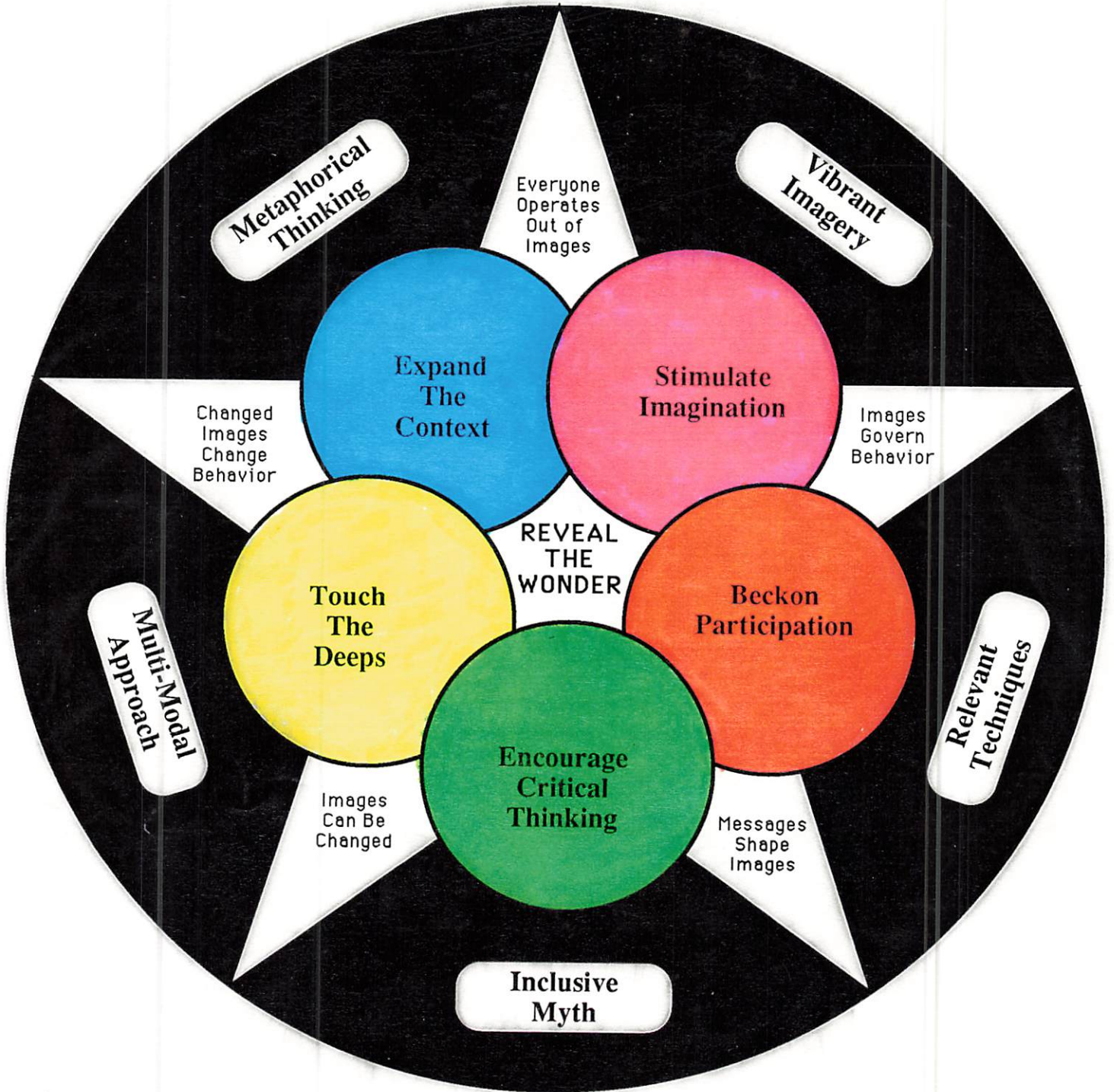


THE INSTITUTE OF CULTURAL AFFAIRS
presents

A Learning Lab for Teams of Educators

INSPIRING THE NEXT GENERATION: *Designing What It Takes*



LEARNING LAB FOR TEAMS OF EDUCATORS
Inspiring the Next Generation;
Designing What It Takes

"Was this a program or a party?"

A "learning community" can be as lively and full of surprises as a party. This is one of the comments of the sixty-eight participants in the Learning Lab for Teams of Educators that was conducted by the Institute of Cultural Affairs (ICA) Chicago this July. This participant was one of the 32 Chicago area teachers who joined educators from Minneapolis, Louisville, Oshkosh, Madison, Denver, Columbus, New Orleans, Atlanta, Detroit, Grand Rapids, Brussels, Milwaukee and Cleveland to form a two-week learning community designed to refresh and inspire.

"I felt like a sponge: take it in now, dry up, come back, take in more, hooray! This was a wonderful experience for me. Thanks."

The ten-day program was offered in two one-week sessions. The central focus of the program was Imaginal Education, an approach to teaching and learning that has been the backbone of ICA's training in over forty countries for the past thirty-five years. The Learning Lab had five emphases: team building, the Kaleidoscope Teaching Strategy, innovative teaching approaches, reflective methods and individual and team action projects. Two days in the experience were devoted to a personal retreat and reflection. The program was financed through individual contributions, fees and a grant from the Archdiocese of Chicago.

The Learning Lab was designed to address the following blocks to effective learning in schools today:

- 1) Teacher burn out
- 2) Lost purpose in education
- 3) Fragmented approaches to teaching and learning
- 4) Isolation and competition among teachers and students

The Learning Lab was presented through the mode of Learning Community. Based on the work of Malcolm Knowles, this approach creates an environment that promotes inter-active learning.

"When I saw the fresh flowers and bright table cloths, I knew this was going to be a different kind of seminar."



Resurrection High School

7500 W. TALCOTT AVENUE
CHICAGO, ILLINOIS 60631
(312) 775-6616
10/6/92

Keith Packard
Institute of Cultural Affairs
4750 N. Sheridan Road
Chicago, IL 60640

Dear Keith,

Reflections on "Learning Lab '92":

Participants dwelt on the positive and not on their 'horror' stories. The emphasis was not on tearing down, but building up!

The network established at the lab has continued to be a source of reference, resource and support.

The participants and leaders at the lab helped me venture into the area of portfolios and the variety of intelligences people use learn. I am using these educational tools with myself and the students...learning is being enhanced.

This learning lab afforded my colleagues and me (from Resurrection High School) the opportunity to share across disciplines and create a more common understanding, appreciation and a more supportive bonding personally and professionally.

The first several days of the lab were content-experienced packed and draining; but the after-effects have been exhilarating, exciting and energy-giving. It has not produced a momentary high, but a learning/teaching time release capsule.

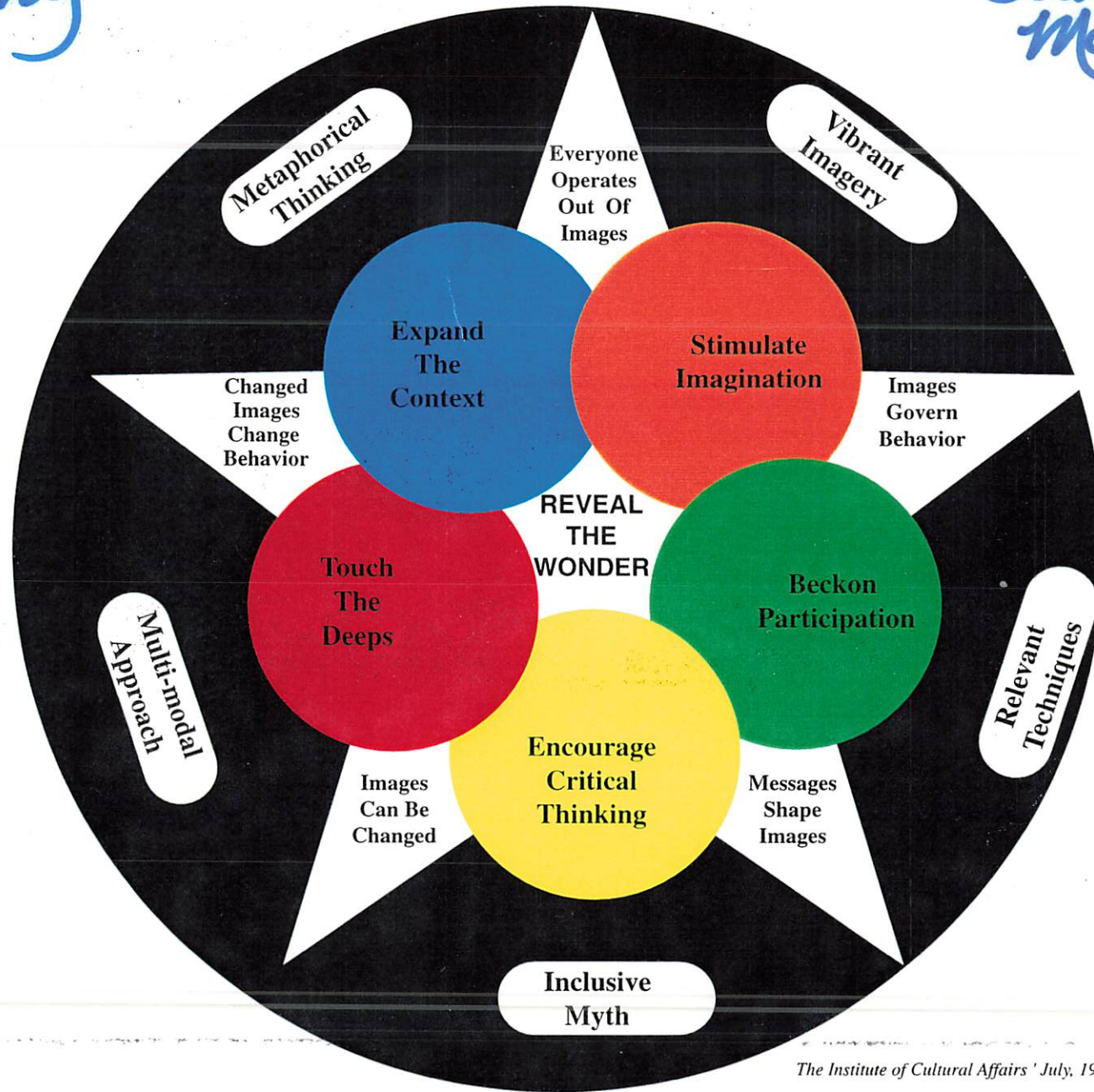
The lab was theoretical, practical, reflective, safe and risk oriented, serious and fun, supportive and probing---a kaleidoscopic venture.

After hearing so many negatives about teaching, teachers, students, schools and educational system, it was up-lifting and reaffirming to experience educators as a positive, creative and dynamic profession.

Sincerely,

Don Steck

P.S.: Have you received my response to your request to think about joining you for the '93 lab? My response is: Yes. Where do we go from here???



LEARNING LAB '93

GUIDE MANUAL

19318

ENVISIONING THE FUTURE OF EDUCATION
Monday Morning Procedures - July/August, 1993

<p>IMAGE SHIFT: From unknown people and situation to confident expectation of learning community</p>	<p>RO: Remember participant names while expanding one's context both globally and futuricly</p>	<p>EA: To live into future, taking responsibility for time and content of learning in our own hands</p>	<p>EC: Capacity to work collectively to create group consciousness</p>	<p>Materials: name tags, registration forms, sign in sheet, intro game sheet, video/machine, overheads/ machine, cards, spray (tape), dots</p>
<p>CONTEXT</p>	<p>I INTRO IE & KALEIDOSCOPE</p>	<p>II THE FUTURE</p>	<p>III EDUCATION VISION</p>	<p>REFLECTION</p>
<p>INTRODUCTION GAME</p> <p>INTRODUCTIONS/CHANGE CONVERSATION:</p> <ol style="list-style-type: none"> 1. Have some introduce those they have met <ul style="list-style-type: none"> * Introduce each person * What teams, school or organization represented? 2. What has been an experience you have had of change recently? (tables/overall) 3. Emotions associate with change 4. Challenge for us as teachers in living in a time of change 5. Expectations for this Lab (at table have each one share, guides take good notes for guide reflection, share a few with total group) 	<p>Overheads:</p> <ol style="list-style-type: none"> 1. Times: Pastoral matriarchical, partnership), Industrial (patriarchy, competition), Information (globality, interchange) 2. ICA and IE historically 3. 200 year present 4. IE this Lab 5. R (reminders: restrooms, refreshments, resources) 	<p>GLOBAL BRAIN VIDEO</p> <ul style="list-style-type: none"> * Introduction * Conversation: <ol style="list-style-type: none"> 1. Scenes? Words? Colors? Sounds? Shapes? 2. Where easy? uneasy? 3. Where remind of lessons in class that you did or would like to do? 4. What would you say the video was about? 5. What are 10 ways we could take the message of this video to the classroom? 	<p>VISION WORKSHOP</p> <ul style="list-style-type: none"> * Introduction * Focus question: "What do we want to see in place by the year 2000 in education?" * Individual * Teams * Total group <p>Look at</p> <ol style="list-style-type: none"> (1) vision workshop from two other Labs (2) Goals 2000 National and IL State Education <p>Goals:</p> <ol style="list-style-type: none"> 1. Where most on target? agreement? 2. What did we miss? Want to add? 3. What did these groups miss that we covered? 	<p>If have time,</p> <ul style="list-style-type: none"> * Meta-cognition thinking skills. Summer tells you to travel. <ol style="list-style-type: none"> 1. Where did you travel while still remaining in this room? Places became aware of? 2. Where share thoughts with someone did not know before? 3. Where find yourself saying, "There is something could work in my school or classroom.?" <p>By end of week will be able to lead a workshop like this. Enables multi-cultural sharing (where guides have used it).</p> <p>One of the gifts of the morning will be published version of this chart.</p>
<p>8:00</p>	<p>9:00</p>	<p>9:30</p>	<p>10:30/10:45</p>	<p>11:45 12</p>

LEARNING LAB '93

Monday Morning

CONTEXT

Introduction Game

Introductions

1. What has been an experience of change recently?

What are some of the emotions?

Challenge for us as teachers in living in a time of change?

Expectations for this Lab? (go around entire group)

I. INTRODUCTION TO KALEIDOSCOPE

Overheads: times, swirls, star in dots (feel at sea - time of anonymity - difficulty to know who are friends, colleagues, how to create community which stultified in our society)

Walk through time design - 4mat (informs teaching style, informs you who is same and different) - different intelligences (7 or 15, more and more because in information age) - point is bring differences in any setting (cultural economic) - working with concept popularized so trustful learning can happen in team and brought back to whole - use team through the week - skill building to enhance cooperative learning in the classroom setting - project teams to discern what will benefit you most in your classroom/school with guidance (come from guide team - constantly expanding - far and near Mt. Prospect,, Zambia, Phoenix and West Africa, Rocio Lima, Peru - work with public and Archdiocese in planning, staff development and multi-cultural programs. Modeling what is possible in the classroom. Encouraging inquiry in learning.

Reminders: R - restrooms, refreshments, registration, requirements (discussed with Joyce), relaxation, resourcefulness (resource center Begin at 8 until 4.

II. THE FUTURE

Global Brain Video: Introduction: Peter Russell - to capture the experience of change - the new world, new awareness of our world - r My experience

of change... Peter uses series of slides as media - if seen before look at from another perspective. How many familiar with Peter Russell. If seen, look at it from different perspective.

Show video

CONVERSATION:

1. Words, phrases, colors, shapes, sounds
2. Feel uneasy? since 1950-1980 as much scientific data discovered as all past
3. What reminded you of lessons done or been a part of in classroom?
4. Where see something you wanted to put into lesson plan?
5. What video all about?
6. What are ten ways we could take the message of this video to the classroom? (list)

III. EDUCATION WORKSHOP

CREATING LEARNING COMMUNITY
Monday Afternoon Procedures - July/August, 1993

<p>IMAGE SHIFT: From individuals to building community honoring uniqueness; from I'm hear at a conference to receive to playing an active role</p>	<p>RO: To know oneself as a contributing member of learning community</p>	<p>EA: Delight in recognizing each styles propensities and experience uniqueness in mindset of group</p>	<p>EC: To appreciate own style and potential to flex to other styles</p>	<p>Materials: Senge, visual, learning styles inventory and descriptions</p>
<p>CONTEXT</p>	<p>I LEARNING COMMUNITY</p>	<p>II LEARNING STYLES</p>	<p>III TEAM CREATION</p>	<p>REFLECTION</p>
<p>WANT ADS:</p> <p>Everyone here is an expert in your own way in some area; you have needs in others that the gifts of others here can fulfill. In anticipation of interchanging these resources we want to begin to surface some of these invisible resources and needs.</p> <p>* Individually fill out chart answering the following two questions: 1. Willing to share: 3 minute presentation on encouragement process 2. Help wanted: Does anyone have information on ...?</p> <p>* Go around and have individuals share their expectations and resource contributions.</p>	<p>Senge's FIVE DISCIPLINES</p> <p>* Context: Model of dynamics want to have happen in the classroom</p> <p>* Handout "LO Disciplines" talk through. Have participant read a discipline and then ask reflective question: ie, PM: When have you experienced mastering something? What does it take to master something?, MM: Johari Window (known and unknown), SV: like workshop on Education Vision we did this morning, TL: What has been an experience of working on a team? What kind of team were you part of when that happened?)</p> <p>* Tao of Leadership paragraphs</p> <p>Look at 5 disciplines in relation to the Kaleidoscope</p>	<p>INVENTORY</p> <p>* Instructions: careful that you put the number 4 by the one that best describes you, number 1 by the least; number 1-4 on each one - Add up columns and subtract. On table is chart where you can plot learning style.</p> <p>* Explain quadrants on the chart - example of one plot - put names on pink post-its and tape to chart</p> <p>* Largest group stand up and read aloud about this kind of learner: What sounded right for you, described you? rang true for you? (do for each of the four quadrants)</p> <p>* Break into four groups: Read about what kind of learner you are and discuss: "What difficulty would other style learners would have with your teaching?"</p> <p>* Paste dot on your name tag that identifies your learning style.</p>	<p>Create three teams that are a cross-section of who we are, spreading our diversity in learning styles, schools, male/female, age</p> <p>Assignment in your team: Give your team a name, representing some place in the globe.</p>	<p>REFLECT ON DAY IN TEAMS:</p> <ol style="list-style-type: none"> 1. What do you remember about today? 2. Where were you most involved? 3. What do you think this day was intended to do? 4. What plant, animal or mineral would you call today and why?
<p>1:00</p>	<p>2:00</p>	<p>2:20/2:30</p>	<p>3:30</p>	<p>3:45 4:00</p>

MONDAY AFTERNOON PROCEDURES

CONTEXT: Want Ads

I. LEARNING COMMUNITY INTRODUCTION

Senge: Purpose to simplify complexity. Sharing a model about how to work in your classroom. Like all models this one finite and limited.

HANDOUT: "Learning Organization Disciplines"

Talk about pieces, inter-relationships among them, pictures and poetry.

ICA: India have used Peter Senge's book. In notebook is the Learning Organization.

A. SYSTEMS THINKING: Read paragraph on systems thinking out loud. For Senge this is the crucial one. In ICA West working with schools at District level; each district has own board and staff. State Board. Change by working with teachers. Identify districts that have enough teachers that can work at district level to have a system within a system. Deal with the whole of what is so can leverage change.

B. PERSONAL MASTERY: Read "Personal Mastery". When experienced you have mastered something? ride a bike, Programming. Cajun cooking. What does it take to master something? develop skills; visualize results. perseverance.

C. MENTAL MODELS: Read Mental Models: Johari window - have the known and unknown, known to both, unknown to me, but known to you, unknown to both of us, unconscious controls our behavior that need to slip up on, shift image. Book? on how help people to recognize and accept.

D. SHARED VISION: Worked on that this morning.

E. TEAM LEARNING: What is the experience of being on a team? What kind of team were you part of when that happened?

What is required for each? MM (creativity), PM (will power - stick to diet, exercise), TL (using the gifts of people in such a way that SYNERGY is created), ST (leverage)

Relationships between those pieces: dynamics and connections:

PM/SV - vision provides that which need to provide to master, what have mastery of helps carry forward to vision. TL/SV - team allows act so can move toward desired future. CR/MM - way perceive world in dependent on MM. ST/CR - seeing the whole as it is - can never see all

the system. MM/ST - possibility of incompatibility. PM/TL - possibly negative relation - Japan operates as teams
CR/SV - dynamic between two - feel flow of energy

Learning Organization like a living organism - living organization - like Peter Russell's Global Brain this morning.

Ancient tradition: four elements in Western. Eastern - PM like the earth, stability, ground on which you stand. MM like the air, fire CR and SV - concentrated energy fuels the whole system, TL water so have fluidity in organization. ST new category - the void, the whole/hole, mystery - in pictures look, .

Butterfly - image of hope, transformation - complete shift that happens (inside the cocoon, chrysalis completely disappears and new comes into being that is the butterfly. Image of fragility - can't hang on to tight; also passes away.

Tao of Leadership: Leadership Strategies for a New Age: Poetic homilies "Poetry of the Spirit handout. PM - marriage, accomplishment - which element like the past week? -

Questions raised by each of these on the handout.
Read each paragraph, placing title on board as being read. Ask questions to reflect on.

What came to mind as to what can happen in your school situation - LSC or staff - see big picture of the school.

II. LEARNING STYLES

I never been a school teacher for children. My aunt tells me what it is like. I am involved in teaching teachers who teach elementary and secondary. I have observed teaching in classrooms in Zambia. Went to five classrooms before found a teacher. Africa don't have textbooks so giving information is by copying info into their notebooks.

- * What are some problems that you experience in the classrooms?
- * Reasons why some students not learning?

- * When were you able to get back into focus?
- * Children come to school with other things on their mind. What are ways get them involved? relevant. materials, focus curriculum on the child - "Up to them to get it"
- * What kind of learner are you? Many kind of learning styles. Introduce a couple to find out more about this group yourself. The more we know about how people learn the more we will be able to respond. 4Mat book: find out what learning style each of us is.

Instructions: Chart on wall to place dots after inventory. Notice? Feel? What take to operate knowing this about the group? Give number 4 to the one most like you, one least like you.

After break - more we identify with other learning styles, the better. Need to be attentive to how block other learning styles. How talk about difficulties in teaching and how to be flexible to meet the needs of all learning styles.

See the movie "The Doctor", had the opportunity to go around the school and be a student. See what it is like. Discover what it is like to be a student. Third group. What did you discover? What did you discover need to do to be more flexible?

In assuming that all four styles will show up in your classroom, what does it take to deal with all of them?

III. TEAM CREATION

Create three teams . Want to spread learning styles, schools, male/female, ages.

In teams assigned to decide your team's name, choosing some location in the globe.

REFLECTION

IMAGE THEORY IN ACTION
Tuesday Morning Procedures - July/August, 1993

<p>IMAGE SHIFT: From I do my job to I can change lives!</p>	<p>RO: To understand the importance of images in the process of learning</p>	<p>EA: To experience a deepened trust level and sense of belonging</p>	<p>EC: To be able to determine messages that build positive self images</p>	<p>Materials: Poetry handout, Boulding paper, pencils/paper</p>
<p>CONTEXT</p>	<p>I IMAGE THEORY</p>	<p>II BOULDING STUDY</p>	<p>III IMAGE SHIFT EXERCISE</p>	<p>REFLECTION</p>
<p>TEAM CONVERSATIONS</p> <ul style="list-style-type: none"> * Context * Norms introduced * Add any info about part of world your team represents * Conversation: <ol style="list-style-type: none"> 1. Name, one thing want this team to know about you (brief) 2. Who can remember names and something about (X) people? 3. Where in what was mentioned about someone else did you hear something that describes you as well? 4. Take a moment to write your name on this "card" so that we can add it to our team symbol. 			<p>Three teams: Pairs or triads within teams:</p> <ol style="list-style-type: none"> 1. Draw heads 2. Present behavior don't like 3. Image in circle responsible for that behavior 4. Messages that create and support image 5 New desired behavior 6. 3 positive qualities already have that can help make shift 7. Image to generate new behavior 8. Messages to create and support new image <p>Repeat exercise doing the same on a student</p>	
<p>8:00</p>	<p>8:45</p>	<p>9:15</p>	<p>10:15/10:30</p>	<p>11:50 12:00</p>

TUESDAY MORNING PROCEDURES

CONTEXT

1. TEAM CONVERSATION

Context: It is possible to build positive relationships in the classroom each day by taking time out to have conversations that enable class members (including the teacher) to share with each other. This concept has been elaborated in the book "Tribes", which also describes norms or guidelines for participating in these conversations.

