

# Learning Outpost #1

**Title:** Three Rules of the Jungle  
**Topic:** Three Brain Rules by John Medina  
**Activity:** Slide Show

## **Instructions:**

**Facilitator:** Before beginning the activity, read the following paragraph aloud to the group –

*The villagers that live near this jungle outpost have put together a little entertainment for you in the form of a slide show. Please sit back, relax, and enjoy the show. When it's over, you will be discussing the content. Some of it will apply to instruction; some of it won't. There is no test on the content, so you can just watch, without taking notes, if you wish. If you want to reread a previous slide, let your facilitator know. Enjoy the slide show!*

**Facilitator:** When everyone is settled and quiet, use the clicker to advance the slides. Remind group members that they can ask you to go back to the previous slide if they didn't have time to finish reading it.

**Facilitator and Group:** After the ten-minute slide show, discuss the questions below. Make sure everyone has a chance to participate. You can also include discussion questions of your own. **Facilitator, be ready to report to the entire class a short summary of your group's discussion after all the outpost activities are over.**

## **Discussion Questions:**

1. What piece of information did you consider the most valuable for you as a trainer?
2. What are some implications *for learners* from this content (not just for trainers)?
3. What kind of changes to traditional training might be helpful *to learners*, if the trainer used some these concepts?
4. What did you notice about the slides and are there any changes you might make to your own slide sets as a result of this presentation?

**Individuals:** In your Field Notes, write a short summary of what you've learned from Outpost #1.

## Learning Outpost #2

**Title: Mapping the Jungle**

**Topic: General Brain Functions**

**Activity: Coloring and Labeling a Brain Map**

### **Instructions:**

**Facilitator:** Read the following paragraph aloud to the group before beginning the activity –

*The primary purpose of any ecosystem is to survive and grow. Growth, for the human brain, means to learn. Every part of the brain is involved in learning. From the parts that process sensory information (sight, sound, smell, taste, touch, movement, etc.) to the parts that think, feel, respond, and remember, the whole brain is always actively learning, whether we consciously know it or not. See how the brain distributes learning throughout its physical environment, and how you, as a trainer, can activate these general functions in your learners' brains.*

**Individuals:** Take one blank brain map and one crayon box (these are souvenirs to keep). Share a “Mapping the Jungle” key with a person sitting next to you. Using the key as a guide, color in your own brain map areas and label them with the appropriate brain function information. You can summarize the information in your own words and use any colors of your choice.

**Group:** Brainstorming together, discuss examples of instructional strategies and learning activities that would activate these general functions in your learners' brains. Write these examples on your brain map, as well. One example might be to use graphics to illustrate a concept – this would activate the occipital lobe. Another example might be to take notes – this would activate the frontal and parietal lobes.

If you have time, discuss the following questions.

### **Discussion Questions:**

1. What are some implications for you as a trainer when you look at this brain function map?
2. What are some implications for learning, in general?
3. How might you use a mapping activity like this with the topics you teach?

**Individuals:** In your Field Notes, write a short summary of what you've learned from Outpost #2.

# Learning Outpost #3

**Title: The Jungle Floor**

**Topic: The Six Trumps Revisited**

**Activity: Card Sorting Game**

## Instructions:

**Facilitator:** Read the following paragraph aloud to the group before beginning the activity –

*The earth of the jungle floor contains many nutrients that support the growth of the plants and trees throughout the ecosystem. In the same fashion, the six learning principles (“six trumps”) support the brain’s ability to learn, whether in formal learning environments such as classrooms and workspaces or informal environments such as homes and other gathering places. Learning about the six trumps is easy; **applying** the principles is challenging. This game will help you **apply** the “six trumps” to your own instruction.*

**Group:** Open the game envelope. The game instructions, statement cards, and answer keys are all in the envelope. Collaborate while playing the game, and then discuss the questions on the instruction sheet. When done, mix up the cards and put all pieces back in the envelope for the next group.

**Individuals:** In your Field Notes, write a short summary of what you’ve learned from Outpost #3.

If you’ve finished the game, group discussion, and Field Notes, and still have outpost time left, read the article about the six trumps that is on the table. Please leave the articles on the table for the next group.



## Learning Outpost #4

**Title: Exploring the Jungle**

**Topic: The Brain, Memory, and Learning**

**Activity: Creating Visual Displays and Teach-Backs**

### **Instructions:**

**Facilitator:** Read the following two paragraphs aloud to your group before doing the rest of the activity –

*Your safari group members are about to become expert guides on one small area of the jungle. Together you will do the research about this area and then, later in the day, you will teach the other safari groups what you have learned. They will not have done the same research so they won't know what you know until you teach them.*

*At this outpost, your group will study one small topic of brain research. You will also create a short group presentation summarizing the research. Your presentation needs to include one or more of the following: a visual aid, sculpture, metaphor, analogy, story, or demonstration that represents the summary you present. After the outpost activities are over, your group will present your summary to the whole class.*

**Group:** Read all the envelope titles and choose one topic (one envelope) that your group is interested in exploring. Set the other envelopes aside for the other groups. Open the topic envelope and distribute the information cards among members (there may not be enough cards to go around – some group members may have to share a card). Take turns reading the cards verbally and IN ORDER to your group, beginning with Card #1.

Create your summary presentation. You can use any materials in the room, including craft items or chart paper. You will have to decide who says what during your summary presentation (you will NOT be reading the information cards to the class – the summary is in your group's own words). If you create a 3-D representation of the topic, put it on the side table for later.

**Individuals:** In your Field Notes, write a short summary of what you've learned from Outpost #4.

**Facilitator:** Put the information cards in the envelope and give the envelope to Sharon so other groups don't pick the same topic.

## Learning Outpost #5

**Title:** The 3-D Jungle

**Topic:** The Physical Brain

**Activity:** Dissecting a Model of the Brain

### Instructions:

**Facilitator:** Read the following paragraph aloud to your group before doing the rest of the activity –

*You are anthropologists exploring the jungle and you have uncovered a burial ground of human remains. Respectfully, each of you takes a human skull to examine. Using your anthropologist's guide, you begin to dissect the skull in order to better understand the nature of the jungle and its inhabitants.*

**Individuals:** Take one skull and one Anthropologist's Guide (you may have to share a skull and guide). You can work by yourself or with a partner. Begin to take apart the skull and separate the lobes, all the while stating aloud what each lobe is called and its general function. Follow the Anthropologist's Guide for the vocabulary. It's important to state the lobe name and function aloud; you will remember the information longer when you do this.

After taking apart the skull and lobes, see if you can put it all back together, again stating aloud the names of the parts and their respective functions. If put back together correctly, the two skull pieces should fit tightly together, with the brain lobes tucked inside.

In your Field Notes, write a short summary of what you've learned from Outpost #5.

**Group:** If time allows, create a simple acronym, poem, jingle, or any other kind of memory aid to help you remember the names and functions of the four lobes. Write the memory aid in BIG print on bark (a chart paper) and post on a tree (wall) for other explorers to discover.

**Facilitator:** Make sure all skulls are rebuilt, all guides are put back on table, and all materials are ready for the next group.

