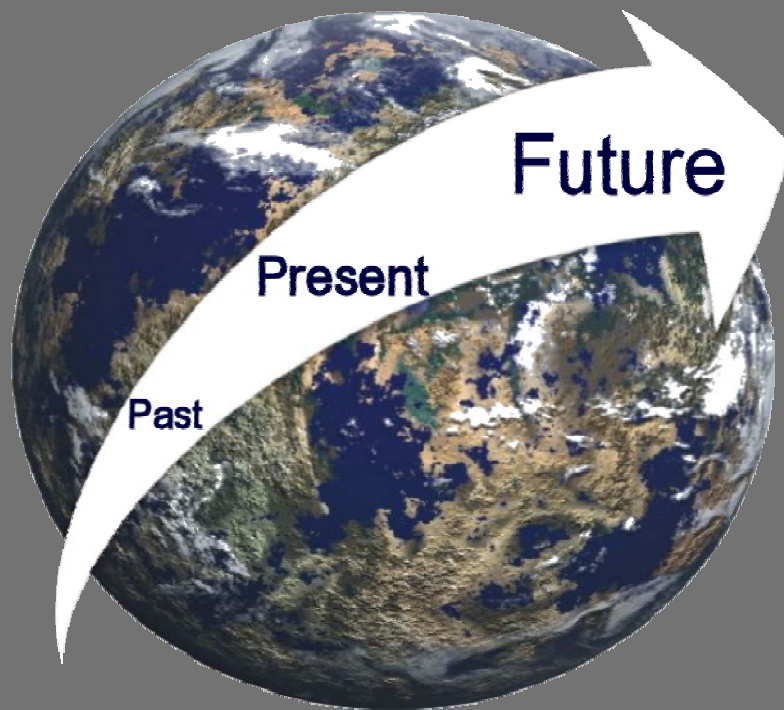


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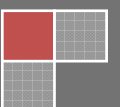
The Evolving Resource of Imaginal Education:

**Releasing Maximum Potential of Individuals,
Organizations, Programs and Communities**

Imaginal Education is an approach to learning that has its origin in the work of the and the Ecumenical Institute and the Institute of Cultural Affairs. In this paper we describe the theoretical framework that supports this approach, Imaginal Education's essential dynamics and elements and some of its applications.



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Executive Summary

The Unfolding Resource of Imaginal Education provides an overview of the work of multiple organizations, programs and projects across the world which have adopted the learning philosophy and design approach of Imaginal Education to address the concern of supporting or occasioning a shift in behavior so that the maximum potential of individuals, families, programs, organizations and communities is released

1. Introduction

The concern for shifting patterns of behavior that compromise the potential of individuals and groups is often voiced by those who work in the fields of education, community development, counseling and rehab among others. The impulse to control the behavior of others can be confused with the concern for positively influencing and supporting the development of behavior that enables a student to be successful, a child to gain confidence in herself, a family to increase its capacity to provide a nurturing environment. As facilitators serve organizations in the development of plans of action, the design of training programs and conferences, it is possible to keep in mind the concern for influencing the behavior of individuals involved and perhaps the culture of an organization as it moves through transitions. In designing programs and projects, a driving concern can be the support of behavior that will enable that initiative to be sustained over time in such a way as to maximize its positive impact on those involved. It is natural for those involved in such endeavors to ask, "How might this be done? What can I do in my situation to support the development of behavior that releases potential? What can I do to shift behaviors that compromise that potential?"

2. The Legacy: The Development of Imaginal Education

Imaginal Education is a learning philosophy and approach that was first developed in the 1950's in the *Christian Faith and Life Community*, a community that evolved to become ecumenical. Their concern initially was to develop a learning approach for adults with a focus on Christian theology. The approach was further developed in *Fifth City*, a community development project in Chicago formed with a concern for reaching gang members, community residents and children of all ages in order to transform their community to one that embedded their hopes and dreams more than their fears and nightmares.

Those who developed the approach drew from the writings of Paolo Freire (1970), Soren Kierkegaard (1969), Jerome Bruner (1963), Thomas Kuhn (1962), Kenneth Boulding (1956) and other educators, scientists and theologians. Incorporated in the approach was the central value of addressing life questions, shifting negative perceptions, and shaping positive images in order to release human potential

Throughout the 1970's and 1980's classroom teachers, pre-school teachers, college professors and those conducting adult learning seminars experimented with making this approach practical and culturally responsive. In 1987, a group of educators who were seasoned in the application

of the theories that are the foundation of Imaginal Education met to distill what had been learned over 30 years about the essential elements of this approach. What emerged from this 5 week think tank was the Kaleidoscope Design Process.

This process has been used over the past 20 years to develop a variety of programs aimed at transforming negative behavior through a process of self-discovery learning that shifts and shapes images, perceptions and beliefs. Imaginal Education has been the backbone approach underneath the ICA ToP® Facilitation Methods, Training Inc®. (a jobs skills training program), the ICA Learning Basket® Program, and the training approach used in the International Programs Division of ProLiteracy Worldwide.

A shared core value in each of these bodies of work is finding a practical way of tapping into the innate wisdom of those who gather in learning settings---be they local residents, corporate executives, welfare recipients, college students, preschool students, parents in marginalized communities.

