Title	**Change Blindness**
Educational goals	• Describe the phenomens of „change blindness" and when it occurs. • Develop personal experiences of change blindness in the daily life • Describe variables that affect change blindness
Duration	• 2 Weeks
Materials	Material available on the Internet: http://www.theinvisiblegorilla.com/videos.html
Workflow	Introduction to the students: 1. Explain concept of Change Blindness and selective attention. 2. Show the movie of the invisible gorillas to the participants. 3. Initiate a discussion, when change blindness will appear in daily life. 4. Explain to the participants, they should test change blindness with their friends, relatives or class mates by using changes in their own appearance like hair cuts, shirt, glasses, tie, jewelry, shoes, pants or even by changing settings in class or at home. 5. Give them ten days time to do the experiment. 6. Ask the participants to write a report concerning of following data: *How did I change and in which situation?* *How long did it take before my family, friends or other people noticed that I changed?* *Did they react and when in which way did they react?* *What do I personally think about this process?* 7. Ask the participants to present their reports, compare the results and discuss with the background of neuroscientific knowledge.
Source	Adapted version of Birkett, M. (2015). Teaching Neuroscience: Practical activities for an engaged classroom Retrieved from the Society for the Teaching of Psychology web site: http://teachpsych.org/ebooks/teachingneuroscience

Title	**GOLDEN RULES AND GOLDEN TIME**
Educational goals	- To understand the significance of learning contracts in adult education - To maximize student' motivation - To improve class climate for learning - To create an environment which engages students in learning activities - To understand the role of *a reward*
Duration	45 minutes
Materials	- Large paper cartons - Writing utensils
Workflow	1. The trainer explains what the learning contract (golden rules) and the golden time strategy are. **Learning contract (golden rules)** helps the teacher and student share the responsibility for achieving desired outcomes. It also helps increase accountability and provides feedback to the student regarding progress toward meeting the agreed upon goals. **How to introduce golden rules:** - It's important to introduce your class golden rules on the first meeting - These rules serve as a guideline for adult students to follow throughout the school year - Every teacher should have their own set of rules - It is better to give the students the opportunity to create the rules together - Teach each rule as if you are teaching a regular lesson - Help students frame these rules in the positive - Provide students with an example of each rule and model if necessary - Post the rules somewhere in the classroom where it is easy for all adult students to see **Sample List of Golden Rules** - Start on time/End on time - Participation is a right...and a responsibility - Develop conditions of respect, acceptance, trust, and caring - Express disagreement with ideas, not individuals - Feel responsible to express differing opinion The **Golden Time strategy** is a strategy used for behavior change. Here we will pay attention not to the behavior but to the adult students' engagement to the learning activities and academic performance. At the end of every week, adult students who followed the golden rules during the week have an extra hour to spend in school with their school mates doing the activities they want to do. On the other hand, students who were not consistent do not have the golden hour and they have to spend that time reflecting on it.

2. The trainer divides the participants into 4 groups.

3. Each group gets a paper carton and answer the questions:

- Have you ever used a learning contract with your adult students? Write your experience.
- How important is the learning contract (golden rules) for the educational procedure?
- What are the golden rules, the terms of expectations and responsibilities for each party at the learning contract? Give examples.
- How important is the role of rewards? Can you give some examples of activities you can asign to the adult learners if they are consistent and keep the rules? (ie. The activities on offer are drama, arts and crafts, construction, board games, a chill-out zone, film, cooking, table tennis and indoor games...)

4. Each group announce the answer to the forum.

Source	Adapted from: https://learningforward.org/docs/tools-for-learning-schools/tools8-99.pdf?sfvrsn=2

Method of loci

Educational goals	• To understand the memory training using the loci method • To be able to remember a list of things in the right order in practice.
Duration	45 – 60 minute
Materials	• Papers, pens • Attachment 1
Workflow	**Part 1 - Theoretical introduction** The teacher introduces the Method of loci to students and explains its advantage for remembering various terms. The teacher then emphasizes key points for successful application of the method in practice. Short information and methodology tips are summarized in Attachment 1. **Part 2 - Practical testing of the Method of loci** 1. The teacher asks the students to create their "route". The way they know very well. 2. The teacher then shows the students a list of 15 terms to remember. The list is written on a flipchart. The choice of words is up to the teacher. It is recommended to use nouns. 3. The teacher provides students with a time limit for placing a list of terms on their route. 4. After that the teacher asks the students to assign the terms from the list on flipchart to specific locations on their route. For easier variation, the teacher can choose fewer terms to remember (e.g., 10). 5. Students work independently and place concepts from the list. They don't write any notes or draw pictures. Everything is done only in the form of visualization. 6. After the time limit expires, the teacher asks the student to write the order of the words on the paper as they are remembered.
Evaluation	The trainer summarizes advantages of this method in a group discussion. It is also possible to publish the results of each student and discuss the best result - why the winner was so successful.
Source	Adapted from Wikipedia https://cs.wikipedia.org/wiki/Pam%C4%9B%C5%A5ov%C3%BD_pal%C3%A1c

METHOD OF LOCI

Origin
This method is also known as the "route method" or "loci method" (sg. Locus, pl. Loci = place / place in Latin). The method was already used by speakers in ancient Greece.

Description
First you need to choose a familiar place, such as your room, or your way to work. Next, you go through this place in your mind. Add one concept / term to each of its clues that you want to store in our memory. Then go through the place and recall the assigned terms.

