

You can also start with the head and neck and work your way up to the toes. Tense the muscles for about five seconds and then relax for 30 seconds and repeat.

Progressive muscle relaxation
This exercise involves systematically tensing and relaxing different muscle groups. This is a good relaxation exercise for anyone who finds it difficult to concentrate or who suffers from racing thoughts or other mental distractions. You can keep your eyes open or close them, whichever you prefer. Experiment with how much you tense your target muscles: Some find it most helpful to tense the muscles firmly, while others only tense enough so that you barely feel the tension.

Description of the activity

Start by taking a few deep breaths into your belly. Just pay attention to the breath.
Check your emotional state, your thoughts and what you feel in your body. Just notice what is happening without judging or having expectations. Make a fist with your right hand and tense the muscles of your right forearm while the rest of the arm remains relaxed. Study the sensations of the tension. Compare the tense muscles with the relaxed ones in the opposite arm and the rest of the body.
When you are ready, take a deep breath and, as you exhale, slowly and gradually release all the tension until the last of the tense muscles have disappeared. You can imagine this like a fire hose that was rigid and becomes more flexible as the water drains away, or any other image you like. Spend a few moments studying and appreciating the sensations in the muscles once they are relaxed.
Repeat this with your left fist and forearm.
Lift your right shoulder, place your right upper arm against the side of your body and tense the muscles of your right upper arm and shoulder. Compare the tense muscles with the relaxed muscles in the opposite arm and the rest of your body.
When you are ready, take a deep breath and, as you exhale, slowly and gradually release all the tension until the last tense muscles have disappeared. Find an image that captures this gradual release of tension for you: the sun melting ice, butter releasing pressure with a valve, and so on.

Description of the activity

Spend a few moments studying and appreciating the sensations in the muscles once they are relaxed.
Repeat the exercise with the left foot and lower leg.
Tense the muscles of the right buttock and thigh and allow the remaining muscles of the right leg to remain as relaxed as possible. Study the sensations of tension. Compare the tense muscles with the relaxed muscles of the opposite buttock and thigh and the rest of the body. When you are ready, take a deep breath and as you exhale, slowly and gradually release all the tension until the last bit has disappeared from the tense muscles.
Repeat this on the left side. Tense your abdominal muscles and at the same time press your back against the chair or the floor. Study the sensations of tension. Compare the tense muscles with the relaxed muscles in the rest of your body. When you are ready, take a deep breath and as you exhale, slowly and gradually release all tension until the last of the tense muscles is gone. Spend a few moments studying and appreciating the sensations in the muscles once they are relaxed. Drop your head forward or press your head back against a wall to tense the neck muscles. Study the sensations of tension. Compare the tense muscles with the relaxed muscles in the rest of your body. Spend a few moments studying and appreciating the sensations in the muscles when they are relaxed.

Description of the activity

Take a few slow, deep breaths and notice the sensations throughout your body. If any part of your body remains tense, repeat the exercise there until the tension is gone.
Allow the relaxation to move through your body in waves and relax more and more as you continue to breathe slowly and deeply.
If you like the sea, you can imagine gentle waves lapping against the sand, gradually washing away physical, emotional and mental tensions, smoothing them ... calm ... relax.
When you are finished with the relaxation exercise, allow yourself a few minutes to refocus before standing up. Just enjoy the feeling of relaxation in your body. You may notice sensations that you did not notice before.

Training methods:

Differentiate teaching (make plans for participants with different needs). This is also an important step to support participants with disabilities and ensure that they feel welcome and comfortable in the environment.

Assessment and evaluation

Questionnaire:

- How satisfied were you with the workshop and the exercise?
- Would you use this exercise again in the future?
- What was your level of satisfaction?
- What did you think of the exercise?
- What benefits would you like to see in yourself?

NAUTICAL FLAGS

ANCIENT WRITING

Learning objectives

This exercise targets the executive functions, especially planning and inhibition. Participants must learn to examine a range of information available to them, as well as the problem at hand, and make a mental plan of how they will try to solve it.