3. The Premise of Image Theory

Image theory has been elaborated by thinkers in a variety of disciplines: cognitive psychology, biology, quantum physics, therapeutic healing, and sports psychology to name a few. Although the basic premise of the theory has been elaborated in a multitude of ways, a most succinct expression, based on the work of economist, Kenneth Boulding, follows:

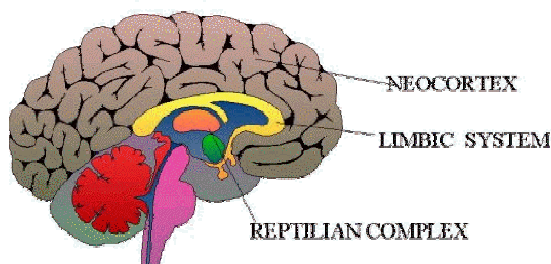
- a. We operate out of images (or perceptions, or as Peter Senge would say, mental models)
- b. These Images govern our behavior
- c. Images are created by messages
- d. Images can change
- e. Changed images create changed behavior

4. Application of Image Theory to Brain Functioning and Development

For the past 20 years, with the development of Magnetic Resonance Imaging (MRI) technology, it has been possible to observe the actual development and functioning of the human brain. Although there has been research (White, 1965; Kagan, 1974) for more than 40 years to indicate that the human brain experiences the most rapid rate of development during the first 3 years of life, the MRI technology has made possible visible evidence of this reality. This opportunity of observation has prompted some educators to consider the importance of the first 3 years of a child's life for learning and also for one's emotional development. Other educators have focused on the potential of tapping the full range of mental capacity by engaging all the sensory paths in learning and the formation of multiple ways of knowing or intelligences. (Gardner, 1983).

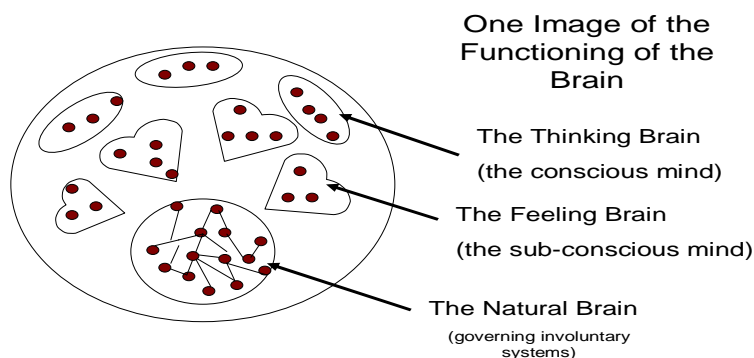
The intense interest in the brain and the "mind system" have also led to a variety of ways of describing brain functioning as it relates to consciousness. The description of the "triune brain" (MacLean, 1990) provides a way of describing brain functioning that has proven to be useful to those without formal scientific education.

The “Triune Brain model” has been the point of reference in the work of the ICA Learning Basket approach and the ProLiteracy International Family Literacy Initiative (IFLI) to describe 3 categories of brain functioning: (1) that which governs involuntary systems (Reptilian Complex) or “The Natural Brain”; (2) the Limbic System or “Feeling Brain” and (3) the Cognitive System (Neocortex) or “Thinking Brain”.



An understanding of Quantum Physics; ie, that all matter is energy and that human beings are energy and that we live in fields of energy has been embraced in the research findings and writing of Bruce Lipton (2005). Lipton describes the operation of the “conscious mind” and the “sub-conscious mind”; noting that perceptions (or images) are formed and held in the sub-conscious mind. This part of the mind also directs instinctive responses and habitual behaviors. This part of the brain system that is developed through interaction with the person’s environment and set of relationships in early childhood, might also be equated to the “Feeling Brain”.

In describing the functioning of this part of the brain, Lipton notes that parents’ behaviors, beliefs and attitudes can become “hardwired” as synaptic pathways in our subconscious minds. He also notes that the subconscious mind responds to sensations (or messages) in the immediate present, and that this mind function operates at a rate many times faster than that of the conscious or “Thinking Brain”.



Lipton describes the “conscious mind” or “Thinking Brain” as the function of the brain that develops after the involuntary system, or “Natural Brain” and the “Feeling Brain, or subconscious. The “conscious mind” governs reflection, reasoning, decision making, creativity

and critical thinking. It is the mind function that can reflect on the past and project ideas about the future. The “conscious mind” develops concepts, formulas, ideas and theories. It is the function of the brain that enables one to be self-reflective on one’s behaviors while in the midst of them. It is the “conscious mind” that can examine beliefs and will to alter behaviors. But because this “conscious mind” operates at a pace that is a great deal slower than that of the “subconscious mind”, a person is more likely to act in the immediate out of the images, perceptions and beliefs that are held in the subconscious, rapidly-functioning mind.

In spite of its comparatively slow operation, the “conscious mind” provides a means of intervening in the process of images governing behavior. The “conscious mind” is one vehicle through which these operating images can be modified or shifted in small or revolutionary ways. Life experience provides another powerful means by which images, perceptions and potentially beliefs can be shaped and shifted.

