

Paddles & Pedagogy

Dec. 28, 2018 – Jan. 6, 2019



Educator Workbook/Journal

Name: _____

coast
mountain
college



Session One – Dec. 30th – What is Experiential Place-Based Learning

3-2-1 Bridge - When it comes to Experiential Place-Based Learning (EPBL), what are: **3** words/things that come to mind that you associate with EPBL?

1.

2.

3.

2 things you wonder about EPBL?

1.

2.

1 thing you know to be true about EPBL?

1.

3-2-1 Bridge – is a way to ‘prime the pump’ and get students thinking, to pre-assess where they are at, to post-assess what they say about what they learned and to make thinking visible. How could you use this tool?



Though no formal learning has occurred yet, the learning has begun. What has happened thus far on the trip and what does it have to do with learning?

Rodeo Rounds – When you divide the group in two and have one half stand (or sit) in a circle facing out and the other half finding a partner for a brief discussion. Then you rotate one of the circles to provide a new discussion partner. How could you use this tool?



Chair Activity – having a few chairs in the middle of a circle and giving the instructions that for a minute we are going to see how many different ways we can shape the classroom – you can step in and shape the classroom as many times as you like or you don't have to. No talking or reacting during the activity. Debrief: What shape intrigued you and why? What shape concerned you and why? What shape do you prefer in a classroom? How can we shape our classroom accordingly? I would use this by...



Social Contract – There are many ways to form a social contract, which is essentially a set of classroom ‘rules’ or expectations for behaviour that the class itself creates and agrees to in some way. Ours was formed by asking ‘what will make this the best learning experience ever?’ and agreed upon by signature. There is also the 5 finger contract (<http://www.ultimatecampresource.com/site/camp-activity/five-finger-contract-challenge-by-choice-.html>) and full value contract, meaning how to get the full value form an experience (<https://www.outdoored.com/documents/guide-full-value-contract>). How could you use a social contract?



Burning Question – How might you use ‘burning question’ (asking students to identify their burning questions? We used it as a ‘primer’ or pre-assessment with sticky notes so others could see what each person was thinking.



Significant Learning – what stands out as a significant learning from school for you? What made it significant?

Hermit Crab Lessons – Rubrics

Please rank each criteria on a scale of 1-5, 5 being the top of the scale.

Lesson One

Criteria	Lesson 1	Lesson 2
I enjoyed this lesson.		
I wish this lesson was an hour longer, there is more to learn.		
I was engaged in the learning.		
I'm surprised by how interested I am in hermit crabs.		
If I was to take a test on hermit crabs, I would be able to recall all 8 facts shared in this lesson.		
Total:		

Lesson Two

Please rank each criteria on a scale of 1-5, 5 being the top of the scale.

Criteria	Lesson 1	Lesson 2
I enjoyed this lesson.		
I wish this lesson was an hour longer, there is more to learn.		
I was engaged in the learning.		
I'm surprised by how interested I am in hermit crabs.		
If I was to take a test on hermit crabs, I would be able to recall all 8 facts shared in this lesson.		
Total:		

Defining Force & Function

Force:

Function:

Categories – categories activity – where you are read 20 words and have to categorize them on an index card – how could you use this?



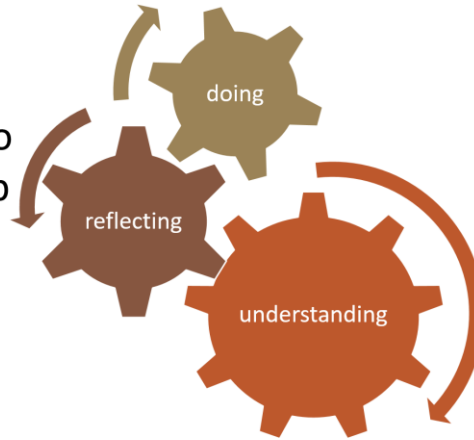
Metaphors – This picture is like _____ because ... How could you use this activity?



Experiential Place Based Learning

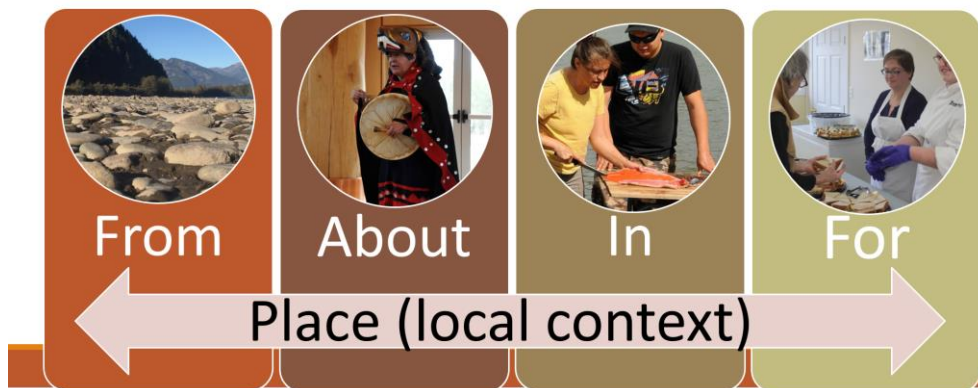
Experiential learning means engaging “with learners in direct experience and focused reflection in order to increase knowledge, develop skills, clarify values, and develop people's capacity to contribute to their communities”.

(Source: <http://www.aee.org/what-is-ee>)



What does this mean in your words?

Place-based means connecting the classroom to learning from, about, in and for the local environment, culture, history, economy and politics. Learning...



What does this mean in your words?

Case Studies

Your first group of 4 need to work together to become 'experts' on your case study – read it (silently alone or out loud together) and extract what about it is part of the experiential place-based landscape.

In your next group you'll share your case study and what about it is on the landscape. Your other members will share their case study and what about it is on the landscape.

Fill in this chart:

Case Study Overview	Experiential Education Elements
1.	
2.	
3.	

Experiential Place-Based Learning Continued

Given our conversations about the case studies, what is on the experiential place-based landscape?

Questions to ask yourself to see how well you're on the landscape: Are students passive or active (head, heart, hands)? How are students 'handling' the learning? How does the real world connect to the learning? Where is there space for risk, unknown outcomes, adventure? How are the students directing their learning? With choice? Inquiry? Remember, it's not a yes/no, but a how well – so you may do some of this. Could you do more?

Think/Pair/Share – This means when you have a question for students, you give them a moment to individually jot down some ideas, then share with a partner and then bring key points/questions to the larger group for discussion. This gives each student time to articulate some thoughts, practice articulating them and space to do so with a partner then you've set the stage for large group discussion. How could you use this tool?



