



Alphabet
vivant et vécu
Ainsi marche le cerveau

Un bon début
pour une bonne fin!



Loved living
Alphabet
That's how
the brain works
Beginning good
all good!



Geliebt gelebt
Alphabet
so lernt das Gehirn

Anfang gut
alles gut!



Alfabeto
vivente e vissuto
così funziona il cervello

Un buon inizio
per un gran finale!



Malovaná -
milovaná
abeceda
tak se učí mozek
Začátek dobrý
všechno dobré!



Mylima gyva
abėcėlė
taip veikia smegenys.

Gera pradžia-
gera ir pabaiga!



Iubim
alfabetul viu
așa funcționează
creierul.
Începem bine,
totul bine!



An Aibítir Bheo
Bheathach Ghrámhar
sin mar a fhoghlaimíonn
an inchinn
Dea-thoradh a thagann
ó dhea-thús!



Modular Training and Qualification **for Brain-Based Education** **and Literacy**

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TRAINING MODULES & QUALIFICATIONS

Coach for Brain- Based Literacy

This Module enables the graduate to teach the alphabet and handwriting in a brain-based way. Using storytelling to allow the child/children to learn letters in real-world terms rather than as abstract shapes. The graduate has a clear understanding of the neurological processes by which the brain learns and retains information.

Application: CV and letter of motivation.

Developer of Brain-Based Literacy Material

This Module enables the graduate to produce brain-based materials. Materials produced include:

ABCDirekt story-telling poster, bed-side poster, picture book, game cards; coloring book and cultural emblem.

Application: portfolio, CV, and letter of motivation

Consultant for Brain-Based Education

This certification enables the graduate to consult/provide education that respects the functions of the brain and lessons that are based on brain-based teaching methods.

This includes the following topics:

BIOGRAPHY OF THE BRAIN

What brain cells need at which ages

What the brain can and cannot do

Gender differences in learning needs

Careful with under three year olds!

THE BRAIN'S AGENDA

What builds and protects neurons

Why lessons need to be exciting

The impact of violence on the screen

How criticizing can change us

Why rewards are own goals

Why pleasure *before* work leads to success

IT-TECHNICS IN THE BRAIN

How feelings affect memory

Stress management: bypassing the 'reptile' brain

First encounters – how to ensure a child develops a positive relation with a subject

Mind-mapping the 'Mexican Hat Effect'

The best way to learn a new language

Marking – how to ensure that not the mistake but the correction is reproduced.

Application: CV and letter of motivation.

- **The modules are open to everyone without prerequisites**
- **The duration of the training depends on the previously acquired experience**
- **Exams include demonstration lessons/presentations and online tests**

TOPICS PER MODULE

Qualifications

| | | | | |
|---|--|--|--|---|
| Consultant for Brain-Based Education | Coach for Brain-Based Literacy | Assistant for Brain-Based Literacy (pupils teaching pupils) | Author of Brain-Based Literacy-Material | Illustrator of Brain-Based Literacy material |
| Trainer of Consultants for Brain-Based Education | Trainer of Brain-Based Literacy Coaches | | Instructor for Authors of Brain-Based Material: | Instructor for Illustrators of Brain-Based literacy material |

Course I

Basics practice : Critical Phases; Gender specific needs; From the entirety to the detail; Day schedule; not under 5.

Basics theory: Kritical Phases; Gender specific needs; From the entirety to the detail; Day schedule; Not under 5.

Didactics I: Central/lateral; Stress/athrophy, Priming, Fokus perpetuing mistakes; Yes : yes! No : no! Threat/reward/ecouragement

Basic functions

Relations of cognition, emotion, art and basic-needs

Basic means

Workshops: Sound-gesture, Tone-color

Course II

Didactics II:

- Anatomy of the brain
- Needs of the hippocampus
- Media and violence
- Center Surround Functions
- Neuro-plasticity
- Bypasses the reptile brain
- Language decodig

The **Click!** Literacy Practice

Poster

- **Tuning**: rhythm, tongue twisters, song and play.
- **Telling**: synchronizing sound, meaning, movement, shape.
- **Talking**: sharing emotions, experiences, understanding.

Book

- **Tackling**: drawing images and experiences.
- **Target**: transparency-**Click!**
- **Training**: 'skiing/, scate-boarding', joking (manual writing skills)

Toolbox & Reading Book

- **Traveling**: games, workshops, diversity-awards (creative writing skills)

Writing

- Sound : message, ambiance action, attitude.