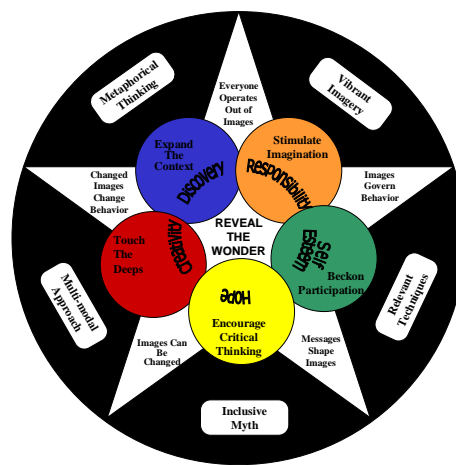
5. The Dynamics of Image Shaping and Image Shifting

If images are held in the “sub-conscious” mind and are formed early and continuously by the rapid processing of messages in the form of visual, auditory and kinesthetic sensations (messages); and if these images are anchored in feelings as well as by experiences of a young child dominated by the influence of adult caregivers; it is a formidable challenge to influence the shifting and shaping of these operating images as well as, when needed, to occasion a change in these operating images to influence change in behavior.

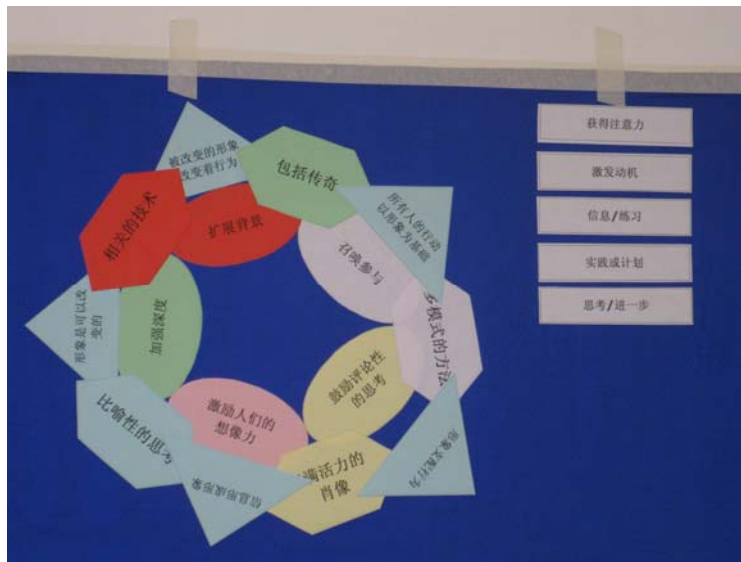
Considering also that a person is energy and interacts in energy fields with others, it is unlikely that simply verbally repeating a message like “You are the greatest” will have power on its own to shift or shape a person’s image of self, family, community, organization, or world. Much more is required to influence, shape or shift an image that is embedded in and fed by an energy field.

In 1987, after 30 years of broad experimentation with Image Theory; a five-week think tank engaged a cross section of those involved in this experimentation to answer the question: “What are the dynamics and critical elements involved in this image shaping and image shifting process, an approach that came to be called “Imaginal Education”? The core concern behind the question was defining what it takes to shift or shape a governing image which is held in the “subconscious mind.” The following dynamics and elements were described and held in an image of a kaleidoscope.

In keeping with the kaleidoscope metaphor, the dynamics at play in the Imaginal Education approach were named “facets”; and the elements were named “mirrors”. The concern of those who developed this model was that it provide a template or guide for designing programs, curricula, projects, learning sessions, interventions, meetings and presentations. By having this template, it was the hope that Imaginal Education would not depend on the power of individual creativity and charisma; and might be accessible to all. Over the past 22 years, this has proven to be the case.



The Kaleidoscope in Chinese used in a Design Session



Rare Pride Curriculum, 2008, community meeting design session.

Dynamics and Elements of the Kaleidoscope

The Facets (dynamics)

Beckon Participation

(Engaging Social Interaction)

Get participants involved through conversation, games, problem solving, a workshop, or songs

Touch The Deeps

(Acknowledging intuition, the “inner teacher”, the Inner life, personal care, emotions)

Connect with what participants care most about through stories, poetry, songs, or examples

Expand The Context

(Engaging the cognitive mind to process new information)

Broaden frame of reference through information that expands time, space, and relationships

Stimulate Imagination

(Recognizing creativity, intuitional and spontaneous thinking)

Apply information in a unique way. Ask “What if?” “Out of box” thinking.

Encourage Critical Thinking (Reflective process)

Have participants think reflectively drawing comparisons, contrasts and meaning by asking and responding to questions.

The Mirrors (elements)

Vibrant Imagery
Use color, texture, and graphics.

Relevant Techniques
Use approaches that relate to the need of participants.

Inclusive Myth
Hold the value of including diversity of people and perspectives. Rehearse the story that inclusiveness creates the possibility of wholeness. Example; “We are the world.”

Multi-Modal Approach
Use techniques and approaches that are visual, auditory and kinesthetic.

Metaphorical Thinking
Use an image to describe a situation or behavior. Example: “It takes a village.”

Making the Kaleidoscope Model Available

The creation of the Kaleidoscope Model, motivated the development of *The Power of Image Shift* training course, which is offered through the Institute of Cultural Affairs (ICA) in the USA, Canada and UK. As part of this three-day course offering, the Kaleidoscope Model and a corresponding session planning format are introduced.