Duration

30 minutes

Number of participants

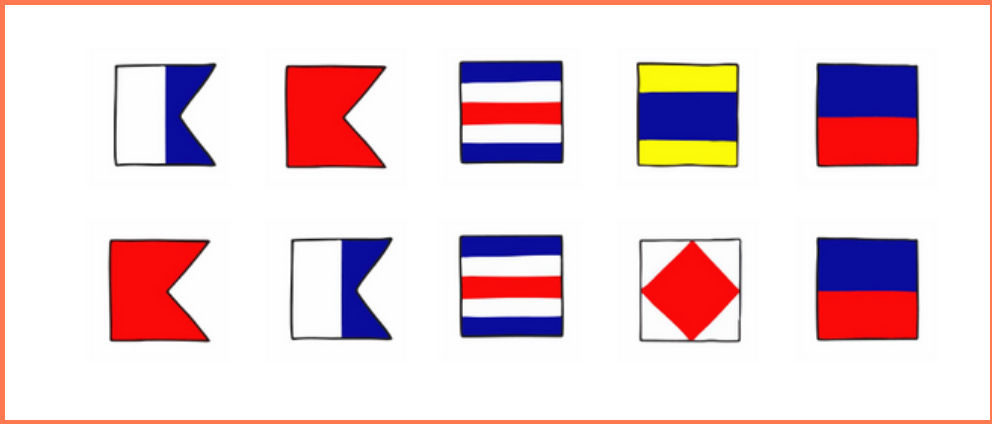
from 1 to maximum 5 per session

Resources

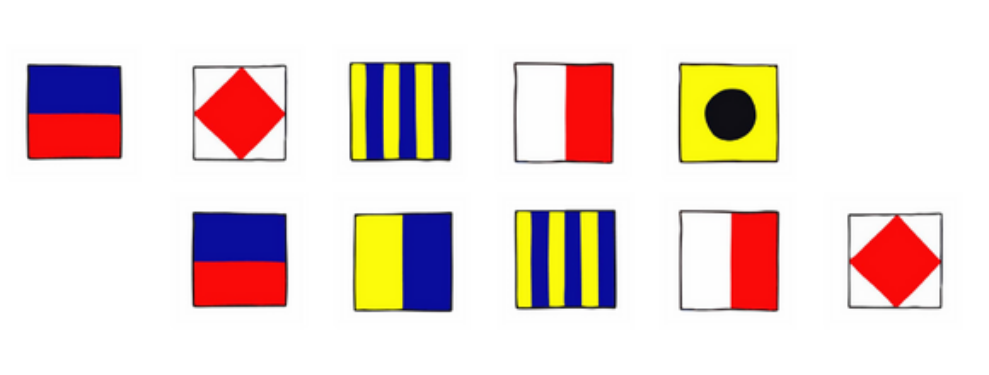
pen, paper, printed material with symbols

Description of the activity

Identify the characters in the second row that are NOT in the first row.



Identify the characters in the second line that are NOT in the first line.