The team guidelines are:

- * No put downs
- * Listening attentively
- * Courage to be imperfect
- * The right to pass (not answer)

Yesterday we formed teams and chose a name. ____ made these symbols for us and today we have a chance to get to know each other a bit better.

1. Let's re-introduce ourselves: name and one thing you want this team to know about you (brief)
2. Who can remember names and the "something" about 5 other people.
3. Where in what was mentioned about someone else did you hear something that describes you as well?
4. Take a moment to write your name on this "card" so that we can add it to our team symbol.

I. IMAGINAL EDUCATION PARTICIPATORY PRESENTATION

G Packard - IE Participatory Presentation...What we want to do...Reading: Loren Eisely...Kenneth Boulding describes 3 waves of civilization - pre/post - tribal pastoral nomadic, agricultural based civilization to industrial

In pairs in 30 seconds: What was education about in each of the three waves?

This period of technology, information and consciousness - 30 seconds: What is education for in the future? multi-lingual, connectedness, quick/clear communication, healthy living, personal empowerment

Look at vision: Read through the categories - which most point to the future?

Q: What do we do now? What is education for? What is difference

between teaching and learning? At one point someone says both words were one word. Plato period teaching and learning were mutual complimentary aspects of all persons involved (ie, speaking and listening).

Today we have a crisis in education. Revolves around the gap moving into a time when information coming in faster than we can process it. The question is how to operate our process mechanism. Not a question of what is math or history - how integrate and process. Perception and processing talking about yesterday.

David Orr: In Context magazine: 1st chart: Crisis: A search for a new consensus. Education is no guarantee of decency, providence or wisdom more education of the same kind will only compound our problem. The work of education must not be measured against the strength of decency and human survival.

The new bottom line in education must be purpose itself...the heart of education must be the art of addressing questions of value: learning to identify and ask the important questions both personal with cultural and deciding skills to affect one's world, the new education must be purpose centered.

Atom - three people - at Fermilab taking invisible objects trying to bust operate that dance see going on. This force in middle creates a magnetic field, an anchor. What is electricity? Nothing but an attraction. Mutual attractivity keeps atom in motion. How does ion know what it is supposed to do? Has an intelligence. Magnet lines up; take away and they continue swirling around. This is systems thinking, thinking of the whole system. 10B to make a ...

This is minuscule world of IE - constant bombardment of images - visual/sensual, mental/manipulative, cognitive images

Shut your eyes and think of a close friend or relative: look closely at their face, watch them begin to smile, then frown - just experienced mental imagery being manipulated -

Form images to cognitive schemata - tell story begin to move these three areas together...Then episode schemata, prototypes, stereotypes presuppositions, beliefs, self-concept - for values...From that we tell our story.

1993 basic images systems processor. Self-organizing, vulnerable to external stimuli. Like filing cabinets. Right/left brain. Birth and heat drops for 98.6 to 75 or so, cry and file away that memory. Some good and other negative experiences. Filing system can shut down when in an emergency situation. Registered in one part of brain. Heart attack is one part of heart where blood fails to circulate and becomes dead meat. Frozenness and deadness of imagery and does not fit in filing cabinets.

Cognitive development: Piaget (took time off and raised his own children and studied them) -

Both cognitive and systems came together when Boulding stepped out of his field as an economist wrote IE putting together both. Decision theory and cognitive theory both energized. Now doing brain and other education research so that today lifelong learning. Humanistic and developmental psychology.

Talk about image theory in relation to decision theory, or cognitive theory. Value images that forms the super system. Bloom's taxonomy talking about different levels of integration.

Value imagery, and decision imagery. Need for human individual to bring incompatible things together.

IE 5 principles - 1. Everyone operates out of images

2. Images govern behavior
3. Messages shape images
4. Images can be changed
5. Changed images change behavior.

II. BOULDING STUDY

III. IMAGE SHIFT EXERCISE

In pairs, "Where experience in class where children are struggling with a negative self-image?" Challenge in time from industrial to information age - Alvin Toffler quote

I can imagine myself as a product of that kind of education - behaviors that come out of that period: time consciousness, don't like schedule nervousness time of sensitivity - what image am I working out of that is governing that behavior: teacher as time manager - messages: time is money is big message, you'll be late (for a very important date) What is behavior that I want that I think education needs in relation to Information Age: stimulating and encouraging. So what is the image that would help

me remember that? Teacher as cultivator of the garden. Messages I could send myself daily that would remind me of that image - you are nurturing person, care about particular people - put on refrigerator, dashboard or desk; who are people that cultivate spirit and creativity (artists, dance - call up for advice, or picture of great teacher to remind of new image) cultivate others gifts. Teams: Focus on ourselves as teachers. Think of three gifts I have now that will help me make this shift. Procedures. Guide to help you. Individually. Draw heads is hardest part of exercise.

In Teams:

Context:

Handout sheets of paper repeating overview of exercise. "We are going to work alone, thinking of the images that each of us operate out of as teachers."

1. First draw these two heads (have them draw along with you (laugh about imperfect art))
2. Think of your present behavior as a teacher that you don't like because it is ineffective (coming out of past-oriented images of teacher). Put on bottom left line.
3. Draw a circle inside of "left head". In the circle write the image that you have that is responsible for that behavior (example: "Teacher as Boss").
4. Now think of the messages that you have received in the past that have created this image. Put them on arrows over head.
5. Now think of the behavior that you would like to have as a teacher in the information age. Write in a short phrase on the bottom right side of paper.
6. Think of 3 positive qualities that you have that can help you make this shift. 3 qualities that others have mentioned to you. Write these on the nose.
7. Looking at the new behavior that you want, decide an image that can generate that behavior (think of metaphors, picture-giving words like a gardener, a beekeeper). Draw circle inside "right" head. Put image inside circle.

8. Decide messages that will recreate that positive image every day.

What phrases can you repeat to yourself?

What visual image could you put on your desk?

Who are the people who can be your mentors and colleagues who will communicate positive messages?

Write these on arrows on right side.

CRITICAL THINKING SKILLS: THE CONVERSATION METHOD
Wednesday Morning Procedures

IMAGE SHIFT:	RO: Learn the ORID flow	EA: Discover the possibility of leading in-depth discussions	EC:	Materials: Video "Mirrors"
CONTEXT	I CONVERSATION DEMO	II THEORY	III TEAM PRACTICE	REFLECTION
UNIVERSAL DANCES	<p>Review week's time design</p> <p>Context morning</p> <p>Introduce video "Mirrors" on self-esteem (for parents, for anyone)</p> <p>Conversation: O R I D</p>	<p>Walk through discussion method and theory</p> <p>Break into three teams - do "scramble" assignment</p>	<p>Teams of two create conversations; give several examples</p> <p>Teams share their results</p> <p>Collect for documentation</p>	<p>Who can name everyone?</p> <p>What are 1-2 activities of our time together?</p> <p>Where did we laugh? Get involved? Wander off?</p> <p>What happened to us?</p> <p>Where will you use this method? Have each person fill in 3x5 post-its with an occasion when they will use the discussion method. Have them add it to a flip chart titled discussion method on their way out for lunch.</p> <p>Return at 1:00 for Marketplace.</p>
8:00	9:00	9:30	10:30/10:45	11:45 12:00

PROBLEM SOLVING: THE WORKSHOP METHOD

Thursday Morning, July/August, 1993

<p>IMAGE TO SHAPE: From desire to solve problems effectively to skills for actualizing that desire</p>	<p>RO: Learn the five steps of the workshop process</p>	<p>EA: Experience the power of consensus building through the workshop method</p>	<p>EC: First experience in designing and leading a workshop</p>	<p>Materials: Cards, spray (tape), markers, 2 worksheets</p>
<p>CONTEXT</p>	<p>I DEMO WORKSHOP</p>	<p>II WORKSHOP THEORY</p>	<p>III TEAM PRACTICE</p>	<p>REFLECTION</p>
<p>DANCES OF UNIVERSAL PEACE</p> <p>JOURNEY * Monday, Tuesday * Today: Turn to page ___ to follow along. The process will be a demo and walk through of the method before hands on practice</p>	<p>FOCUS QUESTION: "What are practical ways to incorporate multi-cultural experiences into the classroom?"</p> <p>C: It is important for them to know what they will be doing, to want to do it B: Individual brainstorm, mini teams, share ideas with group O: Organize in columns to form new insights N: Name largest first and then others R: Create a picture or metaphor</p>	<p>Emphasize objective level reflection from group by putting CBONR across the board and getting out step by step. That is what happened first, next, etc. What did the facilitator do?</p> <p>Ask of each section: What was this part of the workshop like? What is this part crucial?</p>	<p>Choose focus question, giving a couple of illustrations: 1) What are creative ways to maintain discipline in classroom? 2) What are the major issues facing teachers today? 3) What are elements of student centered learning? 4) What are keys to motivating students in classroom? 5) What are the components of a fulfilling staff development program? 6) What are the issues students bring into the classroom? (10)</p> <p>Design Workshop (20)</p> <p>Practice: Two groups, each have 15 min. to lead group and 5 min reflection</p>	
<p>8:00</p>	<p>9:15</p>	<p>10:00</p>	<p>10:15/10:30</p>	<p>11:25 11:30</p>

Friday
CENTERING LIFE RETREAT
Procedures, July/August, 1993

IMAGE TO SHAPE:	RO:	EA:	EC:	Materials:
CONTEXT	I CURRENT REALITY	II PERSONAL WITNESS	III COMPOSING A LIFE EXERCISES	REFLECTION
<p>Creativity Exercise:</p> <p>Storytelling: Each person add four words to story. I will start: "Once upon a time..." (go around room and then guide ends story)</p> <p>Review week/day: This AM Life Centering Philosophy Focus on PM, MM, SV, TL</p>	See lesson plan	<p>Shock when returned in 1990. Phone with "answering machine" - it was not an answering machine, but a questioning machine: "Who are you? What do you want?"</p> <p>Start past with story of my grandmother from Scotland...Mexico</p>		<p>Reflect on week and written evaluations</p> <p>Send out for anyone not returning second week.</p>

CENTERING LIFE RETREAT: CURRENT REALITY
Friday Procedures, July/August, 1993

<p>IMAGE TO SHAPE: Life with its ups and downs, high and low points, is a gift</p>	<p>RO: To ground current reality</p>	<p>EA: Consciously experience the push and pull of life</p>	<p>EC:</p>	<p>Materials: newspapers, magazines, cards, markers</p>
<p>CONTEXT</p>	<p>I DATA GATHERING</p>	<p>II INDIVIDUAL CONCERNS</p>	<p>III SHARING</p>	<p>REFLECTION</p>
<p>Review journey so far using butterfly model of disciplines: all disciplines create tension between current reality and shared vision;; this tension creates laser energy, focused energy between the two</p> <p>New image of person between current and shared vision as being held by rubber bands - personal mastery</p> <p>Create a global sphere of current reality</p>	<p>* Large Circle drawn on wall. Provide newspapers and magazines</p> <p>* Working in pairs:</p> <ol style="list-style-type: none"> 1. Find 3-4 items which are hopeful, supportive 2. Find 3-4 items which limit, take away, diminish 3. Make sure have all parts of world, hemispheres 4. Write on cards 5. Place on wall <p>Arrows limiting (down), hopeful (up)</p> <ol style="list-style-type: none"> 6. Reflect on connections among events 7. Underlying issues revealed 	<p>Draw own circle of concern, sphere of current reality. Fill with 5-7 real concerns you have at this time</p> <p>Reflect:</p> <ul style="list-style-type: none"> * What surprised you? * What keeps showing up in your life concerns? * Note for which concerns you feel support and energy. Mark with arrow up. These are drivers of your care. * Note with arrow down where you experience your care being frustrated, cut off, <p>* Share:</p> <ul style="list-style-type: none"> * Those where experience frustration and hopelessness, why? * Where experience energizing support? * Where place self in this picture? (get several responses) 	<p>* How does it feel?*</p> <p>What response you see others making?</p> <ul style="list-style-type: none"> * If you could talk to the person responsible for this, what would you say to them. <p>Questions raised?</p> <ul style="list-style-type: none"> * Who am I? (What did I do to deserve this?) * What do I? (to heal, to relate creatively to this reality) * How be I? (what stance and style) <p>What stance does it take to stand in this world? before the dark and the bright - all of it? and say the world as it is is a gift of creation?</p>	
<p>5 min</p>	<p>15 min</p>	<p>10 min</p>	<p>10 min</p>	<p>5 min</p>

MARKETPLACE AND REFLECTION FOR WEEK ONE
Procedures, July/August, 1993

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
MARKETPLACE				
WANT ADS	METHODS MOMENTS	MARKETPLACE	MARKETPLACE	MARKETPLACE
Each person makes an artistic poster stating what they need and what they have to offer	In three minutes, each person shares a method Create sign-up chart for marketplace	15 and 30 min. time slots for sharing methods	Etc.	Etc.
REFLECTION				
See procedures page	Montage Creation	Ask group: What would be objective first question to ask using ORID for reflective conversation; write on chart; do for RID as well	Song Creation	Evaluation of week and send outs

KALEIDOSCOPE TEACHING STRATEGY
 Week 2: Monday Procedures, July/August, 1993

IMAGE TO SHAPE: Teachers as initiators of fun learning	RO: To understand that lessons can be expansive	EA: Experience enjoyment creativity challenge	EC: Reflective lesson planning	Materials:
CONTEXT	I DEMONSTRATION LESSON	II KALEIDOSCOPE PARTICIPATORY PRESENTATION	III LESSON PLAN	REFLECTION
Poetry (see sheet) Where we are in the course Focus of the day	Cultural detectives: * Postcards * 1993 artifacts * Global grid * Video: "Faces" * Artifacts * Reflection		Explanation Find partners Create lesson on event or meeting plan (45) Presentations (if time) (15)	1. What focus of lesson? 2. What new ideas came? 3. What was easy, difficult? 4. What did you discover during the planning? 5. How could you use this in the future? DEMO LESSONS/CRITIQUE
9:00	40 min	60 min	60 min	5 min

KALEIDOSCOPE DEMO LESSON PROCEDURES - JULY 15, 1993

<p>IMAGE TO SHAPE: We are all welcome in this world</p>	<p>RO: To learn of the many cultures and to know we are one of the many</p>	<p>EA: To experience wonder and appreciation for the diversity in our world</p>	<p>EC: To make connections to follow through on research</p>	<p>Materials:</p>
<p>CONTEXT</p>	<p>I GETTING TO KNOW YOU</p>	<p>II ROLE PLAY</p>	<p>III ARTIFACTS</p>	<p>REFLECTION</p>
<p>Review past three days</p> <p>Review tribe norms. Add VALIDATION.</p> <p>Set stage for the demonstration lesson: "Our focus for the next three weeks is to explore and learn about many cultures of the world"</p>	<p>Fill out postcard:</p> <p>Family Tradition Culture Name Quality You Look For Want to go Where lived</p> <p>In triads: choose one corner of card to share with each other. 30 seconds for each person; 1 minute to validate experience (ie, I like it when....; or It's helpful when)</p> <p>Clap hands to indicate time to change triads (do this several times)</p> <p>Reflection:</p>	<p>Context: The year is 3013. We are anthropologists, cultural detectives. We want to find out what earth was like 2020 years ago in 1993.</p> <p>Remind of old maps they may have seen; 20,000 cultures were reported in 1990's.</p> <p>Show a video that has been preserved of what people looked like ("Faces" - 5 min.)</p>	<p>(Cloth covering many artifacts spread on floor)</p> <ol style="list-style-type: none"> 1. Look at things before us. Which one do you feel drawn to? Pick it up 2. Share with someone who has something that is similar. 3. Talk about what you think is indicated about the culture: <ul style="list-style-type: none"> - rural, urban - use of colors - materials used - use 4. Each team share with the whole group 	<ol style="list-style-type: none"> 1. What saw, touched, remembered? 2. Where did you feel in touch with people in 1993? 3. What did you learn about earth people in 20th century? 4. What name to give these people from 1993?
<p>5 min.</p>	<p>15 min.</p>	<p>8 min</p>	<p>10 min</p>	<p>2 min TOTAL: 45 min</p>

KALEIDOSCOPE TEACHING STRATEGY

Procedures July 15, 1993

<p>IMAGE TO SHAPE: I can make learning fun and effective every day.</p>	<p>RO: To understand the use of the kaleidoscope as a teaching strategy</p>	<p>EA: To experience expanded creativity</p>	<p>EC: Lesson planning</p>	<p>Materials:</p>
<p>CONTEXT</p>	<p>I IMAGE THEORY REVIEW</p>	<p>II KALEIDOSCOPE DYNAMICS</p>	<p>III LESSON PLAN</p>	<p>REFLECTION</p>
<p>Make "tent" card: What you love to teach; your role?</p> <p>Context: Learning as Fun</p> <p>Recall a fun learning experiences (table conversation): What qualities?</p> <p>What question do you bring to question of lesson planning?</p> <p>How to make a lesson an event?</p> <p>Review kaleidoscope dynamics in demo</p>	<p>Look through kaleidoscope: What did you see? How is it different from what working at in the room without it?</p> <p>Here is a strategy patterned after the kaleidoscope that provides a means of meeting learning needs of a variety of students in lessons, events, meetings</p> <p>Image theory points</p> <p>Every lesson includes opportunities for messages and images</p>	<p>Kaleidoscope description:</p> <ul style="list-style-type: none"> * Facets: symbol, word, how do it, examples of resources * Learning styles addressed by each facet * Mirrors - examples, results, talk at tables, questions raised, share 	<p>Audience</p> <p>Image to shape, RO (remember), EA (experience), EC (skills)</p> <p>Intents as direction, goal posts</p> <p>Introduce lesson plan form #1: brainstorm circle - walk through</p> <p>Lesson plan form #2: sequencing; give an example - fill in with story, art work</p> <p>Handout demonstration lesson plan - give examples of lesson plan subjects</p> <p>Choose another person to create a lesson plan</p>	<ol style="list-style-type: none"> 1. What focus of lesson? 2. What new ideas came? 3. What was easy, difficult? 4. What did you discover during the planning? 5. How could you use this in the future? <p>DEMO LESSONS/CRITIQUE</p>
<p>60 minutes for the whole?</p>				

KALEIDOSCOPE LESSON PLANNING

Week 2: Monday Morning

Poetry

Global grid as decor. Review past three days. Today doing a demo classroom. Be ourselves. Remember as a tribe, the norms: no put downs, courage to be imperfect, right to pass. Add to tribal norms: validation - stamped approved,, say something without comment makes you wonder how people are responding; way of reminding ourselves to comment. Begin multi-cultural lesson:

1. Going to write postcards. I middle write your name, circle it if you like, a quality that you look for in others. First thing that comes to mind. In lower right hand corner write your favorite family tradition or holiday. In left hand corner, places you have lived. Top right hand corner the culture that you most identify with outside your own. Left: where in the universe that you would like to be, go to.

Getting ready to take a long trip together and use this postcard to take you there. 1 1/2 minute in triads. Talk about one corner together, 1/2 minute each. Then one minute of validation: "I like..." I will clap and then get into another triad. (Change triads several times)

Video: "Faces" with song "It's in Everyone of Us" Context:

As archeologist, look at the find of this archeological dig. Take one that just seems to call out to you. Think about what were the materials available, the art form, the color, what went into this to create this. Share the story about what kind of people created this artifact. Share for 2-3 minutes. (African music). Put piece back. Beginning of three week project.

Total group:

1. What did you find out about these people? Tell a brief story. What did you discover?
2. When think of yourselves as archeologist or cultural detectives, what do they do? You are going to be detectives following on clues been discover.
3. What are things you remember from this lesson so far? postcards, video, cultural elements
4. Where did you begin to feel in touch with these people of the 20th century?

5. What did you learn about yourself and these other cultures?
6. Looking back 2020 years, what name would you give to those people you have encountered?

Keith: Video can be ordered for \$10.

Put your name and

1. Concern and questions that you bring to question of lesson planning? (Talk with another person at your table). Take a moment to share with each some of the questions you raised with each other.
How to motivate and get students interested in what prepared to present?
How to best present information? (procedure)
Outcomes? What do you really want them to do when you finish lesson?
Time - how to have enough of it? Planning time?

Toys on your table for a purpose. Kinesthetic learners, actually stimulate thinking while the left side of brain is playing...

2. How to plan lessons; how can you have fun? Study recently on Maslow on theory of needs, meaningful. At the top of the pyramid fun. Does raise a question; Is fun a way to enhance the learning? "I bought this ticket, and I am watching only half of the show." line from video. Students bought the ticket, how can they have the total show? As teachers tremendous opportunity to turn the class around. All of us have had great experiences in enabling learning. What has been a fun learning experience for you? martial arts because doing nothing kinesthetic; supportive group challenging me to do well. At table what has been a memorable and fun learning experience, where you were the learner? Share with another person at your table.

Red dots: Number one learners.

KALEIDOSCOPE LEARNING STRATEGY

(Kaleidoscope overhead). Share kaleidoscopes (pass one to each table). As you look through kaleidoscope what do you see? How different than looking without one. Kaleidoscope was created in the 1800s, maybe by a teacher who wanted to look at life and see the wonder that is already

there but not yet discovered.

Kaleidoscope based on image theory. What Kenneth Boulding illuminated is that people operate out of images. Place falling apart, affects our hopefulness about the future. How we get them fed to us about how things are? We also have possibility to choose the messages we expose ourselves to? What are the messages of myself, others, how make it more infused with hope, futuristic. Affects how I teach. Good news is that images can be changed. When images change behavior changes. True for a non-reader - give enough exposure to successful experience, behavior changes, environment changes, society changes.

Then how could you build a lesson plan that would allow image change to go on. Two handouts. Kaleidoscope. Pallet for creativity. Kaleidoscope designed to have facets that move and overlap. Sense of wonder that is there. Meant to be fluid and interchangeable; not static; wish could have handouts move. How in every lesson enable as much interaction as possible? (arrows, involvement (through conversations, games, workshops, art work, singing - what gets voice out, bodies out). How did we get everyone involved in demo lesson?

Connect with what learners care about. If minds at home, how acknowledge that and make it part of the learning that goes on. Stories, video, poetry, art forms. Where did you experience your heart touched in lesson? Stories that connect with student experience.

Expand what learners already know. Allows all of us to discover a broader, more hopeful panorama. What expanded your frame of reference, context. The year 3032 and looking back. Through timelines that make reference to a broader world. I was given a book "Blue Planet" - name expanded my point of reference. Whole book gave me a different picture of my own experience. New Atlas of the world with new countries. Can happen through pictures and information. Bakina Faso used to be an ancient kingdom. The Witch with black cat which was invisible, made it green so lost in grass, all colors with birds laughing, changed the house so all colorful and everyone fits in. Women of the world and Men of the World as sources of information. Stimulating the imagination. Blowing bubbles, how wake up to our potential. Sometimes lose fascination and wonder. Think new thoughts. If you can imagine it you can do it. If don't step into the new, students in their way to have expression, how do you do it? Ask students, application exercises, art work, song writing, our own environment reflection to decide what could be. Write poetry - shared poems typed up.

Inspirational sandwich, companion. How beckoning originality from each one of us.

Metacognition - critical thinking - higher level or higher order thinking. How encourage people to live whole - instead of 1/2 ticket, 1/10 of mental capacity. Shared ORID, because it moves on levels of consciousness, experience, feelings, moves toward meaning and then decide how to move from there. Problem solving (workshop) to come to action.

Number 1 learners - tough the deeps

2 - expand context

3 - stimulate imagination

4 Accommodator, dynamic - asking What if...imagination and involvement, love the How could you use this in another setting?

Questions do you have? Share at your table. What goes on in the kaleidoscope.

Reflections at your table: Games in middle of table (establish norms about throwing and not taking home). Why don't we use art, poetry, imaging and role play more? the software of education. How make time a friend instead of enemy? No matter what the subject - birthday party, faculty meeting, classroom.

Mirrors are part of the secret to the magic, the wonder you experience, enhance what is going on. Classical stories, conveys a journey, gives a theme. Dr. Zeuss's last work - read to children at graduation every year. Wide open opportunity to strange places. Connects with the human experience. Story of the eagle and the chicken. If you had been raised to be an eagle, why would you choose to be a chicken? Sport game when did not believe could win, student reminded him of this. Why give up hope?

Multi-modal is more fun. Our rational and scientific world made a bias. Vibrant imagery to enhance. Why use black and white only when have so many colors? What hang on walls? Wear to class daily? We are art forms ourselves adding to imagery.

Relevant techniques. What project learning is about. Superlearning, writing across curriculum, whole language. Relevant: cooperative learning serves our society because we are so individualistic. In Kenya needed to emphasize the individual.

Metaphor. brother had teacher asked what name would like to be. The Count. Step into a metaphor and live it. Lady Godiva. Attila the Hun. The familiar a little unfamiliar, the unfamiliar a little familiar.

Questions about mirrors?

