

PEER TO PEER: MULTISENSORY PROGRAM

TASTE OF FUSION LEARNING

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PARTNERSHIP
BETWEEN :



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Taste
OF FUSION LEARNING

MULTI-SENSORIAL PROGRAM

Learning Objectives of the multi-sensorial program :

- Stimulate senses
- Facilitate the group dynamic and the learning processes
- It can be specifically adapted to adults learning a new language

Target group: trainers, teachers, educators who work with all types of publics - young people - adults and people with linguistic difficulties and especially people with a migration background

Requisite to attend the multi-sensorial program: since it is an approach that adapts to the diversity of learners - whatever their level, difficulties or learning preferences - everyone is welcome to participate.

Duration of the multi-sensorial program: from 3 to 5 days

Maximum and minimum number of participants: between 10 to 20 participants

SUMMARY

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THEORY ABOUT MULTI-SENSORIAL LEARNING

A. Education neurosciences and multisensory learning pedagogy

In recent years, several studies in educational neuroscience have published results that attest the connection between “knowing how the brain works and learning better or teaching better”. Within this scientific phenomenon, we find multisensory pedagogy, which through the simultaneous stimulation of different senses enables faster and above all long-term learning - especially among vulnerable groups. First of all, we present you some basic guidelines from the neurosciences of education to foster better learning. We will then dive more deeply into multisensory pedagogy.

1. What is Educational neuroscience?

The neurosciences of education are recent disciplines at the crossroads between educational research, psychology and the neurosciences of learning. They aim to improve educational practice by applying findings from brain - which means learning in a more efficient and cerebrally friendly way.

Those following guidelines are even more important and relevant when teaching vulnerable adults, like immigrants and refugees adults. Many of them face stressful situations (lack of housing, lack of work, loneliness), which can generate a deficit in cognitive functions, such as attention and memory.

Create a positive learning environment

When a person feels physically or emotionally threatened, his-her body releases a hormone called 'cortisol' which at long term has a negative impact on learning process and memory. Thus, favour a warm and welcoming classroom based on trust and respect. In a positive learning environment, the brain is more likely to release endorphins, the hormones responsible for a sense of euphoria and pleasure and which stimulate the frontal lobes of the brain - the thinking command center.

Educators need to diminish different kind of threats by monitoring classroom policies and their own behavior towards students as well as student-to-student interactions.

Stimulate attention

To learn, we need to be attentive and attention is not unlimited. To maintain attention and optimize information retention in adults, Leslie Wilson recommends working at intervals of 10 to 20 minutes maximum and then changing the type of task. At each new interval, attention will be restimulated. Professor and neurosurgeon Roberto Rosler, also suggests making information attractive to the brain by injecting the class with novelty and sensory stimulation. The sensory filters then release noradrenaline, which awakens the brain. Do not skimp on curious facts, unusual sounds or the use of visual accessories to introduce a new lesson to the participants. Use your voice and your body!

Move your body and feed it!

In order to function at optimal levels, the human brain needs a constant supply of water, oxygen and glucose. The lack of any one of these has a negative impact on the learning process. Exercising for two minutes keeps oxygen flowing to the brain, and makes it possible for our brain to generate more neural connections. Furthermore, drinking a glass of water not only hydrates the brain, but gets the glucose and oxygen in the blood faster to the brain. Finally, eating fresh or dried fruit provides glucose, which is an essential fuel for optimal brain function.

Include positive emotional triggers

Brain regions dealing with emotions (amygdala) and memory (hippocampe) are very close and connected. This is the reason why emotion has a strong impact on the learning process (including perception, attention, learning, memory, reasoning and problem solving). Trainers should facilitate positive emotional triggers during teaching and presenting. Making connections with students' interests, sharing anecdotes, valuing the participants' experiences and interventions, these actions will stimulate emotions and improve learning capability.

Talk about topics relevant to the learner

Topics must be relevant to learners, which implies that they can associate the content with important facts for them, or related to their daily life. It will allow the learners to quickly link the content to previous knowledge. Learners remember more easily what is connected to their life.

Let the learner recodify in his own words what he's learned

What we have produced ourselves, we generally remember much better. If students can create their own explanation of a newly introduced concept, if - in other words - they can recodify new information, they will keep the information much easier in their long-term memory.

Evaluate through immediate feedback

The error signal will allow the brain to adjust the hypotheses that it is emitting on the action that it carries out. It is the difference between the prediction of the brain and observation that will create surprise, and that will take place to learning process.

Reinforce the information

In order to consolidate the information in the long-term memory, information should be presented in as many ways as possible. If information can be stored via different memory's ways, learners will have access to it via the various ways.

2. Multisensory learning pedagogy

Multimodal processing: learning with all our senses

Traditionally the auditory and visual sensitive channels have been found to be the most effective for students to learn reading and writing. Nevertheless, educators and researchers have long believed that stimulating multiple areas in the brain with auditory, visual, tactile and kinesthetic stimuli as well as through gustation and olfaction, can enhance the learning process. The multisensory method and its different learning styles help the learner to keep his or her attention active, to integrate new information more easily and, above all, to better retain it.

It is therefore an approach more adapted to the diversity of learners: Some prefer to listen to the course or associate information with a movement when others will need diagrams and visuals to memorize.