The Kaleidoscope framework can provide a palette for brainstorming ideas about what might be included in a program, curriculum, learning session, meeting design or a simple communication. The framework makes possible an inclusive and dynamically interactive approach to the design process--tapping multiple intelligences with the intent of engaging the full mind system of the participant or learner. Designing experiences or communications that include multiple dynamics and elements, maximizes the number and variety of messages that are received by the “subconscious mind”. At the same time this approach engages the “conscious mind” in reflection. A program, curriculum, learning session, meeting or simple interaction that contains these dynamics and elements creates an environment that supports image shifting and shaping and can occasion dramatic shifts in behavior.

When a limiting self image shifts, a person's full potential can be released. The same is true for the self image of a family, organization or community. What might be realized as a result of this shift is described in the model as *discovery, responsibility, self-esteem, hope* and *creativity*. What might emerge is a sense of wonder.

The Kaleidoscope Session Plan (see appendix)

An additional tool, the five part "Kaleidoscope Session Plan" was developed to assist an individual or team to create a plan for a dynamic learning session or facilitation session. The core intent of those who use this approach to session or lesson planning is to influence the behavior of those who participate in the session. The design of this format draws upon the pioneering work of Madeline Hunter (1982), Bernice McCarthy (1980), and Howard Gardner (1983), as well as that of the staff of the Ecumenical Institute and the Institute of Cultural Affairs.

After reviewing the work of several training organizations that embraced the learning theory of Paulo Freire (1970), the session plan was designed by a multicultural team from ICA:Kenya, who were doing grass roots community development work. The session plan was originally piloted with a team of high school educated field workers who were doing preventative health education and who aspired to conduct training programs for others doing similar work. The session plan enabled this team to conduct interactive training that engaged learners having a variety of learning styles, through employing the dynamics and elements of the kaleidoscope learning model.

The pattern that the session plan provides and consistency in the delivery of each training session, has made it possible for these field workers to evolve into effective trainers. As important, with the benefit of consistency and repetition, the local trainers have been able to continually offer an effective program for many years.

Several of these trainers in Kenya became adept at teaching others how to follow and develop lessons using this session plan. The same session plan has been used within the training component of the ICA Learning Basket Project and the ProLiteracy International Family Literacy Initiative (IFLI). In these programs, local training and facilitation teams have evolved and continue to use the Kaleidoscope Session Plan as the means to deliver Imaginal Education that results in behavior change. In doing so, both trainers and facilitators are releasing thousands of individuals to operate out of expanded potential. As a result, families, communities and organizations are positively affected.

6. Examples from the International Family Literacy Initiative

Introduction

The International Family Literacy Initiative (IFLI) is a family literacy project that involves babies and their caregivers in three continents and four locations. In India the work is focused in the urban areas of Mumbai, Pune and Nagpur in the State of Maharashtra. In Rwanda, the rural district of Ngororero in the Western Province has been the project site. In North America the project has involved three tribal communities (Zuni, Laguna and Navajo) in New Mexico and representatives of multiple first nation communities who live in Toronto, Ontario. Through the

work of this project over a thousand families in India and an equal number in Rwanda have been engaged in learning sessions and home visits using Imaginal Education. In New Mexico and Toronto, site visits have been conducted with multiple programs. A three day Learning Lab has been designed and implemented using Imaginal Education methods in each location.

The IFLI project has used the Kaleidoscope framework to plan many of its core program elements of project implementation. One of the first major activities used by the IFLI in all program sites is the Learning Lab. The Learning Lab is a multiple-day gathering of people from a community/area connected with babies and their families. The following will describe how each of the facets have been used to design and plan for the Learning Lab. Examples from all four of the current project sites will be cited.



A Mother and Child in India who represent one of the Outcomes of the IFLI Project: a healthy relationship between parent and child.

Expand the Context

The Learning Lab creates an opportunity for people in the field of early learning and family literacy to network with each other and to hear the questions and concerns of these peers. At the same time, they share resources and begin to build on and go beyond what they are already doing. In Rwanda this meant beginning to see these first few years of life as critical. Prior to the Learning Lab, the nation as a whole and many individual participants said that they hadn't really thought of their children (younger than age 6) as thinking beings.

Beyond creating opportunity for people to expand their beliefs about babies, the Learning Lab enables people to talk with other people who are doing similar work, expanding the context between people and agencies. In New Mexico, this happened when tribes were able to see how other tribes had been able to integrate language into their lessons.



Women from India and Rwanda interchange Stories, Insights and Materials. In doing so, the point of reference and concern for each is expanded.

Stimulate Imagination

When participants gather to focus on babies and their families, they begin to dream about what could be. One of the last exercises they go through during their time together is the creation of a vision plan. Throughout the Learning Lab relevant techniques are used to enable people as individuals, in pairs and as groups to get excited about what has been done and to enhance the potential for creativity to flow. In India participants got very excited about the creation of the “Potali” (in Marathi- a grandmother’s purse) which is a bag that is filled with objects that can be used to engage in meaningful play and language with very young children and their caregivers. This bag accompanies practitioners on their home visits and is used as the focus for interactive play during these visits. Out of the Learning Lab, an idea was seeded and is now being used.



The Grandmother's Purse: From an idea to reality



Mothers and Practitioners Doing a Role Play in India. A rolled up towel represents a baby, and the mother caresses and talks to the baby as a way of nurturing the child's development. Role play is a way to engrain messages through engaging multiple senses.