Description of the activity

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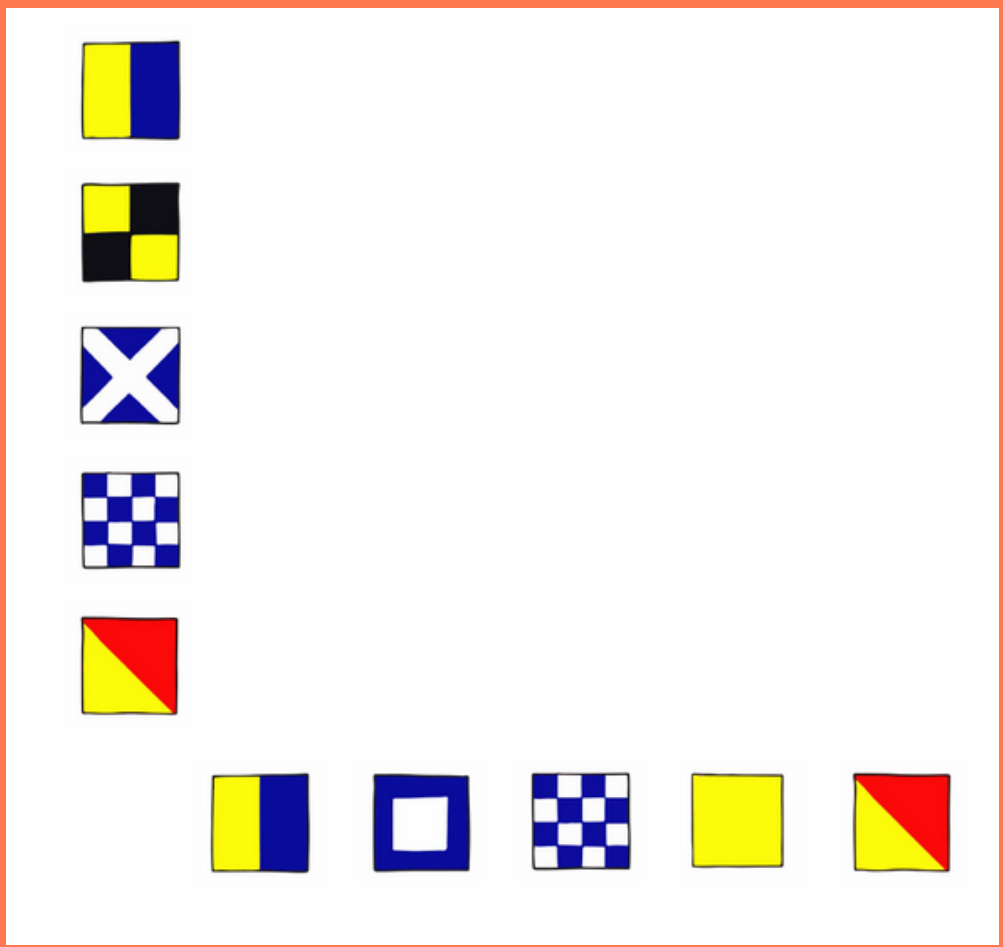

Description of the activity

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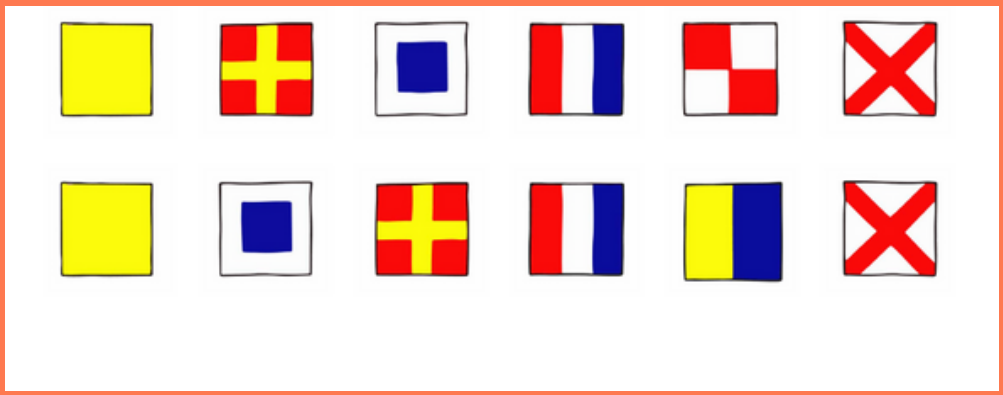

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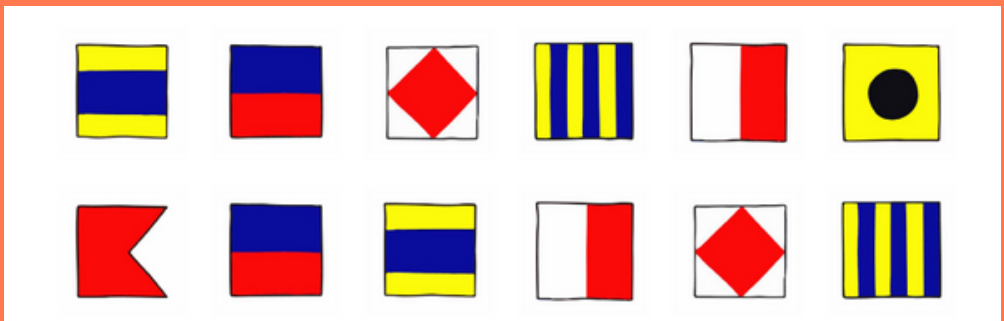