Moreover, different researches in education neuroscience indicate that multimodal processing reduces the cognitive load because information from different senses can be more easily chunked into short-term memory and used to build long-term representations, improving the learning process. The more senses are stimulated, the more we are able to retain the new knowledge.

Furthermore, multisensory teaching increases learning attention which creates and caters for an optimal learning environment.

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Improve one's ability to learn

Italian doctor Maria Montessori¹¹ was the pioneer of this multisensory approach in the early twentieth century, and most subject areas in a Montessori school use a mixture of visual, auditory, tactile and kinaesthetic approaches. Memories are not stored intact but in pieces. The more different sensory channels can be associated with new learning, the greater the probability that it will be stored in different brain networks, giving students more possibilities of memorizing. That is why, teaching the same concept using different senses will reinforce learning process in long-term memory.

Develop language learning strategies

Over the last decades, several modern language instruction techniques for students with language issues (as dyslexia) have coalesced into a method called Multisensory Structural Language Education, which stimulates all senses with adaptive modalities for teaching. Different researches have shown that all students and teachers gain great language benefits from a multisensory approach in the teaching and learning process

Concerning foreign language learning at an adult age, it implies more than knowledge of efficient language learning strategies. Sari stresses the importance of developing intrinsic motivations for adults. Indeed, learning a new language also means opening oneself up to new cultural codes, other cultural ways of thinking and this refocusing on oneself allows the capacity to cope with the new and the strange. The multisensory method creates a reassuring and pleasant learning atmosphere. It is therefore an ideal environment to feel confident, open up and develop the desire to learn and communicate with the group - for better language results.

Using Multisensory learning is knocking all sensory doors for such a significant learning to be happening. Let's test, hear, see, touch and smell new learning, new languages!

B. Activities to understand how we learn

The following activity is composed of three short experiences that will make you dive into multisensory pedagogy and understand better how you brain select and retain new information. For more suspense and successful experiments, follow the three experiences without introducing them before to the participant

UNDERSTAND HOW WE LEARN

40 MINUTES - 8 PARTICIPANTS

OBJECTIVES

Objectives :

- Stimulate short-term memory
- Experiencing and understanding different memorizing strategies
- For the future, using teaching methods that are more adapted to the brain

Indicateurs

- Understand how the brain works during the learning process
- Adapt teaching methods according to the 3 main principes to better learn

MATERIEL

- Computer, projector, and participants have 5 sheets of blank paper and colour pens.
- For the third experience, you need to print the texts annexe x and x

The following activity is composed of three short experiences that will make you dive into multisensory pedagogy and understand better how your brain select and retain new information. For more suspense and successful experiments, follow the three experiences without introducing them before to the participant

Expérience 1 (10 min)

Instructions Phase 1 :

First, project the image 1 to the board of the class. Tell the participants to observe and memorize the image – they cannot take notes.

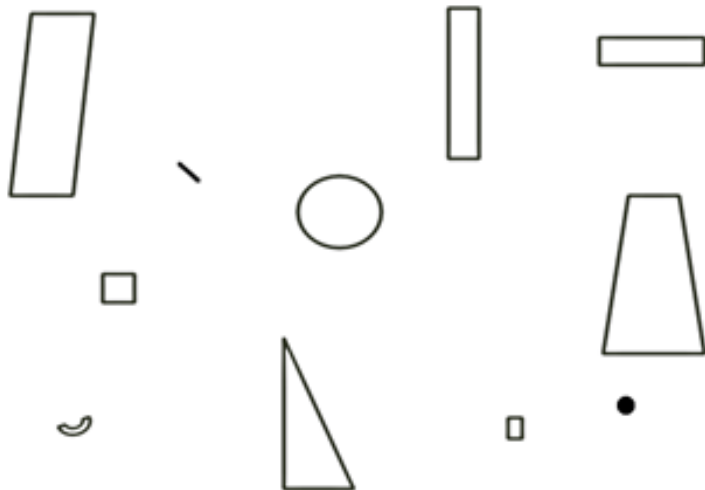


Image 1

After 30 seconds, you remove the image and tell the participants to reproduce exactly the image and forms on the first paper sheet. Everything counts: the shapes, their order, their location, their size, etc.

After 2 minutes, the participants put down their pens and move the first sheet underneath their pile of 5 sheets. You re-display the picture and go to the next step.

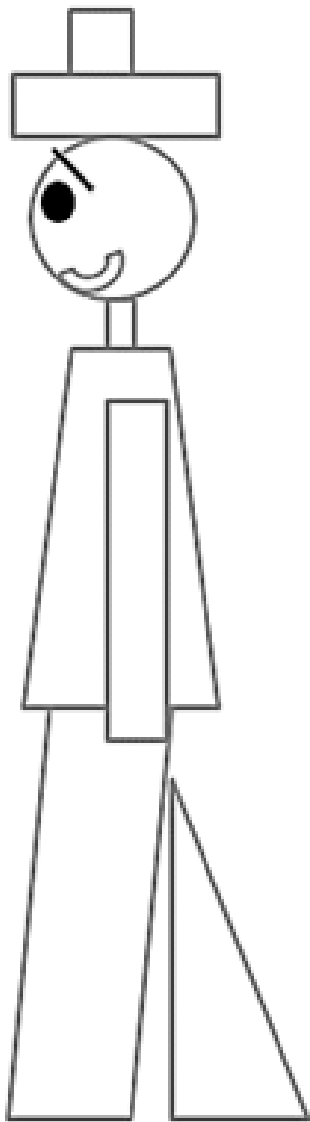
Phase 2 :

Project on the board the image 2. Again, tell the participants to observe and memorize the image. After 30 seconds, you remove the image and tell the participants to reproduce exactly the image and forms on a paper sheet.