How could you use all this? Subject at the center to reveal the wonder of it. Phonics the wonder will be revealed about that subject, that culture.

What happens when you do all this - stimulate imagination people feel hopefulness, when ask to get involved creativity enhances, think deeply there is a discovery, self-discovery, meaning; when touch the deeps, touch the heart, deal with spiritual dimension of life see own responsibility - I become a citizen of this beautiful blue planet. Self-esteem in a worldwide context. And these characteristics keep swirling around - each a result of the other.

Top left. RO: What want them to know?

EA: What want to experience? math can be a friend, experience success

EC: Skills?

Image to shape: Math teacher said, it is good to see men, I don't know why women are here. They should be making lemon pies. I did for final and he said I had a long way to go!

Brainstorm will come up with lots of ideas, by yourself very creative. With a team even more so. What works for you best?

A lesson can be as much of a drama as anything Shakespeare ever thought about. Read story and answer questions at the back. Once objectives, a matter of how going to do it. Across the lesson plan: art form, story, timeline, game, reflection. Or you could change the sequence.

Pass out sample lesson plan of the demonstration lesson. One page article that lists the intelligences.

Exercise: Before choose a partner to create a lesson plan, what questions have? Choose topic. Look around room at the advertisement of who you are, someone in related area.

Graduation
parents night

Imaginal Education, ICA: Chicago, 1993

fund raiser
international festival
anniversary
earth celebration

Play the music and when it stops you will have a partner. Look at the possibility of sharing these lessons through our marketplace after lunch.

Time frame for a lesson plan can be a half day, a 50 min. period, etc.

Reflection on creating lesson plan:

1. What were some of the lesson topics? math, faculty meeting,, Native American
2. What were some new ideas?
3. Where did you get excited about digging into your subject? Interested into putting this all together?
4. Which part of the kaleidoscope began to come alive for you? deeps, reveal wonder
5. What did you learn from this?

THE RETURN
Friday Procedures, July 15, 1993

IMAGE TO SHAPE:	RO:	EA:	EC:	Materials:
CONTEXT	I VISION & CURRENT REALITY	II ACTION PLANNING	III LUNCH CLOSING	EVALUATIONS
<p>Vision 2000 on first day. Task today is to make action plans for future involvement</p>	<p>Choose a vision element: 1. Post and read eight vision elements 2. Each person put two dots on "most important" 3. On basis of dot count, decide priorities 1-8 and put on wedge</p> <p>Individually list things going on now that are strengths leading toward vision and weaknesses that threaten vision</p> <p>2. In pairs decide most important strengths and weakness</p> <p>3. Write it on a card and post it</p> <p>4. Group as needed</p>	<p>1. Form teams by schools and 1-2 guides 2. In teams individual brainstorm, share and group possible actions 3. Put on timeline: launching, ongoing, completing 4. Share and reflect</p>	<p>Guild Suite Luncheon ordered from Siam</p> <p>Context: Why it is good to appreciate - affirmations</p> <p>1. Pass out paper (small) one per person. Write a word or phrase of appreciation to each person put name on top of each paper, arrange according to seating.</p> <p>1. Give everyone an envelope - have them decorate it and write their name on it.</p> <p>2. Pass envelope around to be filled with affirmations</p> <p>3. Give a few minutes for them to read them (ORID if time)</p> <p>4. Give the opportunity to give their neighbor a handshake or pat on the back</p> <p>5. Where might you see such an exercise?</p>	<p>1. Short ORID evaluation 2. Written evaluations 3. Announcement of October 16th meeting 4. Graduation Context: Give out certificates with a word for each person. Have a colored clip chain and let each person take on off as a reminder of Global Links.</p>
60 minutes for the whole?				

LEARNING LAB '93 - TIME DESIGN

Rational Objective: To understand how to use Imaginal Education for effective student-centered learning.

Eperiential Aim: To experience affirmation & an exhilarating experience caring network of support

Enhanced Capacities: To be able to use I.E. tools to create a student centered community in the classroom.

Image to Shape: I am an Imaginal Educator living into the information age.

Monday

Beckon Participation
 Registration
 Intro. "10 Squares Game"
 Introductory Conversation
 -experience of change
 -feelings, anchors
 -expectations
 (20 min.)

Context 20 min.
 Global Brain 30 min.
 Conversation 20 min.

Vision Workshop 90 min

11/30
Lunch

Want Ads
(for my skills, etc.)

Learning Community
 Context 20

Learning Styles 75

Team Creation 20

Project Introduction 20

Reflection on the day 10

Tuesday

Encourage Depth Thinking

Poetry Writing

Image Change

- Image Theory
- Boulding Study
- Image Shift Exercises (for self & students)

11:30
Lunch

Methods Moments
3 minute presentations

Conversation Method

- The Demo
- The Theory
- The Practice

Journaling
 Reflect on the day

Wednesday

Expand the Context

Dances of Universal Peace

The Workshop Method

- The Demo
- The Theory
- The Practice

11:30
Lunch

Market Place Presentations

Project Learning

Journaling
 Reflect on the day

Thursday

Stimulate Creativity

Myth, Masks & Drama Reflection

Kaleidoscope Lesson Planning

- The Demo
- The Theory
- The Practice

11:30
Lunch

Marketplace

Project Learning

Journaling
 Reflect on the day

Friday

Touch the Deeps

Centering Life Philosophy

Composing A Life

11:30
Lunch

Marketplace

Project Plan Presentations

Journaling
 Reflect on the day

LEARNING LAB '93

8:00 a.m. to 4:00 p.m. daily

WEEK ONE TIME DESIGN

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Beckon Participation Introduction Game Conversation</p> <p>Opening Context</p> <ul style="list-style-type: none"> •Global Brain Video •Reflective Conversation <p>Vision Workshop (future of education)</p>	<p>Encourage Depth Thinking</p> <p>Poetry Writing <i>TEAM</i></p> <p>Image Change</p> <ul style="list-style-type: none"> • Image Theory •Boulding Study •Image Shift Exercises 	<p>Expand the Context</p> <p>Dances of Universal Peace</p> <p>The Workshop Method</p> <ul style="list-style-type: none"> •The Demo •The Theory •The Practice 	<p>Stimulate Creativity</p> <p>Myth, Masks & Drama ?</p> <p>Kaleidoscope Lesson Planning</p> <ul style="list-style-type: none"> •The Demo •The Theory •The Practice 	<p>Touch the Deeps</p> <p>Centering Life Philosophy</p> <p>Composing A Life</p>
11:30 to 12:30 Lunch	11:30 to 12:30 Lunch	11:30 to 12:30 Lunch	11:30 to 12:30 Lunch	11:30 to 12:30 Lunch
<p>Want Ads (for my skills, etc.)</p> <p>Learning Community Context</p> <p>Learning Styles</p> <p>Team Creation</p> <p>Project Introduction</p> <p>Reflection on the day</p>	<p>Methods Moments 3 minute presentations</p> <p>Conversation Method</p> <ul style="list-style-type: none"> •The Demo •The Theory •The Practice <p>Journaling Reflect on the day <i>Kocio</i></p>	<p>Market Place Presentations</p> <p>Project Learning</p> <p>Journaling Reflect on the day</p>	<p>Marketplace</p> <p>Project Learning</p> <p>Journaling Reflect on the day</p>	<p>Marketplace</p> <p>Project Plan Presentations</p> <p>Journaling Reflect on the day</p>

LEARNING LAB '93

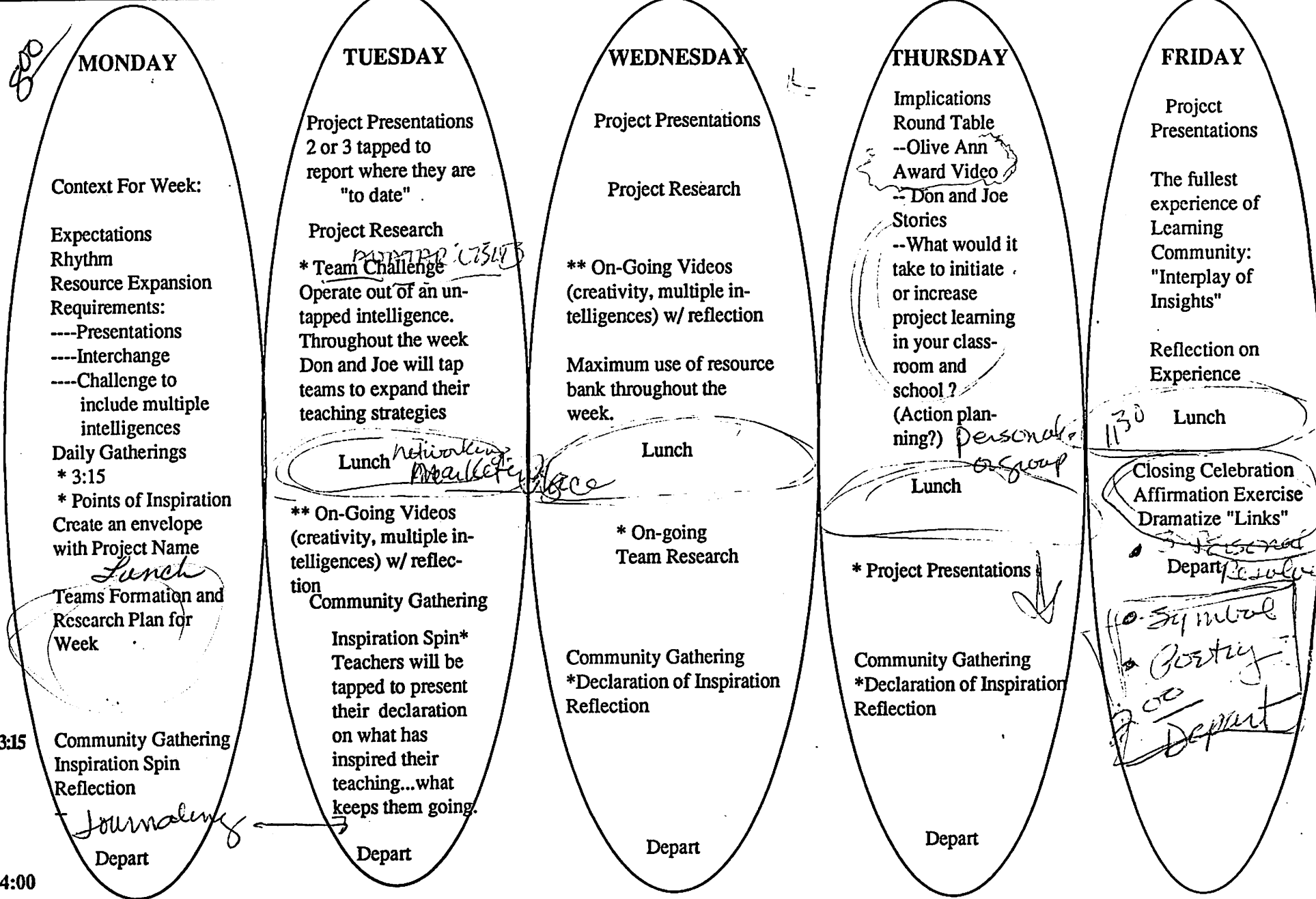
8:00 a.m. to 4:00 p.m. daily

WEEK TWO TIME DESIGN

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Beckon Participation</p> <p>Context for Week</p> <p>Project Team Research</p>	<p>Encourage Depth Thinking</p> <p>Project Presentations (Where we are to date)</p> <p>Project Research</p>	<p>Expand the Context</p> <p>Taste of Projects Mini-presentations</p> <p>Project Research</p>	<p>Stimulate Creativity</p> <p>Round Table Implications</p> <p>Action Planning What will it take. . . ?</p>	<p>Touch the Deeps</p> <p>Project Presentations (continued)</p> <p>Experience of Learning Community: "Interplay of Insights"</p>
<p>11:30 to 12:30 Lunch</p>	<p>11:30 to 12:30 Lunch</p>	<p>11:30 to 12:30 Lunch</p>	<p>11:30 to 12:30 Lunch</p>	<p>Lunch</p>
<p>Project Research</p> <p>3:15 p.m. Daily Gathering Points of Inspiration Envelope Interchange</p> <p>Reflection on the day</p>	<p>Project Research</p> <p>3:15 p.m. Daily Gathering • Declaration of Inspiration</p> <p>Journaling Reflect on the day</p>	<p>Project Research</p> <p>3:15 p.m. Daily Gathering • Declaration of Inspiration</p> <p>Journaling Reflect on the day</p>	<p>Project Presentations</p> <p>Journaling Reflect on the day</p>	<p>Closing Celebration Reflections Affirmations</p> <p>2:00 p.m. Farewells</p>

Learning Lab Design: Week II---

Project Learning



MONDAY

Context For Week:

- Expectations
- Rhythm
- Resource Expansion
- Requirements:
 - Presentations
 - Interchange
 - Challenge to include multiple intelligences

Daily Gatherings
 * 3:15
 * Points of Inspiration
 Create an envelope with Project Name
Lunch
 Teams Formation and Research Plan for Week

3:15 Community Gathering
 Inspiration Spin
 Reflection
Journaling
 Depart

4:00

TUESDAY

Project Presentations
 2 or 3 tapped to report where they are "to date"

Project Research
 * *Team Challenge*
 Operate out of an untapped intelligence. Throughout the week Don and Joe will tap teams to expand their teaching strategies

Lunch *networking Market Place*

** On-Going Videos (creativity, multiple intelligences) w/ reflection
 Community Gathering

Inspiration Spin*
 Teachers will be tapped to present their declaration on what has inspired their teaching...what keeps them going.

Depart

WEDNESDAY

Project Presentations

Project Research

** On-Going Videos (creativity, multiple intelligences) w/ reflection

Maximum use of resource bank throughout the week.

Lunch

* On-going Team Research

Community Gathering
 *Declaration of Inspiration
 Reflection

Depart

THURSDAY

Implications Round Table
 --Olive Ann Award Video
 --Don and Joe Stories
 --What would it take to initiate or increase project learning in your classroom and school?
 (Action planning?) *Personal or group*

Lunch

* Project Presentations

Community Gathering
 *Declaration of Inspiration
 Reflection

Depart

FRIDAY

Project Presentations

The fullest experience of Learning Community: "Interplay of Insights"

Reflection on Experience

11:30 Lunch

Closing Celebration
 Affirmation Exercise
 Dramatize "Links"

Depart *Resolve*

10:30 Symbol
10:00 Poetry
9:00 Depart

The Learning Lab Program Design

Week I

	Tuesday 6/18	Wednesday 6/19	Thursday 6/20	Friday 6/21	Saturday 6/22
Theme	You're Welcome in A Global Learning Community Beckon Participation	Discovering The Gold Mine Within. Encourage Reflective Thinking	Focus on the Future	Image Works !	Energizing the River Alliance Project
Emphasis			Expand The Context	Touch The Deeps	Stimulate The Imagination
Out-comes	Participants will know their own learning style, hemisphere dominance and intelligence strengths. They will be familiar with the project learning process. They will feel welcome & involved.	Pts will understand the value of reflective thinking and be able to design & conduct a "ORID" dialogue. They will experience the freedom of following an inquiry question as part of a team doing project learning.	Participants will understand the value of group participation and will know how to facilitate a workshop. They will understand the value of outcomes and will trust group input.	Participants will understand the power of images to influence behavior and will know how to shift own images. They will be able to create session plans that encourage positive images.	Participants will apply facilitation skills. They will understand the multiple dimensions of implementing the River Alliance Project and experience exhilaration in being able to give it form through individual and task force projects.
8:30	SHAPES GAME Total Guide Team Greet and Stimulate	Team Meetings <i>Create symbol/nome</i>	Story Telling Overview of Day	12:00 Dances of Universal Peace <i>Neuzy Norris</i>	8:30 Reflection on Project Learning: The River Experience
AM	OPENING CONTEXT Creating Learning Cmty The Global Brain Dialogue	ORID Dialogue: Mirrors ORID Theory:	VISION WORKSHOP Focus: Vision of the R.A.P. as an example of Education 2020 Workshop Method	IMAGE THEORY Paradigm Shift IMAGE SHIFT EXERCISE	A Gathering of the Broader Community: Introduction to Individual and Task Force Projects
12:00	LEARNING STYLES, Hemispheres, Intellegences Team Form <i>Perceptual Processes</i>	CREATE DIALOGUES: :	WORKSHOP PRACTICE	KALEIDOSCOPE LESSON PLANNING	Identifying the Questions Anticipating a Week of 12:00 Focused Action
10:30 1:00	Video: It's in Everyone of Us Want Ad Exercise	Methods Market Place Teaching Methods Exchange 3 minute presentations 15 minute presentations		<i>4-6 Prep</i>	
PM	Learning Community Project: Exploring the River** <i>environmental science</i>				
	Video Clip: Dialogue Project Learning Process: Yr/Qtr Themes	Research	Research/ <i>Project Reporting</i>	Evening: 6-8pm: A Gathering of the Broader Community of Stakeholders	
4:30	Artful Reflection <i>Poetry</i>			Culminating Event & Presentations	

Learning Lab Program Design

Week II Design

		Tuesday 6/25	Wednesday 6/26	Thursday 6/27	Friday 6/28	Saturday 6/29
Theme	Project Learning					To be able to map out project next steps while using facilitation skills. To reflect on the Program experience and voice resolves. To experience the empowerment of learning community.
Outcomes	To be able to form a question into an active research activity. To be able to work independently and as part of a team to focus the project, to gather information and to create a presentation based on a Kaleidoscope Lesson Plan. To experience confidence in forming group consensus and making presentations before peers.					
Time						
8:30	Overview of Week II + Reports from the Saturday's Work: +Proposed Projects Individuals & Teams Envelope Exercise	Team Research			A Gathering of the Broader Community Guided Reflection * Individual * Group Sharing Accelerating Project Momentum Individual & Task Force Next Steps Creating the Story of the Experience	
		Team Research			12:00 Project Report Prep Evening Session: A Gathering of the Broader Cmty 6-8 pm Project & Task Force Reports	Pot Luck Feast 2:00 Close
4:30	Reports "Why I Teach" Time of Sharing					

COURSE DESCRIPTION

COURSE TITLE: "Self-Esteem: Key To Confidence in a Multicultural World"

COURSE DESCRIPTION: This course is composed of four three-hour workshops which are designed to build self-esteem among teachers and to enhance their ability to foster self-esteem in their students. The four sessions are entitled:

"Image Works"
"Proud to be Me"

"You're Welcome In The Global Village"
"Putting It All Together"

Session One: "Image Works" is an interactive workshop that focusses on the theory behind Imaginal Education. It involves a dialogue on self-esteem, a guided study of an article on the power of self images by Kenneth Boulding, an "image shift" exercise that teachers will do with themselves as a focus, and a message creation exercise to use in their classrooms.

Session Two: "Proud to be Me" is a session focussed on diversity and how to be sensitive to differences present in every classroom. The session will include time for creative lesson planning.

Session Three: "You Are Welcome in the Global Village" is about classroom management and introduces a readiness approach for cooperative learning. A practical method of team building and consensus forming will be taught.

Session Four: "Putting It All Together" is a laboratory experience where teachers will work in subject area teams to design and demonstrate lessons that apply techniques introduced in the previous sessions.

The following are course objectives:

- 1) To be able to create a positive learning environment in their classrooms that is enhanced with positive visual and auditory messages that build student self-esteem
- 2) To design lessons that are artful, eventful and which are sensitive to a diversity of learning styles
- 3) To orchestrate a cooperative classroom that maximizes the use of small teams
- 4) To work effectively with other teachers in planning and orchestrating lessons

How we will determine successful completion of the course by the participants:

- 1) In Session One participants will complete an "Image Shift Exercise" using themselves as a focus. They will also create a plan for what they will do in their classroom to project positive images.
- 2) In Session Two participants will create lesson plans that effectively engage learners who have diverse learning styles. These plans will be evaluated.

Successful Course Completion (cont):

3) In Session Three participants will create and orchestrate guided conversations using a four level thinking process. The design of their conversations and the style used to orchestrate them will be evaluated.

4) In Session Four participants will create and present lessons that apply skills gained in the previous sessions. They will plan and orchestrate these lessons and they will be evaluated for their effectiveness in sending positive messages, teaching to diverse learning styles, and their ability to enhance cooperative learning. Teachers also will be evaluated on their capacity to work cooperatively with other teachers. A portfolio approach for all sessions will be used.

No independent work will be required.

Follow-up: Graduates of this course will have an option to be part of a local, national and international network of Teachers of Imaginal Education. This network makes possible the interchange of successful classroom applications. Membership in this network facilitates sharing successful approaches to using Imaginal Education in the classroom.

A PROFILE OF AN EDUCATOR WHO WOULD BENEFIT FROM THIS COURSE

- One who wants to be more effective with student-centered learning
- One who is concerned with being effective with students representing a diverse spectrum of abilities and cultures
- One who intends to build self-esteem, confidence and a sense of community in the classroom

Submitted by The Institute of Cultural Affairs: Chicago

Joyce Reese and Karen Troxel
Instructors

The Learning Lab 1995

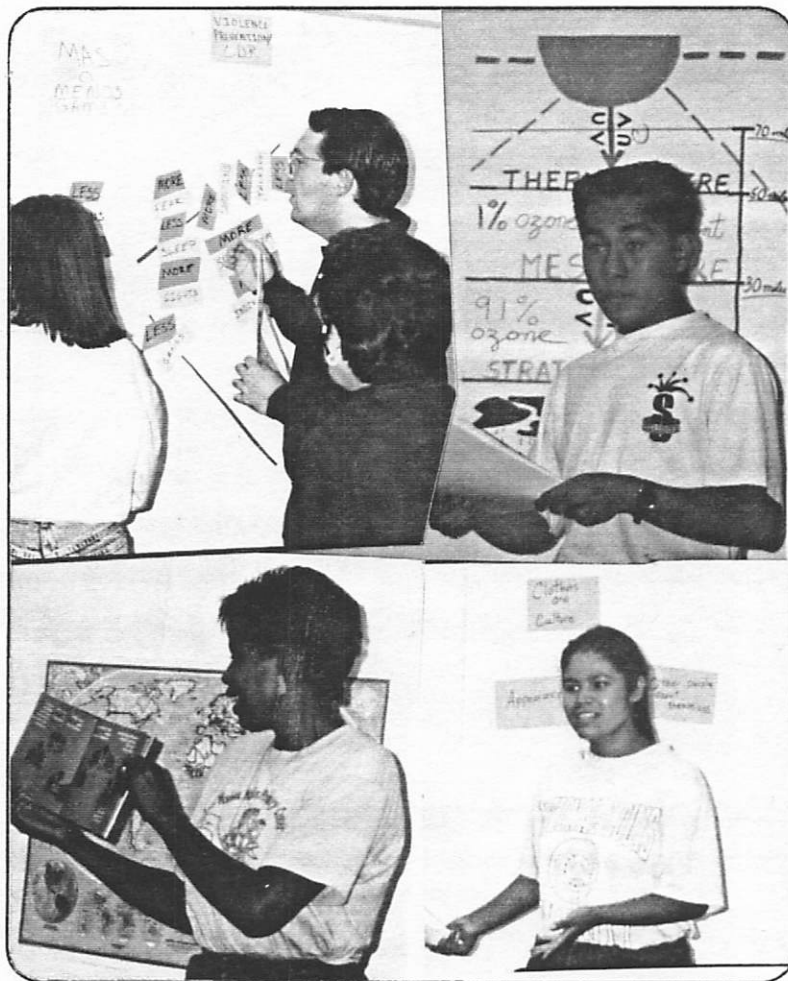


An interactive learning experience of imaginal education for educators seeking a refreshing and responsible approach to classroom dynamics, project learning, performance assessment, and professional development

COMMENTS FROM PAST PARTICIPANTS

"The atmosphere was almost indescribable to me. There seemed to radiate a sense of community and togetherness that I have never experienced before. The many different ethnic groups, ages, backgrounds all worked together like a well oiled machine, and I found myself thinking that if we could expand the world from this group, what a wonderful place it would be!"

"Learning community brought me energy and synergy. It empowered us as teachers to empower ourselves."



"The Lab has not produced a momentary high, but a learning and teaching time release capsule."

"Participants and leaders at the lab helped me venture into the area of portfolios and the variety of intelligences people use to learn. I am using these educational tools with myself and the students."

Learning Lab 1995

A Summer Training Experience for Front-line Classroom Educators

JULY 31 - AUGUST 11, 1995

Presented by

THE INSTITUTE OF CULTURAL AFFAIRS

LEARNING LAB OVERVIEW

Learning Lab 1995 is an exciting and refreshing plunge into an ocean of classroom creativity and opportunity. It is an experience of interactive learning in a context of image change theory and dynamic multi-modal, multiple intelligence learning. The Learning Lab is an opportunity for exploration, new learning, and retooling in a supportive atmosphere of renewal, encouragement, and inspiration. It is a professional development seminar that is framed in the understanding that the learning experience is a creative artful interaction of a committed teacher with the growing curiosity of a ready learner. The Learning Lab 1995 is an exposure to new tools as well as effective time-tested practices of classroom teachers, administrators, and educators.