Description of the activity

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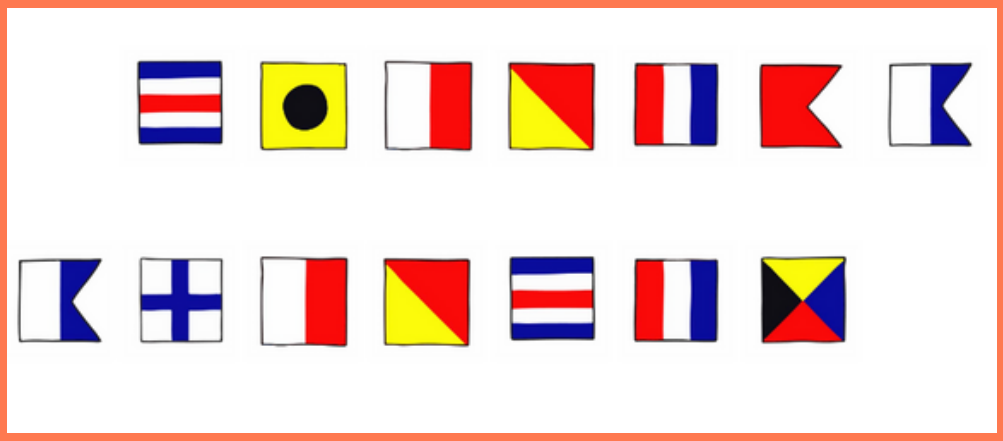
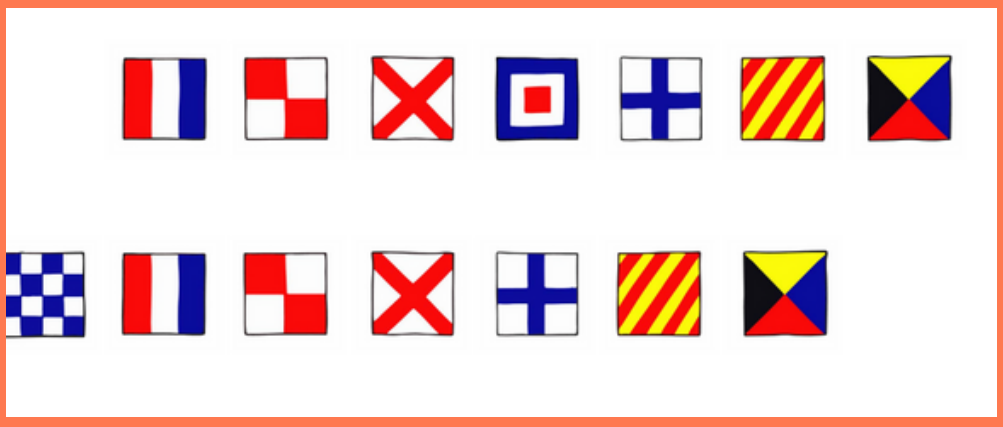


Identify characters in the bottom group that are NOT in the top group.