Beckon Participation

During the planning stages of the Learning Lab a core team is created. The core team comes together as a result of a series of visits made by IFLI staff to agencies, centers, and community groups. All of this is done to encourage the participation of a wide variety of people and to ensure that all groups feel invited and welcomed.

Throughout the planning and the visits IFLI members and the core team operate out of a story of inclusion. All things are possible, all people are welcome, and all voices are needed to develop strong and committed partnerships. This value is reflected in the way invitations are carried out, and eventually in who decides to participate in the Learning Lab.

In Rwanda, the majority of participants were administrators and teachers from the local schools. In the end the expertise they were sharing had more to do with their own experiences as parents of very young children than actually working with babies. In contrast, India has a well-

established tradition of interest and care in early childhood and so participants in their sharing were referencing their professional as well as their personal experiences.



Rwandan boy offers his handwork for learning objects to be used with babies

Encourage Critical Thinking

Throughout the Learning Lab, participants are encouraged to think critically and reflectively about how they were raised, and how children are raised within the broader culture and society. The Guide Team is encouraged to use a multi-modal approach when designing the parts of the Lab that they are leading. In every Learning Lab we have used a role-play to teach about the effects of the forgetful parent on a child vs. the effects of an attentive parent. Through role-play parents are able to see, hear, sometimes feel (if they are acting) what that behavior looks, sounds and feels like. This is illustrated with a visual representation of the child's brain that either is enhanced when they are nurtured, or develops less when the child receives less attention. This role-play has been extremely effective in every project site. People are

captivated because for many of them brain development has not been effectively explained and because many of them are relating what they're seeing to their own experiences as children and as parents.



Parents and Practitioners study the Triune Model of the Brain and Reflect on the implications of their interactions with children on the development of the children's brains and learning potential.

Touch the Deep

The Learning Lab is an opportunity for people engaged in the essential work of nurturing families and children to spend time caring for themselves as well as learning to operate out of a self image of being professional family outreach practitioners. This happens in a myriad of ways. In the most recent Learning Lab held with the Urban Native Communities in Toronto, there was palpable excitement in the air when participants were asked to share the resources they had developed to nurture the development of language and culture with families. The energy came from the recognition that they were each being asked to share what they knew. In addition to this, the Lab was designed by community members so culture and community norms were ever present: elders were invited to do opening prayers, and a smudge was held every day. In

Rwanda and India, the Learning Labs included song, dance, yoga and other experiences that have the potential to tap into deep, heart knowledge and emotion.



Practitioners in Rwanda learn the Capacitar Exercises as a way of physically releasing trauma.

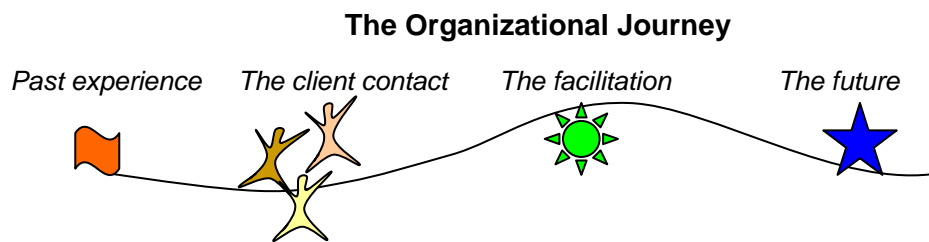
7. Other Program Applications—Facilitation Design

Over the last 20 years, the principles of image shift, Kaleidoscope Design (KD), and KD session planning have been taught to Technology of Participation (ToP) trainers and facilitators in the *Power of Image Shift* courses. Many of the ToP trained facilitators use image shift principles as key components of facilitation design.

For a typical facilitation the practice of using Image Shift principles is simple yet profound. One starts with a design team composed of people from the organization. They know the organization – where it is now and where they want it to be in the future. Somewhere between the now and the future the facilitation occurs.

The facilitation is only one small part of the organizational journey – not an end-all be-all in and of itself. Its primary purpose is to move the organization toward its preferred, emergent future. The facilitation is a catalytic action that enables energy to emerge that either propels the organization further along a path in which it is already headed/wants to head or slightly shifts the path in a different direction.

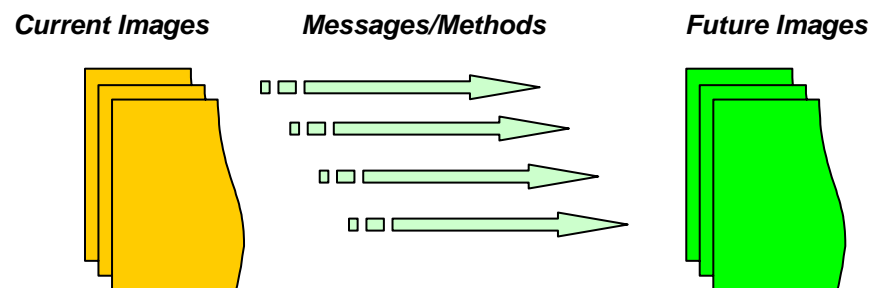
Identifying images the organization holds and wants to hold is the first step in applying KD principles.