The 'shape' of phonema

the 'melody' of colours

- Alliteration, rhyme and rhythm

- Styles: kitsch / distancing-effect / inherency / irony
- Age dependent requirements

- Direct speech & speech of actions
- Viisualizing as screenplay
- Decoding

Drawig

- Letters: gestures of shapes matching gestures of sounds

- Color-dynamic matching sound-dynamic

- Speaking lines
- Facial expressions
- Details as part of the entirety

Cultural Emblem

Research: legends, landscapes, costumes, meals, music, dance., mindset

TRAINING STAGES

Stage I Immersion

- I.A 16 neuro-didactic courses on sustainable knowledge acquisition and skill-building** 5
Get a bunch of keys that open new doors to raising children and to teaching and learning at any age.
- I.B Cooperative research gathering material from a country's language and culture** 7
- Translators, educators and teachers establish together for each letter a broad vocabulary collection in their language.
- Writers and designers meet the heart of their country by creating a collection of its treasures:
landscapes, food, customs, songs, dances, proverbs, legends, literature, mindset ...
- I.C Co-creative Workshops, applying neuro-scientific insight to both, art work and educational approach** 8
- Translators, educators and teachers create story drafts to be used and improved at their internship.
- Writers and designers organize the findings of their research thematically along the A-to-Z story- line.

Stage II Internships

- Learning from the target groups 10
- Using the material in different contexts
- Observing, adapting, interviewing, reporting, concluding.

Stage III Exams

- Level 1 11
- Coach for brain-based literacy
- Consultant for brain-based Education
- Developer of brain-based educational material
- Level 2
- Instructor of coaches for brain-based literacy
- Instructor of consultants for brain-based education
- Instructor of developers of brain-based educational material

TRAINING PROGRAM

Stage I.A

16 neuro-didactic courses on sustainable acquisition of knowledge and skill-building

Each course is led by the 3 sustainability steps : **1st day** get informed, **2nd day** brows your experience, **3rd day** inform others.

Biography in the Brain

1. Missed the train.

Use it or loose it: the “critical periods” and the survival of neuronal cells.

What brain cells need at which age and what happens, if they don't get it.

2. Boys will be boys

Gender-specific equality: Chronological differences of the critical periods for boys and girls

Motor activity and dexterity: Gender competition or complementation

What the boy's IQ needs

3. Where there is a will there is a way.

Neuroplasticity: keeping pace with the current acceleration of cultural development

What the brain can and cannot do.

4. Careful with under 3 year olds

Digital media and speech development: age related needs of the mirror neurons

Why digital media can cause both, benefits and losses.

The Day Schedule of the Brain

5. Anxiety kills brain cells

Modern civilisation versus “reptile brain”: Physiology of Emotion and Reason.

What protects neurons and builds new ones.

6. Happiness and learning are neuronally identical functions

A novelty dedector sits at our 'reception desk': the hippocampus in the age of media culture.

Why lessons have to be exciting.

7. Violence as screen entertainment

'The pleasure of violence' and 'Pavlov's classical conditioning.

How TV programmes can be a time bomb.

8. Grumbling makes you stupid

Growth and atrophy in the brain: the impact of priming.

How our criticism changes us.

9. Neither stick nor carrot

Threat, promise or encouragement? Contrary effects of different incentives

Why rewards score an own goal.

10. When to swot, when to watch TV

Day schedule and the night shift of the brain.

Why pleasure BEFORE work leads to success.

IT-Technics in the Brain

11. Feelings are ‚memory keys‘

No cognition without emotion: the ‚varnish‘ saving information to the memory.

Why actors would make the best teachers.

12. Blame drills mistakes

Saving the error by reprimands: underlining mistakes or writing samples?

How we should replace the „red pen“.

13. The beginning decides!

Central or lateral storage?

The self-perpetuous impact of our attitude on children’s later careers.

14. Helping each other.

Bypasses for our ‘reptile brain’

How to inactivate the stress-modus.

15. Get your mind in order

The Centre-Surround-Function or ‘Mexican-Hat-Effect’ in the Blue’s Clues Studies and the Context-Tranparency

Why the brain needs maps before books.