Jigsaw – To cover content, 'jigsaw' it – meaning break it into chunks and create groups of students where each group is responsible to become experts on that content and then the next round of groups has someone from each group to share their 'expertise' so that each student knows something deeply and learns the other pieces without it being instructor heavy/dependent. How could you use this?



Session Two – Dec. 31 – How to do Experiential Place-Based Learning

Mapping Diversity – having students stand in places for different reasons (born, laughed, ancestors, etc) to create a map and ‘place’ ourselves – how could you use this?



Learning in Place (FIFA – For, In, From, About)

Learning **For** Place (doing some good in the place you are learning while you are learning). I’ve learned for place when I....

Learning **In** Place (a classroom that extends beyond the four walls). I’ve learned in place when I....

Learning **From** Place (the place you’re in teaches you something). I’ve learned from place when I...

Learning **About** Place (your content connects to your place). I’ve learned about place when I....

Place based scan – where are your courses at and what could you do to incorporate more place?

Course/ Section	For	In	From	About
	Contributing to place while learning (meeting a need)	Getting outside of the classroom and into community	Relying on place as teacher	Content from place – curriculum is connected to local
	I do I could do	I do I could do	I do I could do	I do I could do
	I do I could do	I do I could do	I do I could do	I do I could do
	I do I could do	I do I could do	I do I could do	I do I could do

More notes on incorporating place....

Indigenization

When we talk about the power of place, we are, in part, talking about the power of Indigenous culture, community and language. What does that even mean?

Definitions of Indigenization for Jigsaw

1. Indigenization of the Curriculum means “Changing the system so that ‘public post-secondary education system is relevant, responsive, respectful and receptive to Aboriginal learners and communities’” (Ministry of Advanced Education, 2013, 7 in LaFever, 2016 ‘Switching from Bloom to the Medicine Wheel’, 1)

Notes:

2. “to make the academy both responsive and responsible to the Indigenous peoples’ goals of self-determination and well-being” (University of the Fraser Valley, 2007, 10 in LaFever, 2016, 1)

Notes:

3. “Transformation of the existing academy by including Indigenous knowledges, voices, critiques, scholars, students and materials as well as the establishment of physical and epistemic spaces that facilitate the ethical stewardship of a plurality of Indigenous knowledges and practices so thoroughly as to constitute an essential element of the university. (Indigenous Advisory Circle, University of Regina)

Notes:

Quote Walk – placing quotes along a path (on trees, in a hallway, etc) that are relevant to the discussion/learning at hand – how could you use this?



What is education for? Your answer?

Mine: the growth of confident, competent, loving and lovable people

Why Experiential Place-Based Learning? EARTH

Encounter –

Authentic –

Relevant –

Transformative –

Happiness –

Acronyms – creating acronyms to capture key points to make it memorable for students – how could you use this?



Ticket out the Door – provoking reflection and getting insight into your student's thinking and questions by having 'a ticket out the door' – something they have to give you to leave – how could you use this?



Session Three – Jan. 1 (Happy New Year!!!) – Learning Outcomes

When is a time you can remember leaving a ‘safe harbor’? Could be a career change, a move, a new relationship, taking a leadership position, sticking your neck out for something you believed in. What was it like? What was good and what was hard about leaving the safe harbor?

Paradigm Shifts

Paradigm	Round 1 – What’s the Big Idea?	Round 2 – What’s the Big Deal?
The Instruction Paradigm – from teaching content to teaching people		
The Seat Time Paradigm – from learning only happening in fixed places and times to less is more – more time for exploring, constructing, etc		
The Teacher as Expert Paradigm – from teacher at center of expertise and process to learning alongside		
The Primacy of Content Paradigm – from content as king and experiential as add on (if at all) to integration with experience before label (do, watch, listen)		

Which of the paradigms and principles is most challenging for you? Why?

Which is least challenging? Why?

What are you going to do about each big idea in your own practice (I already do this, do more in this way...; ignore; try this in this way....)

#Hashtag – provoking reflection and capturing what comes to the surface about student learning through hashtags – how could you use this?



Blooms Taxonomy and Learning Outcomes

Well-designed learning outcomes shape the whole direction of a course – what will be taught, how and how assessed. So what makes for a good learning outcome?

-
-
-
-

Affective Domain: Feeling · Attitudes



Definitions:

Selectively attends to stimuli.	Responds to stimuli.	Attaches value or worth to something.	Conceptualizes the value and resolves conflict between it and other values.	Integrates the value into a value system that controls behaviour.
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Sample Affective Verbs:

<ul style="list-style-type: none"> · accept · acknowledge · be aware · listen · notice · pay attention · tolerate 	<ul style="list-style-type: none"> · agree to · answer freely · assist · care for · communicate · comply · conform · consent · contribute · cooperate · follow · obey · participate willingly · read voluntarily · respond · visit · volunteer 	<ul style="list-style-type: none"> · adopt · assume responsibility · behave according to · choose · commit · desire · exhibit loyalty · express · initiate · prefer · seek · show concern · show continual desire to · use resources to 	<ul style="list-style-type: none"> · adapt · adjust · arrange · balance · classify · conceptualize · formulate · group · organize · rank · theorize 	<ul style="list-style-type: none"> · act upon · advocate · defend · exemplify · influence · justify behaviour · maintain · serve · support
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Cognitive Domain: Thinking · Knowledge



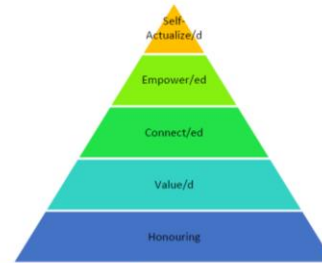
Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
<i>Definitions:</i>					
Remembering previously learned material	Grasping the meaning of material (lowest level of understanding).	Using knowledge in new and concrete situations (higher levels of understanding)	Understanding both the content and structure of material.	Judging the value of material for a given purpose.	Synthesizing and creating new structures from existing knowledge and skills.
<i>Sample Cognitive Verbs:</i>					
<ul style="list-style-type: none"> · define · identify · label · list · name · recall · state 	<ul style="list-style-type: none"> · describe · discuss · explain · locate · paraphrase · give an example of · translate 	<ul style="list-style-type: none"> · apply · carry out · demonstrate · illustrate · prepare · solve · use 	<ul style="list-style-type: none"> · analyze · categorize · compare · differentiate · discriminate · outline 	<ul style="list-style-type: none"> · assess · conclude · evaluate · interpret · justify · select · support 	<ul style="list-style-type: none"> · combine · construct · design · develop · generate · plan · propose
Lower Order Thinking Skills			Higher Order Thinking Skills		