Description of the activity

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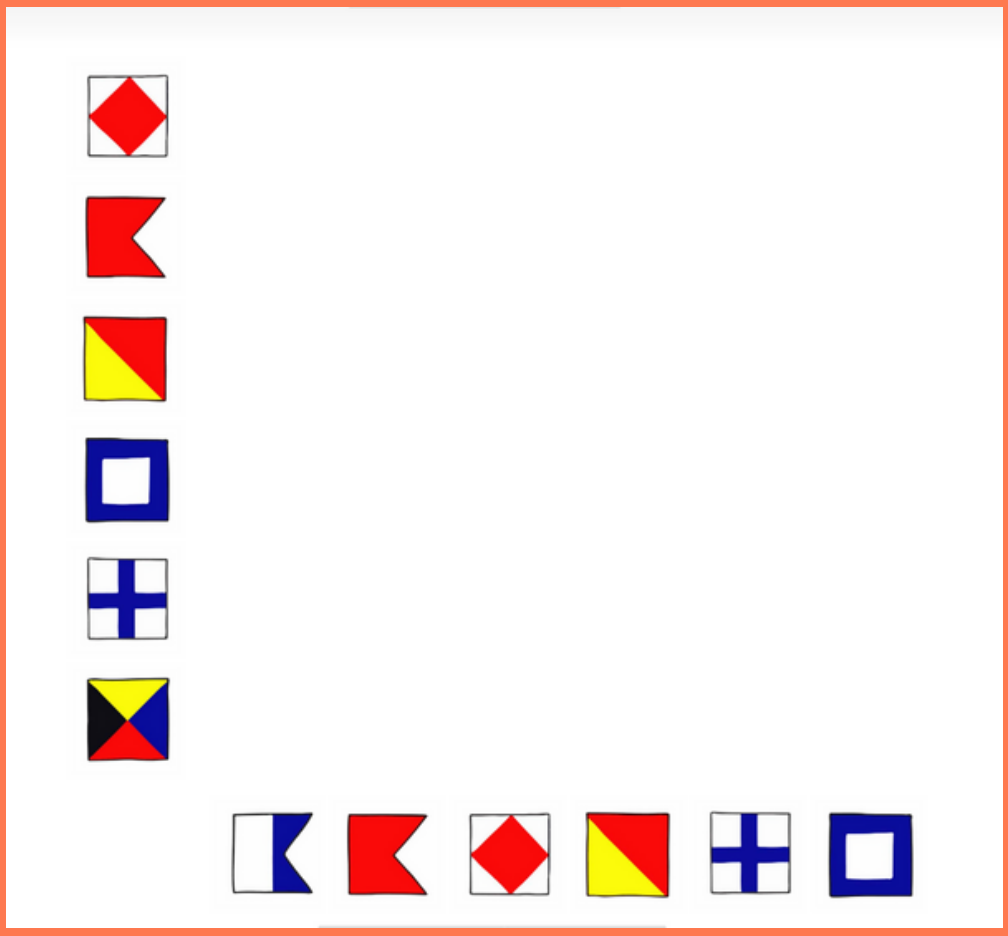