16. Linkin up vocabulary: the efficiency of ‘decoding’

Foreign Language Acquisition. ‘Cabling up’ or ‘programming’ vocabulary?

How foreign languages become one with the mother tongue.

Stage **I.B**

Cooperative Research

gathering material of a country's language and culture

Translators, educators and teachers co-create in their language for each letter a broad vocabulary collection.

1. Translate the abstracts of the A-to-Z story-line into your language in both templates:
 - the overview with poster
 - the A3 work-template with columns
2. Translate the accompanying comments in the chapters A to Z of the picture book
3. Collect for each letter frequent vocabulary in which this letter dominates, including words where it is not at the beginning but in stressed syllables.
4. Organize the vocabulary collection of each letter by grammatical and thematic categories as suggested by the tool-box template.

Writers and designers meet the heart of a country by gathering its treasures

1. Collect a country's particular food, customs, landscapes, songs, dances, proverbs, legends, literature, features of mindset etc.
2. Contact others in the country sharing your collection and asking for further hints.
3. Summarize the message or characteristics of each of your findings in one sentence.
4. Organize these results of your research geographically by using a map as pin-wall, where you pin titles & summarizing sentence.

Stage I.C

Co-creative Workshops

applying neuro-scientific insight to both, art work and educational approach

Introductory exercises analyzing existing art work and drafting own attempts:

- Verbalize the message, ambiance, action and attitude of the phonema.
- Verbalize the ambiance and properties of the colors.
- Verbalize the gesture and message of shapes and lines.
- Determine analogies of sounds and color.
- Determine analogies of noises and shapes.
- Analyze of age related impact of styles (kitsch, distancing effect, irony, inherency).

Translators, educators and teachers create story drafts to be used and improved at their internship.

Advice: don't get a headache reading this. Let's first do it together for some chapters. This will enable you to understand it spontaneously by the fun of it. By hands-on experience you get something you wouldn't grasp before. The following lines will then support your creation of further chapters.

Rules: - The printed overview lies in front of you while working. - Never delete previous versions/vocabulary; create improvements in **new** columns.

1. Scroll through the table of the existing ABCDirekt stories to complete your vocabulary collections and to mark relevant vocabulary.
2. Get advice searching for synonyms in relation to story-line and letter-sound for further completion of your vocabulary collections.
3. Draft a story line and get advice.
4. Use the work-template to draft one or two key sentences for the chapters you chose as samples to start with. Make sure:
 - **the respective letter occurs as much as possible (further search for synonyms to maximize the repetition of the letter)**
 - **the finger points out what the sentence tells, while drawing the line of the letter around the shape of things in the image.**
5. Put the translation of the sentence(s) in the column beside and get advice.
6. Search for rhymes and make the sentence(s) a verse (you may need to search again for synonyms).
7. Shape the verse with 4 beats per line and mark the beats with underscores (i(you may need to search again for synonyms and rhymes).
8. Update the translation and get advice.
9. Connect the key verses of consecutive chapters by additional lines that support the understanding of the story and the flow of the narration.
(each additional line will undergo step 5 - 8 , by maximizing as far as possible the use of the respective letter)
10. Proofread minimum 5 times concentrating on one step after the other:
 - 1) Is the spelling correct?
 - 2) Is the punctuation correct?
 - 3) Is the respective letter colored everywhere ?
 - 4) Do the *setnces* stand out by highlighting the letter with colored background ?
 - 5) Are the 4 underscores per line placed at the very syllables of the beats?
11. Name the person who collects all improvement suggestions that occur during everyone's internships and who will discuss them with the advisor.
12. Name responsables for : 1) final proofreading (point 10); 2) final transfer into picture book, poster and decoding template; 3) decoding the story.

Writers and designers organize the findings of their research thematically along the abstract of the A-to-Z dynamic color line

Creative exercises for writers:

- Visualize always a screenplay
- Direct-speech versus narration.
- Action versus explanation.
- Adjectives: sensory perceptions versus opinions.
- Shortness as signals that densify the experience.
- Sound as ambiance broadening the sensation.

Inspirational exercises for writers:

- Scrolling through translations from other languages.
- Decoding and co-creating across languages.