After 2 minutes, participants turn over their sheet with the drawing.

Phase 3 :

Invite the participants turn their two drawings right side by side. On the board you project image 1 and 2 side by side, that everyone can compare their results of their drawing with the original images. With a pen of a different colour, the participants correct each mistake they made on their drawing: order changes, omissions or different proportion. For instance, in black their drawing from memory and in red what they should have done.

Image 2

Phase 4:

Ask the participants their number of mistakes with image 1 and with image 2. Then, ask the group their observation: which of the two images was easier to remember? On which image did they make the most mistakes?

Almost every time, all the participants will have remembered more easily the second image. You can start a discussion with the group about why is that.

Phase 5 :

Now it is time to explain what happened and how our brain retains information. You can project those few points on the board:

1. The working or immediate memory has capacity limits, about 5-9 items
2. “Chunking” is a strategy to increase the capacity of the items that can be functionally held in the “immediate” memory (giving sense).
3. “Chunking” occurs when the working memory perceives incoming data as a structure, a system
4. Associated information is memorized much more easily than the dissociated information

TIPS / POSSIBLE ALTERNATIVES

By understanding this concept, trainers can deliver just the right amount of information without overwhelming their trainees’ brains.

Also, in the future trainers can either orchestrate chunking for students, or teach them how to do it. For instance, a conceptual, well-rehearsed mind map can visually chunk lots of discrete bits of information into a single visual concept for better retention.

After discussions go quickly to the second experience.

Experiment 2 (10 min)

Phase 1 :

1 = 

2 = 

3 = 

4 = 

5 = 

6 = 

7 = 

8 = 

9 = 

Project for 30 seconds the image 3 to the board of the class.
Tell the participants to observe and memorize the image –
they cannot take notes.

Image 3

For 1 minute, you project the image 4 and ask the participants to draw the forms corresponding to each number.

5 9 4 8 3 6

Image 4

Project Image 5, and ask the participants to compare their results.
You can ask how many mistakes they made.

5 9 4 8 3 6
     

Image 5

Phase 2 :

You project Image 6 for 30 seconds and ask the participants to observe and memorize the image.

1 = 
2 = 
3 = 
4 = 
5 = 
6 = 
7 = 
8 = 
9 = 

1	2	3
4	5	6
7	8	9

Image 6

For 30 seconds you project the image 7 and ask the participants to draw the forms corresponding to each number.

8 1 7 9 2 5

Image 7

Finally, you project the results of image 8 and ask them to count how many mistakes they have made.

8 1 7 9 2 5
     

Image 8

Ask them the participants their results and compare between each other. Most of the participants will have much better results at the second memorizing phase. Now take time to have a conversation with the group: Why is it so? What was the big difference between the two images to memorize – since it is the same series of number in both?

TIPS / POSSIBLE ALTERNATIVES

Contrary to the image 3, the image 6 has a visual logical trick. The organisation of the numbers is very common for us since its looks like the keypads on calculators or our cell phones. The idea is to bring your learners to the conclusion that we learn better when the new information is associated with previous knowledge.

Go quickly to the next experience.

Expérience 3 (20 min)

Print the 3 texts in annexe and distribute them in such a way that you split the all group in three little groups. Group 1 has the first text (one per person) and so on.

The first step is an individual reading. Give them 5 minutes if needed.

Then, tell the participants to make a drawing or a visual graph that explains what they just read.

Next, invite participants to pair up. The pairs should have read the same text - be part of the same group. So each person in turn should present and explain their diagram / drawing to their partner. They can compare them.

Finally the last step, the group meets (people from group 1 together and people from group 2 together and so on...) and together they have to create a theatrical staging of their text. After 5 minutes of collective coordination, the first group passes in front of the two others (the audience) to 'play' their text. The audience is asked what they have understood from this scene. Each group takes a turn.

TEXT 1 :

UNDERSTANDING THE BRAIN'S EMOTIONAL NATURE AND CONNECTIONS ARE KEY TO STORING AND UNLOCKING MEMORIES

Deep in the center of the human brain the limbic system is connected to all other parts of the organ. Understanding the functions of this system is key to recall and memory as it is this portion of the brain that decides what gets stored in our long- term memory.

The limbic portion of the human brain is closely tied to human survival instincts. When we are under stress or frightened we know that stress releases a hormone called cortisol. It is this substance when released and circulated through the body creates defensive behaviors – our fight or flight responses. It is important for us to know about this cycle because once triggered it can severely interrupt higher order thinking. Once the brain processes an outside stimulus as threatening, all unnecessary stimuli are put away so the brain can focus on the things at hand that pose an immediate threat.