Psychomotor Domain: Doing · Skills



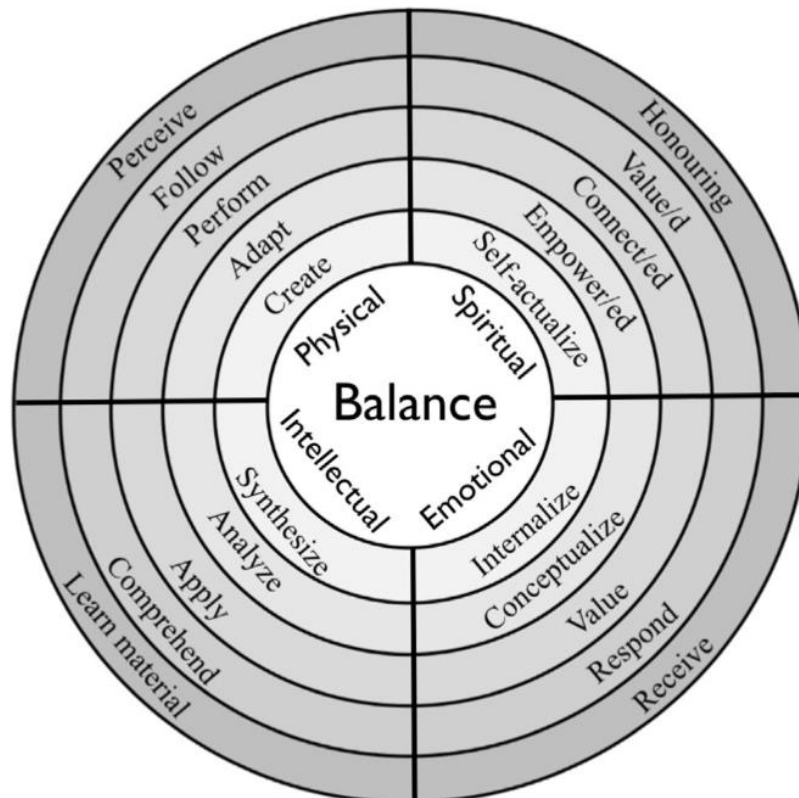
Perception	Set	Guided Response	Mechanism	Complete Overt Response	Adaptation	Organization
<i>Definitions:</i>						
Senses cues that guide motor activity	Is mentally, emotionally, and psychically ready to act.	Imitates and practices skills, often in discrete steps.	Imitates and practices skills, often in discrete steps.	Performs automatically.	Adapts skills set to meet a problem situation.	Creates new patterns for specific situations.
<i>Sample Psychomotor Verbs:</i>						
<ul style="list-style-type: none"> · detect · hear · listen · observe · perceive · recognize · recognize · see · sense · smell · taste · view · watch 	<ul style="list-style-type: none"> · achieve a posture · assume a body stance · establish a body position · place hands, arms, · position the body · sit · stand · station 	<ul style="list-style-type: none"> · copy · duplicate · imitate · manipulate with guidance · operate under supervision · practice · repeat · try 	<ul style="list-style-type: none"> · complete with confidence · conduct · demonstrate · execute · improve efficiency · increase speed · make · pace · produce · show dexterity 	<ul style="list-style-type: none"> · act habitually · advance with assurance · control · direct · excel · guide · maintain efficiency · manage · master · organize · perfect · perform automatically · proceed 	<ul style="list-style-type: none"> · adapts · reorganizes · alters · revises · changes 	<ul style="list-style-type: none"> · designs · originates · combines · composes · constructs

Ontological Domain: Becoming – Being – Relating



Honouring	Attention to Relationships	Sense of Belonging	Empower/ed	Self-Actualize/d
Definitions				
Being present & aware, open to self and others with lack of judgement	Thinking beyond self; interdependence; building trust	Explore interests and connect to wider community to contribute	Feeling in control; able to make a difference; create collective social action, recognizing competence	Becoming what you were meant to be in relation to community
Sample Ontological Verbs				
<ul style="list-style-type: none"> • Consider • Meditate on • Be aware • Seek • Allow • Open • Listen • Observe 	<ul style="list-style-type: none"> • Empathize • Honour • Acknowledge • Balance • Exemplify • Serve • Recognize • Respect 	<ul style="list-style-type: none"> • Consult • Work with • Bond • Support • Relate to • Care for • Cooperate • Participate • Provide • Develop • Build 	<ul style="list-style-type: none"> • Express • Gain • Speak out about • Advocate • Act upon • Defend • Influence • Engage in • Re-imagine • Prepare • Maintain 	<ul style="list-style-type: none"> • Become • Self-define • Use resources • Create • Remain • Possess • Sustain • Dream • Envision • Guide

Source: La Fever, 2016, 10



Workspace for Learning Outcomes – Work on new learning outcomes here.

Cognitive Outcomes...

Psycho-motor Outcomes...

Workspace for Learning Outcomes – Work on new learning outcomes here.

Affective Outcomes...

Ontological Outcomes...

Session Four – Jan. 2 – Facilitation and Principles

Silent Walk – providing time and space to focus attention on a few key things in silence – how could you use this?



Find Your Rock – having a selection of similar looking objects – each person selects one, studies it and then gives it back – you mix them up and ask them to retrieve their object – useful for making a point about observation or having eyes to see and relate to your discipline – how could you use this?



Comfort Zone Activity – have three concentric circles on the ground (with rope, drawn, chalk, painters tape) and explain the three zones – comfort, challenge/growth, panic – then have examples of different activities and ask people to place themselves accordingly – ask for what we observe – how we all have different things we are comfortable with – how could you use this?



Facilitation Skills

Eyes to See – ability to read what is in front of you. How do you do this? How could you do more of this?

Tone Setting – creating a hospitable learning space. How do you do this? How could you do more of this?

Differentiation – providing different means for students to learn and represent their learning. How do you do this? How could you do more of this?

Tuckman's Stages of Group Formation

Forming –

Storming –

Norming –

Performing –

Transforming/Adjourning –

Ordering/Organizing – giving students steps or stages in pieces and having them physically arrange themselves in the correct order – because it takes actually understanding the stages to get it in the correct order (rather than just listening to steps or stages) – how could you use this?



Principles of Experiential Design

Remember to FECC it (framing, empathy, chunking, chewing)!!!

- Making the invisible, visible: the art of **framing** – how you set up the experience with your students as a learning endeavour – making the why clear
- Theirs to ours to theirs: the art of **empathy**: to start in their world, consider relevance, invite them in, honor their previous learning (and have empathy as to what it feels like) – our world means being collaborative – is their room for their voice and choice? – back to theirs means paying attention to application and transfer.
- **Chunking**: the art of beginnings and endings: arranging learning in a meaningful way that draws on previous experience and info – structure, patterns
- The gum and the **chewing**: the art of ownership: how can students actively work with and reflect on learning

Where has this learning adventure upheld each of these principles thus far?