Creative exercises for designers:

- Shapes reinforcing colors (e.g. blue cave, yellow rays)
- Shapes balancing colors (e.g. pointed blue crystals, round yellow petals)
- Eccentric versus concentric lines in facial expressions.
- Details as part of an entirety in color and shape
- Painting sounds
- Drawing noises

Inspirational exercises for designers:

- Draw one page an abstract of the color composition of several chapters :
 - gesture sequences (e.g. A = basement, B = envelope C = germ, D = confrontation)
 - color sequences (e.g. G = unconfirmed, H = encouraged, I = strong, J = momentum, K = solid)

- Put into the A-to-Z color abstract the guiding sentences of the story-line.
- Use this as pin wall to organize the findings of the cultural research: pin items into one or more suitable places as a variety of options.
- Chose from these options in order to bring the geographic and the thematic map together as an adventure story and cultural emblem in one.

Learning from the target groups

Use the material in different contexts

Don't be surprised, if you find yourself spontaneously sharing with your friends, family, acquaintances or at your work place, what you have learned that matters to you.

Enjoy sharing common interests with the people that are important to you. Arrange for a dinner or an afternoon together.

Or get inspirations at the permanent event calendar at ABCDirekt.eu, to make it a worthy moment.

The future of education is entrepreneurial.

Enjoy your entrepreneurial freedom to give such moments the shape and place that fits with you and those you share it with.

Meet people in at least 3 different contexts. The more diverse the better: people within your family, your neighbors or friends, an activity you offer in a public library or in the entrance of a supermarket, a nursery, primary or special school class, an after-school day care or an orphanage.

Adapt to the requirements of different situations, observe children's reactions and talk to the people afterwards, asking for their likes and dislikes and about further ideas and suggestions that may come to their mind.

This enables you contribute to the further development of what you received by reporting the essential points of your ABCDirekt experience to didactics at abcdirekt dot eu

Get ready for your qualification

- Download the activity form at the permanent event calendar and use one sheet per activity:
fill in the number of children and the names and emails of the participating adults, who confirm the activity with their feedback and signature.
- Ask someone to record this activity as a video with you mobile.
- Send the signed forms of all together at least 25 persons (including children) and the records as proof of your competences to didactics at abcdirekt dot eu
- Join a typed list of the participating adult's names and emails for the statistics of the EU, so they can justify having financed your training.
These data is dealt with under strict observation of the privacy policy in force and is used for no other purpose.
- If you like, join a profile to be attached at ABCDirekt.eu at your name and qualification (you can also join pictures or video links to your profile)

Stage III Exams

- The modules are open to everyone without prerequisites
- The duration of the training depends on the previously acquired experience
- Exams include demonstration lessons/presentations and online tests

Level 1

Coach for brain-based literacy

Preparation includes

- studying the neuro-didactic manual for sustainable acquisition of knowledge and skill-building
- best practice skill training for using the neuro-didactic literacy material effectively

This is possible

- either at the certified representative's in you country,
- or, if available, by EU-financed residential training at the international Abcdirekt Center in Germany,
- or by blended learning, using the online training videos and downloadable material.

The exam includes

- 2 online multiple choice tests on
 - the scientific knowledge transferred by the neuro-didactic manual
 - the didactic know how transferred in the courses, the didactic videos, the ABCDirekt curriculum and the ABCDirekt picture book.
- demonstration lesson on introducing a new letter to children and ensuring the ability to read it and to write it.

Consultant for brain-based Education

Preparation includes

- step 1: studying the neuro-didactic manual for sustainable acquisition of knowledge and skill-building
- step 2: written report about respective experiences
- step 3: introducing others to topics of the neuro-didactic manual

The exam includes

- multiple choice tests on the scientific knowledge transferred by the neuro-didactic manual
- demonstration lesson on introducing adults to at least 3 topics of the neuro-didactic manual

Developer of brain-based educational material

Preparation includes

- scientific knowledge about the impact of different sounds, colors and shapes
- exploring impacts of different sounds, colors and shapes

This is possible through

- EU-financed residential training at the international Abcdirekt Center in Germany,
- blended learning with individual guidance by a personal tutor, using online available material

The exam includes

- completion of a piece of art as neuro-didactic educational material
- a lecture about the applied didactic and scientific aspects

Level 2

Becoming instructor of the above qualifications includes

- acquisition of the respective qualification at level I
- full-time teaching experience of at least 3 years
- internship as instructor accompanied by a personal tutor