When contacted for a client engagement, we start with the assumption that the client has a history of experience that produces a set of assumptions about reality that include beliefs, values, stereotypes, and habits – ways of being in the world. These all form images that are not right or wrong, good or bad, better or worse. They just ARE. They are the client's Guiding Images of reality. The client may be conscious or unconscious of these guiding images. What we know is that the client's behavior is largely shaped by these images.

In the first meeting with the client one of the key tasks of the consultant is to unearth the current guiding *images*. This may take more than one meeting, but if behavioral outcomes are a goal, then it is essential that this be part of the task to accomplish in Design Team meetings. A second task is to articulate the images the client wants to hold and operate out of in the future.

These images help to determine messages and methods to build into the facilitation.



A Case Story – A national organization focusing on inclusion of children with disabilities in early childhood education programs

History and Background –(simplified for the purpose of emphasizing Image Shift work)

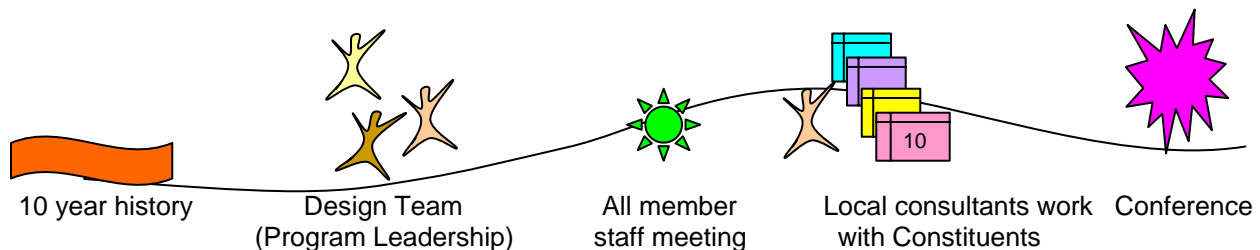
- Several years of providing excellent training and technical assistance to small teams trained to influence change in practice in their local communities

- Past conferences have been successful and have received high ratings
- 3rd round of contract with funder – a 3-year contract providing training and technical assistance to state based teams (multi-sector membership charged with system improvement and change) and 70 graduates of the original programs
- Funding ends in 2010 for the project.
- Staff consists of a co-located core program and administrative team and consultants who work with program Constituents.
- Most of the core team have personal experience in the field or have a strong commitment to the program vision
- High program standards guide the organization's operation. The Core Team values consensus and works hard to limit conflict and anxiety of staff. It wants people to be satisfied. The Core Team “takes care” of staff and Constituents.
- The Conference will have 300 people from all segments of the project. It is the last time the group will be together. Constituents will need to develop their own funding streams and resources in the future.

Presenting Client Request

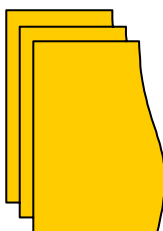
The primary expressed need of the client was to work with a design team of their staff to develop an agenda for the annual conference. This agenda should shift from the carefully crafted pre-determined conference structure of the past to one that fosters more independence and skills needed for Constituents to operate effectively on their own.

Mapping the Organizational Journey



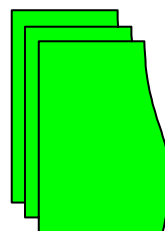
Images Assessment

Current Images Held by Program Staff



- this work is important
- everyone is important and needs to be included
- participants need to be happy
- participants need to be taken care of
- it is our responsibility to take care of everyone
- all has to go well, smoothly
- we want people to be happy, pleased

Images Needed for Constituents to become More Self Sustaining



- we can sustain our work even in a tough economic environment
- partners and collaborations will help us succeed
- everything doesn't have to be perfect to move forward
- we have the power and capacity to make a difference

Working with the Design Team (DT) it became apparent that their current guiding images of care and responsibility were unintentionally disempowering program participants. The desire for everything to go well, for participants to be taken care of, to give everyone everything that they need, was fostering a degree of dependence and aversion to risk that echoed throughout the project – participants to program staff, program staff to core staff.

Unfortunately in an uncertain economic climate with funding not guaranteed for another round, the operating images that Constituents need to hold are ones of independence, initiative, risk taking, partnership formation, and self-sufficiency. These images are dependent, at least to some degree, on a willingness to walk in the waters of chaos, uncertainty and risk.

Working with Image Shift in the Design

In order to have impact on a conference design that fostered the images needed for Constituents to move toward greater self sufficiency, staff needed to release their firm hold on some of the images that shaped prior conference planning and design

- Everything doesn't have to be perfect to move forward
- Constituents don't all have to be happy all of the time – stretching a bit might be uncomfortable but it may produce a better outcome in the long run
- Stretching outside of “boundaries” can be stimulating and fun
- Together we have the capacity to weather the waters of chaos and maybe even enjoy the ride

Working with the trust of the design team, we agreed to experiment a bit in the design of the staff session. It was important to experiment with this group to test whether it would be feasible to experiment in the conference design. They agreed to do some things that were uncomfortable – not have a highly orchestrated agenda for the staff planning session, instead creating more of it together at the meeting; exploring the use of scenario planning for their own future, considering methods such as Open Space and small group sessions based on participant successes, lessons learned, and continuing challenges – methods they'd not used before in the highly orchestrated prior conferences.