Description of the activity

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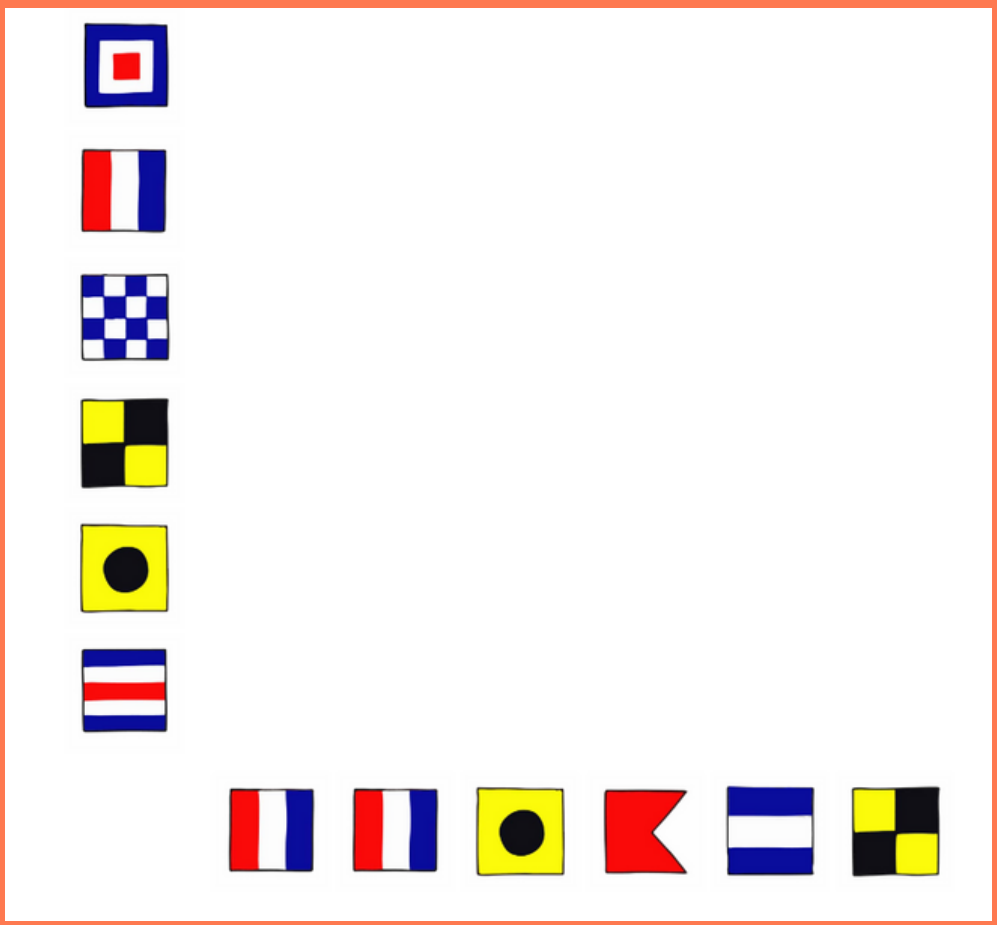

Description of the activity

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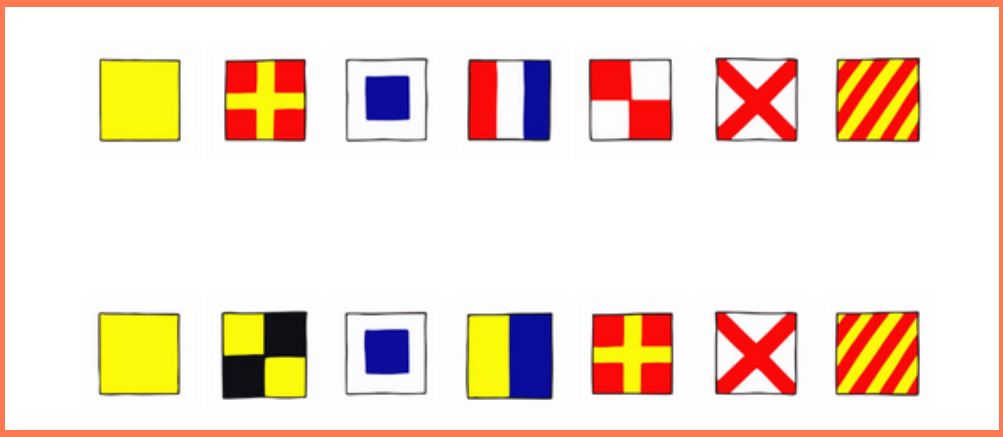

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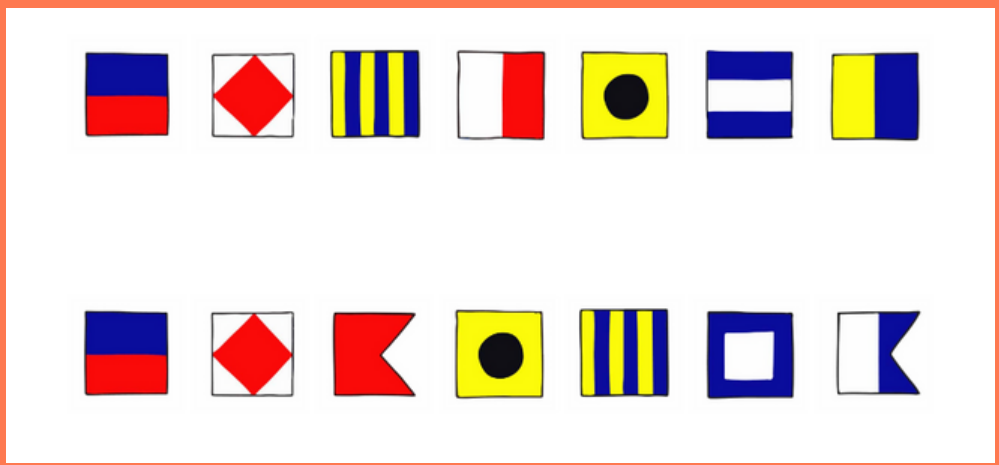