Framing –

Empathy –

Chunking –

Chewing –

Reflection Questions on the Principles

Framing

1. What are my key learning outcomes? What would I like my students to remember 3-4 years after a course or experience?
2. What prior knowledge do my students have on this subject?
3. What pre-exposure to the content or subject will peak their curiosity?
4. How can I make the relevance of this clear and overt but simultaneously intriguing and exploratory?
5. Where are there opportunities for students to be placed into 'strange lands' states of minds?

Reflection Questions on the Principles

Empathy

1. How well do I know my students – their background, interests, and previous experience? How can I capture that information as early as possible in order to help design educative experiences (theirs)?

2. What can we do together, as part of this course, activity or experience? Where might there be opportunities for me, as the instructor, to learn alongside my students (ours)?

3. Where will students go after this course or experience? How can I design opportunities for them to explicitly make connections to other experiences, content, or future applications (theirs)?

Reflection Questions on the Principles

Chunking

1. Are there natural 'beginnings and endings' that I can see in my course or experience that I can chunk?
2. How can I conceptually organize or label these chunks in ways that help students make patterns and meaning?
3. What are the ways I can make these beginnings and endings in my course design overt to my students?

Reflection Questions on the Principles

Chewing

1. Use backward design to determine what enduring understandings, significant learning, and outcomes are the most important in the course or unit.
2. Go 'big' by choosing one experiential project or activity that forms the backbone of the entire semester (rather than discrete and disconnected experiential activities crammed into your existing course content). What could you do?
3. Go 'small' by trying one, smaller experiential project, unit or activity in your semester as a kind of pilot test. What could you do?
4. Purposefully design in 'flex days' that allow you to be flexible to the needs of the experiential process, whether that means more time for reflection or more time for group process and organization.
5. Ask yourself – how can I make the chewing more significant, more intentional, more powerful in this class, course or unit?

Linking Learning Outcomes to Delivery

If this is your learning outcome...	Then you should do this to help students learn it...

Incorporating the 4 Pillars of Experiential Place Based Learning

Active Learning...

Problem/Project Based Learning...

Community Based Learning...

Integrative Learning...

Session Five – Jan. 2 - Assessment

Creating Groups – rather than just always counting off for groups or letting students choose their own groups, it's an opportunity to help them get to know one another – earlier we used lining up according to your birthday – month and day and this time according to eye colour – which has the bonus of getting to you look one another carefully in the eye – and then counting off from there – this is to mix up group and use getting into groups as a get to know you activity - how could you use this?



Assessment is the ongoing process of:

- Establishing clear, measurable expected outcomes of student learning.
- Systematically gathering, analyzing, and interpreting evidence to determine how well student learning matches expected targets.
- Communicating the results.
- Students and teachers using the resulting information to understand and improve learning.

Anything of note in that description?

FORMATIVE VS SUMMATIVE

Formative: The goal of formative assessment is to gather feedback that can be used by the teacher or the students to guide improvements in the ongoing learning and teaching context.

Assessment-for-learning

SUMMATIVE: The goal of summative assessment is to measure the level of success or proficiency that has been obtained, generally at the end of an instructional unit or point, measured against a pre-determined reference point. It's the point where you "draw a line in the sand" and measure progress or achievement. It generally has some degree of weightiness or significance imposed on it by one or more of the stakeholders, such as a grade on a report card, a ranking with implications, a diagnosis, or an audience.

Assessment-of-learning

FORMATIVE SUMMATIVE



WHEN THE CHEF
TASTES THE SOUP



WHEN THE GUESTS
TASTE THE SOUP

Voting – having cards to have students vote – choosing between two options – as in two terms they need to get comfortable with, yes or no answers, etc – a way to physically engage them in reflection and let you see where they are in grasping concepts - how could you use this?



Why Assess?

- To compare (during & after) performance to the goals of the instruction.
- To assess effectiveness of teaching methods.
- To check a learner's background knowledge, strengths & weaknesses
- To determine learner satisfaction.
- To develop self-regulation and ownership in learners.
- Assessment-as-learning – the assessment tasks itself leads to learning
- Have something to provide feedback on for improvement to students.
- Motivation (i.e. reward or currency for work done)
- Streaming, sorting, and gate-keeping.
- Generate marks and data for reporting.
- Performance indicator for institution, province, or other stakeholders.
- To assign value to a task.
- Accountability as an instructor

Consider 5 ways you assess. Which of these 'whys' do your assessments match?

Linking Learning Outcomes to Delivery

If this is your learning outcome...	Then you can see how they are doing by doing this assessment (formative) en route	And you can see if they have accomplished the learning outcome with this summative assessment at the end

More space for assessment ideas

Formative Ideas	Summative Ideas

Session Six – Jan. 3 – Sharing

Imagine you're responsible for creating a headline about the trip – how does your read? Provide 2-3 headlines to capture our learning adventure.

Headlines – have students write headlines for a story on their learning as a way to make their learning/thinking apparent and to serve as a tool of reflection - how could you use this?



Sharing with CAT (Collaborative Administrative Team)

What are some key things that need to be shared with our CAT team?

How should we share these key things with our CAT team?

Sharing with your Cluster (or Staff)

Consider when, how long, what outcomes, content & delivery, assessment?
What does cluster/staff need to know about experiential place-based learning?

Learning outcomes:

- 1.
- 2.
- 3.

Delivery & Content

Assessment

Session Seven – Jan. 4 – Reflecting

3-2-1 Bridge - When it comes to Experiential Place-Based Learning (EPBL), what are: **3** words/things that come to mind that you associate with EPBL?

1.

2.

3.

2 things you wonder about EPBL?

1.

2.

1 thing you know to be true about EPBL?

1.

Flip back to page 1 in your journal and see how these answers compare to your answers on Day One.

Further Reflections

1. When you think back on this trip 5 years from now, what will you remember?
2. What learning has had the most influence on you? Look back through this journal/workbook to review your thoughts.
3. What is one thing you could see in the next 6 months doing to keep growing?
4. What do you want to learn next?

Give a Little, Get a Lot – in this exercise, everyone has a bottle of juice with a center jug that is empty – take turns sharing what you brought to the group – and add a bit of your juice to the jug just as you contributed something of yourself to this group – then distribute the mix back into individual juice bottles to represent how we gave a little and got a lot and how we are changed because of this experience - how could you use this?



Appreciation notes – having a group anonymously (or not) write notes of appreciation to one another – works often as an ‘adjourning’ activity to provide an avenue of gratitude prompting in each person, as well as a treasure of words to look back on - how could you use this?