These facts are important because in establishing positive learning environments educators must put students' safety and comfort as high priorities. If students feel physically or emotionally threatened, they will never learn what teachers/trainers set forth.

The other key issues surrounding learning and emotions that need to be understood and remembered by all teachers/trainers is that emotion directs our attention. Humans pay attention to those things that trigger strong emotional responses far faster and with more attention than those things that attract us through logic or reason. We need to fully understand the power of this connection and use it to help educate students.

Due to the emotional nature of the brain, positive and negative experiences play into remembering new information. Teachers need to be aware of learners' histories and use those experiences to help students create positive emotional triggers to memories. Making connections to stories, to students' interests, to things that are relevant to their lives all add emotional layers to teaching and help gain attention. It is important for teachers/trainers to create a warm and welcoming classroom built on trust and respect. In a positive learning environment the brain is more likely to release endorphins, the hormones responsible for a sense of euphoria and pleasure and which stimulate the frontal lobes of the brain – the thinking command center.

TEXT 2 :

BRAIN FUEL – WATER, OXYGEN, GLUCOSE

The human brain consumes 20% of the body's calories and needs a constant supply of water, oxygen, and glucose to function at optimal levels. The lack of any one of these can significantly affect a student's learning, but when balanced properly can improve working memory, attention, and motor functions.

Because learning is a complex process carried out by one of the most complicated and nutrient-needy organs in our body, we can't expect it to happen at optimal levels if we don't feed and condition it properly. The brain consumes glucose and oxygen for fuel and requires water to move neuron signals. Exercise keeps oxygen flowing to the brain, and makes it possible for our brain to generate more neural connections.

Most schools/institutions have policies restricting eating and drinking in classrooms, but the best brains are fed and watered. Every classroom needs a water fountain or a ready source of water. Past the primary years students are expected to sit quietly in their seats. We now know that simple exercises such as running-in-place, jumping jacks, or cross body movements can work well in a school setting to get the blood pumping and oxygenated and rev up the thinking brain. Exercising for two short minutes oxygenates the blood. Eating fresh or dried fruit provides glucose and is an essential fuel for optimal brain function. Small packages of dried fruit or raisins are convenient and relatively mess-free. Drinking an 8 ounce glass of water not only hydrates the brain, but gets glucose and oxygen in the blood to the brain faster.

If we want all students at all ages to think better in schools, then we need to offer opportunities for the brain to be nourished and receive the rewards of oxygenated blood through exercise and movement.

TEXTE 3 :

THE BRAIN NEEDS NOVELTY

Gaining students' attention becomes an issue in the classroom when educators use the same style of teaching (especially the "sage on stage" model, and excessive passive learning). Frequently more traditional educators don't take into account how students' brains work or how today's learners responds to educational environments. As educators, if we know that the human brain is lured by novelty, and that which is different or unusual, then we need to use this to our advantage by surprising our students with new ways of learning and emphasizing content and processes that are both pertinent and interesting. The existing reality of the culture in Europe and in other parts of the world is that children, even ones who cannot read or write, and especially ones in their teens, have access to a myriad of visual and sensory stimuli far beyond those today's adults ever imagined. Despite this reality schools and teaching have been generally slow to change their methods of presentation and teaching often opting to keep things the same – "what was good enough for me is good enough for my students" attitudes.

There is an adage that fits here – "if you want material to be remembered, than make it memorable." Roberto Rosler ¹, who is both a Teacher and a Neurosurgeon, suggests presenting to learners some curious facts. The brain filters the sensorial information and when it perceives something new it releases noradrenaline to awake the brain. Thus, one can use unusual sounds or visual accessories for introducing training to participants. Finally, to optimize learning, educators should switch types of tasks during timed intervals. Teaching in limited segments within a longer teaching period increases student attention and retention. For instance, in the case of older students for a 40 minutes period, their retention and attention will increase if tasks are divided into 10-20 minute segments, while preadolescents need more frequent changes at 5-10 minute intervals. Even adults have difficulty focusing and need things changed up every 15-20 minutes.

1. Rosler, R (2014) <https://asociacioneducar.com/clases-cerebralmente-amigables-1>

CONCLUSION

CONCLUSION

So by the end of all these steps, everyone has usually understood and learned the text through the different steps you can describe:

- Reading and understanding
- Recodifying the new information in visual form
- Explain the text in your own words, so you appropriate knowledge
- Thanks to the staging, several sensory and emotional channels were created through group work and stimulation of all the senses, the involvement of the body.

To be more specific, recodifying new information is a crucial step, when learners created their own explanation of a concept and thus keep the information in their long-term memory.

Also, all those additional steps are necessary to consolidated information through repetition and in different ways (reading text, graphic, speech and theatre scene). If the information can be stored via different memory's ways, then students will have access to it through various highways. Those are important steps that trainers and educators can incorporate into their own workshops when they work with learners in the future.

WHAT TO REMEMBER

How do we learn ?