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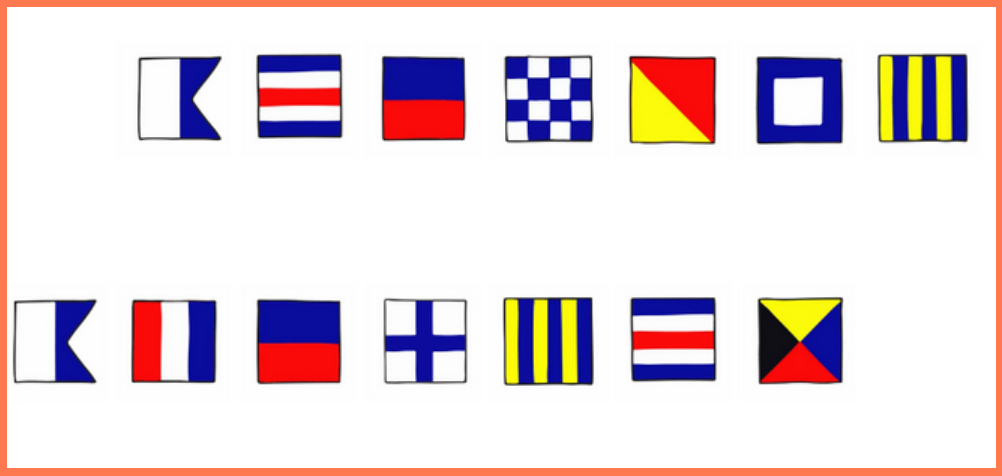

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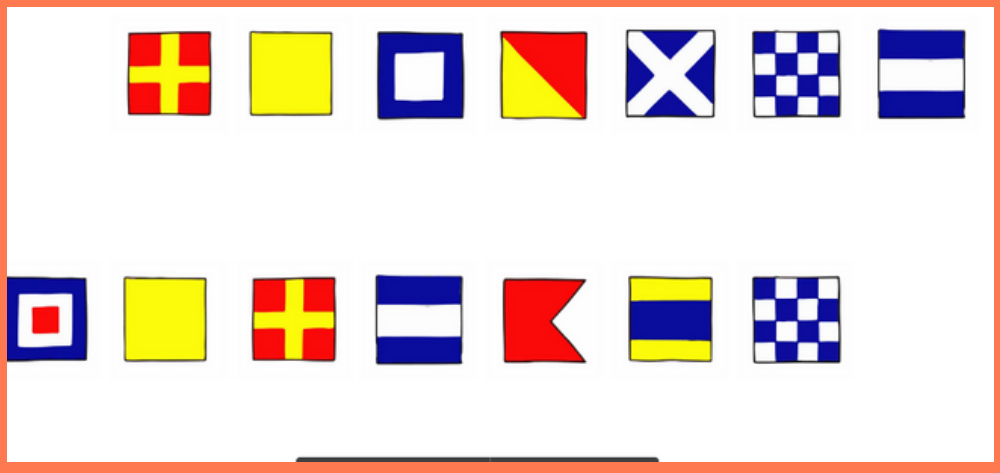