Day One Cont. – What is Experiential Place Based Learning?

3. What has happened outside of our class time that has been meaningful to your learning? Why was it meaningful?

4. What are you noticing about experiential place based learning based on your lived experience of this learning adventure?

Day One – Open for doodling, sketching, random thoughts & reflections

Day Two – Why do Experiential Place Based Learning

1. Do you think increasing Experiential Place Based Learning in your courses is worthwhile? Why or why not?

2. A big part of today (and this trip) is the meta process – being immersed in the experience of learning and then stepping out and ‘thinking about thinking’, observing what was taking place, what meanings that gave you and how you might use any of this in your teaching. Take some time to continue the meta process (or capture thoughts you shared earlier). If it helps, use as prompts, ‘I notice...’, ‘I wonder...’, ‘this reminds me of...’, ‘I want to use...’ from our class time today. Another way to frame this reflection could be ‘what, so what, now what’ – ie, what did we do, what did it mean to you and what are you going to do with it and what are you still wondering.

Day Two Cont. – Why do Experiential Place Based Learning

3. What has happened outside of our class time that has been meaningful to your learning? Why was it meaningful?

4. What are you noticing about experiential place based learning based on your lived experience of this learning adventure?

Day Two - Open for doodling, sketching, random thoughts & reflections

Day Three Cont. – How to do Experiential Place Based Learning

3. What has happened outside of our class time that has been meaningful to your learning? Why was it meaningful?

4. What are you noticing about experiential place based learning based on your lived experience of this learning adventure?

Day Three - Open for doodling, sketching, random thoughts & reflections

Day Four Cont. – Facilitation, Principles & Assessment

3. How does your experience of assessment influence your teaching practice (did you love tests, always want good grades, received harsh words from a teacher, struggled with assessment)?

4. A big part of today (and this trip) is the meta process – being immersed in the experience of learning and then stepping out and ‘thinking about thinking’, observing what was taking place, what meanings that gave you and how you might use any of this in your teaching. Take some time to continue the meta process (or capture thoughts you shared earlier). If it helps, use as prompts, ‘I notice...’, ‘I wonder...’, ‘this reminds me of...’, ‘I want to use...’ from our class time today. Another way to frame this reflection could be ‘what, so what, now what’ – ie, what did we do, what did it mean to you and what are you going to do with it and what are you still wondering.

Day Four Cont. – Facilitation, Principles & Assessment

5. What has happened outside of our class time that has been meaningful to your learning? Why was it meaningful?

6. What are you noticing about experiential place based learning based on your lived experience of this learning adventure?

Day Four - Open for doodling, sketching, random thoughts & reflections

Day Five Cont. – Sharing

3. A big part of today (and this trip) is the meta process – being immersed in the experience of learning and then stepping out and ‘thinking about thinking’, observing what was taking place, what meanings that gave you and how you might use any of this in your teaching. Take some time to continue the meta process (or capture thoughts you shared earlier). If it helps, use as prompts, ‘I notice...’, ‘I wonder...’, ‘this reminds me of...’, ‘I want to use...’ from our class time today. Another way to frame this reflection could be ‘what, so what, now what’ – ie, what did we do, what did it mean to you and what are you going to do with it and what are you still wondering.

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Day Five - Open for doodling, sketching, random thoughts & reflections

Day Six Cont. – Reflecting & Experiencing

3. What has happened outside of our class time that has been meaningful to your learning? Why was it meaningful?
4. What are you noticing about experiential place based learning based on your lived experience of this learning adventure?

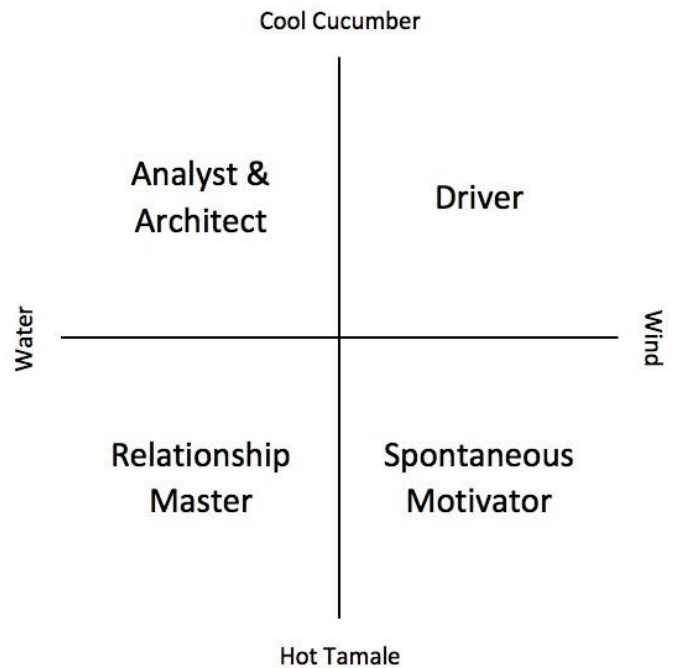
Day Six - Open for doodling, sketching, random thoughts & reflections

Activity 1 - Leaders: Marja & Corwin - No-Doze Leadership Styles

The following is derived from the [NOLS Leadership Educator Notebook](#).

Finding Your Leadership Style

- Outline a long continuum line with two far ends defined thus:
 - Water: "I don't often voice strong opinions, particularly if I think it will cause hurt or be a waster of time. I put others before myself pretty consistently. I'm very flexible. You probably don't really know where I stand on issues, or what I think about you, unless you ask very directly. It's hard for me to state my own needs."
 - Wind: "I state my opinion and take stands easily. People know exactly what I think, feel, and want. I'm an open book and you don't even have to read the words because I tell them to you, especially if you try to cross one of my lines. Fight or flight? Let's get real - I stay right here and tell it like it is. I don't have a problem saying 'my way or the highway' if need be."
- Place yourself anywhere on the continuum where *you* view *yourself*. The precise middle is out of bounds.
- Without moving from your place in this left/right line, move yourself along a second, up and down continuum with the two far ends defined thus:
 - Cool cucumber: "I am calm and rational, and I do not get flustered about anything. I even have difficulty getting excited about things most people think are neat and exciting. My emotions are a glassy pond."
 - Hot tamale: "I tell people how I feel about everything. I cry at sad movies. My emotions are extremely active - the perfect storm." Again, these refer to how you feel you are internally.
- At this point, you will be in one of four quadrants, outlined in the diagram.



Explanation of Leadership Styles

Architects & Analysts - Architects and analysts emphasize meaning and conceptual functions.