Learning Lab 1995 is an inter-active learning experience. It is designed to provide an environment that encourages school teams to address themselves to stimulating innovation within their classrooms and organization. Emphasis is put on skills training in **orchestrating learning community, team building, imaginal education, cooperative learning, curriculum development, and fostering global perspective.**

Understanding that learning is accelerated in the creative environment of a committed "learning community," the participants become co-creators of a learning environment. Experiential learning methods are introduced to enable participants to improve the quality of learning in their classrooms, schools, families and organizations. In multi-modal presentations and exercises participants discover their own "mental models" or images that shape their behavior and influence the lives of others. Through project learning participants rediscover themselves to be learners and agents of social innovation. Each participant plans an action project to be implemented in the following year in their school or organization. On-site interviews and field trips complement classroom learning.

Participants are trained in methods that enable them to foster cooperative learning, recover personal motivation, and employ maximum creativity in teaching and learning. The course provides a practical experience of inter-active learning and trains participants to initiate and foster creative learning environments in their schools. The course equips individuals with methods for orchestrating cooperative learning, curriculum development, and problem solving within situations that are challenged by diversity. Each participant deepens their vocational competence, and gains confidence in their ability to work and learn cooperatively.

COURSE OBJECTIVES

The objectives of the Learning Lab are:

1. To provide the environment for creative innovation and team development within schools
2. To train educators in the practices and concepts of image development and change through their varied modes of interaction with their students
3. To provide new and renewed skill development in cooperative learning, project learning, performance assessment and curriculum design
4. To enable teachers to review, try on, and evaluate new and different approaches to learning.

This course is designed to empower teams of individuals who are working within the same school or organization to create momentum for creative change. Therefore, two or more from each school or organization are encouraged to attend. The resulting team effect provides reinforcement and maximum benefits from the training experience.

COURSE OUTLINE

I. Learning Community: The Learning Lab is an experience of Learning Community. It provides a first hand reference for how community can be fostered in the classroom and within each school. An introduction to learning through multiple intelligences, sensitivity to different learning styles, and a practical experience of team learning creates confidence in employing techniques that acknowledge diversity in the classroom. Participants learn from one another in sharing teaching techniques and in caring out project learning.

II. Imaginal Education: As a holistic approach to life and learning Imaginal Education is centered on building self-esteem through development of individual self-images. It has proven effective with children and adults in over forty countries throughout the world. Participants are introduced to practical techniques of image development as applied to project learning, and are coached in their application of these techniques

III. In Touch With Inspiration: Participants are provided with opportunities to dialogue with other educators who have a depth understanding of the role that education plays in inspiring the next generation. Special focus is put on cooperative learning, classroom management, global education, and an integrated approach to curriculum. There are opportunities for participants to share resources that inspire and empower effective teaching.

IV. Personal Mastery: Throughout the program, emphasis is put on the growth of the individual through the introduction of methods of reflection. Each afternoon there is time for participants to assimilate and integrate their learning focusing on depth motivation and personal mastery.

IV. Action Projects: The development of an action project provides participants with first-hand experience of learning community. Individuals or teams conceptualize projects to develop during the duration of the course. This process includes research, analysis, design, interchange and documentation. Individuals choose to work in school or organization-based teams, or with individuals from other organizations who have a similar interest. The following is a partial list of projects created in past Labs: Developing a World Cultures Curriculum; Using Reflective Methods to Reduce Stress; Creating a Palette of Multi-Cultural Teaching Strategies; Project Learning as an Approach with "At Risk" Students; Multi-Cultural Story Telling; and Performance Based Assessments

Learning Lab 1995

		Monday, July 31	Tuesday, August 1	Wednesday, August 2	Thursday, August 3	Friday, August 4
LAB I	8:00 A.M.	Opening Context and Video Learning Styles *Discovery Workshops *Style Assessment *Team Creation	Team Building Problem Solving Method *Demonstration *Theory *Practice	Story Telling Critical Thinking Method *Demonstration *Theory *Practice	Story Telling Image Theory *Historical Perspective *Boulding Study *Image Shift Exercise	Dances of Universal Peace Creating My Story *News Exercise *A Personal Journey *Journal Writing
	4:00 P.M.	Teacher Interchange Project Initiation	Teacher Interchange Project Planning and Research	Teacher Interchange Project Product	Teacher Interchange Project Reporting	Teacher Interchange Curriculum Planning by Grade Levels and Curriculum Arenas
LAB II	8:00 A.M.	Monday, August 7 Video: "Why These Children Love School" Review of Where We Are in School Reform	Tuesday, August 8 Project Research	Wednesday, August 9 Project Research	Thursday, August 10 Project Reports (With Lesson Plans)	Friday, August 11 Interchange Future Celebration Evaluation
	4:00 P.M.	Teacher Interchange Project Selection	End of day Gathering	End of day Gathering		Closing Lunch Together Appreciation Exercise Closing Thoughts Sendout (2:30 P.M. ending)

SCHEDULE

Learning Lab 1995 is offered in two parts, each 5 days long: Session I will be held Monday through Friday, July 31 to August 4, 1995; and Lab II will be held Monday through Friday, August 7-11, 1995. Each day will begin at 8:00 A.M. and will end at 4:00 P.M.

CREDIT RATIONALE

Lab I (July 31-Aug. 4) will consist of five classroom days. Lab II (Aug. 7-11) will consist of 5 classroom days. Each day will assume 8 hours — six hours of classroom instruction and two hours of independent outside work. In addition twenty hours of outside work will be required in implementing the action projects in the local school setting. Those who participate in Lab I will complete a total of thirty classroom hours, ten guided outside hours, and twenty outside hours in the school setting (to be completed during the first semester of school). Those who attend Lab II will complete a total of sixty classroom hours, twenty guided outside hours, and forty hours in the school setting.

For full attendance and successful completion of Lab I (30 classroom hours), **two (2) Lane Promotion Credits are awarded.** For full attendance and successful completion of Lab I and II (the two weeks - -60 classroom hours), **four (4) Lane Promotion Credits are awarded.**

Continuing Education Units (C.E.U.'s): For systems that honor C.E.U.'s, participants who successfully complete Lab I will receive 3 C.E.U.'s, while those who complete Lab II will receive 6 C.E.U.'s.

PROGRAM FACULTY

Oliveann Slotta: Winner of the Disney Award for **Outstanding Math Teacher, 1991**. M.A. University of Colorado, BA, Hiram College. A classroom teacher with twenty years of experience dealing with underachieving students. Presently teaching at the Thomas Career Education Center, Denver, Colorado.

Emma Melton: M.A., Ohio State University, B.A., Central State College. Thirty-two years of classroom teaching experience with special emphasis on reading and cultural diversity. Presently doing consulting with public and private schools in Cleveland, Ohio.

James Fenton: Ph.D., A.B., Princeton University. Twenty years of program design and facilitation experience with the Institute of Cultural Affairs in the United States, India and Southeast Asia. Currently teaching at William Rainey Harper College, Palatine, IL.

Donna Mahr: M.Ed., University of Wisconsin, B.S., Iowa State University. Twenty-five years experience creating alternative education programs for under-achieving and gifted students with special focus on individual learning styles and multiple intelligences. Currently co-directing an innovative learning program for 5-19 year olds and their families and tutoring learning challenged students in the Madison area.

George Packard. M.A., Azusa Pacific University, MDiv., Garrett Theological Seminary. Co-Director Program Development, the Institute of Cultural Affairs. Twenty-three years experience in adult leadership training in multicultural settings. Experience includes living and working in the Philippines, Chile, Peru and Kenya in addition to the United States.

THE INSTITUTE OF CULTURAL AFFAIRS

The creation of education programs for life long learning has been a priority of the Institute of Cultural Affairs since the 1960's. The focus then was holistic community development, with education programs designed for preschoolers, elementary and high school students, adults and senior citizens. That approach produced an innovative teaching philosophy known as Imaginal Education. The approach continues to evolve in its emphasis on the power of images to influence a change in behavior at any age.

During the 1970's ICA responded to requests internationally, resulting in education programs that were replicated in 43 nations around the world. In the 1980's, with the declaration that the United States had become a nation at risk because of an ineffective education system, ICA became more directly involved with public schools, school districts, school boards and post-secondary institutions. Since 1988 ICA has worked with 15% of the schools in the Chicago public schools as well as suburban school districts to provide school improvement planning, staff development, and strategic problem solving. The ICA is currently developing Leadership Options for personal and professional development of those in transition, Leadership Plus for the private sector, and Leadership First , for educators, administrators, and Local School Councils.

The ICA conducted Learning Labs in the summers of 1992, 1993, and 1994. Over two hundred teachers and administrators have participated. The Learning Lab is offered as a resource for educators from around the world. It serves as a substantive staff development component of ICA's "Schools Revitalization Network" focused in Chicago. The Network has been initially funded by the Chicago Community Trust, the Polk Brothers Foundation, Household International, the Prince Charitable Trust and the participating schools. This is the second year the Lab has been chosen as a training component for the Golden Apple Foundation's Scholars Program.

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LEARNING LAB '93

8:00 a.m. to 4:00 p.m. daily

WEEK ONE TIME DESIGN

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Beckon Participation Introduction Game Conversation</p> <p>8:30 8:30 Opening Context</p> <ul style="list-style-type: none"> •Global Brain Video •Reflective Conversation <p>Vision Workshop (future of education)</p>	<p>Encourage Depth Thinking</p> <p>Poetry Writing</p> <p>Image Change</p> <ul style="list-style-type: none"> • Image Theory •Boulding Study •Image Shift Exercises 	<p>Expand the Context</p> <p>Dances of Universal Peace</p> <p>The Workshop Method</p> <ul style="list-style-type: none"> •The Demo •The Theory •The Practice 	<p>Stimulate Creativity</p> <p>Myth, Masks & Drama</p> <p>Kaleidoscope Lesson Planning</p> <ul style="list-style-type: none"> •The Demo •The Theory •The Practice 	<p>Touch the Deeps</p> <p>Centering Life Philosophy</p> <p>Composing A Life</p>
11:30 to 12:30 Lunch	11:30 to 12:30 Lunch	11:30 to 12:30 Lunch	11:30 to 12:30 Lunch	11:30 to 12:30 Lunch
<p>Want Ads (for my skills, etc.)</p> <p>Learning Community Context</p> <p>Learning Styles</p> <p>Team Creation</p> <p>Project Introduction</p> <p>Reflection on the day</p>	<p>Methods Moments 3 minute presentations</p> <p>Conversation Method</p> <ul style="list-style-type: none"> •The Demo •The Theory •The Practice <p>Journaling Reflect on the day</p>	<p>Market Place Presentations</p> <p>Project Learning</p> <p><i>Hold on as multiple for pres by</i> →</p> <p><i>Define the project</i> →</p> <p>THAS- Journaling Reflect on the day</p>	<p>Marketplace</p> <p>Project Learning</p> <p>Journaling Reflect on the day</p>	<p>Marketplace</p> <p>Project Plan Presentations</p> <p><i>TOPIC</i></p> <p>Journaling Reflect on the day</p>

LEARNING LAB '93

8:00 a.m. to 4:00 p.m. daily

WEEK TWO TIME DESIGN

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Beckon Participation</p> <p>Context for Week</p> <p>Project Team Research</p>	<p>Encourage Depth Thinking</p> <p>Project Presentations (Where we are to date)</p> <p>Project Research</p>	<p>Expand the Context</p> <p>Taste of Projects Mini-presentations</p> <p>Project Research</p>	<p>Stimulate Creativity</p> <p>Round Table Implications</p> <p>Action Planning What will it take. . . ?</p>	<p>Touch the Deeps</p> <p>Project Presentations (continued)</p> <p>Experience of Learning Community: "Interplay of Insights"</p>
<p>11:30 to 12:30 Lunch</p>	<p>11:30 to 12:30 Lunch</p>	<p>11:30 to 12:30 Lunch</p>	<p>11:30 to 12:30 Lunch</p>	<p>Lunch</p>
<p>Project Research</p> <p>3:15 p.m. Daily Gathering Points of Inspiration Envelope Interchange</p> <p>Reflection on the day</p>	<p>Project Research</p> <p>3:15 p.m. Daily Gathering • Declaration of Inspiration</p> <p>Journaling Reflect on the day</p>	<p>Project Research</p> <p>3:15 p.m. Daily Gathering • Declaration of Inspiration</p> <p>Journaling Reflect on the day</p>	<p>Project Presentations</p> <p>Journaling Reflect on the day</p>	<p>Closing Celebration Reflections Affirmations</p> <p>2:00 p.m. Farewells</p>

LEARNING LAB '94

8:00 a.m. to 4:00 p.m. daily

WEEK ONE AGENDA

Monday

**Beckon
Participation
Introduction Game**

Opening Context

- Global Brain Video
- Reflective Conversation

Learning Styles

- Discovery Workshops
- Style Assessment
- Team Creation

Tuesday

**Encourage
Depth Thinking**

Team Building

**Problem Solving
(Workshop Method)**

- Demonstration
(Vision Workshop)

- Theory

- Practice

Wednesday

**Expand
the Context**

Story Telling

**Critical Thinking
(Discussion Method)**

- Demonstration

- Theory

- Practice

Thursday

**Stimulate
Creativity**

Story Telling

Image Theory

- Historical Perspective

- Boulding Study

- Image Shift Exercise

Friday

**Touch
the Deeps**

Dance of Universal Peace

Creating My Story

- News Exercise

- A Personal Journey

- Journal Writing

LUNCH 12:00 TO 1:00 P.M.

Want Ads
(what I want to learn
What I want to share)

**Integrated Inquiry Team
Learning Project**

**Initiating Demonstration
Project**

Methods Moments
3 minute presentations

**Project Planning
and Research**

**Market Place
Presentations**

Project Product

Marketplace

Project Reporting

Marketplace

**Curriculum Planning
by Grade Levels or
Curriculum Arenas**

<<<< ARTFUL REFLECTION >>>>

LEARNING LAB '94

8:00 a.m. to 4:00 p.m. daily

WEEK TWO AGENDA

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Beckon Participation</p> <p>Video: Why These Children Love School</p> <p>Reflective Conversation</p> <p>Review of Where We Are in School Reform</p>	<p>Encourage Depth Thinking</p> <p>Project Research</p>	<p>Expand the Context</p> <p>Project Research</p>	<p>Stimulate Creativity</p> <p>Project Reports with Lesson Plans</p>	<p>Touch the Deeps</p> <p>Interchange Future</p> <p>CELEBRATION</p> <p>Evaluation</p> <p>Closing Lunch Together</p> <p>Appreciation Exercise</p> <p>Closing Thoughts</p> <p>Sendout</p> <p>2:30 p.m. Ending Time</p>
LUNCH				
<p>Market Place</p> <p>Project Selection Workshop</p> <p>Begin Project Planning & Research</p>	<p>3:30 p.m. Daily Gathering</p>	<p>3:30 p.m. Daily Gathering</p>	<p>Project Reports Continued</p>	

DECLARATION OF INSPIRATION

LEARNING LAB '95

Lab I Design

Wednesday

Thursday

Friday

Monday

Tuesday

Theme	You're Welcome in A Global Learning Community	Focus on the Future	Discovering The Gold Mine Within. Encourage Reflective Thinking	Image Works !	Celebrating The Harvest
Emphasis	Beckon Participation	Expand The Context		Stimulate The Imagination	Touch The Deeps
Outcomes	Participants will know their own learning style, hemisphere dominance and intelligence strengths. They will be familiar with the project learning process. They will feel welcome & involved.	Participants will understand the value of group participation and will know how to facilitate a workshop. They will understand the value of outcomes and will trust group input.	Pts will understand the value of reflective thinking and be able to design & conduct a "ORID" dialogue.	Participants will understand the power of images to influence behavior and will know how to shift own images. They will be able to create lesson plans that encourage positive images.	Participants will appreciate their role as teachers in affecting students and society and the possibilities of an open future. They will know how to compose a curriculum by working in teams. They will experience exhilaration!
8:00	SHAPES GAME Karen Dolores / S Total Guide Team Greet and Stimulate	Team Meetings	Story Telling Overview of Day Intro: KJM	Tribes Team Meeting Topic: Unforgettable experience. Meaning of name.	Dances of Universal Peace Intro:
8:30	OPENING CONTEXT Keith Creating Learning Cmty	VISION WORKSHOP Tina Emma Workshop Method John	ORID Dialogue: Mirrors Mariwyn ORID Theory: Hadi Lilia	IMAGE THEORY Paradigm Shift Karen Tina	Reflection on Project Learning: Rainforest Experience
9:00	GLOBAL BRAIN Get				
9:00	LEARNING STYLES, Hemispheres, Tina Intelligences? Keith Team Form Lilia Karen	WORKSHOP PRACTICE Lilia John Tina Mariwyn Lucy Olive Ann	CREATE DIALOGUES: Focus: Olive Ann Lilia John Tina Mariwyn Lucy	IMAGE SHIFT EXERCISE Mariwyn	Sr Paelen Kaleidoscope creation
12:00					
1:00	Video: It's in Everyone of Us The Want Ad Exercise Lucy	John	Place Teaching Methods Exchange		
2:00	Intro:	3 minute presentations	15 minute presentations	15 min. presentations	15 min. presentations
	Olive Ann Carol Webb Keith Olive Ann &	Project of the Learning Community: Depletion of the Rainforest			
PM	Project Learning Process: Yr/Qtr Themes	Research	Finish Research & Prepare Report	Global Celebration & Presentations	Kaleidoscope Lesson Planning Keith Lucy Introduction to Individual and Team Projects Support Team Workshops: Identifying the Questions
3:30		Tina Mariwyn	Artful Reflection		
4:00					

* Meet with TEAM CONVENORS to go over Tribes context

SAT
9-12
Guide
TEAM
MTC

LEARNING LAB '95

Lab I Design

	Monday	Tuesday	Wednesday	Thursday	Friday
Theme	You're Welcome in A Global Learning Community	Focus on the Future	Discovering The Gold Mine Within. Encourage Reflective Thinking	Image Works !	Celebrating The Harvest
Emphasis	Beckon Participation	Expand The Context		Stimulate The Imagination	Touch The Deeps
8:00 A.M.	SHAPES GAME	TEAM MEETINGS	STORY TELLING	TRIBES TEAM MEETING	DANCES OF UNIVERSAL PEACE
8:30			OVERVIEW OF DAY	Topic:Unforgettable experience. Meaning of name.	
8:30 A.M.	OPENING CONTEXT Creating A Learning Community GLOBAL BRAIN	VISION WORKSHOP Workshop Method	ORID Dialogue: Mirrors ORID Theory	IMAGE THEORY Paradigm Shift	REFLECTION ON PROJECT LEARNING:China Experience
9:00	LEARNING STYLES, Hemispheres, Intellegences	WORKSHOP PRACTICE	CREATE DIALOGUES	IMAGE SHIFT EXERCISE	KALEIDOSCOPE CREATION
12:00					
1:00 PM	Video: It's in Everyone of Us	Methods Market Place Teaching Methods Exchange			
2:00	Want Ad Exercise	3 min. presentations	15 min. presentations	15 min. presentations	15 min. presentations
	Project of the Learning Community: September in Beijing				Introduction to Individual and Team Projects
	Project Learning Process & Calendar	Research	Finish Research & Prepare Report	Celebration & Presentations	Support Team Workshops: Identifying the Questions
3:30	Artful Reflection				
4:00					

LEARNING LAB '95
Lab II Design

		Monday	Tuesday	Wednesday	Thursday	Friday
Theme	Project Learning					Celebrating Learning Community
Outcomes	To be able to form a question into an active research activity. To be able to work independently and as part of a team to focus the project, to gather information and to create a presentation based on a Kaleidoscope Lesson Plan.					To be able to reflect on the Lab experience and voice resolves. To be able to create a celebration of Learning Community
Time	To experience confidence in being a teacher of teachers.					
8:00	Overview of Lab II Where Are We In School Reform? + Reports from the real school situations + Reflection What are key "pressure points" in affecting learning?"		Team Research		Project Reports	Guided Reflection * Individual * Group Sharing Creating the Story of the Experience
12:00						
	Market Place Finale Project Selection Envelope Exercise		Team Research		Project Reports	Pot Luck Feast Celebration of Affirmation
3:30						
4:00	Reports "Why I Teach" Time of Sharing					Sending Forth

POETRY OF THE SPIRIT

EARTH

The person who is **centered and grounded** can work with erratic people and critical group situations without harm. Being centered means having the ability to recover one's balance, even in the midst of action. A centered person is not subject to passing whims or sudden excitements.

Being grounded means being down—to—earth, having gravity or weight. I know where I stand, and I know what I stand for: that is ground.

The centered and grounded person has stability and a sense of self. One who is not stable can easily get carried away by the intensity of the situation and make mistakes of judgment or even become ill.

AIR

The **wise person** knows what is happening in a group by being aware of what is happening **here and now**. This is more powerful than wandering off into various theories or making complex interpretations of the situation at hand.

Stillness, clarity, and consciousness are more immediate than any number of expeditions into the distant lands of one's mind.

Such expeditions, however stimulating, distract the group members from what is actually happening. By staying present and aware of what is happening, a person can do less yet achieve more.

FIRE

People who surrender all their blocks and conflicts experience a free flow of vital energy. Their bodies seem relaxed and pliant, but their stamina and strength are remarkable. It is as if they were newly in love, not with one person, but with all creation, and their energies are as abundant as all creation.

It is a **mistake to confuse excitement with the vital flow of enlightenment**. Excitement spends energy and exhausts vitality. Excitement is the tension that comes when stimulation meets resistance. But the **vitality of enlightenment is a continuous flow**. It meets no resistance and goes on and on without stress.

Excitement is rooted in passing desires. Vital energy springs from the eternal.

WATER

Consider water: water cleanses and refreshes all creatures without distinction and without judgment; water freely and fearlessly goes deep beneath the surface of things; water is fluid and responsive; water follows the law freely.

Water is **fluid, soft, and yielding**. But water will wear away rock, which is rigid and cannot yield. As a rule whatever is fluid, soft, and yielding will overcome whatever is rigid and hard.

The wise person knows that **yielding overcomes resistances**, and gentleness melts rigid defenses.

VOID

Natural events are potent because they act in accordance with how things work. They simply are. Study natural process: the light in the sky, the gravity of earth, the unfolding of your own ideas and insights, the emptiness of space, the fullness of life, and the behaviour of saints.

Imagine what would happen if these processes were neurotic and self-centred: a lazy sky flickers; gravity varies from moment to moment; your mind is irrational; space is agitated; life is abortive; the saints are worthless models. Nothing works.

Power comes from knowing what is happening and acting accordingly. Paradoxically, freedom comes from obedience to the natural order.