At the staff session, working with principles of Kaleidoscope Design, staff introduced themselves by talking about the best session that they had attended (touch the deeps, expand the context). Not surprisingly the sessions they described were ones that were stimulating and challenging.

We reflected on the nature of the sessions that they loved and developed a list of components and qualities that they wanted for this conference (encourage critical thinking).

We developed the agenda together by answering the question *what do we need to know and understand to put on a great conference?* Each item went up on the wall on a separate sheet of paper which we moved around to create an agenda flow. (beckon participation, stimulate imagination).

This degree of ambiguity about what we would be talking about and how we would be working produced a feeling of uncertainty and some anxiety. Not everything was clear or prescribed.

Over the course of the first day, the design included the use of some of the methods the design team wanted to introduce in the conference – Open Space, conversations of significance, small teams producing working papers on topics of interest.

The second day we did scenario planning for the organization. Overnight the director decided that we shouldn't use the *organization dying* scenario. It was just too painful for her to introduce this option to the team. She was worried about it hurting morale, creating an emotional morass from which they couldn't recover. However, one of the scenario teams decided that they would build this option into the focus of their scenario. They loved the stretch that this scenario provided. The result was some very creative thinking and they emerged from the activity unscathed.

Sticky Wall® with the 3 Organization Scenarios



Three major shifts occurred as a result of the session design:

1. The staff (and the Director) saw that they could survive a bit of uncertainty
2. Though we had walked in the waters of chaos, the staff, for the most part, enjoyed working on the challenges, stretching their boundaries, and coming up with some new ways to think and work together.
3. The program staff made the connection to the work that we did in the staff session to the work they need to do with their constituent groups to prepare them for greater independence and resiliency.

Though the conference design was not finalized at the end of the staff planning sessions, there were a number of critical new agreements:

- The conference would include participant driven activities like Open Space ®
- There would be cross state reflection on learnings and identification of conversations of significance to hold in a later session- mining learnings so that others could benefit.
- There would be working groups that document their own work

- Volunteer teams from Constituents would manage conference communications; document the lessons learned for possible publication; manage the conference environment; and support participants.

Each of these activities and methods send the following messages:

- Participants have the capacity to create, not just be informed
- Participants have the knowledge and wisdom to influence others powerfully
- Collaboration and partnerships strengthen our work

Thinking Image Shift

Thinking Image Shift made it possible, as the consultant and facilitator, to consider the group's journey over time and to see that each piece of the journey is a key to ultimate behavior change. For the staff to foster participant self sufficiency, the staff needed to have a sense of their own self sufficiency. To foster self sufficiency for the staff, the design team needed to see how their well-intentioned and loving practices of caring and taking responsibility had not only fostered some positive outcomes but also had fostered a degree of dependency and disempowerment that ultimately affected their groups' ability to survive.

To affect these latent, guiding images--to surface them--it was important to create some uncertainty, some edginess in the facilitation of the staff meeting planning the conference. It is common for a facilitator to operate out of the image of "caregiver"; wanting participants to be happy; for the facilitation to be smooth and unruffled. To realize the desired image shift of the group, in this case, the facilitator had to be willing to step into the chaos of uncertainty and anticipate that not everyone would be pleased and satisfied.

Thinking Image Shift helps facilitators see the bigger picture and to work toward the ultimate outcome of the behavior change that is needed.

Post Script

The conference was a great success. One small group activity mined project learnings. The small group work was followed by a plenary, where the small group learnings were integrated across groups. In the afternoon, there was another small group opportunity for each of the key learnings. Individuals choose which learning they wanted to focus on, adding depth and breadth to the learning. The work of these small groups will be used to inform others involved in creating community and systems change around inclusion for many years to come. Another participant hit was the Open Space session.

The conference planning team did their usual thoughtful, quality, detailed planning work, just like they did for every conference. But, this time the planning supported a participant led approach. In a debrief call, the conference design team felt that the conference was a huge success and accomplished their goal of helping their constituent groups achieve greater independence and initiative.

To change what already works well takes vision and courage. This team leapt into the void of uncertainty and ambiguity, took the work of image shift as a core principle of design, and fostered greater independence and resiliency for their constituents as well as for themselves.

8. Conclusion

As a result of more than 50 years of pioneering work by those in the fields of facilitation, education, community development, counseling and rehabilitation, the practical application of Image Theory has been forged. It is not necessary to be individually brilliant, charismatic or extraordinarily gifted in order to be effective in influencing the shaping and shifting of images that govern the behavior of individuals and groups. It is important to understand, however, that what one does in the design of learning sessions, programs, curricula, projects and events is part of the process that can affect an individual or group's experiences in the journey toward confidence or humility. The driving concern of Imaginal Education is to release individuals, groups, communities and organizations to operate out of their highest potential. When as facilitators, educators and counselors we find ourselves in the position of responsibility for a small part of this journey, it is possible to draw upon the practical tools of Imaginal Education and to engage in forging new tools that will contribute to this rich legacy.

9. Appendix

A. About the Authors:

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An educator, program and curriculum designer, Elise has spent 40 years in the concern of improving lives of young children and families through learning. In 1968 she joined the staff of the 5th City Preschool and helped develop program initiatives based on Imaginal Education. She did this in the Philippines, Chile, Peru and Kenya as well as in the United States. Elise led teams in the development of the Learning Basket ® Project as well as the International Family Literacy Initiative (IFLI). Elise holds a doctorate in Cognitive Psychology.