<p>Pluses</p> <ul style="list-style-type: none"> • Information and opinion seekers • Good at analysis and process observation • Prefer to make decisions based on facts • Prefer as much information as possible before deciding • Can come out with totally off-the-wall solutions that work • Translate feels and experiences into ideas 	<p>Deltas</p> <ul style="list-style-type: none"> • Can be slow in making decisions or dogged in facts • Can happily leave most decisions to others and focus on only one decision • Have to watch out for non-involvement or unrealistic ideas if they get into their own world
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If a leader has this style, honor their need for information while also requesting they tell you how they will decide or delegate, and when.

Some Effects on the Group

Architects and analysts are often in the minority but their function is essential. If a group doesn't pay attention to this area, it will miss out on significant learning that comes from observation and analysis. The group may also be missing important process steps or other ways to view a situation. Too much of this and a group may stall action because the discussion, laissez-faire attitude and analysis allows opportunities to pass.

Drivers - Drivers emphasize action and directing.

<p>Pluses</p> <ul style="list-style-type: none"> • Information and opinion givers • Decision making is easy for them • Often the keepers of the vision in a group • Great at taking a stand, being direct, and making things happen • Usually not too shaken by critical feedback 	<p>Deltas</p> <ul style="list-style-type: none"> • Often will urge "let's decide" as indecision can drive them crazy • Will sometimes decide without input from others and step on toes • Make mistakes when moving too quickly without adequate info • Can come across as too impersonal and lose connection with their group • Have to be careful not to "over-lead"
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If a leader has this style, be as direct as possible when dealing with them. Bring problems and opinions to them: they expect this.

Some Effects on the Group

If a group does not have drivers, they must pick up driver functions or they can fail to meet far-reaching goals. Mature drivers are non-reactionary individual with much ability in the other quadrants, and they help ground a group. When this style is not mature, there may be too much individuality or structure. Turf battles or a lack of member autonomy and collaboration ensue.

Relationship Masters - Relationship masters emphasize caring.

<p>Pluses</p> <ul style="list-style-type: none"> • Excellent at building and sustaining community • Work well on a team • Great at building rapport, consensus, and commitment and seeking feedback • Support, praise, and feel concern 	<p>Deltas</p> <ul style="list-style-type: none"> • May not take an unpopular stance if it puts a relationship at risk • Can put so much emphasis on a relationship that tasks and decision-making fall behind • Can forget or downplay their own needs, to their detriment
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<ul style="list-style-type: none"> • Display high regard for others' wishes, viewpoints, and actions 	
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If a leader has this style, you may need to ask them to be more specific in outlining their expectation. Encourage critical feedback from them and tell them when you want to know what they think and want.

Some Effects on the Group

You cannot have too much caring and respect as part of your capacity - it is the glue that's essential for a group to function. As a leader, it is powerful when combined with other quadrant functions. If it is the only style a group has, the group may not take enough risks or make enough decisions to move forward significantly. The group may also avoid conflict to the extent that there is lack of depth in genuine connection and innovation.

Spontaneous Motivators - Spontaneous motivators emphasize emotional stimulation.

<p>Pluses</p> <ul style="list-style-type: none"> • Often voice their ideas and supply passion to follow those ideas; energizers • Great at motivating people as they possess a sense of mission or vision • Good at energetic dialogues with other group members 	<p>Deltas</p> <ul style="list-style-type: none"> • Can be emotionally bound to their ideas; objectivity may be their biggest challenge • Can create a highly emotionally charged climate if they put too much emphasis on challenging others and confronting assumptions
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If a leader has this style, know your own position and don't be afraid to voice it. Ask them to give concrete examples to back up their viewpoints.

Some Effects on the Group

Spontaneous motivators are often light bulbs. Groups need this function to sparkle, create, prod, stir the pot, and impassion. A group without this style may be functional, but somewhat lackluster. When mature people with this style choose to be detached and monitor their emotional involvement, this is highly effective. If too much of this style is present in a leader, a group can be overly reactive or so impassioned about their ideals that they lose touch with other realities. Interestingly, many charismatic leaders and cult leaders come from this quadrant.

Activity 2 – Leaders: Karen & Rich - Key Punch

Keypunch

- A powerful exercise for learning how to work together, communicate and seek to improve performance in medium sized groups.
- Randomly lay out up to 30 numbered markers or spots in a set area. This forms the keypad.
- Create a starting/finish point up to 10 yards beyond the set area- the group must assemble here-hence they do not have clear view of the keypad either before the first attempt or in between attempts.
- Briefing: The group must touch all the numbered spots as fast as they can. The team is given five attempts and must complete all attempts within a 30 minute window, whilst seeking to A/ complete the task and B/ if possible better their time. The group is penalized when a number is touched out of order and if more than one person is inside the boundary of the set area. The penalty may be, for example, that the group must start the attempt again but the time keeps ticking for that attempt.
- Give the team 5 minutes to plan, then begin the 30 minutes count down, and then start the timer for the first attempt. Time each attempt when they say they are ready to begin the next one.
- The team will eventually arrive at a variety of solutions including giving each member of the team a number (or several numbers) to step on in sequence as they run through the set area. After several attempts this 'ordering' will become more fluid.



Variations

- Use this teambuilding exercise to highlight the value of continuous improvement.
- Can be presented as a fun teambuilding initiative problem -There is a computer virus and the team must punch in the correct code or the entire data base will be lost!
- Variation in briefing=create a greater sense of role play by shaping the story line: a computer virus has infected the entire network of the organisation/ government and your team has been flown in to disinfect it. If more than one person enters the 'restricted zone' then they are 'fried'...add as much detail as you wish to enhance the atmosphere and/or build pressure.
- Depending on the group, alter the total time to 45 minutes and allow 5 minutes of separate planning time in between each attempt.

Processing Ideas

- What was the initial reaction of the group?
- How well did the group cope with this challenge?
- What skills did it take to be successful as a group?
- What creative solutions were suggested and how were they received?
- Did everyone listen to each others ideas?
- What would an outside observer have seen as the strengths and weaknesses of the group?
- What roles did people play?

- What did each group member learn about him/her self as an individual?
- What key factor led to an improvement in time?
- How motivated were participants to continually improve the time after initial success at the task?
- More information on [Facilitation](#) and [creative debrief and processing tools](#)

Activity 3 - Leaders: Bruce & Trudy & Ken - Toxic Waste

- This is a popular, engaging small group initiative activity which always provides a rich teamwork challenge for about 30-45 minutes. Involves thinking, imagination, action, fantasy, risk and an attractive solution.
- Can be done with adolescents or adults.
- The challenge is to move the toxic waste contents to the "neutralization" container using minimal equipment and maintaining a safe distance within a time limit.
- Moderately difficult - avoid using with groups who are still in the early stages of [group development](#). Works best towards the end of a program and/or after the group has come together and dealt with basic teamwork issues.
- Can be done indoors or outdoors; outdoors is more dramatic because water can be used as the "toxic waste" instead of balls.