1st principle : Information must be **associated** and make **sense** to ease the learning process

2nd principle : new information is better consolidated when it is associated **with previous knowledge**

3rd principle : we remember much better what we **produced** and what we learnt in **different ways**

TEAM BUILDING

Team building

Multisensory learning requires the involvement of the participants' bodies, which is not always obvious given the vulnerability and intimacy of each individual. It is therefore mandatory to help participants develop a group spirit and relationships so that everyone can participate without hindrance in activities in a safe context. Multi-sensory activities lend themselves very well to this since the stimulation of the five senses offers a certain dynamism, the playful aspect also making it easier for the learners to lend themselves to the game.

It is important to start the session with icebreakers, especially as the group still knows each other very little. These activities are only intended to give the learners energy and at the same time to get to know each other. The day then continues with a number of multi-sensory activities to give concrete form to the theories learned on the first day and to introduce day 3 which will be devoted to the use of multi-sensory pedagogy for learning.

Have a good trip!

NAME, GESTURE

10 MINUTES

OBJECTIVES

Speaking with gesture stimulates several senses simultaneously and increases the chances of remembering the first name of all the people in the group. The expressiveness of the gestures (large and loud) allows you to relax, to express yourself in your singularity and to create a playful atmosphere.

Form a circle.

Do a quick first name round: the first person looks the person to the right in the eyes and says his or her first name. Then the second person looks at the person to the right and says his or her name, etc. Encourage people to speak loudly and intelligibly.

After going around the circle, ask the first person to say his or her first name with a gesture.

The group should then imitate this: people repeat the first name and the same gesture, all at the same time. Then the person on the right, etc., is passed on. Once each name has been memorised with the associated gesture, try to repeat all the names together (at the same time and in the same order) with the gestures.

At the end, one person can dedicate him/herself to try to repeat ALL the first names of the people in the circle. Applaud the performance!



IDENTITY CIRCLE

10 MINUTES

Form a circle

Invite one of the participants to come in the middle and say something that characterizes him/her (for example: I lived in). All those for whom this information is true, join this person in the centre.

In a second step, you can encourage people to find elements, hobbies, accomplishments for which they stand out (for example: I am the only one who speaks x languages). When somebody found something that he or she is the only one who accomplish it, he or she sit down. The activity ends when everyone is sitting.



KALEIDOSCOPIC PORTRAIT

10 MINUTES

OBJECTIVES

Instead of a classic presentation like "My name is ..." this activity offers people the opportunity to imagine themselves as different types of objects, places, etc., and to imagine themselves as different types of objects.

Form a circle

The trainer start with a sentence : If I were a ..., I would be

Example:

If I were a fruit, I (would be) ...

If I were a shop, I would ...

If I were a book, I (would be) ...

If I were a place, I would be ...

If I were a work of art, I would be ...

Encourage participants to speak and introduce themselves with one of these types of sentences

Continue until all participants have participated at least once.

THE STORY OF OUR NAMES

20 MINUTES

OBJECTIVES

This activity allows you to highlight a person's origins, his or her personal and family (or regional!) history, to underline the similarities between very different people.

Also, the presentation of your partner's first name helps to reduce the stress that often occurs when you must present yourself in front of a group: now it's the other person who takes care of it!

MATERIAL

- A large sheet of paper
- A marker

Create groups of two. In case of uneven numbers, make a group of three.

Ask each person to present the story of their first name to their partner: where it comes from, what it means, why his or her parents chose that name...

Each person presents the story of his/her partner's name to the whole group in turn. Each person writes down the name of his/her partner on a large sheet of paper that will be hung on the wall throughout the workshop to help memorization

THE TRIO - SINGULARITY AND SIMILARITY

15 MINUTES

MATERIAL

- Paper
- Markers

Do groups of three. Give each group paper and a marker.

Ask them to draw three interlocking circles (as you can see below). You can draw an example on a large sheet of paper to help the group.

Give people instructions: in each circle, write the first name of one of the group members. In the outer part of the circle, write something that is true only for that person.