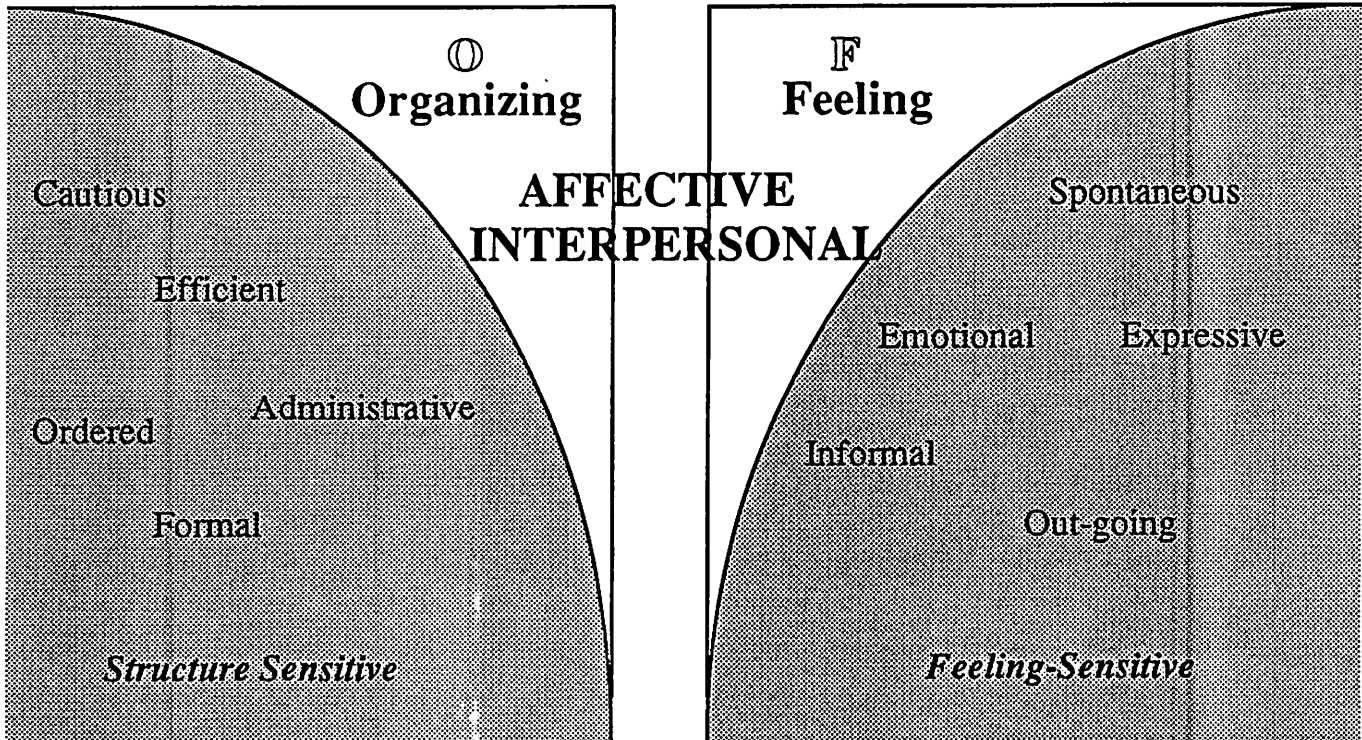
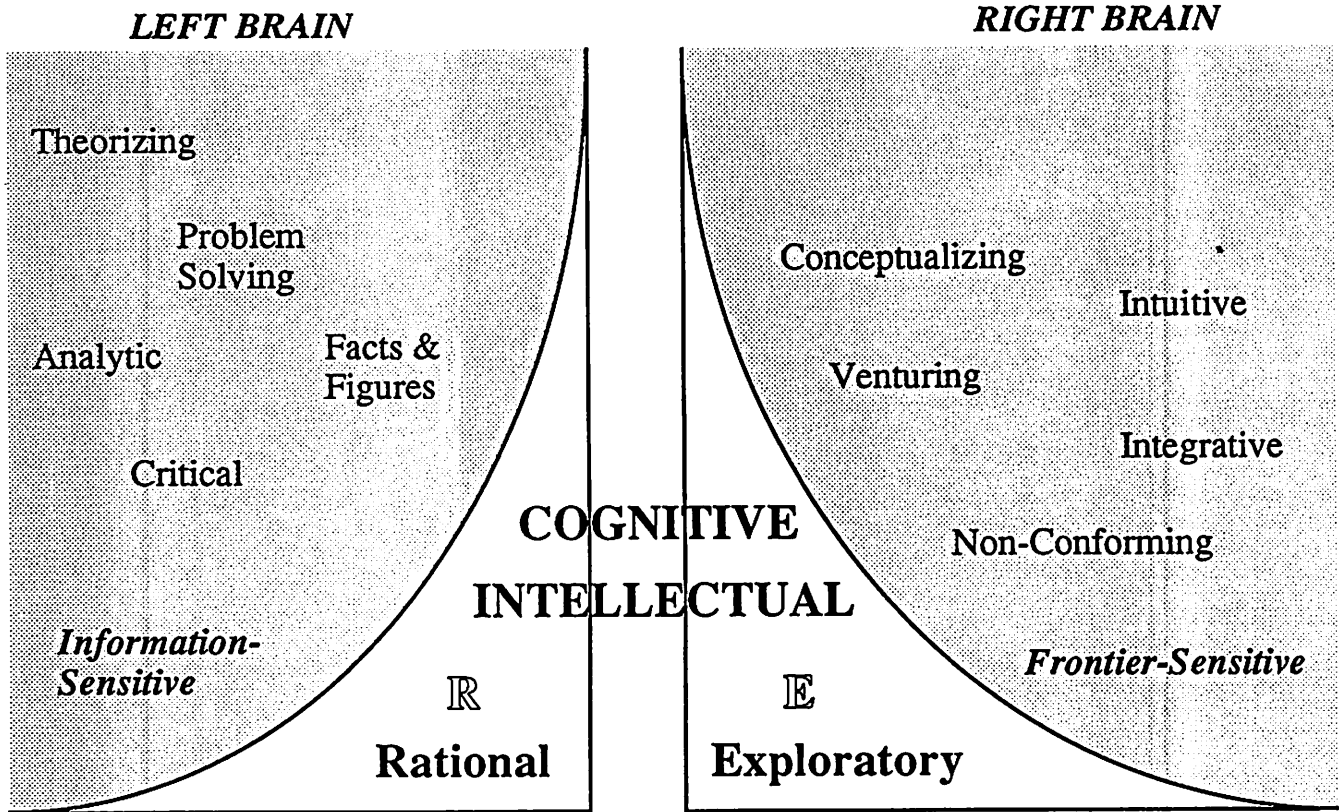
Since all creation is a whole, separateness is an illusion. Like it or not, we are team players. Power comes through cooperation, independence through service, and a greater self through selflessness.

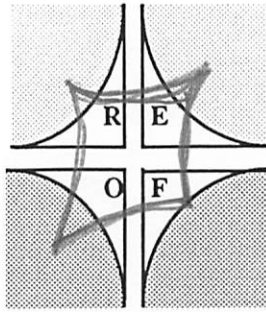
adapted from THE TAO OF LEADERSHIP: LEADERSHIP STRATEGIES FOR A NEW AGE by John Heider, 1985, Humanics Limited, Atlanta Georgia USA

Prepared by Shirley I. J. Heckman, ICA West
4220 North 25th Street, Phoenix AZ 85016

A:tao.wk3

MULTIPLE FUNCTIONS OF THE BRAIN





In Describing Myself I am...

Look at each pair of adjectives. Decide which describes you more and which describes you less. Put a number 1 to describe "less" and a number 4 to describe "more" in the column corresponding to the letter code which precedes the adjective. In each pair of adjectives there will be one marked 4 and another marked 1.

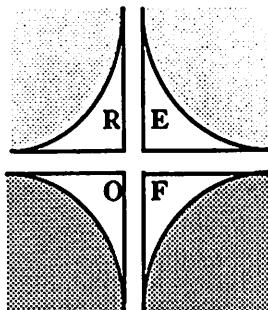
- 1 V-Rational X-Emotional
- 2 W-Methodical Y-Spontaneous
- 3 V- Reserved X - Out-going
- 4 W - Conservative Y- Venturing
- 5 V - Mathematical Y - Artful
- 6 V - Decisive W - Thorough
- 7 W - Structure-Centered X - Person-Centered
- 8 X - Empathetic Y - Imaginative
- 9 V - Practical Y - Intuitive
- 10 W - Organized X - Aesthetic
- 11 V- Technical W - Administrative

12 *one more question to give equal weight*
 Add the number totals in each column.

V	W	X	Y
4		1	
	4		1
4		1	
	1		4
1			4
1	4		
	4	1	
		4	1
1			4
	1	4	
4	1		
15	15	11	14
*		**	

30

25



Interpretation

Transfer the number totals from the previous page to the boxes below.

R	O	F	E
15	15	11	14
Rational	Organizing	Feeling	Exploratory
Left Brain		Right Brain	

Which number is highest?

Which is second highest?

Are both of these numbers relating to the same side of the brain?
If so you might experience internal coherence. If not you might experience internal tension resulting from strengths that pull you in opposing directions.

Focussing on your strongest area, what activities are you presently engaged in that call upon this strength?

Focussing on your weakest area, what life experiences have you had that indicate that this description is true? Is there an experience that you've had that causes you to question this description?

Focussing on your weakest area, what are activities that you might engage in that would strengthen your capacities in this dimension of of life?

What implications does this description of strengths and weaknesses have for your teaching and learning?

CHART B

AT HOME ACTIVITIES — PERSONAL EXERCISES TO HELP ACCESS AND DEVELOP YOUR LESS-PREFERRED MODES

ACTIVITIES TO HELP ACCESS AND STIMULATE THE LEFT MODE

UPPER-LEFT ACTIVITIES

- Predict what will happen tomorrow based on what you know about today.
Find out how a frequently used machine actually works.
Take a current problem situation and analyze it into its main parts.
- Review a recent impulsive decision and identify its rational aspects.
Convert your retirement dreams into a quantitative formula.
- Join an investment club.
Engage in some logic games.
- Learn to run a personal computer.
Play "devil's advocate" in a group decision process.
Write a critical review of your favorite movie.

LOWER LEFT ACTIVITIES

- Assemble a model kit by the instructions.
- Develop a personal budget.
- Prepare a personal property list.
- Jog, don't run.
- Organize your phonograph records in sequence according to categories.
- Prepare a family tree.
- Go "square" dancing.
- Find a mistake in your bank statement.
- Organize you home and garden tools.
Be exactly on time all day.
- Organize your picture files.

ACTIVITIES TO HELP ACCESS AND STIMULATE THE RIGHT MODE

UPPER RIGHT ACTIVITIES

- Fly a kite the way a kite is meant to be flown.
- Invent a "gourmet" dish and actually prepare it.
- Play with clay and discover its texture and inner meaning.
Take a 15-minute "theta-break" before getting out of bed.
- Drive to "nowhere" without feeling guilty.
Run, don't jog.
- Take "500" photographs without worrying about the "cost".
Create a personal logo or
Go "disco" dancing.
- Allow yourself to daydream.
- Imagine yourself in the year 2000.

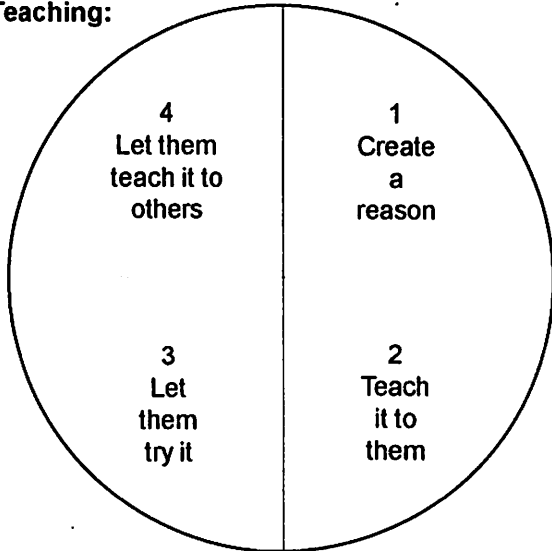
LOWER RIGHT ACTIVITIES

- Play with your children the way they want to play.
- "Dance" without moving your feet.
- Take a 10-minute "feeling break" every morning, afternoon, and evening.
- "Love" a "pine cone", or any other natural thing.
- Play the music you like when you want to hear it.
- Allow tears to come to your eyes without feelings of shame or guilt.
- Experience your own spirituality in a non-religious way.
- Discover things your children have taught you, and find ways to thank them.

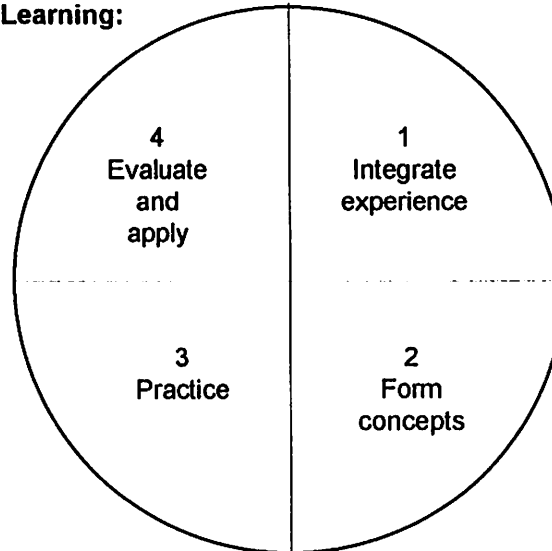
Figure 9-13. Chart B. Specific Activities for Strengthening the ability to use each quadrant

LEARNING CYCLE

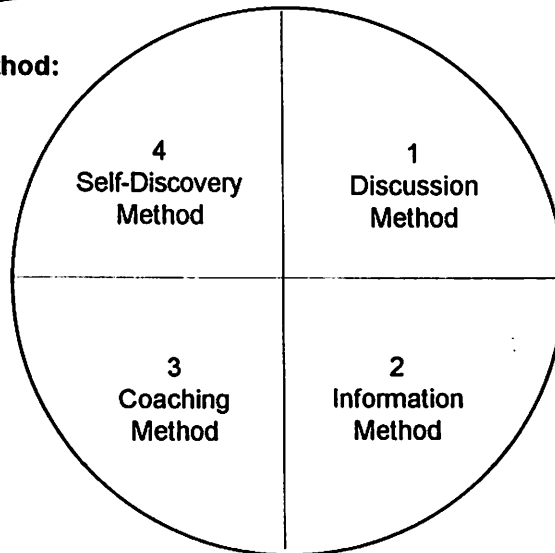
Teaching:



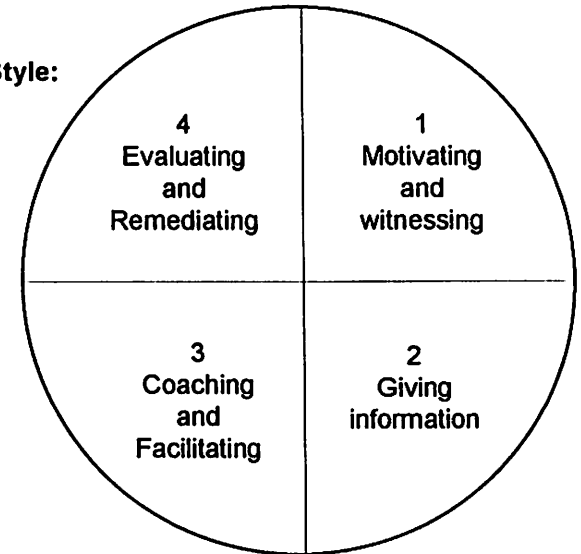
Learning:

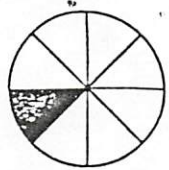
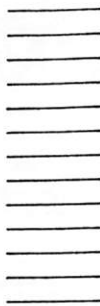


Method:



Style:





LEARNERS

One Learners

Diverger

Must gain personal value from instruction. They enjoy small group discussions that nurture conversation.

As children their favorite activities might be birthday parties, school, Sunday school and camp. Some, inclined toward more solitude, might like hiking and playing alone. Healthy Quadrant One learners are empathetic, considerate and cooperative. Interpersonal involvement is a product of the joy of being together and emphasizes the benefits of cooperation. The negative side of Quadrant One learners is a tendency to be manipulative and to hold very high expectations of others. Sometimes imprisoned in their own ego demands. They require constant attention to their well being and enforce dependency in relationships.

Two Learners

Assimilator

The keepers of the truth. They require accuracy and orderliness. They are comforted by rules and they form reality from them.

As children they might like hopscotch, 4-square and other games with definite rules and boundaries. In school, they are grade-conscious and pursue the things that produce the "right" answers. Healthy Quadrant Two learners are marvels of detail and accuracy. They prize form in expression and can be depended on to be thorough and precise. The negative side of Quadrant Two learners is a compulsion to be complete. They are never satisfied that enough data are available and often will obstruct progress with their need for more information.

Three Learners

Converger

Almost before one can blink an eye, these learners are engaged in action. They want what they learn to be useful and applicable. They hate being told answers before they have had time to explore possible solutions.

As children their favorite activities are doing, and all manner of hands-on activities. They never read the instructions that come with their gifts. They are always out of their seats the moment the bell rings. Healthy Quadrant Three learners get things done. They can be depended upon to meet deadlines and produce high quality work. As soon as they feel confident in your trust, they are quick to recognize the need for action before others do and will often save the day. They never forget to feed the hamster. The negative side of Quadrant Three learners is compulsive meddling. They overact on events. They have an idea and they test it immediately without regard for the consequences or the needs of others involved.

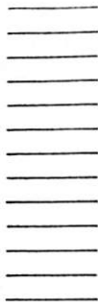
Four Learners

Accommodator

These are self-discovery learners. They have a strong need to experience freedom in their learning and have a tendency to transform whatever it is they attempt.

As children they are highly inventive and self-entertaining. It seems their only encounter with teachers and parents is when they are seeking more tools or advice on a self-designated task. Healthy Quadrant Four learners are self-reliant. They respect procedures if they come from their own inquiries. The negative side of Quadrant Four learners is a tendency to be overcommitted and fragmented, needing the discipline to finish one task before beginning another. They find newness very seductive.





TYPE ONE LEARNERS

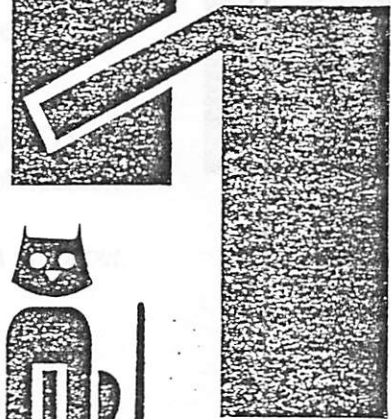
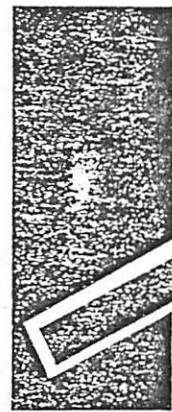
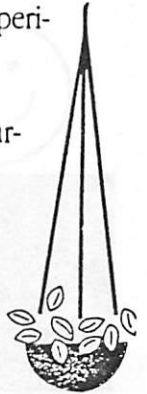
They perceive information concretely and process it reflectively. They integrate experience with the Self. They learn by listening and sharing ideas. They are imaginative thinkers who believe in their own experience. They excel in viewing direct experience from many perspectives. They value insight thinking. They work for harmony. They need to be personally involved, seek commitment. Are interested in people in culture. They are thoughtful people who enjoy observing others. They absorb reality; they seem to take in the atmosphere almost like osmosis.

As leaders they:

- thrive on the taking the time to develop good ideas,
- tackle problems by reflecting alone and then brainstorming with staff,
- lead by their heart, involving other people in decision making,
- exercise authority with trust and participation,
- work for organizational solidarity,
- need staff who are supportive and share their sense of mission.

As teachers they:

- are interested in facilitating individual growth,
- try to help people become more self aware,
- believe curricula should enhance one's ability to be authentic,
- see knowledge as enhancing personal insights,
- encourage authenticity in people,
- like discussions, group work, and realistic feedback about feelings,
- are caring people who seek to engage others in cooperative efforts,
- are aware of social forces that effect human development,
- are able to focus on meaningful goals,
- tend to become fearful under pressure and sometimes lack daring.



STRENGTH: Innovation and ideas
 FUNCTION BY: Value clarification
 GOALS: To be involved in important issues and to bring harmony
 FAVORITE QUESTION: WHY?

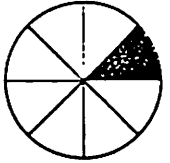


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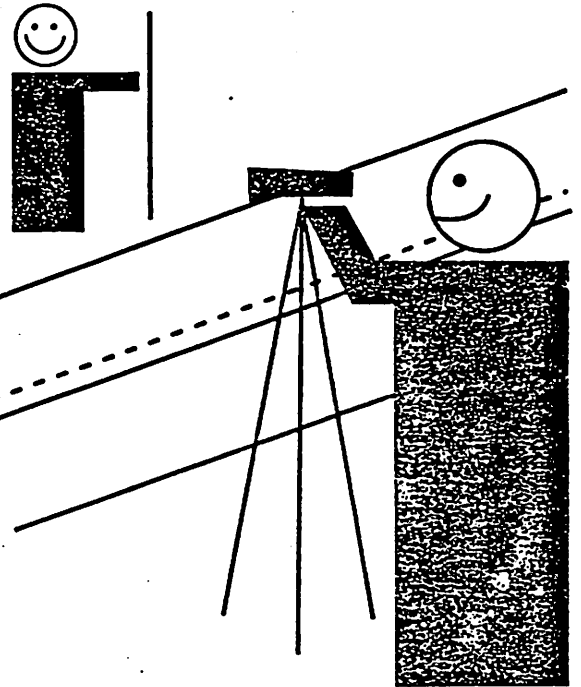
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AWA 6 92



TYPE THREE LEARNERS

They perceive information abstractly and process it actively. Integrate theory and practice. Learn by testing theories and applying common sense. They are pragmatists, they believe if something works, use it. They are down-to-earth problem solvers who resent being given answers. They do not stand on ceremony but get right to the point. They have a limited tolerance for fuzzy ideas. They value strategic thinking. They are skills-oriented. They experiment and tinker with things. They need to know how things work. They edit reality, cut right to the heart of things. Sometimes they seem bossy and impersonal.



As leaders they:

- thrive on plans and timelines,
- tackle problems by making unilateral decisions,
- lead by personal forcefulness, inspiring quality,
- exercise authority by reward/punishment (the fewer the rules, the better, but enforce them),
- work hard to make their organization productive and solvent,
- need staff who are task-oriented and move quickly.

As teachers they:

- are interested in productivity and competence,
- try to give people the skills they will need in life,
- believe curricula should be geared to competencies and economic usefulness,
- see knowledge as enabling learners to be capable of making their own way,
- encourage practical applications,
- like technical skills and hands-on activities,
- believe the best way is determined scientifically,
- use measured rewards,
- tend to be inflexible and self-contained,
- lack team-work skills.

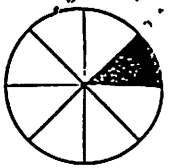
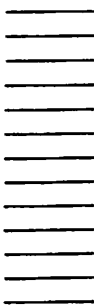
STRENGTH: Practical application of ideas
FUNCTION BY: Factual data garnered from kinesthetic, hands-on experience
GOALS: To align their view of the present with future security
FAVORITE QUESTION: HOW DOES THIS WORK?



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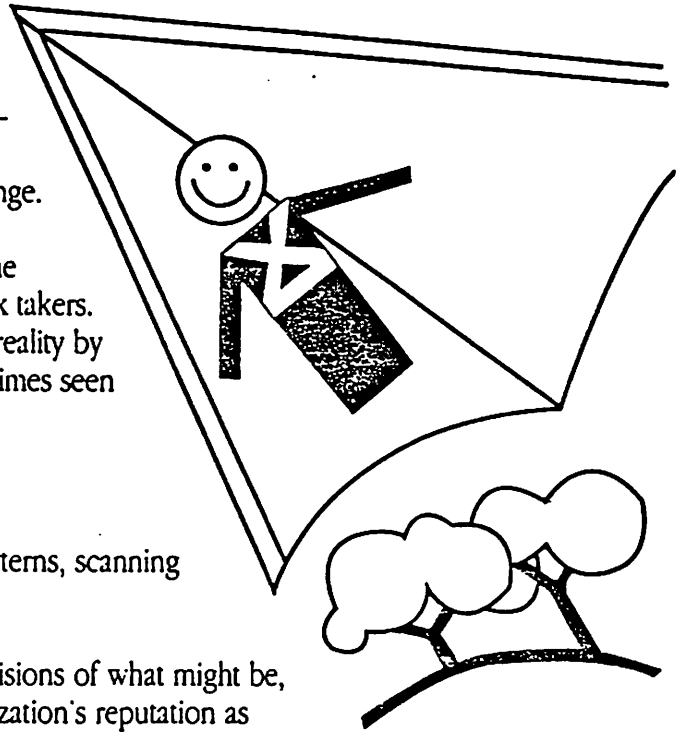
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TYPE FOUR LEARNERS

They perceive information concretely and process it actively. Integrate experience and application. Learn by trial and error. Are believers in self discovery. Are enthusiastic about new things. Are adaptable, even relish change. They excel when flexibility is needed. Often reach accurate conclusions in the absence of logical justification. Are risk takers. Are at ease with people. They enrich reality by taking what is and adding to it. Sometimes seen as manipulative and pushy.



As leaders they:

- thrive on crisis and challenge,
- tackle problems by looking for patterns, scanning possibilities,
- lead by energizing people,
- exercise authority by holding up visions of what might be,
- work hard to enhance their organization's reputation as a front runner,
- need staff who can follow up and implement details.

As teachers they:

- are interested in enabling learner self-discovery,
- try to help people act on their visions.
- believe curricula should be geared to learners' interests and inclinations,
- see knowledge as necessary for improving the larger society,
- encourage experiential learning,
- like variety in instructional methods,
- are dramatic and seek to energize their learners,
- attempt to create new forms, to stimulate life,
- are able to draw new boundaries,
- tend to rashness and manipulation.

STRENGTH: Action, getting things done
FUNCTION BY: Acting and testing experience
GOALS: To bring action to ideas
FAVORITE QUESTION: IF?



