

Title of the training: MOROCCAN BRAIN AWARENESS WEEK

TRAINING SEQUENCE #1

SCHOOL: MONTESSORIE SCHOOL GROUP

Target population:	Sixth and ninth graders
Number of participants:	20 Girls and boys
Venue of the presentation:	Lesson class / science lab
Final objective of the training:	Study the brain closely and know its structures

Terms	Workshop-1	Workshop-2	Workshop-3
Educational objective	Realize a real observation of a brain and know its structures	Know the stages of conservation and dissection of the brain	Manufacture of sagittal sections of the brain and transverse sections of the brain in paper
Duration	60 mins	60 mins	60 mins
Method	Workshop and Q&A	Global Presentation	Workshop and realization
Unrolled	In groups, observe the dissections of the brain through the microscope, specify the parts of the brain, and consult with the classmates on the various questions asked.	Elucidate for the participants the different steps that the scientist pursues to preserve a brain, how to dissect it and the steps to follow for scientific research by observation of the parts of the brain	By group, build a brain prototype by assembling several dispatched parts.
Supports and tools	Microscopes, slides, animal brain, dissection tools, worksheets	Microscopes, slides, animal brain, dissection tools, worksheets	Index cards, scissors, tape, work cards
Assessment methods	Successfully use the microscope and slides, produce a figure of the brain on the worksheets	List the steps of conservation and dissection	Gather the sections of the brain by gluing them alone or in groups, Build the final diagram
Remarks	Promote interactions between group members, ensure the proper functioning of scientific tools	Ensure understanding of the different steps and encourage participants to ask questions	Promote interactions between group members, Ensure the proper functioning of scientific tools

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TRAINING SEQUENCE #2

School: MONTE-CLERE school group

Target population:	Primary and secondary school students
Number of participants:	20 students, girls and boys
Place of presentation:	Study class, laboratory
Final objective of the training:	Show and specify the external structures of the brain and differentiate between neurons

Terms	Workshop-1	Workshop-2	Workshop-3
Educational objective	Realize a real observation of a brain and know its structures	Know the stages of conservation and dissection of the brain	Manufacture of sagittal sections of the brain and transverse sections of the brain in paper
Duration	60 mins	60 mins	60 mins
Method	Workshop and Q&A	Global Presentation	Workshop and realization
Unrolled	In groups, observe the dissections of the brain through the microscope, specify the parts of the brain, and consult with the classmates on the various questions asked.	Elucidate for the participants the different steps that the scientist pursues to preserve a brain, how to dissect it and the steps to follow for scientific research by observation of the parts of the brain	By group, build a brain prototype by assembling several dispatched parts.
Supports and tools	Microscopes, slides, animal brain, dissection tools, worksheets	Microscopes, slides, animal brain, dissection tools, worksheets	Index cards, scissors, tape, work cards
Assessment methods	Successfully use the microscope and slides, produce a figure of the brain on the worksheets	List the steps of conservation and dissection	Gather the sections of the brain by gluing them alone or in groups, build the final diagram
Remarks	Promote interactions between group members, ensure the proper functioning of scientific tools	Ensure understanding of the different steps and encourage participants to ask questions	Promote interactions between group members, ensure the proper functioning of scientific tools

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TRAINING SEQUENCE #3

High school: Mohammed CHRAIBI

Target population:	High school students
Number of participants:	20 students, girls and boys
Place of presentation:	Study class, laboratory
Final objective of the training:	linking emotions and memories to brain structures

Terms	Workshop-1	Workshop-2	Workshop-3	Workshop-4
Educational objective	Understand how human memory works	Know the influences of digital addiction on the brain	Create a paper brain	Produce a theatrical play
Duration	45 mins	45 mins	45 mins	45 mins
Method	General presentation	General presentation	Workshop	Workshop
Unrolled	All participants follow the presentation and ask questions as they go to understand the relationship of memory with the brain and its proper functioning.	From the experiences told by the students, build the content of the presentation to involve the participants in the discovery of the influences of digital addictions on their brain.	By group, try to gather the constituent elements of a paper brain based on the descriptions already made during the presentations.	In groups, try to express yourself through body and words through a theatrical scene created on site.
Supports and tools	Data-show, markers,	Data-show, markers, images and presentations on the board	Microscopes, slides, animal brain, dissection tools, worksheets	Participants and on-site support
Assessment methods	Answer the Quiz presented at the end of the presentation	Answer the Quiz at the end of the presentation	Successfully use the microscope and slides, produce a figure of the brain on the worksheets	Successfully use the microscope and slides, produce a figure of the brain on the worksheets
Remarks	Facilitate the discussion on participants' requests for understanding	Foster interactions and discussions, motivating participants to talk about their own experiences	Promote interactions between group members, ensure the proper functioning of scientific tools	Promote interactions between group members, ensure the proper functioning of scientific tools

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TRAINING SEQUENCE #4

University: National School of Applied Sciences

Target population:	Mechatronics club
Number of participants:	Girls and boys
Venue of the presentation:	Amphitheater
Final objective of the training:	Understand the interrelationships between mental illnesses and the brain

Terms	Workshop-1	Workshop-2	Workshop-3
Educational objective	Situating mental illnesses in studies and training	Understanding dyslexia around us	Understand the relationship between creativity and healthy brain function
Duration	60 mins	60 mins	60 mins
Method	General presentation	General presentation	General presentation
Unrolled	All participants follow the presentation and ask questions as they go to understand the relationship of mental illnesses with the brain and its proper functioning.	Build a new representation on dyslexia as a mental illness that may not affect daily life through a better understanding, especially for the family circle.	Link the functioning of the brain by a better use of the functionalities and the rhythm of life by discussion on the habits of life and the requirements of the daily life.
Supports and tools	Data-show, markers, table	Data-show, markers, images and presentations on the board	Data-show, worksheets
Assessment methods	Answer the Quiz presented at the end of the presentation	Answer the Quiz at the end of the presentation	Interactions with the facilitator, discussion and debates.
Remarks	Encourage participants to report their experiences and difficulties with studies and preparations.	Foster interactions and discussions, motivating participants to talk about their own experiences	Based the animation on the participants' positive interactions and daily experiences.

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TRAINING SEQUENCE #5

AMVIM : MOROCCAN ASSOCIATION FOR BETTER LIFE

Target population:	Disabled people in the association
Number of participants:	Girls and boys
Location of the presentation:	Course classes
Final objective of the training:	Improve motor skills through play

Terms	Workshop-1	Workshop-2	Workshop-3
Educational objective	Do a manual activity	Manually crafting a new item	Liven up the group with music
Duration	60 mins	60 mins	60 mins
Method	Individual or group workshop	Manufacturing workshop	Animation work
Unrolled	Ensure the use of the objects on the table to build a brain with filaments	Realize brain figures with the help of the facilitators using the elements presented and successfully involve the participants.	Make an animation by music for the participants and use the images of the brain to involve them in the dances and the work
Supports and tools	Cards, scissors, tape, filaments	Scissors, markers, pictures, collage tools	Music, inflatable balloons, stickers
Assessment methods	Realize in the atmosphere	Making a brain figure by own hands	Interactions with the facilitator, fun and joy
Remarks	Encourage participants to operate and use the elements presented on the table with help and support	Encourage individual work, motivate participants and ensure concentration	Animation based on joy, pleasure and sharing