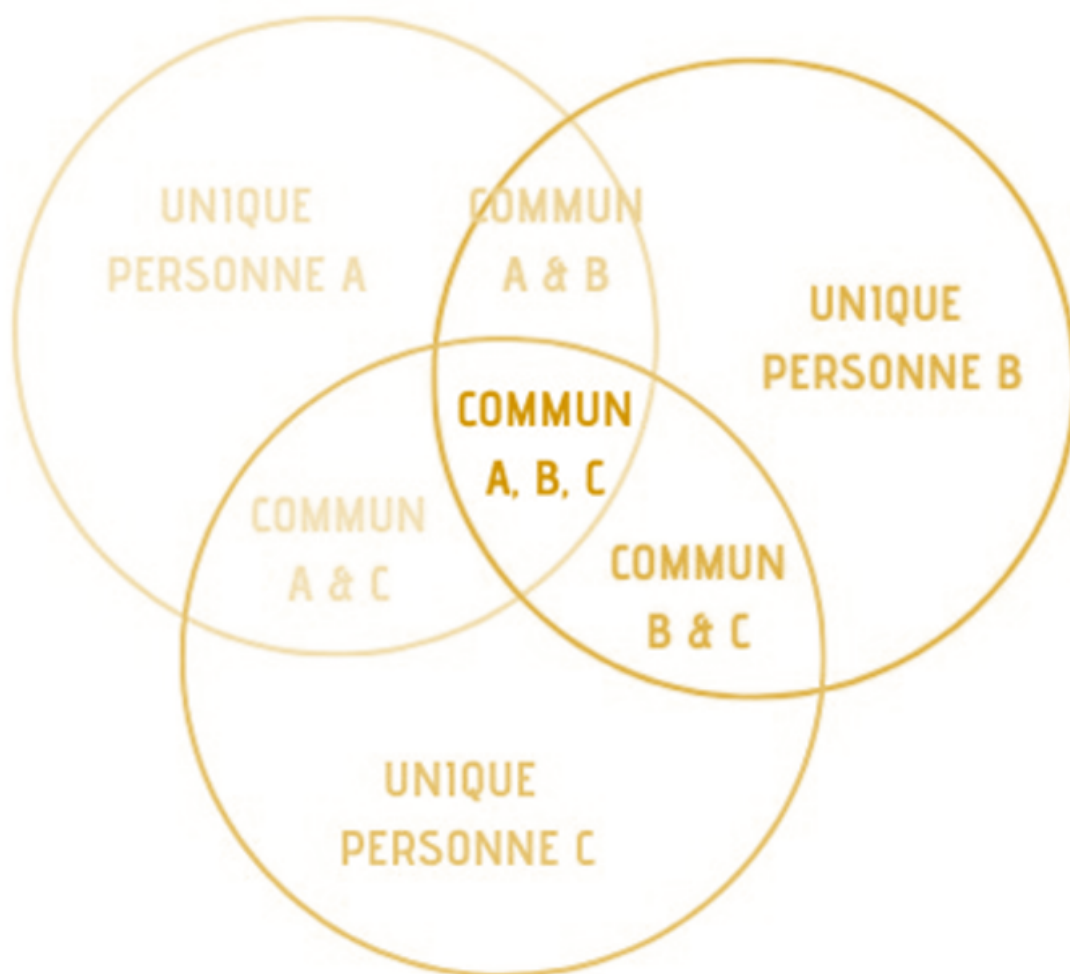
Where two circles intersect, write something that is common to the two connected people, but not shared by the third person.

In the centre, where the three circles intersect, write something that is common to all three.

Once the activity is complete, people can either present their complete trio or one or two things that surprised them.

THE TRIO - SINGULARITY AND SIMILARITY

15 MINUTES



DEVELOPMENT OF TEAMBUILDING

Multi-sensorial activities for teambuilding

ODOR Pictionary

30 MINUTES - 8 PARTICIPANTS

OBJECTIVES

- Experiment multi-sensorial learning by smelling and drawing
- Create a team spirit

Indicateurs :

- Participants understood that transmitting information can be done by other means than speech.
- Participants understood the importance of the sense of smell in multisensory pedagogy.
- Participants had fun together, developing a team spirit.

MATERIAL

- Paper
- markers
- 2 jars/bottles per group with different smells inside them (you can put lemon, coffee, cinnamon...).

You can also use little pots of odors from a game called in French “loto des odeurs”.

Divide the participants into groups of two and give a bottle or a pot to each participant.

In each group, one learner smells his pot and tries to guess in his mind which fruit, spice or other it corresponds to.

Then ask them to make their partner guess this smell by drawing the food they think is the right one.

The group gains one point if the learner finds out which food the smell corresponds to and another point if he manages to make his partner guess the smell he was thinking of. Swap roles.

At the end, don't forget to congratulate everyone to remind them that it's not a real competition.



BUILD YOUR OBJECT

60 MINUTES - 8 PARTICIPANTS

OBJECTIVES

- Develop creation skills
- Develop storytelling skills
- Valuing the culture and history of the participants
- Encourage meetings and teamwork between participants

MATERIAL

- A wide space.
- A maximum of materials: newspaper, colored sheets, cardboard, wire, cotton, wool,
- glue, scissors, pliers, paint...

Put all the materials in the center of the room in a disorderly manner. Ask participants to describe what they see in the middle of the room. Let them become familiar with the objects.

In 20-30min, ask them to individually build a fantasy animal or an object that would represent them using the materials.

In groups of 4 or 5, ask them to tell each other why they portrayed their characters in this way and what they represent.

Each group makes up a story using one element of each character. These stories will be played in front of the other participants the way the group wants (It could be a play, a song, a tale...)

BLIND COOKING

60 MINUTES - 8 PARTICIPANTS

OBJECTIVES

- Experiment multi-sensorial learning by touching and hearing
- Create a team spirit and trust between the group
- Set up a fun atmosphere
- Develop cooperation skills

MATERIAL

- A kitchen area with enough utensils (salad bowls, large spoons, an oven)
- Bring FOR EACH GROUP the necessary ingredients for the preparation of a recipe. Here is an example with cookies (it's simple to make them and fast to cook in the oven). To make 10 cookies per group (you can adapt) : 220g of flour, 1 yeast sachet, 100g of brown sugar, 100g of salted butter, an egg, 100g of black chocolate, a pinch of salt flower. IF YOU CAN, add other thing to allow participants to customize their cookie recipes.

Divide participants into groups of two or three and give them the ingredients needed.

Each group choose who will be the blind cooker and who will be the guide.