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LOGICAL-MATHEMATICAL

*Outlining
Analysis
Charting
4x4 creation
Scientific Method*

LINGUISTIC-VERBAL

*Reading
Vocabulary
Speech Skills
Writing Skills*

INTRAPERSONAL

*Internal Processes
Thinking Strategies
Emotional Processing
"Know Thyself"
Problem Solving
Mindfulness Skills*

MULTIPLE INTELLIGENCES

VISUAL-SPATIAL

*Mind Mapping
Imagery
Sculpture
Design Skills
Visual Pictures*

INTERPERSONAL

*Intuiting Others
Body Language
Cooperative Learning
Communication Skills*

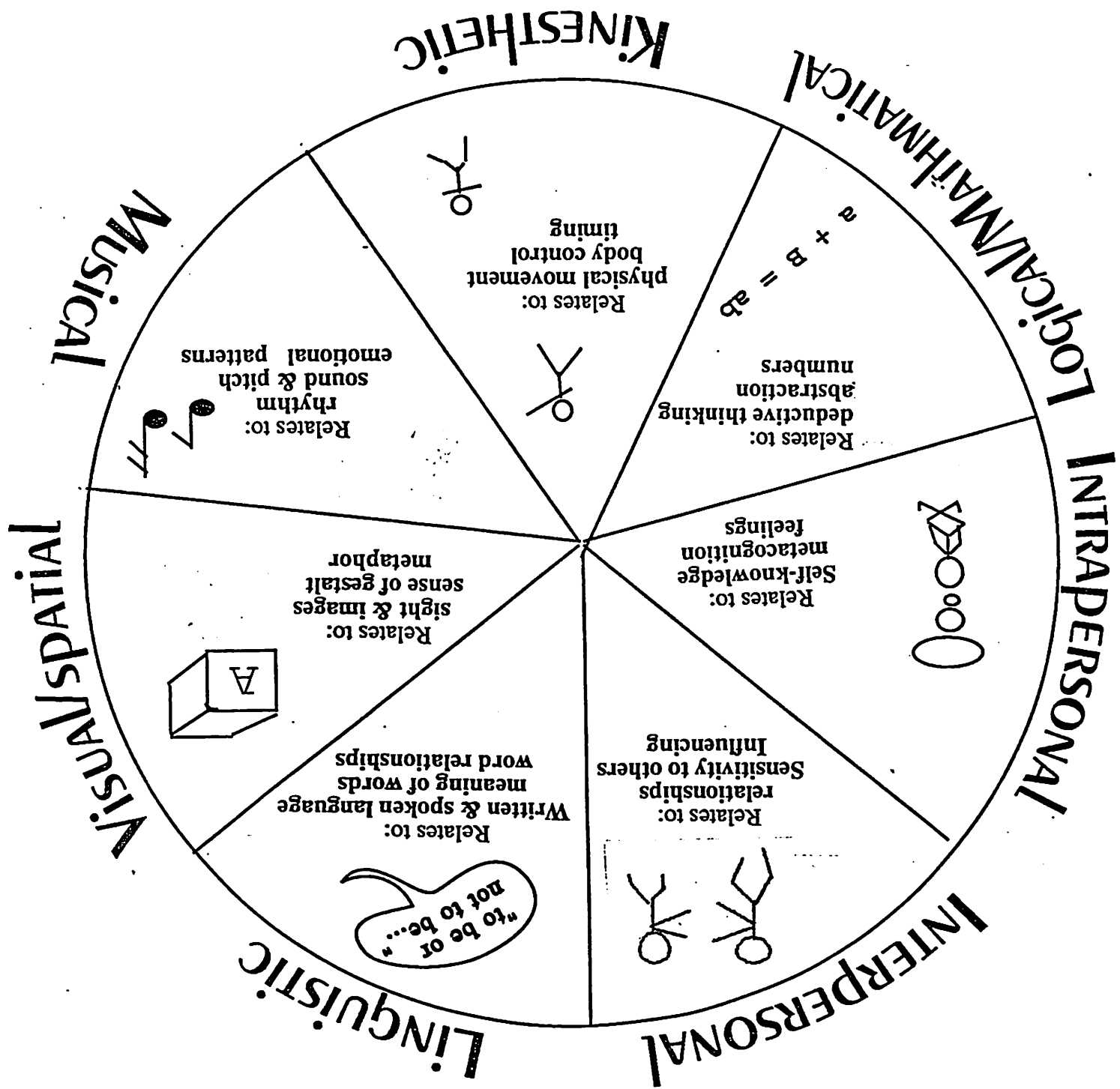
BODY-KINESTHETIC

*Dance
Drama/Role Playing
Physical Movement
Hands On (manipulatives)
Sports/Games/Martial Arts*

MUSICAL-RHYTHMIC

*Rhythmic Patterns
Voice
Environmental Sounds
Tonal Patterns
Instrumental Sounds*

Multiple Intelligences



Based upon the work of Howard Gardner in
Frames of Mind: The Theory of Multiple Intelligences



Logical/Mathematical Intelligence

Often called "scientific thinking," this intelligence deals with inductive and deductive thinking/reasoning, numbers and the recognition of abstract patterns.



Verbal/Linguistic Intelligence

This intelligence, which is related to words and language—written and spoken—dominates most Western educational systems.



Visual/Spatial Intelligence

This intelligence, which relies on the sense of sight and being able to visualize an object, includes the ability to create internal mental images/pictures.



Intrapersonal Intelligence

This intelligence relates to inner states of being, self-reflection, metacognition (i.e. thinking about thinking) and awareness of spritual-realities.



Body/Kinesthetic Intelligence

This intelligence is related to physical movement and the knowings/wisdom of the body, including the brain's motor cortex, which controls bodily motion.



Interpersonal Intelligence

This intelligence operates primarily through person-to-person relationships and communication.

Musical/Rhythmic Intelligence

This intelligence is based on the recognition of tonal patterns, including various environmental sounds, and on a sensitivity to rhythm and beats.



A Kaleidoscope of Learning Approaches: Learning Through the Multiple Intelligences

Any kind of information can be taught in a variety of ways and according to Howard Gardner in at least seven different ways. Having the opportunity to learn through the multiple intelligences greatly enhances an individual's potential for success. Brief descriptions of individuals and their learning preferences follow:

For Verbal-Linguistic learners:

These individuals have an innate love of language. They often have well developed vocabularies and their fluent use of language includes a richness of expression and elaboration. Reading, writing, editing, listening, and speaking opportunities are enjoyed. Working with books and diverse printed materials, records, tapes, lectures, word processors, etc. are pleasurable activities for these learners.

*Sam Johnson
Shakespeare*

For Logical-Mathematical learners:

Such learners enjoy forming concepts, looking for patterns and relationships, and doing activities in a sequential manner. They like to arrange the steps of a project into a sensible order or timeline and desire time to complete each component. These learners enjoy opportunities to problem solve, learn quantities of facts and have time to explore new concepts. They frequently ask many questions and desire logical and clear explanations. Problem solving, working with games, kits and puzzles, collecting, classifying, organizing information tasks and people are enjoyable pastimes.

*EINSTEIN
Boehr*

For Visual-Spatial learners:

These people excel by learning with images, pictures, charts, graphs, diagrams, and art. They enjoy visual media that include films, slides, videos, maps, computers, stencils, charts, models, etc and often spend long periods of time on visually-oriented projects. Such learners frequently arrive at unique, unconventional solutions to artistic problems rather than relying on traditional, conventional approaches. A willingness to experiment with a variety of materials is often evident as is the ability to see what others do not notice. Visualization processes, recalling dreams, and vivid stories capture their attention and capitalize on their learning strengths.

Spielberg

For Body-Kinesthetic learners:

Such individuals learn best by moving, touching and doing. They are usually not attentive to visual or auditory instruction, but are eager to attack problems physically and with great activity. Manipulatives, role play, simulations, physical exercise, games, competitive sports and action-packed stories are enjoyed. Short movement breaks, hands-on activities of all kinds, and multi-sensory experiences appeal to these learners. They will remember best what they have physically done. Models, machines, art activities, and learning opportunities that teach by direct involvement will nurture kinesthetic learners' talents.

*Woodrow Allen Richard Simon
Michael Jordan*

For Musical Rhythmic learners:

Some people enjoy rhythm and melody and eagerly participate in musical activities. They often seek out opportunities to hear or create music. These individuals can learn easily when information is sung, tapped or clapped or when music is provided in their learning environments. Using or making instruments, attending music performances, talking about the words of a song and its musical aspects, listening to a variety of sounds in nature and elsewhere will be pleasurable to these learners.

Bella Jonker Mozart

For Interpersonal learners:

Such individuals enjoy learning by interacting and cooperating with others. They eagerly participate in group work and effort, discussions, finding out how others feel, and getting involved in clubs and community service programs. They desire to know the social relevance of whatever they learn and how such information can help others. These individuals appreciate learning about ways to improve relationships and can function equally as well as skilled leaders or as effective group members.

Ed Demming, Jane Adams, Oprah

For Intrapersonal learners:

Know thyself. Self-directed, independent learning opportunities appeal to these individuals. They enjoy quiet times and private places to work and reflect. They also need opportunities to fantasize, imagine, and daydream. Deep questions about life, personal relevance and purpose are of concern to these individuals. They benefit by learning ways to process their feelings, develop their intuition, problem-solve and gain self-knowledge. Finding their own answers to life's mysteries is an area of innate curiosity.

Jesus Suddah

Teaching to Students' Learning Styles

Adapted from Christine I. Bennett's *Comprehensive Multicultural Education* and
J.A. Banks' *Multicultural Education: Theory and Practice*

Orientation	Implications For Learning	Implications For Teaching	What You Can Do
<p>Field Independent</p>	<p>Prefers to work independently</p> <p>Likes to compete & gain recognition</p> <p>Task-oriented; inattentive to social environment</p> <p>Formal relationship with teacher</p> <p>Independent; likes to achieve w/o teachers' help</p> <p>Likes to finish first</p> <p>Eager to explore a concept or an idea in depth</p> <p>Unconcerned with social atmosphere</p>	<p>Encourage individual achievement</p> <p>Encourage competition</p> <p>Discovery Learning "trial & error"</p> <p>Teacher as "consultant"</p> <p>Task orientation Focus attention on assignments</p> <p>Focus on facts, concepts & principles</p>	<p>Individual projects</p> <p>Contexts & competitions Awards to individuals; Class rankings</p> <p>Inductive learning Focus on parts to construct generalizations</p> <p>Curriculum taught in "parts": algebra, geometry, trigonometry Science & Humanities as separate</p> <p>Use graphs, charts & other analytic tools</p>

Teaching To Students' Learning Styles

Adapted from Christine I Bennett's *Comprehensive Multicultural Education and J.A. Banks' Multiethnic Education: Theory and Practice*

Orientation	Implications For Learning	Implications For Teaching	What You Can Do
Field Sensitive	<p>Looks For The "Whole Picture" Appreciates a framework or context for a particular lesson</p> <p>Seeks guidance & demonstration from the teacher</p> <p>Seeks acknowledgement and rewards</p> <p>Likes to work with others</p> <p>Interested in the "human side" of a subject, ie. the lives of people, the social situation, the practical application.</p>	<p>Present subject matter within a broad frame of reference. Point out historical antecedents, social trends, practical use today.</p> <p>Be a guide. Express confidence in students' ability.</p> <p>Use physical and verbal expressions of approval.</p> <p>Present subject matter in "story form", emphasizing relationship to peoples' lives.</p> <p>Relate concepts to personal interests.</p>	<p>Use world history and current events as a point of reference.</p> <p>Present or assign re-search on social frame-works, biographies. Example: What was going on when Columbus landed in the "New World"? What was the social melieu in which the Curie family discoverd radium? What contribution to science did the Mayan civilization make?</p> <p>Use humor, drama, fantasy Use cooperative learning</p> <p>Use project learning. Students focus on own family heritage/ history</p> <p>In class discussions, relate concepts to students' lives.</p>

**IMAGINAL
EDUCATION**

**Image Change
for
Effective
Educational
Leaders**

TWENTY-FIVE CENTURIES OF DEBATE
ABOUT THE ROLE AND POWER OF IMAGE CHANGE
in Seven Acts

I. PLATO AND ARISTOTLE

The importance of imagery has been debated in the fields of philosophy, psychology and education for twenty-five centuries in Western civilization. During the Classical Age Plato and Aristotle had two contradictory understandings of the role of imagery. Plato "did not deem images to be important in human cognition; rather, he thought of them as counterfeits of knowledge." In contrast his pupil, Aristotle, related to images as the highest form of knowledge. He "held that the only way to knowledge was by abstraction from sense impressions...The basic principles are that perceptions brought in by the five senses are first processed by the faculty of imagination and that images formed in this manner become the material for the intellectual faculty...All knowledge and thought, therefore, are derived inductively from memory images formed from sensations."

II. SIMONIDES AND CICERO

During this period orators were among the most highly respected citizens because of their memory capacity. A memory technique called "mnemonics" was created by Simonides, a Greek lyric poet and teacher of rhetoric. Mnemonics is a "method by which images are constructed, stored, and retrieved...One constructs an image to represent each separate topic in a speech and then arranges them in some orderly fashion, usually by imagining them in familiar places, such as the rooms of one's home. The images are then retrieved by taking a mental stroll through the imagined place during the course of speech."

Two key values of the mnemonic method were its functional use for improving memory as well as the emphasis on the visual sense as described by the great orator, Cicero:

"... the most complete pictures are formed in our minds of the things that have been conveyed to them and imprinted on them by the senses, but that the keenest of all our senses is the sense of sight, and that consequently perceptions received by the ears or by reflection can be most easily retained in the mind if they are also conveyed to our minds by the mediation of the eyes."

III. MAGNUS AND AQUINAS

Mnemonics shaped education through the Middle Ages. Albertus Magnus and his pupil, Thomas Aquinas, saw the value of mnemonics for "remembering religious and moral precepts. Both conclude that since subtle and spiritual precepts are difficult to remember, and since concrete ideas that are products of sensation are easy to remember the former should be linked with the latter in imagery." Aquinas employed Aristotle's theory that informed Scholastic psychology and developed his own "principles of memory based on images order, places, and repetition and meditation."

IV. THE STOICS AND ST. BONAVENTURE

In both the Classical Age and Middle Ages generally the human imagination was morally respectable as long as it was subordinated to reason. The imagination was regarded as simplistic, based on fantasy and susceptible to invasion of the demonic. Children were recognized as imaginative, but it was considered a juvenile mode. They believed if imagination was strong in an adult, then the adult had weak intelligence. The Stoics wanted to wipe out the imagination, the "designing heart" with the power to plot and plan. St. Bonaventure warned against it as "concupiscence of forbidden knowledge and manipulative magic."

The recognition of the value of imagery was highest during the Renaissance with its emphasis on the arts and sight and sound images. At Chartres Cathedral in Paris scholars learned by studying the stained glass windows which held powerful images integrating history and religious beliefs. Other even more extensive memory systems were created by Giulio Camillo and Giordano Bruno, but as the Renaissance declined, they too declined, due to technological advances (e.g., the invention of the printing press making words increasingly important) and the discrediting of imagery during the Protestant Revolution.

V. PETER RAMUS AND LOCKE

During the Protestant Revolution Peter Ramus, a French Protestant instrumental in reforming education, "labeled images, whether mental or artistic, as deceitful, frivolous, irrelevant, or arbitrary." His influence became a movement when he became a martyr in Europe, and his influence is now reflected in American elementary education with its emphasis on linguistic and logical thinking.

In the Age of Reason Locke, whose philosophy later strongly influenced American education, wrote two works where he attacked the use of simile and metaphor because they were not based on realism and encouraged parents to stifle poetry in their children. In Milton's "Paradise Lost" he interpreted Eve's imagination as initiating the Fall. In 1759 Dr. Johnson wrote an article about "The Dangerous Prevalence of the Imagination". Daydreaming and "inflaming of the imagination" were seen as most prevalent when the mind is idle. How to control "reveries" and "indecent imagery" used to be a standard topic in books on educational practices. Theologians resisted it relative to moral dangers specific images raised.

In ethics in the 1600s and 1700s the ethical interpretation of the levels of knowledge had imagination as the lowest level with reason and the intellectual on top. In the 1800s novel reading was often attacked for inflaming the imagination and making one's judgement effeminate. Reasoning generally won out over the suspicions of the role of the imagination.

VI. WATSON CONTRADICTED BY STEINER, MONTESSORI, PIAGET

In the United States in the first half of the 20th century imagery again went underground as Watson, in the field of psychology, declared that behaviorist psychology was the direction to follow. But in the second half of this century there has been a resounding reaffirmation of the role of imagery. European educators like Rudolph Steiner (creator of the Waldorf Schools), Marie Montessori and Jean Piaget are strongly influencing education in the United States today. Each of these educators emphasize that education needs to be based on real experience and that one needs to foster the understanding about the world through the use of all the senses.

VII. FROM POLAK AND BOULDING TO COOPERRIDER

In the second half of the 20th century a quiet recovery of the use and power of imagery was initiated. Frank Polak, a Dutchman, awarded in Europe for his book *The Image of the Future*, wrote that the most crucial of all human images is our image of the future. He strongly influenced Kenneth Boulding at Stanford University, resulting in Boulding's publishing *The Image* in 1954. In the meantime Jerome Bruner, Carl Jung and Pablo Freire wrote about various aspects of the influence of imagery on our consciousness. By 1980 lauded as "hottest topic in cognitive science". David Cooperrider has succinctly documented research across the disciplines of medicine, education, athletics, psychology and sociology regarding the role of imagery and action.

Medicine: More than twenty years of debate regarding the body's healing response to a placebo versus a drug has produced evidence that the placebo results in an improvement of health "sometimes even more potent than typically expected drug effects."

Education: The Pygmalion effect has been documented hundreds of times regarding how the image a teacher projects on the students becomes self-fulfilling. "Significant Pygmalion effects have been experimentally generated in as little as fifteen minutes and have the apparent capacity to transform the course of a lifetime."

Psychology: -One's personal sense of helplessness can be shifted to social helpfulness that "draws us out of ourselves, pulls us away from self-oriented preoccupation, enlarges our focus on the potential good in the world, increases feelings of solidarity with others and propels us to act in more altruistic and pro-social ways...children today are growing up in family settings where as much as 90% of the home's internal dialogue is negative."

Sociology: Fred Polak states that the "positive image of the future is the single most important dynamic and explanatory variable for understanding cultural evolution...The rise and fall of images of the future precedes or accompanies the rise and fall of cultures."

Athletics: Research in golf, bowling, gymnastics, basketball and baseball results in the lesson that one's athletic competence can be acquired through discipline and practice of anticipating through imagery.

THE IMAGE*

* A condensed version of *The Image: Knowledge in Life and Society*, Chapter 1, by Kenneth E. Boulding, Ann Arbor: The University of Michigan Press (Ann Arbor).

As I sit at my desk, I know where I am...I am not only located in space, I am located in time...I am located in space and time, I am located in a field of personal relations. I am not only located in space and in time and in personal relationships, I am also located in the world of nature, in a world of how things operate...Finally, I am located in the midst of a world of subtle intimations and emotions.

What I have been talking about is my image of the world. It is this image that largely governs my behavior. The first proposition of this work, therefore, is that behavior depends on the image.

What, however, determines the image? The image is built as a result of all past experience of the possessor of the image. From the moment of birth, if not before, there is a constant stream of messages entering the organism from the senses. Every time a message reaches a person, his/her image is likely to be changed in some degree by it, and as his/her image is changed his/her behavior patterns will be changed likewise.

The meaning of a message is the change which it produces in the image.. When a message hits an image one of three things can happen. In the first place, the image may remain unaffected, The second possible effect or impact of a message on an image is that it may change the image in some rather regular and well-defined way that might be described as simple addition.

There is, however, a third type of change of the image which might be described as a revolutionary change. Sometimes a message hits some sort of nucleus or supporting structure of the image, and the whole thing changes in a quite radical way.

The sudden and dramatic nature of these reorganizations is perhaps a result of the fact that our image is in itself resistant to change. When it receives messages which conflict with it, its first impulse is to reject them as in some sense untrue.

One should perhaps add a fourth possible impact of the messages on the image. They may also have the effect of clarifying it, that is, of making something which previously was regarded as less certain, more certain, of something which was previously seen in a vague way, clearer.

Messages may also have the contrary effect. They may introduce doubt or uncertainty into the image.

The subjective knowledge structure or image of any individual or organization consists not only of images of "fact" but also images of "value."

The image of value is concerned with the rating of the various parts of our image of the world, according to some scale of betterness or worseness. We, all of us, possess one or more of these scales. Moreover, we change these scales of valuation in response to messages received much as we change our image of the world around us.

*

One of the most important propositions of this theory is that the value scales of any individual or organization are perhaps the most important single element determining the effect of the messages it receives on its image of the world. If a message is perceived that is neither good nor bad it may have little or no effect on the image. If it is perceived as bad or hostile to the image which is held, there will be resistance to accepting it. This resistance is not usually infinite. An often repeated message or message which comes with unusual force or authority is able to penetrate the resistance and will be able to alter the image. If the resistances are very strong, it may take very

strong, or often repeated messages to penetrate them, and when they are penetrated, the effect is a realignment or reorganization of the whole knowledge structure.

On the other hand, messages which are favorable to the existing image of the world are received easily and even though they may make minor modifications of the knowledge structure, there will not be any fundamental reorganization. Such messages may also have the effect of increasing the stability, that is to say, the resistance to unfavorable messages which the knowledge structure of image possesses.

The stability or resistance to change of a knowledge structure also depends on its internal consistency and arrangement. There seems to be some kind of principle or minimization of internal strain at work which makes some images stable and others unstable for purely internal reasons.

Even at the level of simple or supposedly simple sense perception we are increasingly discovering that the message which comes through the senses is itself mediated through a value system, through a highly learned process of interpretation and acceptance, makes some images stable and others unstable for purely internal reasons.

What this means is that for any individual organism or organization there are not such things as "facts." There are only messages filtered through a changeable value system.

A group of individuals does not merely share messages which come to them from "nature." They also initiate and receive messages themselves. This is the characteristic which distinguishes man from the lower organism--the art of conversation or discourse.

Knowledge grows also because of inward teachers as well as outward messages. As every good teacher knows, the business of teaching is not that of penetrating the student's defenses with the violence of the loudness of the teacher's messages. It is, rather, that of cooperating with the student's own inward teacher whereby the student's image may grow in conformity with that of his outward teacher.

Sonnet for the Noosphere
Kenneth E. Boulding
April 1992

Our precious earth is made of many spheres,
Rocks, water, air, life, and the human race;
Each interacts with each, each has a place,
Endless changing with the passing years.
But now, something remarkable appears;
A sphere of knowledge, images that trace
Through human minds the patternings that lace
The real world; small?--large! and distant?--near!

But knowledge, like all things, passes away,
As we forget, and as we ourselves die,
And must be born, in young minds, constantly,
By teaching, learning, thinking, testing, play.

And to extinction will frail knowledge go,
Unless they who know, teach, and who teach, know.

Roberto Assagioli writes about the psychological laws that govern human behavior when new impressions are experienced, acting as living forces in us, stimulating and evoking other forces as described in the following laws:

Law I: Images or mental pictures and ideas tend to produce the physical conditions and the external acts that correspond to them.

Law II: Attitudes, movements, and actions tend to evoke corresponding images and ideas; these, in turn (according to the next law) evoke or intensify corresponding emotions and feelings.

Law III: Ideas and images tend to awaken emotions and feelings that correspond to them.

Law IV: Emotions and impressions tend to awaken and intensify ideas and images that correspond to or are associated with them.

Law V: Needs, urges, drives, and desires tend to arouse corresponding images, ideas, and emotions.

Law VI: Attention, interest, affirmations, and repetition reinforce the ideas, images, and psychological formations on which they are centered.

Law VII: Repetition of actions intensifies the urge to further reiteration and renders their execution easier and better, until they come to be performed unconsciously.

Law VIII: All the various functions, and their manifold combinations in complexes and subpersonalities, adopt means of achieving their aims without our awareness, and independently of, and even against, our conscious will.

Law IX: Urges, drives, desires, and emotions tend and demand to be expressed.

Law X: The psychological energies can find expression: 1. directly (discharge- catharsis); 2. indirectly, through symbolic action; and 3. through a process of transmutation.

The Act of Will by Roberto Assagioli,
Penguin Books, NY, NY, 1983.

Lane Longino Waas, a researcher and author of *Imagine That!*, reports her research findings from the literature regarding children and imagery practice

Through the use of imagery, teachers and researchers have observed that children are:

- * more excited about learning
- * more secure and confident, with better self-concepts
- * better and more skillful learners, with improved memory
- * more respectful of each other
- * able to maintain their own wellness, including discontinuance of medications formerly taken
- * able to access discrete states of consciousness within which particular abilities reside, thus giving children skills in specific tasks
- * able to access their imaginations, creative processes, and intuitive capacities.
- * able to develop expanded and higher order thinking skills and mastery of specific cognitive materials.
- * aware of themselves through developed affective understanding.
- * able to develop control over both internal and external communication, including behavior.
- * more expressive of their thoughts and feelings.
- * more skillful in group interaction, including verbal feedback.
- * more relaxed, and are thus more able to learn easily because there is less constriction of blood flow to the brain.
- * better listeners
- * happier and more satisfied.