The advantages of the method
The Method of loci stand out especially when we need to remember a long sequence of (unrelated) elements, or a sequence of events, such as important points of speech.

Remembering terms
The individual concepts are better remembered the more we imagine them to be bizarre or otherwise interesting to keep in mind. It is recommended to invent the most creative combination and connection of places and concepts. Do not to be afraid to go deep into fantasy and imagine unreal scenes; they are easier to recall. The more senses you engage in this process (sight, sound, smell, taste, feel of touch), the better. They can help you recall created connections between terms and places. Furthermore, you need to imagine the memorized information as clearly as possible. Visualize the entire picture in your mind. If we remember a small thing, such as a pencil, it is better stored in memory when imagined much enlarged.

Selecting routes
We choose routes for remembering from familiar places. It can also be places from the past (e.g. our children's room, place where we lived before). As a memory route, we can also use a familiar room (in the apartment where I am, in school, in the cinema), the way we go (ride to school, usual walk route, the journey through a certain part of the city, the bus stop) or even the human body (head - neck - shoulder - hand...).

Selection of clues
Memory clues are elements to remember, which we place on the route being "played back" in the mind. Points can be far and close, but it is recommended not to give more than three points per meter. It is preferable to choose more distinctive items or distinctive places that have a fixed place on the route. If we choose a tiny subject, it usually gets worse, but it helps if we have a deeper emotional relationship, whether positive or negative (for example, a small porcelain statuette we received from a friend, but we don't really like).

Changes on routes
If something changes on a previously learned route (for example, breaking down a house on our way to work, which is one of our previously learned memory routes), it is up to us to adjust our memory route or to continue to work with the old version of the route. Routes should always be created in one direction from start to finish. It is practical to set the length of the route divisible by ten, it is easier to check that we have gone through all the points. To extend a route, it is recommended to add tens of points.

Training routes
To memorize points on the route, you can practice them, walk the routes in your thoughts during your free moments, such as travelling in public transport. If you repeatedly miss to remember a route point, you can either drop it out or give it more details to remember it better. Over time, recalling the route travels in your mind becomes very smooth, like a long shot of the camera in an apartment. An untrained beginner can remember nearly 40 things in a moment.

Title	**THE PERFECT SQUARE**
Educational goals	• **Effective** communication and cooperation skills • **Become engaged** intellectually, emotionally, and socially • **Take initiative**, make decisions, and feel accountable for the results of the activity • **Stimulate** the brain to use its neglected areas • **Harmonize** the two hemispheres
Duration	• 30 minutes
Materials	• A long, tied rope and a blindfold for each participant

Workflow	1. The trainer explains the rules of the game.
	2. The participants line up and hold the rope tight. The trainer asks all participants to lay the rope on the ground, to blindfold themselves and to move a few steps away from the circle.
	3. Then ask everyone to come back and try to make a square with the rope without having to remove the blindfold. Enter a time limit to make it more exciting.
	4. You can also complicate the game by making some participants silent. By asking some participants not to talk, you also bring confidence in the game as the teammates rely on each other to find their desired direction.
	5. After finishing the game make an open discussion about the experiences during you were blindfolded.
	    a. How could they find the trust?
	    b. What was the best effective communication tool or method?
	    c. How can the need to change the communication channel be a way to train the brain and develop different channels of perception?
	    d. How can building trust in the group and developing mutual communication influence the effectiveness of joint learning?

Source	Adapted from: https://www.medicalnewstoday.com/articles/322648.php

Title	**Virtual learning environment**
Educational goals	• Searching for contents, applications and websites facilitating the creation of a virtual learning environment. • Building a database of websites and applications that facilitate adults education. • Developing openness to the Internet as an effective learning environment for adults.
Duration	• 2-3 hours
Materials	• Computer / laptop and Internet

Workflow	The Internet can become an effective and brain-friendly educational environment if you skillfully prepare a virtual space for yourself, in which you can gather materials, tools, applications – chosen by you and perfectly matching your own learning preferences. For this purpose you can use tools dedicated to manage web contents. It will allow you to create a desktop / cockpit on your computer, from which you will get quick and easy access to the necessary articles, e-books, libraries, thematic websites, internet applications, knowledge bases - which you want to use in learning. This method is called "content curation" - type the password in the Google and check whether such a tool can be helpful to you in learning.
	1. Choose the tool for content curation that you like best. Familiarize yourself with descriptions and opinions about particular tools, or try out the applications from the list below:
	   • ScoopIt: http://www.scoop.it/
	   • PaperLi: http://paper.li/
	   • Pearltrees: http://www.pearltrees.com/
	   • Shareist: http://www.shareist.com/
	   • Pinterest: https://pl.pinterest.com/
	2. Consider the structure of your „online learning space". Think about how to organize the collected content with the tool you choose – whether you apply a thematic division, or sort the content by their type (separately: articles, tools to facilitate learning, e-learning courses in which you participate, etc.).
	3. Search and put in the structure all the online materials that can help you learn.
	4. Describe briefly the individual materials / content (in one sentence) to be able to easily search and recognize them in the future.
	5. Make selections - delete content and materials that repeat or do not match the structure you have developed.
	6. Systematically complement, expand and update your educational space – remove materials that are no longer needed, constantly search for content that can enrich your knowledge – archive them in your database, they may be useful in the future.
	7. If you want, share your contents with the online community – most of the proposed tools allow the publication of resources. Perhaps in this way you will get interesting contacts on the web, maybe it will make it easier for you to learn from other people active on the Internet and interested in the same topics as

	you.
Source	Own work