Description of the activity

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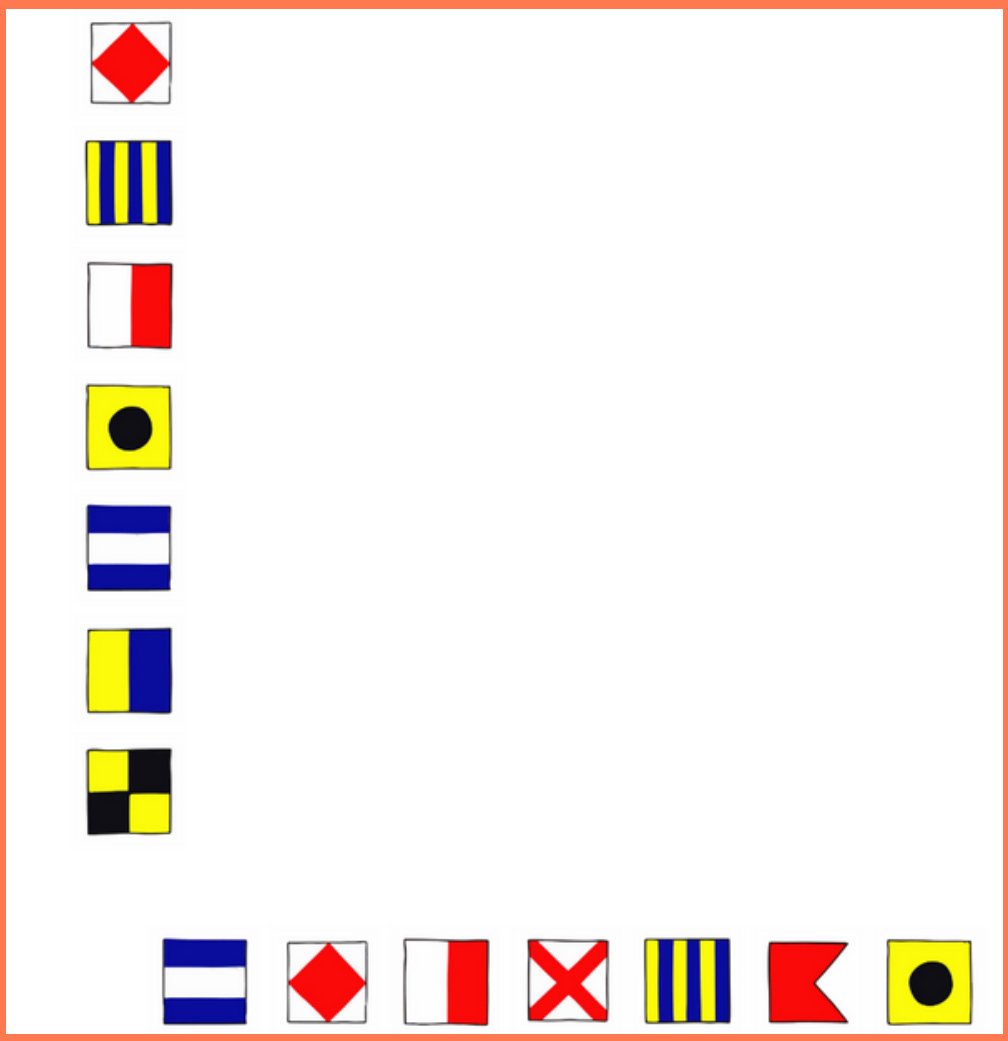

Training methods:

Action learning

Action learning is a form of collaborative learning where a small group of learners (an 'action learning set') meet regularly to reflect on real work problems. The basic philosophy is that the most effective learning takes place when participants are faced with a real problem to solve.

Assessment and evaluation

What specific strategies can be used to improve planning and inhibition skills in these ancient writing exercises?

What general challenges do you face in inhibiting impulsive behaviour and how can these challenges be overcome?

How does the ability to plan effectively contribute to better decision making and problem solving in daily life?

Can you give real life examples where good planning skills are crucial?

What strategies can be used to improve time management and prioritise tasks effectively to improve planning and inhibition skills?

How can mindfulness and self-awareness help to improve executive function planning and inhibition skills?

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