Journal of Humanistic Education and Development, June, 1991, Volume 29, "A Gift for the Children: Imagery and Change" by Lane Longino Waas, pp. 152-154.

POETRY WRITING EXERCISE

Preparation: See yourself as a color. What color are you? Hold that as we listen.

I AM ORANGE

I am orange.

I am the flaming brilliance of sunrises . . . and sunsets.

I am the color of leaves turning.

I am the taste of pumpkin and nutmeg - oranges and cinnamon.

I am warm and firey - I am the essence of dancing firelight.

I am sexy and powerful and spicey for life!

I am a brass horn in the spotlight announcing the future;

The next golden moment is what I hold.

And the quiet side of me is just an old orange bathrobe,

A homey old rust-colored blanket on a chilly day,

A steaming cup of spiced tea or apple cider.

I am orange - and I love me that way.

Patricia Webb, 1987

Reflection: Colors have significance and are highly symbolic. For instance, when you think of green you may image a forest teeming with life or when you think of blue you may imagine a vast, tranquil sky. Apart from the colors we like to wear or decorate the house with, there are colors that represent our essence, even our stage of spiritual development.

Describe the color that is you? What are its characteristics? What objects and images are associated with the color, your word pictures? If the color could talk, what would it say?

Create your own poem and have FUN describing the color that is YOU.

Find ways to expand your color consciousness into the coming days. Write about the experience.

LEARNING LAB 1995

ORID - Discussion Method Practice Session Topics

The ORID Discussion --Dialogue Method -- can be used effectively to supplement the interaction and communication in almost any situation. The following are but a few of the obvious kinds of foci for which the ORID process would prove helpful. Most obviously in a group, but also in the solitary nature of one's own private thinking the journey of this method provides a discipline which may help prevent or deal with communication snarls and most certainly enrich the experience and the outcomes.

Film Clips and Videos

- Training videos
- Feature films
- Special scenes or sequences that capture a valued insight
- Music Videos

Quotes From Professional Literature

- Bill Avers, To Teach
- Ned Herrmann, The Creative Brain
- Peter Russell, The Brain Book
- Etc., Etc., And of Course, Etc.

Pictures and Paintings

- Coffee Table Books
- Posters
- Charts
- Paintings

Art and Art Forms

- Sculpture
- Music
- Dance
- Writings

Situation Exploration

- Playground conflict incident
- Staff meeting conflict incident
- Preparation for an important (specific) meeting: LSC; In-service; Student Council; Etc., Etc.
- Current Events
 - Disney buys ABC
 - Bosnian Rearmament
 - Mayoral Responsibility for the Schools

Newspaper Article

Professional Experiences

- Staff Evaluation
- Parent Visit
- Student Interview

Values and Principles Exploration

- Heroes or famous persons
- Great teachers
- Most valuable book

Myths and Stories

- Sufi Stories
- Native American Stories
- Ethnic group stories
- Folk tales
- Legends
- Myths

Quotes: Traditional and Sacred Texts

- Koran
- Bible
- Hindu Sutras
- Etc.

Personal Agenda

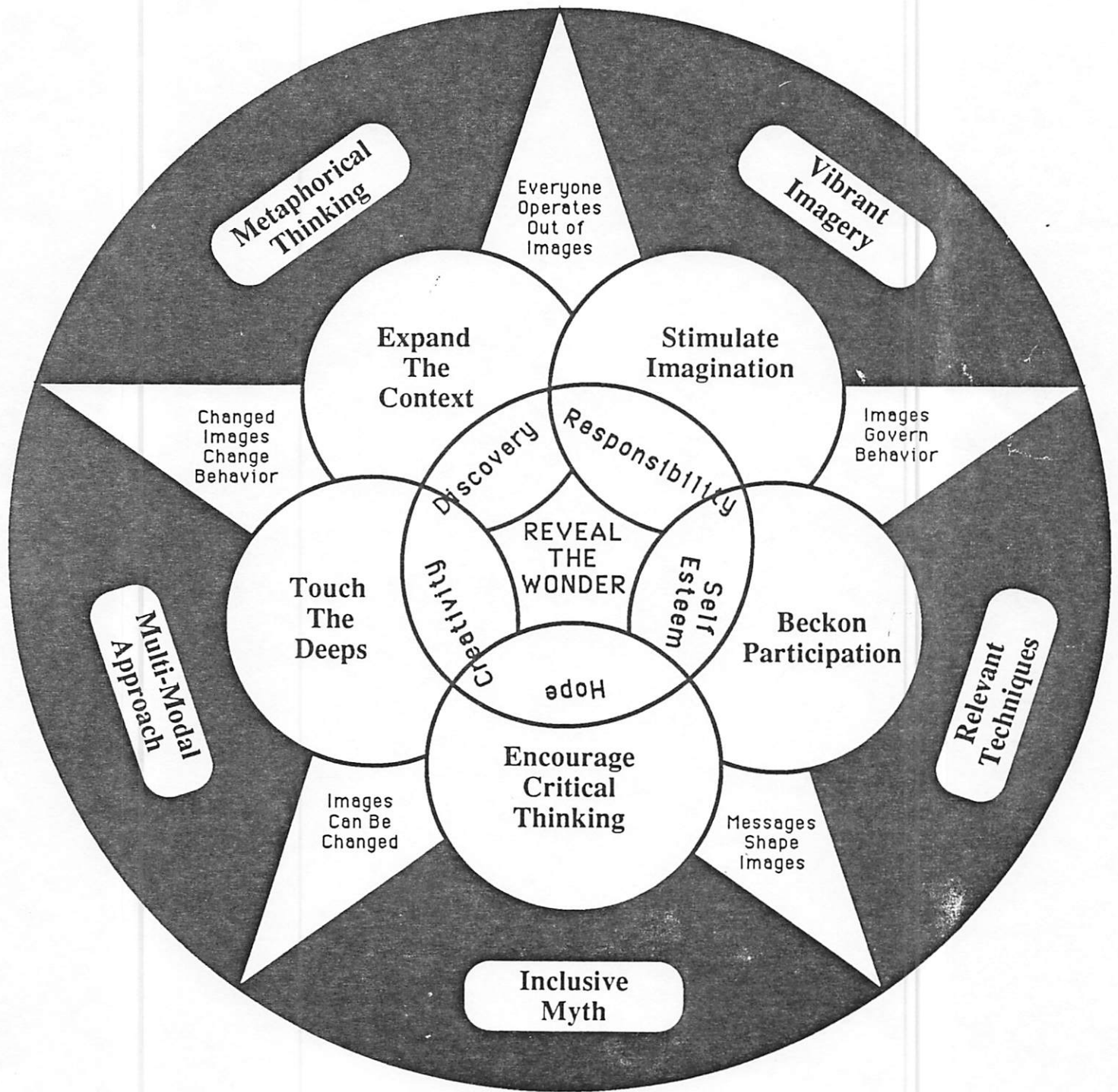
- Great Vacations
- Games People Play
- Experiences of Joy

Symbols

- The Earth before us
- The symbols of culture

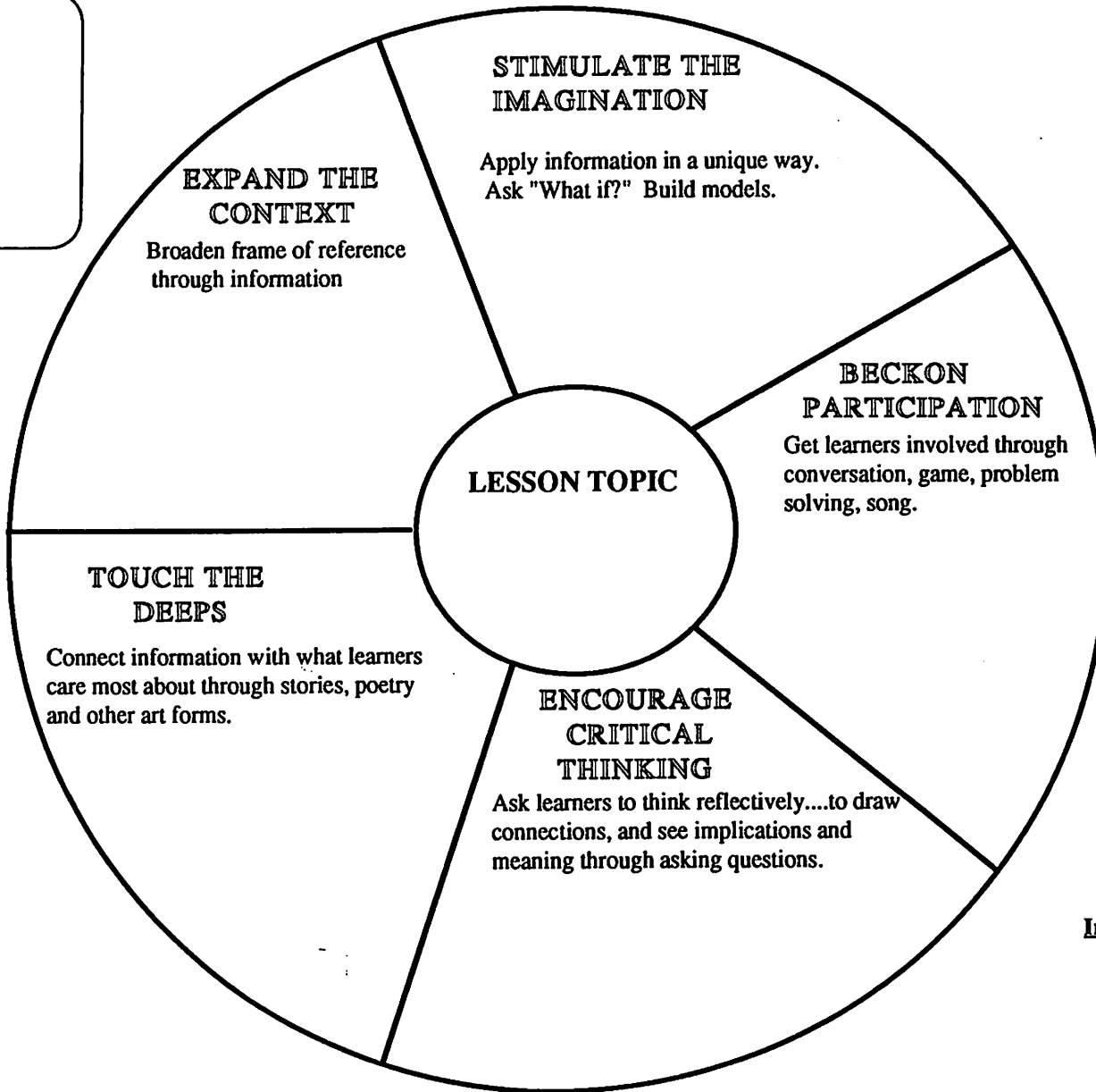
The Kaleidoscope Teaching Strategy

A Framework For Lesson Planning



Kaleidoscope Lesson Planning Brainstorm Sheet

Focus On Learner
Rational Objective:
Experiential Aim:
Image To Shape:



Vibrant Imagery

Metaphorical Thinking

Relevant Techniques

Multi-Modal Approaches

Inclusive Myth

SINGING IN LEARNING COMMUNITY

August, 1994

ARE YOU READY FOR A BRAND NEW DAY?

By Peggy Stortz, Vancouver, B.C.

Chorus: Are you ready for a brand new day?
Are you ready for a brand new way?
We have the power, we have the say,
Are you ready for a brand new day?

Are you ready to join hands
With the rich and with the poor
To help each one remember
What it is we came here for?
If we put our heads together,
If we share all that we know,
We can make a better world for our children to grow.

Are you ready to let go of your materialistic greed
To live a simple life, to take only what you need?
There's plenty here for everyone, riches do abound
I'm not talking about the fodder,
Just what's growing all around.

Are you ready to be silent, are you ready to be still
To listen to your heart and to listen to your will?
We have the wisdom deep inside our soul
To create a better world
And to make this planet whole.

Are you ready to respect this earth,
Her water, land and air,
To take a little time and to take a little care,
To love each plant and animal living on this land
For the sake of our survival it's time to take a stand.

CLOSE YOUR EYES

By Peggy Stortz, Vancouver, B.C.

Close your eyes, close your eyes (echo)
What do you see?
Do you see a land where people are free?
Do you see a time when hating will cease?
And all of creation will dwell in love and peace.

Close your eyes, close your eyes (echo)
What do you feel?
Do you feel a circle where we all join hands and heal?
Do you feel the warmth of love all around
When beauty and joy and kindness abound?

Close your eyes, close your eyes (echo)
What do you hear?

Do you hear harmony of love and good cheer?
Do you hear the music of the soft bells that ring?
And the voices of children
As they laugh and they sing?

Open your eyes, open your heart,
Do you see the visions? Do you see your part
In creating a world that someday will be?
Open your eyes, open and see.

Close your eyes, close your eyes (echo)
Look deep inside,
Do you see a heart where peace and love abide?
Do you see a soul that is filled with delight
Where the dreams of tomorrow
Are waiting to take flight?

Close your eyes, close your eyes (echo)
What do you see?
Do you see a land where people are free?
Do you see a time when the hating will cease?
And all of creation will dwell in love and peace?

GATHER IN A CIRCLE

By Peggy Stortz, Vancouver, B.C.

Chorus: Gather in a circle, gather with your friends
Gather round, gather round
Cause the circle never ends

We share in the circle, heart and soul and mind,
Looking for an open door to know someday we'll find.

There's part of me in you, there's part of you in me
When we share this understanding, we'll begin to see.

There's magic in the circle, there's magic in my heart
Tho' we may go away, to know we'll never part.

I AM THE UNIVERSE

By Peggy Stortz, Vancouver, B.C.

Chorus: (Drumbeat) We are unity, love and creativity
I am the universe, and the universe is me.

Join hands, we are one on the earth, beneath the sun,
Altogether we are whole, connected soul to soul.

We are purest love, from within and from above,
Lets all the world embrace, surrounding us with grace.

With our spark of fire, create the world of our desire,
Hold the vision shining bright, stand tall in the night

I NEED THE EARTH AND THE EARTH NEEDS ME

(Theme song from the video of the same name)

I need the earth and the earth needs me
For beautiful lands and the beautiful sea
Oh, oh, oh, oh, it depends on you and me.

I need the air and the air needs me
Let's keep it clean and keep it free.
Oh, oh, oh, oh, it's up to you and me.

I need the water and the water needs me.
Let's keep it pure and running free.
Oh, oh, oh, oh, we can make it be.

I need the soil and the soil needs me.
To grow good things for a family.
Oh, oh, oh, oh, the soil's for you and me.

It depends on you and me.
We can make it be.
It's up to you and me.
We can make it be.

It depends on you and me (echo)
We can make it be (echo)
It's up to you and me (echo)
We - can - make - it - be.

Schant:

We love the earth! Yeah!!!

IMAGINE

Imagine there's no heaven
It's easy if you try,
No hell below us,
Above us only sky,
Imagine all the people,
Living for today, A-ha
Imagine there's no countries, I wonder if you can,
No need for greed or hunger,
A brotherhood of man,
Imagine all the people,
Sharing all the world, yu-huh.
You may say that I'm a dreamer,
But I'm not the only one
I know some day you'll join us,
And the world will be one.

IT'S IN EVERYONE OF US

Wernher Krutein & David Pomeranz

It's in everyone of us to be wise.
Find your heart, open up both your eyes.
We can all know everything,
Without ever knowing why.
It's in everyone of us, by and by.
It's in everyone of us, you and I.

It's in everyone of us,
I just remembered
Like I been sleeping forty years,
I'm not awake as I can be
But my seein's better,
I can see through the tears
And I been realisin' that I bought this ticket
Watching only half of the show,
And there's scenery and lights,
And a cast of thousands who all know
But I know, it's good that it's so.

LEARNING STYLES SONG

(To the tune "If you are happy and you know it...")
Words created in Learning Lab'93

If you're DYNAMIC and you know it, clap your hands
If you're DYNAMIC and you know it, clap your hands
If you're DYNAMIC and you know it,
Then your life will surely show it
If you're DYNAMIC and you know it, clap your hands.

If you're ANALYTIC and you know it, stomp your feet.

If you're SENSIBLE and you know it, nod your head...

If you're IMAGINATIVE and you know it, wiggle ears...

If you're WHOLE BRAIN and you know it, do all four...

LET US SING TOGETHER

Let us sing together, let us sing together
One and all a joyous song.
Let us sing together
One and all a joyous song.
Let us sing again and again,
Let us sing again and again
Let us sing again and again
One and all a joyous song.

LISTEN

By Peggy Stortz, Vancouver, B.C

(Drumbeat)

I listen to the rock, to hear it sing
I listen to the rock, to hear it sing
The rock is my sister, the rock is my brother
We sing together and we sing to each other
I listen to the rock, to hear it sing
I listen to the rock, to hear it sing.

I listen to the SEA...

I listen to the WIND (")

I listen to the SUN (")

I listen to YOU, to hear you sing (")

PAINT

By Peggy Stortz, Vancouver, B.C

Chorus: Let's paint pictures,
Let's paint pictures in our hearts
Today is the day when the new world starts.
(Repeat two lines)

Paint a picture of children, healthy and strong
Living in a world where we all get along
Where nothing is judged as right or wrong
And each day begins with a song.

Paint a picture of fields, golden with grain
Kissed by the sun, washed by the rain
Of magical herbs to heal sickness and pain
Harvests of plenty, again and again.

Paint a picture of eagles in the sky as they soar,
The powerful lion, standing to roar
The fragile blue heron so still on the shore,
The rhino, the otter, the salmon and more.

My brush is imagination, the canvas is my mind
Your smile is the inspiration to look within and find
Pictures of a joyous world, dwelling in my soul,
A place where we can be whole

Paint a picture of people from every land,
Coming together to love and understand,
Creating the world, the great spirit land,
Living in harmony, dancing hand in hand.

SAVE THE TREE

Sung by the Tropical Rain Forest Action Network

It's our world and a beautiful world as it can be
With so many wonderful things to hear and see,
Now's the time to raise our voices, do our thing.
So hear the words of the song that we sing.

Chorus:

A song for children, out there,
Show them they matter, you care
For life for living, SAVE THE TREE
Make earth a better place for you and me.

TIME OF REBIRTH

By Peggy Stortz, Vancouver, B.C

It's a time of rebirth, time to praise Mother Earth
New life sprouting up all around,
Time to rise from the deep
Leave your long winter's sleep
Kiss the sky, kiss your love, kiss the ground.

Chorus: Awaken, awaken,
It's time for a brand new start
Awaken, awaken,
Your body, your mind, your heart.

Now your dreams may come true,
Let the magic come through,
From the darkness of winter, you are free
Hear the song in the air, feel new life everywhere,
See the birds on the flower and the tree.

Equal day, equal night,
Know the darkness and the light
Honor the balance in each one,
With our laughter and mirth celebrate Mother Earth
As we raise our voices to the sun.

WORDS FOR DANCES OF UNIVERSAL PEACE

Native American:

The earth is our Mother
We must take care of her (2x)
Unite my people be one (2x)
Her sacred ground we walk upon
With every step we take (2x).

Russian:

Spirit of peace
To your cause we give our strength
That peace may reign
And war may cease
Meer, miru, meer.

Jewish:

Haida, haida, haida, haida, haida...

Irish Celtic:

May the road rise with you.
May the wind be always at your back.
May the sun shine warm upon your face.
May the rain fall softly at your feet.
Until we meet again,
May God hold you
In the hollow of his/her hand.



Songs

We Are the People



We are the old people; we are the new people; we are the same people deeper than before.

We Are a Circle



We are a circle within a circle...with no beginning and never ending.

The River She is Flowing

The riv-er she is flow - ing, flow-ing and grow - ing, the
riv-er, she is flow - ing, down to the sea. Moth-er
car-ry me, a child I will always be. Fath-er
car-ry me, down to the sea.

MUSIC ALONE A Round

All things shall perish
From under the sky
Music alone shall live
Music alone shall live
Music alone shall live
Never to die.

Prepared by: Realistic Living
Rt. 3, Box 104-A5
Bonham, TX 75418

Basic One Step by Bill Oliver

g takin' that basic one step
One step after another step,

One foot front of the other foot;
Keep your spirit high.

Keep your faith in the leap of faith;
Keep your faith in the human race

Keep the sunshine in your face
Doin' the dance of life.

Verse: (same tune)

You who believe it is possible
to actualize the conceptual

Realize you are exceptional
to even take a stance.

Carry your cause with your hardest work;
Follow your passion for all it's worth

And when you're receiving the deepest hurt,
be glad you took the chance.

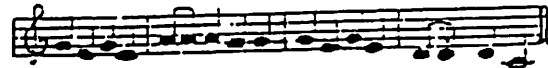
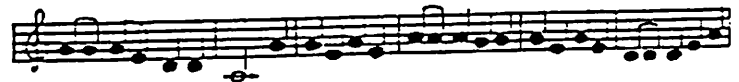


en to the song I'm singing;
It's a very simple song;

is a simple song about freedom
Everybody sing along.

Sing freedom (freedom), It's a my life
Sing freedom (freedom), It's a my life
Sing freedom (freedom), It's a my life
Sing freedom (freedom), It's a my life

Listen to the Song by Stan Slaughter



Circle Around



Wearing my long white feathers as I fly, wearing my long white feathers as I fly
I circle around, I circle around...the boundaries of the earth, the boundaries of the sky.



Come and Go With Me

Come and go with me to that land
Come and go with me to that land
Come and go with me to that land where I'm bound

Come and go with me to that land
Come and go with me to that land
Come and go with me to that land where I'm bound

There'll be water in that land
Good clear water in that land ...

There'll be friendship in that land
Healing friendship in that land ...

There'll be singin' in that land
Voices ringin' in that land ...

There'll be _____ in that land
_____ in that land ...



MY ROOTS GO DOWN by Sara Pirtle

my roots go down down to the ground, my roots go down down to the ground, my roots go

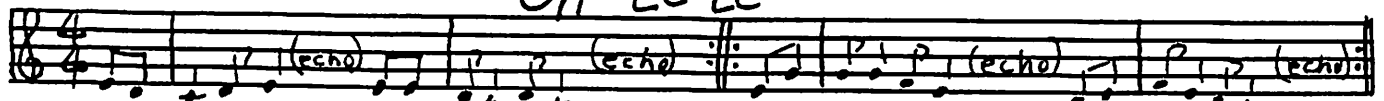
Chorus:

down down to the ground, my roots go down. my roots go down down to the ground my roots go

down down to the ground my roots go down down to the ground my roots go down

I am a tree swayin' in the breeze,
I am a tree swayin' in the breeze,
I am a tree swayin' in the breeze,
My roots go down.
My roots do down, down to the ground,
My roots go down, down to the ground,
My roots go down, down to the ground,
My roots go down.

Oh Le Le



Oh - Le Le oh le ba ba case oh le bonde baba oh le baba case

EARTH, AIR, FIRE, WATER



Agua mi sangre Y fuego mi espirito

Tierra mi cuerpo Aire mi aliento

Earth my body
Water my blood
Air my breath
And fire my spirit

Love



Love, love, love, love; People we are made for love. Love each other



as yourself, for we are one.

Amor amor amor amor, el mensaje es el amor
Ama a la tierra como a ti mismo
Ella es amor

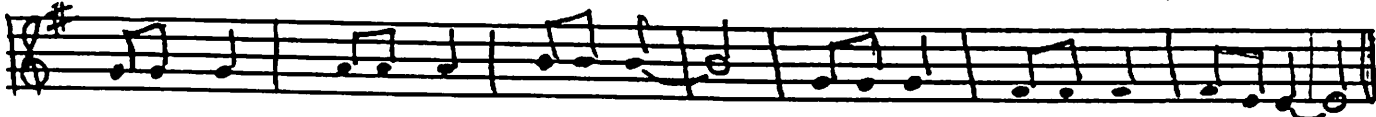


E minor

WE ARE ONE WITH THE UNIVERSE



Now-tay lenu linu gow-tay Hia-no, Hia-no, Hia-no



Hia-no, Hia-no, Hia-no.

Hia-no, Hia-no, Hia-no.

Somos uno con el universo
Siempre para siempre siempre
(Repeat both lines)
Siempre para siempre siempre
Siempre para siempre siempre

We are one with the infinite sun,
Forever and ever and ever.

Rainbow Planet

10, 9, 8, 7, 6, 5, 4, 3, 2, 1 Blast off!