The guide can't touch the ingredients and the material. He or she has to guide the blind cooker to make him or her cook the cookies. It's not a competition, be sure that every group is in a fun dynamic.

At the end, cook the cookies in the oven. Propose to each group to explain what they add in the recipe and to give feedbacks about the activity. Everyone can taste every type of cookies and can give his or her advice, in a positive way.



LEARNING

Once the participants are more comfortable together and are introduced to multi-sensory pedagogy, you can set up activities showing concretely how stimulation of the senses directly affects memory capacities. However, it is always important to start the session with a few icebreakers or energizers in order to awaken the participants and get them in condition. You can pick up one of the icebreakers you didn't make on day two and here is a list of possible energizers.

IN LINE!

10 MINUTES

OBJECTIVES

This activity makes it possible to identify all the people in the group, to use modes of communication

other than speech and thus to create a common language for the group (e.g. gesture with the hands to give one's date of birth).

Tell the participants they won't have the possibility to speak during the activity.

Invite participants to line up in the space in a certain order, without speaking, according to a quantifiable information (The simplest being the day and month of birth.)

At first don't give them any clues or information but you can, in a second step, remind them that they have the right to make signs and movements as long as they don't talk.

MOSQUITOES

10 MINUTES

OBJECTIVES

This exercise awakens the body and attention and above all makes you laugh! In addition, the group creates a common rhythm.

Get in a circle.

Explain that there are mosquitoes above a participant's head "bzzzz"

Les deux personnes qui l'entourent doivent essayer de les écraser en frappant dans leurs mains au-dessus de sa tête.

The two people around her/him should try to squash them by clapping their hands above her/his head.

The mosquito participant must simultaneously bend down to make room for the mosquitoes above her/him.

Then the mosquitoes move over the participant's head to the right, the two people around her/him squash the mosquitoes while she/he bends down, and so on.

Give a rhythm, regular and steady. You can go faster and faster!

When participants are more confident, you can add eliminations when someone is out of rhythm or makes the wrong move.

STOP AND GO!

10 MINUTES

OBJECTIVES

This energizer is a great exercise for awakening while working on active listening and concentration.

Ask participants to walk around the room.

Tell them that when you say "stop", they have to stop. When you say "walk", these participants must walk. Use these two instructions two or three times.

Add new instructions: when you say "sky", participants have to raise their arms to the sky.

When you say "ground", participants have to touch the ground. Use the four instructions two or three times.

Add new instructions: when you say "name", participants have to call out their names.

When you say "Clap", participants have to clap. Use the six instructions until every participant gets it. Instructions have to be called out in rhythm. You can go faster and faster.

Last instruction: exchanges instructions by their opposite. "stop" become "walk", "sky" become "ground", "name" become "clap" and vice versa.

When participants are more confident, you can add eliminations when someone is out of rhythm or makes the wrong move.

WAKE YOUR BODY UP

15 MINUTES

OBJECTIVES

This energizer is a great exercise for awakening while working on active listening and intimacy. You can only do step one or step 1 and 2, it depends of the time you have and the group.

Step 1 :

Invite participants to form a circle.

Tell the participants that they will have to wake up parts of their body when they are appointed, in the way they decide: by touching them, by rubbing them, stirring them...

Give an example of the "I'm waking up my fingers" type.

Participants can wake up their fingers by shaking or showing them.

Invite a learner to name another body part.

And so on, until each participant has named a body part.

Step 2 :

Announce a body part and a colour. For example: "I'm waking up my nose; yellow". Participants must now walk around the room and touch a yellow object with their nose.

Invite a learner to name another body part and colour.

And so on, until each participant has named a body part and a colour.

Step 3 :

Announcing a "wake up my elbow" type body part. Learners form pairs and have to touch each other with this body part.

Invite a learner to name another body part.

And so on, until each learner has named a body part.

TIPS / POSSIBLE ALTERNATIVES

Choose body parts that aren't too intimate. If some participants feel uncomfortable, this should be respected. Each person is free to do the activity or not.

MEMORY CARDS

20 MINUTES - 8 PARTICIPANTS

OBJECTIVES

- Use striking images to stimulate memory
- Experiment multi-sensorial learning by seeing and touching
- Develop visual memory
- Develop teamwork

Indicators :

- Participants understood how the visual stimulation by attractive images allows to retain and learn more easily.
- Participants understood how a coherent placement of the images (in lines and columns) allows to retain and learn more easily.
- Participants had fun together.