Miriam Patterson, M.A.

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Miriam's first experiences with Imaginal Education were in the Preschools of Chicago, USA and Maliwada, India. As an adult, Miriam has taught elementary school internationally. Prior to her current position with ICA: Canada, Miriam spent a year living and working in Kenya on an HIV/AIDS community Initiative, and as program officer with the International Family Literacy Initiative (IFLI) at Proliteracy Worldwide. Miriam holds Master of Arts degrees in Teaching and in Social Justice and Intercultural Relations. Currently, home for Miriam is in Toronto, Canada, with her daughter, Nasinya.

Jane Stallman, EMBA, MAUS

President, Stallman Communications; Senior Partner, Center for Strategic Facilitation

As a senior level consultant with local, national and international clients, Jane incorporates ICA methods into the design and facilitation of leadership and organizational development projects, programs and meetings which support collaborative organizational and community change. She uses Imaginal Education in curriculum and facilitation design. She is a ToP Mentor Trainer and served on the ICA - USA Board for 6 years.

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The Kaleidoscope Session Plan

Session Plan

Purpose: To consistently repeat the dynamics that shape and shift images while engraining information and building skills. To effectively engage learners who have different learning styles and to nurture multiple intelligences. To provide an objective, repetitive framework for that process.

Preparation: For following a plan: Read through it, concentrate on the first row where the categories are rational objective, experiential aim, etc. Say each entry in your own words, as if to the proposed participants. For constructing a plan: Note in any order all the ideas that come to you about a particular lesson or theme.

Process: For following a plan: Walk through the whole plan, on your own and then with a partner or a test group. For constructing a plan: Fill in the categories with key words rather than minute details. If details are needed, write them on separate sheets so that the session plan retains the character of a design where the main features are evident. Walk through the whole plan, on your own and then with a partner or a test group.

Session Name: Date:					
Audience/Participants:	Rational Objective:	Experiential Objective:	Enhanced Capabilities:	Image to Shape:	Outcomes/product:
Attention	Motivation	Message	Exercise	Evaluation	
Time:	Time:	Time:	Time:	Time:	
Person:	Person:	Person:	Person:	Person:	
++++Consider these elements of diversity in creating a session plans++++ <div style="display: flex; justify-content: space-between; font-size: 0.8em;"> Type one Learner - Why? Type Two Learner - What? Type Three Learner - How? Type Four Learner - What If? </div> <div style="display: flex; justify-content: space-around; font-size: 0.7em; margin-top: 5px;"> Beckon Participation Touch the Deeps Expand the Context Stimulate the Imagination Encourage Critical Thinking </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 5px;"> Musical Visual/Spatial Interpersonal Linguistic Intrapersonal Body/Kinesthetic Logical/Mathematical </div>					

How to Use This Session Plan					
Audience/Participants:	Rational Objective:	Experiential Objective:	Enhanced Capabilities:	Image to Shape:	Outcomes/product:
Describe the participants, noting what their experience with the focus topic has been. Example: Field workers with 2 years experience.	What do the participants need to know or understand about this topic? Example: Why take the time to plan a project.	What would be helpful for the participants to experience in this session. Describe: Example: Confidence, Surprise, Fun.	What skills can be introduced or transferred? Example: How to guide an Action Planning Session	What image can release motivation? Example: Social Change Engineers	What will be the results of this session? Example: Action Plan and people who know how to guide the process.
Attention	Motivation	Message	Exercise	Evaluation	
Decide a way of getting the participants' attention by getting them involved. Do something unusual with room set-up and decor; beginning session with a prayer, a song, a different kind of way of doing introductions, a game. Communicate that "same old, same old" will not define this session.	Design an activity that will speak to the deep questions that participants bring to the session. This can be a story, a picture, a role play, a video that is followed by a reflective conversation that will surface the care that participants have about the topic. Example: a story of a project leader who is discouraged because his team says he is wasting their time because he is so disorganized.	Share information that expands participants awareness about the topic; Example: The steps of doing an action plan	Design an activity where the Participants will use the information that they received in the Message section. In this exercise participants might work as individuals, in small teams or as a whole group to take in the new information and actively use it. Example: Participate in creating an Action Plan. Do a personal Action Plan. Lead steps of the Action Planning process.	End the session by helping participants remember what they have done, what has come from the session, and what they have learned. This is usually done in a reflective conversation, but can also be done in a written feedback form that provides information for evaluating the session.	
Time: Note beginning and end time	Time: Note beginning and end time	Time: Note beginning and end time	Time: Note beginning and end time	Time: Note beginning and end time	
Person: Note person assigned.	Person: Note person assigned.	Person: Note person assigned.	Person: Note person assigned.	Person: Note person assigned.	
++++Consider these elements of diversity in creating a session plans++++					
Type one Learner - Why? Type Two Learner - What? Type Three Learner - How? Type Four Learner - What If?					
Beckon Participation Touch the Deeps Expand the Context Stimulate the Imagination Encourage Critical Thinking					
Musical Visual/Spatial Interpersonal Linguistic Intrapersonal Body/Kinesthetic Logical/Mathematical					