We all ride the same space ship (space ship)
We all ride the same space ship,
Traveling through our universe
We all share the same sunshine,
We can live together, just a matter of time.
We can learn to get along, just as easy as we sing this song.
Come on people, just you wait and see,
We can learn to live peacefully (peacefully) (hushed counts 1, 2, 3, 4, 5)

We all love to rock and roll (rock and roll)
Sway to the music, let your motion go.
Clap your hands, put a smile on your face,
Give three cheers for the whole human race,
Living on a Rainbow Planet, lots of things to do (lots of things to do).
Being a friend, lending a hand, is most important, it's certainly true,
Just between me and you (just between me and you),
Just between me and you (just between me and you).

So let's build each other up,
Not put each other down.
We all share a common thread,
The thread is love, goes around and around,
Living on a Rainbow Planet, lots of things to do (lots of things to do).
Being a friend, lending a hand, is most important, it's certainly true,
Just between me and you (just between me and you),
Just between me and you (just between me and you).

I am special, you are special, we are special together.
I am special, you are special, we are special together.
Special together (repeat 4 times with echoes).

Yeah!

Introduction

The intent of this personal retreat is to provide time, space, a format and materials for you to bring into clear focus your past, present and future. The worksheets have been designed to assist you and serve as a starting point. We encourage you to add to or change them in any way that might suit your style or way of processing better.

PAST AS PROLOGUE

Section 1

1. Now think of your own history, using the categories on the worksheet. Plot names of people who have played a significant role, places that define where this history has gone on, events that mark that history, and points of accomplishment, failure, new awarenesses. To stimulate your thinking consider:

World/Universe: events, discoveries, treaties

Education/Learning: places where learning has gone on, key learning events, people who have played a significant role, activities that have been important.

Relationship History: people who have played an important role in your life: family, friends, boy/girl friends, significant others, spouses, children

Economic History: jobs, events, accomplishments

Community/Social Service History: community participation, points of caring, roles, responsibilities

Professional/Career: roles, responsibilities, accomplishments, failures

Spiritual: points of awakening, crisis, growth, times of inspiration

Other: events, places, endeavors that don't seem to fit in the other categories

2. Looking at the whole sheet, mark 3 to 5 "turning points" with a star, *and place them in the inner circle*
3. Looking at the whole,
 - .. Decide a *metaphor* for the life you have composed to this point, *place it in the center*
4. Turn to Section II, Current Reality.

CURRENT REALITY
(My Real Situation)

Section II

1. Using the current reality worksheet write basic personal data (Ex: 21 yrs. old, woman, single, employed, etc.) next to stars in the person.
2. Use the rest of the worksheet to write as many components of your current reality as you can. Capture all parts of your current reality. Add categories if some you need are missing.
3. When you have completed your current reality picture turn to Section III.

A mistake is an event, the full benefit of which has not yet been turned to your advantage.

But where was I to start.
The world is so vast, I shall
start with the country I know
best, my own. I had better start with
my town,. But my town is too
large, I had better start with my
street. No, my home. No, my family.
Nevermind, I shall start with myself

Elie Wiesel
"Souls on Fire"

Current Reality

I VALUE

Beliefs I Hold

Skills I Have

Commitments/Resp.

Roles I Play

Concerns about the world

Personal data

- *
- *
- *
- *
- *
- *
- *
- *

My weaknesses are

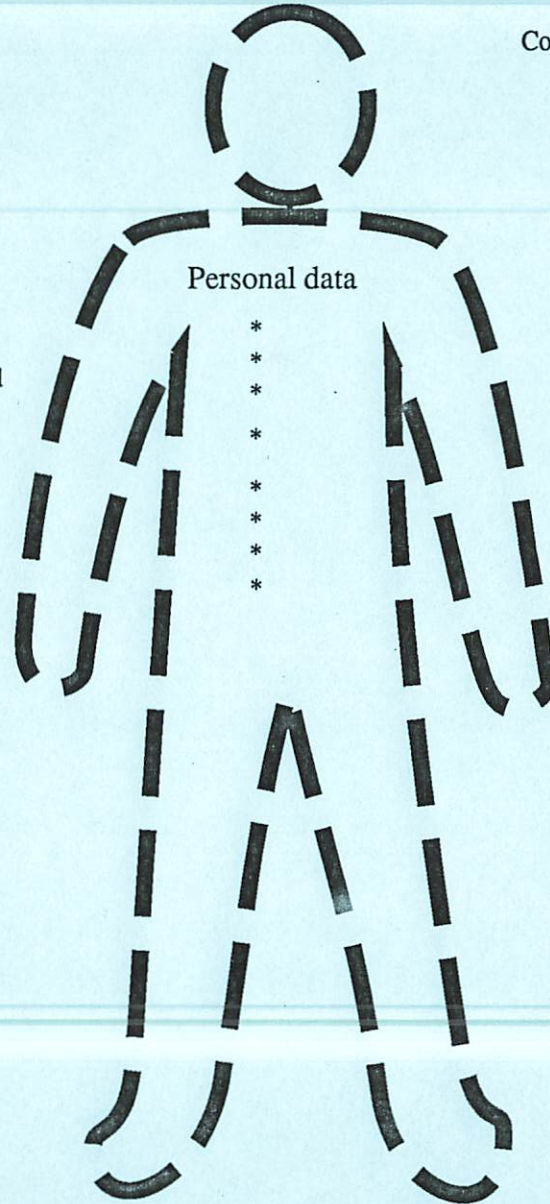
That which I resist/avoid

My Strengths Are

That which I seek out

Interests in the world

That Which Gives Me Joy



PERSONAL VISION
(My Desired Future)

Section III

The goal of this part of the workshop is to bring your personal vision for the future into focus so you can see it as clearly as possible.

Procedure:

1. Add 8 years to your current age. You will be _____ years of age in the year 2000.
(Now read thru the complete process before you begin it. When you are comfortable with it do it)
2. Reflection
Sit quietly and center yourself in the year 2000.
Breathe deeply and slowly
Continue to breathe deeply and slowly and imagine what is happening at this point in the future.
When you begin to see aspects of the future clearly put them on the Personal Vision Workshop
As you can, state your creative intention in each arena.
3. Look at the work you have done and write a statement about your personal vision on the bottom of this page.
4. When you feel you have created your personal vision, with as many details as you like, turn to the next page, Section IV.
"Train your heart to govern as spacious an arena as it can; and to encompass through as many centuries as possible, the onward march of humankind." Kazantzakis, *Savior of God*

Imaginal Education

The Power of Imaginal Shaping in a Teaching Learning Community

Major Themes	The Challenge of the Times & I.E. As A Creative Response	The Art of Imaginal Education	The Societal Impact of Imaginal Education
15 Three Hour Sessions	The Facets of Imaginal Education & The Importance of Considering Your Audience	Stimulating the Imagination & Taking on the Learner s Perspective	The Role of Ethical Reasoning in Image Shaping & Questioning Strategies
	The Challenge and the Role of Image Shaping & The Charting Method	Brain Evolution And Learning Styles & Orchestrating Teaching Styles	Orchestrating Behavior Through Image Shaping & Application Exercises
	Critical Thinking In The Image Shaping Process & The Life Dialogue Method	Multicultural Perspective And Classroom Climate & Teaching Modes For Self-Esteem	The Societal Role of Education & Future Directions
	Educating for the 21st Century & Workshop Method	Curriculum Building & Teacher Responsibility	The Stance & Style of An Imaginal Educator & Application Exercises

LEARNING LAB '95

Lab I Design

	Monday	Tuesday	Wednesday	Thursday	Friday
Theme	You're Welcome in A Global Learning Community	Focus on the Future	Discovering The Gold Mine Within. Encourage Reflective Thinking	Image Works !	Celebrating The Harvest
Emphasis	Beckon Participaion	Expand The Context		Stimulate The Imagination	Touch The Deeps
8:00 A.M.	SHAPES GAME	TEAM MEETINGS	STORY TELLING	TRIBES TEAM MEETING	DANCES OF UNIVERSAL PEACE
8:30			OVERVIEW OF DAY	Topic:Unforgettable experience. Meaning of name.	
8:30 A.M.	OPENING CONTEXT Creating A Learning Community GLOBAL BRAIN	VISION WORKSHOP Workshop Method	ORID Dialogue: Mirrors ORID Theory	IMAGE THEORY Paradigm Shift	REFLECTION ON PROJECT LEARNING:China Experience
9:00					
12:00	LEARNING STYLES, Hemispheres, Intellegences	WORKSHOP PRACTICE	CREATE DIALOGUES	IMAGE SHIFT EXERCISE	KALEIDOSCOPE CREATION
1:00 PM	Video: It's in Everyone of Us	Methods Market Place Teaching Methods Exchange			
2:00	Want Ad Exercise	3 min. presentations	15 min. presentations	15 min. presentations	15 min. presentations
Project of the Learning Community: September in Beijing					Introduction to Individual and Team Projects Support Team Workshops: Identifying the Questions
	Project Learning Process & Calendar	Research	Finish Research & Prepare Report	Celebration & Presentations	
3:30	Artful Reflection				
4:00					

LEARNING LAB '95

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	Monday	Tuesday	Wednesday	Thursday	Friday
Theme	You're Welcome in A Global Learning Community	Focus on the Future	Discovering The Gold Mine Within. Encourage Reflective Thinking	Image Works !	Celebrating The Harvest
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	Project Learning Process & Calendar	Research	Finish Research & Prepare Report	Celebration & Presentations	Support Team Workshops: Identifying the Questions
3:30	Artful Reflection				
4:00					

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Affairs, August 1995

LEARNING LAB '95

Lab. II Design

		Monday	Tuesday	Wednesday	Thursday	Friday
Theme	Project Learning					Celebrating Learning Community
Outcomes	To be able to form a question into an active research activity. To be able to work independently and as part of a team to focus the project, to gather information and to create a presentation based on a Kaleidoscope Lesson Plan. To experience confidence in being a teacher of teachers.					To be able to reflect on the Lab experience and voice resolves. To be able to create a celebration of Learning Community.
Time						
8:00	Overview of Lab II Where Are We In School Reform? + Reports from the real school situations + Reflection What are key "pressure points" in affecting learning?"		Team Research		Project Reports	Guided Reflection * Individual * Group Sharing Creating the Story of the Experience
12:00						
	Market Place Finale Project Selection Envelope Exercise		Team Research		Project Reports	Pot Luck Feast Celebration of Affirmation
3:30						
4:00	Reports "Why I Teach" Time of Sharing					Sending Forth

Program Description

Learning Lab 1994

Presented by The Institute of Cultural Affairs

THE HOSTING ORGANIZATION: The Institute of Cultural Affairs

The creation of education programs for life long learning has been a priority of the Institute of Cultural Affairs since the 1960's. The focus then was holistic community development, with education programs designed for preschoolers, elementary and high school students, adults and senior citizens. That approach produced an innovative teaching philosophy known as Imaginal Education. Still used today, the approach emphasizes the power of images to influence a change in behavior at any age. During the 1970's ICA responded to requests internationally, resulting in education programs that were replicated in 43 nations around the world. In the 1980's, with the declaration that the United States had become a nation at risk because of an ineffective education system, ICA became more directly involved with public schools, school districts, school boards and post-secondary institutions. Since 1988 ICA has worked with 15% of the schools in the Chicago Public School System. In addition, the organization has consulted with suburban school districts in the Chicago area. The organization is presently developing "The Earthwise Learning Series", an innovative curriculum that nurtures leadership development. The ICA conducted The Learning Lab in July 1992 and in July and August, 1993. Over one hundred teachers and administrators have participated. The Learning Lab is a staff development component of ICA's "Schools Revitalization Network". The Network has been initially funded by the Chicago Community Trust, the Polk Brothers Foundation, Household International, the Prince Charitable Trust and the 10 participating schools. This year the Lab has been chosen as a training component by the Golden Apple Foundation's Scholars Program.

LAB OVERVIEW

In 1994 the Learning Lab for Educators will be offered in two parts (Lab I & II). Lab I will be 5 days long, and will be offered once: Monday through Friday, August 1-5. The focus of Lab I is an introduction to a teaching/learning process called Imaginal Education. Lab II (Monday through Friday, August 8-12) provides participants with an opportunity for depth learning through application of Imaginal Education techniques in an "action research project". Those who have completed Lab I can join Lab II for the full application process.

COURSE OBJECTIVES

The five and ten day experiences in inter-active learning are designed to provide an environment that encourages teams of educators to address themselves to catalyzing creative innovation within their schools and organizations. Emphasis will be put on skills training in TEAM BUILDING, IMAGINAL EDUCATION, COOPERATIVE LEARNING, CURRICULUM DEVELOPMENT and GLOBAL EDUCATION for teams of teachers, trainers, administrators, and parents.

Participants will experience encouragement to assume responsibility for the quality of learning in their schools, families and organizations. They will be trained in methods that will enable them to foster cooperative learning, recover personal motivation, and employ maximum creativity in teaching and learning. This training experience will enable participants to recover depth appreciation for the role of educator in inspiring the next generation. It will provide a practical experience of inter-active learning and will train participants to initiate and foster a creative learning environment in their schools and organizations. The course will equip individuals with methods for orchestrating cooperative learning, curriculum development, and problem solving within situations that are challenged by diversity. Each participant will carry out a project of their choice that will deepen their vocational competence. Individuals and teams will gain confidence in their ability to work and learn cooperatively.

COURSE OUTLINE

I. Team Building: During the first week of the course a morning study will focus on the book, *The Fifth Discipline*, (1990) by Peter Senge. Approaches to group study and dialogue will be introduced. The themes of "Shared Vision", "Team Learning", "Personal Mastery" and "Mental Models" will be explored. The method of seminar orchestration will be introduced. During the second week, participants will assume responsibility for orchestrating the morning seminars. Articles and books to be studied will be suggested by the learning community.

II. Imaginal Education: A Wholistic Approach to Life and Learning
Session I will introduce multiple dimensions of Imaginal Education. This approach to teaching and learning is centered on building self-esteem and has proven effective with children and adults in over forty countries throughout the world. Oliveann Slotta, the 1991 Disney Math Teacher of the Year, will introduce participants to practical techniques of Imaginal Education appropriate for use in teaching any subject. Participants will apply these techniques during the second session of the course.

III. In Touch With Inspiration: Throughout Session I participants will be provided with opportunities to dialogue with educators who have a depth understanding of the role that education plays in inspiring the next generation. Special focus will be put on Cooperative Learning, Classroom Management, Global Education and an Integrated Approach to Curriculum. During Session II there will be opportunities for participants to share resources of inspiration.

IV Personal Mastery: Throughout the program, emphasis will be put on the growth of the individual through the introduction of methods of reflection. Each afternoon will be initiated with a session that enables participants to assimilate and integrate their learning. On Friday of the first week a reflective retreat will focus on depth motivation and personal mastery.

IV. Action Projects: The development of an action project will provide participants with first-hand experience of learning community. Individuals or teams will conceptualize projects to develop during the duration of the course. This process will include research, analysis, design, interchange and documentation. Individuals will choose to work in school or organization-based teams, or with individuals from other organizations who have a similar interest. The following is a partial list of possible projects:

Developing a World Cultures Curriculum
Creating a Palette of Multi-Cultural Teaching Strategies
Project Learning as an Approach with "At Risk" Students

Using Reflective Methods to Reduce Stress

Outcome Based Learning
Performance Based Assessments

TEACHER PARTICIPANT ACTIVITIES

Understanding that learning is accelerated in the creative environment of a committed "learning community," the participants become co-creators of a learning environment. Experiential learning methods are introduced to enable participants to improve the quality of learning in their classrooms, schools, families and organizations. In multi-modal presentations and exercises participants discover their own "mental models" or images that shape their behavior and influence the lives of others. In interviews, group studies, and panel discussions participants rediscover themselves to be learners and agents of social innovation. Each participant plans an action project to be implemented in the following year in their school or organization. This project will be pursued as an experience of team learning. On-site interviews and field trips complement classroom learning.

This course is designed to empower teams of individuals who are working within the same school or organization to create momentum for creative change. Therefore, we encourage a minimum of two people from each school or organization to attend in order to gain maximum benefits from the training experience. Participants are asked to select an action project to pursue as an individual research project within the learning experience. This project is focused on an arena that will enable them to deepen their effectiveness in the classroom or as administrators. The first week of the course will enable participants to experience innovative approaches to learning and to initiate project development. The second week will emphasize application of these approaches and depth skill development in the context of learning community. It is possible to participate in only the first week, but for maximum learning, the two-week experience is recommended. Participation in Session I or in both Session I and II will also assume implementing the action project in the participant's classroom and school environment.

SCHEDULE

Lab I (Aug. 1-5) will consist of five classroom days. Lab II (Aug. 8-12) will consist of 5 classroom days. Each day will contain six hours of classroom instruction and two hours of independent outside work. In addition twenty hours of outside work will be required in implementing the action projects in the local school setting. Those who participate in Lab I will complete a total of thirty classroom hours, ten guided outside hours, and twenty outside hours in the school setting (to be completed during the first semester of school). Those who attend Lab II will complete a total of sixty classroom hours, twenty guided outside hours, and forty hours in the school setting.

Program Faculty

Oliveann Slotta: Winner of the Disney Award for Outstanding Math Teacher, 1991. M.A. University of Colorado, BA, Hiram College. A classroom teacher with twenty years of experience dealing with underachieving students. Presently teaching at the Thomas Career Education Center, Denver, Colorado.

Emma Melton: M.A., Ohio State University, B.A., Central State College. Thirty-two years of classroom teaching experience with special emphasis on reading and cultural diversity. Presently doing consulting with public and private schools in Cleveland, Ohio.

James Fenton: Ph.D., A.B., Princeton University. Twenty years of program design and facilitation experience with the Institute of Cultural Affairs in the United States, India and Southeast Asia. Currently teaching at William Rainey Harper College, Palatine, IL.

Donna Mahr: M.Ed., University of Wisconsin, B.S., Iowa State University. Twenty-five years experience creating alternative education programs for under-achieving and gifted students with special focus on individual learning styles and multiple intelligences. Currently co-directing an innovative learning program for 5-19 year olds and their families and tutoring students with learning challenges in the Madison, Wisconsin area.

George Packard. M.A., Azusa Pacific University, MDiv., Garrett Theological Seminary. Co-Director Program Development, the Institute of Cultural Affairs. Twenty-three years experience in adult leadership training in multicultural settings. Experience includes living and working in the Philippines, Chile, Peru and Kenya in addition to the United States.

Shirley Jackson Heckman: Ph.D., University of Denver. Education consultant and trainer with twenty-four years of experience in classroom teaching, adult training, and administration. Arenas of focus have been self-reliant learning and leadership training. Recent experience has included adult training in Nigeria. Presently Co-Director of Program Development of ICA: Phoenix.

CREDIT RATIONALE

For full attendance and successful completion of Lab I (30 classroom hours, 10 hours of guided outside work on the elaboration of the action project, 20 hours of outside work in the implementation of the action project in the school setting) two Lane Promotion Credits will be awarded.

For full attendance and successful completion of Lab II or the two week experience (60 classroom hours, 20 hours of guided outside work on the elaboration of the action project, 40 hours of outside work in the implementation of the action project in the school setting) four Lane Promotion Credits will be awarded.

Continuing Education Units (C.E.U.'s): For systems that honor C.E.U.'s, participants who successfully complete Lab I will receive 3 C.E.U.'s, while those who complete Lab II will receive 6 C.E.U.'s.

EVALUATION:

Evaluation of individual's course participation will be based on the following criteria:

1. Attendance
2. Quality of participation
3. Ability to contribute to team learning
4. Assimilation of information
5. Capacity to flex to the needs of others
6. Self motivation in learning
7. Capacity to use information
8. Action Research Project
 - Conceptualization
 - Development
 - Capacity to share learnings and integrate the insights of others
 - Capacity to implement the project in the school setting
9. Capacity to evaluate the course and learning experience

REPORTING PROCESS

The Institute of Cultural Affairs will prepare one copy of the Certificate of Credit for each of the successful teacher participants. This copy will bear the original signature of the instructor(s) of the course. The certificates will be submitted along with the evaluations, attendance sheets and completed roster forms (listing both the teachers who successfully completed the course and those who did not) to the Bureau of Staff Development. The initial submission of this information will happen no later than 10 working days after the completion of the course. The final information (which will include evaluation of the implementation of the action projects and completion of the total number of outside hours) will happen before December 15, 1994.

COMMENTS FROM PAST PARTICIPANTS

"Participants and leaders at the lab helped me venture into the area of portfolios and the variety of intelligences people use to learn. I am using these educational tools with myself and the students."

"Learning community brought me energy and synergy. It empowered us as teachers to empower ourselves."

"The Lab has not produced a momentary high, but a learning/teaching time release capsule."

"

Report of
THE LEARNING LAB FOR TEAMS OF EDUCATORS
Inspiring the Next Generation;
Designing What It Takes
July 13-24, 1992
Conducted by The Institute of Cultural Affairs: Chicago
4750 N. Sheridan, Chicago 60640 Tel: 312-769-6363

*"I felt like a sponge: take it in now, dry up, come back,
take in more, hooray! This was a wonderful experience for me. Thanks."*

This is one of the comments of the sixty-eight participants in the Learning Lab for Teams of Educators that was conducted by the Institute of Cultural Affairs (ICA) Chicago this July. This participant was one of the 32 Chicago area teachers who joined educators from Minneapolis, Louisville, Oshkosh, Madison, Denver, Columbus, New Orleans, Atlanta, Detroit, Grand Rapids, Brussels, Milwaukee and Cleveland to form a two-week "learning community" designed to refresh and inspire.

The ten-day program was offered in two one-week sessions. The central focus of the program was Imaginal Education, an approach to teaching and learning that has been the backbone of ICA's training in over forty countries for the past twenty-eight years. The Learning Lab had five emphases: team building, the Kaleidoscope Teaching Strategy, innovative teaching approaches, reflective methods and individual and team action projects. Two days in the experience were devoted to a personal retreat and reflection. The program was financed through individual contributions, fees and a grant from the Archdiocese of Chicago.

The Learning Lab was designed to address the following blocks to effective learning in schools today:

- 1) Teacher burn out
- 2) Lost purpose in education
- 3) Fragmented approaches to teaching and learning
- 4) Isolation and competition among teachers and students

The Learning Lab was presented through the mode of Learning Community. Based on the work of Malcolm Knowles, this approach creates an environment that promotes inter-active learning.

*"When I saw the fresh flowers and bright table cloths,
I knew this was going to be a different kind of seminar."*

***"Learning community brought me energy and synergy.
It empowered us as teachers to empower ourselves."***

Key to creating the affirmative, interactive environment was launching the program with an expansive guide team of twenty-one teachers who have years of experience with Imaginal Education in classroom settings. Among those on the guide team was Olive Ann Slotta, the 1991 Disney Math Teacher of the Year. In the second week of the program this guide team evolved into a team that included all members of the learning community, as leadership was shared among those who initially came as participants.

***"I loved the intensity, the spirit, the atmosphere
of learning and sharing."***

There was time for study, time for exploration of Chicago's ethnic neighborhoods as part of a curriculum event on cultural diversity, time for personal reflection by the lake, "power lunches", team projects, quiet moments alone. Guest presenters from award winning programs in team teaching, cooperative learning, project learning and whole language brought additional resources to the learning community. Olive Ann Slotta, presented the project approach to learning, for which she received the Disney award, and provided a resource throughout the two weeks to teachers as they pursued their own action projects.

Reconnecting learning to life issues through Imaginal Education enabled participants to appreciate the critical role that educators play in our society. Among the action projects developed by Learning Lab participants were those focused on Recovering Teacher Self Esteem, Developing a Curriculum to Teach Environmental Awareness, Securing Funding for Special Projects in Schools, Creating a School-wide Global, MultiCultural Environment, Initiating Cooperative Learning in an Elementary Classroom, and Anticipating High Tech Teaching Approaches in Classroom Learning.

***"This was a wonderful and filling experience.
It has given me inspiration and energy."***

The Learning Lab provided ICA with an opportunity to deepen its work in education. In addition to gaining new insights on how to initiate and nurture an environment of "learning community", the Lab was a two week experience in Imaginal Education. Presentations were inter-active and multi-modal, demonstrating techniques of teaching to multiple intelligences. Among the resources produced by the Learning Lab is an outline for a "Series on Imaginal Education", which will include a book, a series of work books, and videos that will make Imaginal Education available as a key resource to learning.

The Learning Lab provided an additional opportunity for ICA to contribute its experience to the challenge of making possible quality education. Twenty three schools and teaching programs were represented. Continuing Education Units were issued, and accreditation processes with the Chicago Board of Education and Chicago area universities have been initiated.

ICA Chicago looks forward to a year that rides on the momentum of the Learning Lab. There are plans to repeat the program during the summer of 1993, and already there is word from teachers in Zambia, Malaysia, India and Hong Kong, that they are planning to attend to further enrich this resource for educators.