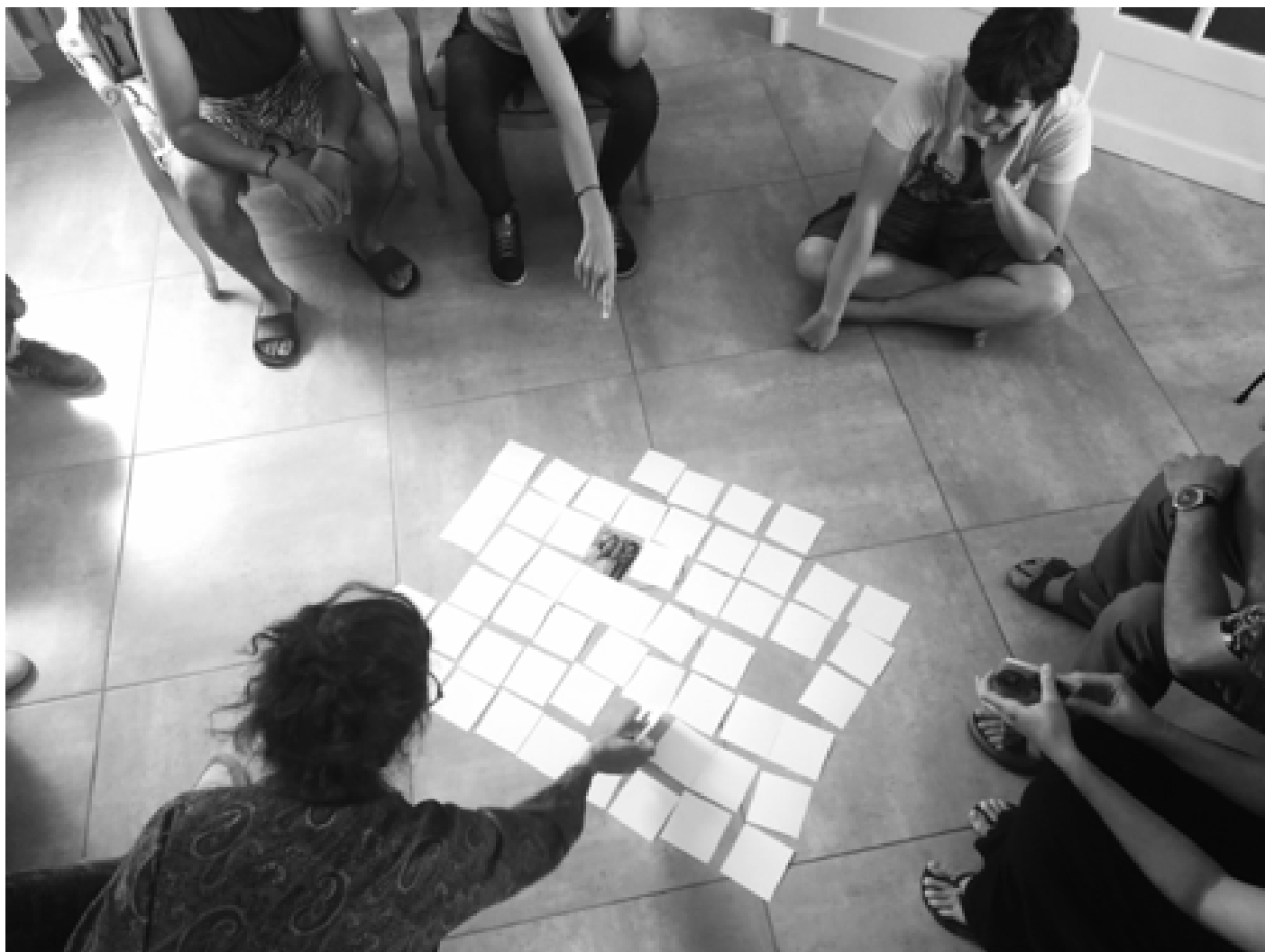
MATERIAL

Prepare two copies of 15 square images of the same size. The important thing is that the images have a common theme and are eye-catching.

Shuffle the images then arrange the hidden sides in rows and columns on a table or the floor. You can make groups of two or three.

The first participant/group turns over two cards. If they are different, he or she puts them back face down and the turn goes to the second participant/group. If they are the same, the participant takes the cards and plays again. The game ends when all pairs have been found.

The group with the most cards at the end wins.



GUESS THE TASTE

20 MINUTES - 8 PARTICIPANTS

OBJECTIVES

- Experiment multi-sensorial learning by tasting and smelling
- Develop senses
- Develop trust and teamwork

Indicators :

- Participants understood the importance of the sense of taste in multisensory pedagogy.
- Participants were able to use the sense of taste to find precise information.
- Participants have showed trust and confidence with the blindfolds.

MATERIAL

- Prepare containers by mixing several ingredients. The aim is not to have the best possible taste but the more participants enjoy tasting, the more pleasant and effective the activity will be (you can for example make one with cinnamon, banana, almonds...).
- Prepare blindfolds to cover the eyes of the participants. If some people are uncomfortable with blindfolds, they can close their eyes.

Make sure that none of the participants suffer from food concerns or allergies.

Divide the participants into groups (one group for each containers or for each trainer)

Asks the participants to put on the blindfolds.

Each group has three minutes to guess each ingredient in their preparation.

Each group changes preparations and repeats until all the groups have tasted all the preparations.

In the end, the group with the most ingredients wins.



CONCLUSION

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We can give you even more explanations but to tell you the truth, nothing replaces experience! Before you start working with your groups of learners, it is essential that you test these methods and exercises yourself to understand the challenges and benefits of these unusual forms of learning.

You may have noticed, but the essential ingredients of our activities are laughing, fun and enjoyment! Neuroscientists will tell you that before any learning, it is necessary to build a safe and pleasant atmosphere.

We wish you and your groups a sensory adventure, rich in encounters and learning.

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COLOPHON

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