Set-Up

- Use the rope to create a circle at least 8 ft in diameter on the ground to represent the toxic waste radiation zone. The larger the radiation zone, the more difficult the activity.
- Place the small bucket in the center of the radiation zone and fill it with water or balls to represent the toxic waste.
- Place the large neutralization bucket approximately 30 to 50 feet away. The greater the distance, the more difficult the activity.
- Put all other equipment (i.e., bungee, cords, and red herring objects (optional)) in a pile near the rope circle.



Directions

- The challenge is for the group to work out how to transfer the toxic waste from the small bucket into the large bucket where it will be "neutralized", using only the equipment provided and within a time frame. The waste will blow up and destroy the world after 20 minutes if it is not neutralized.
- Anyone who ventures into the radiation zone will suffer injury and possibly even death, and spillage will create partial death and destruction. Therefore, the group should aim to save the world and do so without injury to any group members.
- The rope circle represents the radiation zone emanating from the toxic waste in the bucket. Emphasize that everyone must maintain a distance (circle radius) from the toxic waste wherever it goes, otherwise they will suffer severe injury, such as loss of a limb or even death.
- Give the group some planning time with no action e.g. 5 mins. Then start the clock and indicate it is time for action, e.g., 15 or 20 mins.

Facilitator Notes

- Toxic Waste is not an easy exercise and most groups will benefit from some coaching along the way.
- The solution involves attaching the cords to the bungee loop, then guiding the bungee with the strings to sit around and grab the toxic waste bucket. Then with everyone pulling on their cord and with good coordination and care, the toxic waste bucket can be lifted, moved and tipped into the empty neutralizing bucket.
- If someone breaches the toxic waste zone, indicated by the circle, enforce an appropriate penalty e.g., loss of limbs (hand behind back) or function (e.g., blindfolds if a head enters the zone) that lasts for the rest of the game. If a whole person enters the zone, they die and must then sit out for the rest of the activity.
- If the group struggles to work out what to do, freeze the action and help them discuss.
- If the group spills the waste entirely, make a big deal about catastrophic failure (everyone dies), invite them to discuss what went wrong and how they can do better, then refill the container and let them have another go.
- Ideas for varying the level difficulty of the activity:
 - Adjust timeframe
 - Adjust distance between the buckets
 - Include obstacles between the buckets
 - Include red herring objects in available equipment

Processing Ideas

- There are invariably plenty of key communications and decisions during the exercise that provide for fruitful debriefing.
- The exercise will tend to naturally expose processes and issues related to many aspects of teamwork, including cooperation, communication, trust, empowerment, risk-taking, support, problem-solving, decision-making, and leadership.
- Can be videoed for subsequent analysis and debriefing.
- How successful was the group? e.g., consider:
 - How long did it take?
 - Was there any spillage?
 - Were there any injuries? (Often in the euphoria of finishing participants will overlook their errors and seem unconcerned about injuries and deaths caused by carelessness along the way. Make sure there is an objective evaluation of performance - it is rarely 'perfect'.)
- How well did the group cope with this challenge? (e.g., out of 10?)
- What was the initial reaction of the group?
- What skills did it take for the group to be successful?
- What would an outside observer have seen as the strengths and weaknesses of the group?
- How did the group come up with its best ideas?
- What did each group member learn about him/her self as a group member?
- What lessons did the group learn from this exercise which could be applied to future situations?
- More information on [Facilitation](#) and [creative debrief and processing tools](#)

Variations

- Can be used as a staff selection or group assessment exercise.
- Can be used with large groups (with multiple kits and divided into small groups).

- The toxic waste bucket can be used upside down, with a ball balanced on top.
- The activity can be framed in many different ways, e.g., instead of waste, it could be presented as a desirable substance, such as a life saving serum which needs to be carefully transported (suggested by [Rohnke & Butler, 1995](#), pp.178-179).
- Divide the group into leaders and workers. Leaders can talk but not touch equipment. Workers cannot talk but can touch equipment.
- Lends itself to being metaphorically structured and isometrically framed to suit specific training contexts (e.g., see "Computer Disinfectant" by Gass & Priest in [Gass, 1995](#), pp. 151-154) and "Disseminating Raw Materials (Toxic Waste)", activity #57 in [Priest & Rohnke 2000](#)).
- For added drama, the toxic waste can be floated on a platform in a swimming pool ([Priest & Rohnke 2000](#)).
- A chemical reaction can be created by putting baking soda in the neutralization container and vinegar in the toxic waste container. When combined, they froth.
- Object Retrieval is a variation in which a group needs to retrieve a heavy object from the middle of a circle, without touching the ground in the surrounding circle ([Rohnke, 1994](#)).

Activity 4 - Leaders: Colette and Waylon - Helium Stick

- Deceptively simple but powerful exercise for learning how to work together and communicate in small to medium sized groups.
- Line up in two rows which face each other.
- Introduce the Helium Stick- a long, thin, lightweight rod.
- Ask participants to point their index fingers and hold their arms out.
- Lay the Helium Stick down on their fingers. Get the group to adjust their finger heights until the Helium Stick is horizontal and everyone's index fingers are touching the stick.
- Explain that the challenge is to lower the Helium Stick to the ground.
- The catch: Each person's fingers must be in contact with the Helium Stick at all times. Pinching or grabbing the pole is not allowed - it must rest on top of fingers.
- Reiterate to the group that if anyone's finger is caught not touching the Helium Stick, the task will be restarted. Let the task begin...
- Warning: Particularly in the early stages, the Helium Stick has a habit of mysteriously 'floating' up rather than coming down, causing much laughter. A bit of clever humoring can help - e.g., act surprised and ask what are they doing raising the Helium Stick instead of lowering it! For added drama, jump up and pull it down!
- Participants may be confused initially about the paradoxical behavior of the Helium Stick.
- Some groups or individuals (most often larger size groups) after 5 to 10 minutes of trying may be inclined to give up, believing it not to be possible or that it is too hard.
- The facilitator can offer direct suggestions or suggest the group stops the task, discusses their strategy, and then has another go.
- Less often, a group may appear to be succeeding too fast. In response, be particularly vigilant about fingers not touching the pole. Also make sure participants lower the pole all the way onto the ground. You can add further difficulty by adding a large washer to each end of the stick and explain that the washers should not fall off during the exercise, otherwise it's a restart.
- Eventually the group needs to calm down, concentrate, and very slowly, patiently lower the Helium Stick - easier said than done.



How Does it Work?

- The stick does not contain helium. The secret (keep it to yourself) is that the collective upwards pressure created by everyone's fingers tends to be greater than the weight of the stick. As a result, the more a group tries, the more the stick tends to 'float' upwards.

Processing Ideas

- What was the initial reaction of the group?
- How well did the group cope with this challenge?
- What skills did it take to be successful as a group?
- What creative solutions were suggested and how were they received?
- What would an outside observer have seen as the strengths and weaknesses of the group?
- What roles did people play?
- What did each group member learn about him/her self as an individual?
- What other situations (e.g., at school, home or work) are like the Helium Stick?
- More information on [Facilitation](#) and [creative debrief and processing tools](#)

Activity 5 - Leaders – Kathy & Scott - Mine Field

- A popular and engaging game involving communication and trust. The task is very flexible, works for groups of various types and sizes, and can be adapted to youth, adults, corporate, etc.
- Select an appropriate area. Go outside, if possible. Can be done inside, even in rooms with fixed furniture (which can become objects to be avoided).
- Distribute "mines" e.g., balls or other objects such as bowling pins, cones, foam noodles, etc.
- Establish a concentrating and caring tone for this activity. Trust exercises require a serious atmosphere to help develop a genuine sense of trust and safety.
- Participants operate in pairs. Consider how the pairs are formed - it's a chance to work on relationships. One person is blind-folded (or keeps eyes closed) and cannot talk (optional). The other person can see and talk, but cannot enter the field or touch the person.
- The challenge is for each blind-folded person to walk from one side of the field to the other, avoiding the "mines", by listening to the verbal instructions of their partners.
- Allow participants a short period (e.g., 3 minutes) of planning time to decide on their communication commands, then begin the activity.
- Be wary of blindfolded people bumping into each other. The instructor(s) can float around the playing area to help prevent collisions.
- Decide on the penalty for hitting a "mine". It could be a restart (serious consequence) or time penalty or simply a count of hits, but without penalty.
- It can help participants if you suggest that they each develop a unique communication system. When participants swap roles, give participants some review and planning time to refine their communication method.
- Allow participants to swap over and even have several attempts, until a real, satisfied sense of skill and competence in being able to guide a partner through the "minefield" develops.
- The activity can be conducted one pair at a time (e.g., in a therapeutic situation), or with all pairs at once (creates a more demanding exercise due to the extra noise/confusion).
- Can be conducted as a competitive task - e.g., which pair is the quickest or has the fewest hits?
- The facilitator plays an important role in creating an optimal level of challenge, e.g., consider introducing more items or removing items if it seems too easy or too hard. Also consider coaching participants with communication methods (e.g., for younger students, hint that they could benefit from coming up with clear commands for stop, forward, left, right, etc.).
- Be cautious about blind-folding people - it can provoke trust and care issues and trigger post-traumatic reactions. Minimize this risk by sequencing Mine Field within a longer program involving other get-to-know-you and trust building activities before Mine Field.



Variations

- Minefield in a Circle: Blindfolded people start on the outside of a large rope circle, go into middle, get an item ("treasure", e.g., a small ball or bean bag), then return to the outside; continue to see who can get the most objects within a time period.
- Metaphorical Framing: Some set ups for minefield get very elaborate and metaphor-rich, e.g., hanging objects which metaphorically reflect the participants' background and/or issues. For example, items which represent drugs, peer pressure, talking with parents about the problem, etc. have been used in a family adventure therapy program (Gillis & Simpson, 1994).
- Participants can begin by trying to cross the field by themselves. In a second round, participants can then ask someone else to help them traverse the field by "talking" them through the field.
- To increase the difficulty, you can have other people calling out. The blindfolded person must concentrate on their partner's voice amidst all the other voices that could distract them from the task.
- Be aware that some participants may object to, or have previous traumatic experience around the metaphor of explosive mines which have caused and continue to cause much harm and suffering. It may be preferable to rename the activity, for example, as an "obstacle course" or "navigation course". Alternatively, the activity could be used to heighten awareness about the effect of land mines on the lives of people in countries such as Afghanistan and Nicaragua (see [UNICEF information on land mines](#)).

Processing Ideas

- How much did you trust your partner (out of 10) at the start?
- How much did you trust your partner (out of 10) at the end?
- What is the difference between going alone and being guided by another?
- What ingredients are needed when trusting and working with someone else?
- What did your partner do to help you feel safe and secure?
- What could your partner have done to help make you feel more safe/secure?
- What communication strategies worked best?
- For some more ideas, download [Minefield in a Circle - Debrief](#) (.doc)

Conversation Partners

Conversation Partners

One – Dec. 30	Adam & Ken	Bruce & Marja	Collette & Scott	Corwin & Trudy	Karen & Waylon	Kathy & Rich
Two – Dec. 31	Adam & Marja	Bruce & Scott	Collette & Trudy	Corwin & Waylon	Karen & Rich	Kathy & Ken
Three – Jan. 1	Adam & Scott	Bruce & Trudy	Collette & Waylon	Corwin & Rich	Karen & Ken	Kathy & Marja
Four – Jan. 2	Adam & Trudy	Bruce & Waylon	Collette & Rich	Corwin & Ken	Karen & Marja	Kathy & Scott
Five – Jan. 3	Adam & Waylon	Bruce & Rich	Collette & Ken	Corwin & Marja	Karen & Scott	Kathy & Trudy

Conversation Topic 1

What do challenge, complexity and uncertainty have to do with learning? How are you experiencing these things here? How do or could your students experience these?

Conversation Topic 2

“The future horizon line in higher education... is to view teachers not as content providers but as curators of experience” (Roberts, pg. 81). How do you view yourself and your role as a teacher? What do you see as the difference between being a content provider and a curator of experience? What are the strengths of this shift in perspective? Weaknesses? Threats? Opportunities? (Strengths and Weaknesses are internal to the college and you; Threats and Opportunities are ways ‘curator of experience’ connects externally)

Conversation Topic 3

Teaching is listening and Learning is Talking (summarized from top of page 72). What thoughts does this evoke in you? Do you think you are teaching when listening and learning when talking? What do your students think? How might this change how we teach if we subscribed to this thought?

Conversation Topic 4

How do we know what we are doing is working? How do you know? Are your students learning? What you aimed to teach them? How can we do better at knowing what we are doing is working?

Conversation Topic 5

We’ve set out a BHAG (Big Hairy Audacious Goal) of becoming the college of choice for experiential place based learning by 2027. What does that look like as a college? What is the same? What is different? What is so out of the box you have a hard time imagining it but its intriguing? What does it look like in your program? How would it be different? How the same? What does it feel like to work here? What does it feel like for students to learn here?

Notes of Appreciation

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