

EXPERIENTIAL ACTIVITIES FOR CULTURAL UNDERSTANDING AND GROWTH (FOR YOUTH FACILITATORS AND ADULT STAFF

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Experiential Activities for Cultural Understanding and Growth

1. Comfort Zone

Goal: To encourage the group to challenge themselves and prepare for learning.

With two ropes (or a hula-hoop and a circular rope) create two circles on the floor, an inner smaller one and a larger outer one. Explain that the inner circle represents “ones comfort zone.” That is a place that we know everything there is to know about and as long as we are there is no learning that can take place. Ask the group what are some situations that they feel is there comfort zone. You may want to step into that circle as you talk. Then step outside and say: “in order to learn, one must enter the challenge zone.” One needs to get outside of the “_____ zone” (let them fill in the blanks) in order to get into the “_____ zone (again, let them fill it in). “However, one can get themselves in trouble. If one steps to far out, one can enter the “danger or panic zone.”

Variation: If the circles are big enough, you may list categories and ask the group to do the same and have people go into the zone they think they would be doing that; i.e. singing in

front of this group; giving a speech to 500 people; sky diving; first day in a new school or work situation, etc..

2. Circle Sit

Goal: As a metaphor to understand how each one makes a difference.

Using tubular webbing with a water knot to make a secure circle (or a rope with a figure 8 knot or bowline knot) have everyone hold it. Tell them you want to see how balanced they are as a group. Have them plant their feet and at the count of 3 to lean back at a 45 degree angle with their arms stretched out. Try that several times until mastered. Add a challenge of going down on their honches without touching the ground. Try several times until the group is successful.

Then, ask for a volunteer. Tell that person that once the group is balanced they will have the challenge of seeing if they can get the group off balance. Remind the group that that is only one person and that they are many. Tell that person to wait until the group is well balanced. Count to three (or get someone in the group to count) and when balanced tell the person to try to get them off balance. See the result. Process it, if this were a metaphor for life, what could this tell us?

3. The Learning Brain

This is a good icebreaker for educators or students because it serves as a de-inhibiter while at the same time teaching a lesson about how to create learning environment that is absence of threats—a necessity for learning to happen.

Materials: Fleece balls or any other small props (1/3 of the number of participants), balloons (1/2 of the number of participants), timer.

Tell the group that we will pretend to be neurons. Our arms are axons and dendrites, that reach out and connect with other neurons. Learning pathways require that neurons pass on messages from one to another making synaptic connections between them. Time three blocks of time of 20 to 30 seconds each and between each explain how the brain is working:

Trail One Explanation: “Lets practice how the neuron pathways work. Lets pass on messages between each other and each time we shake hands with someone else that is one message. As you go look carefully in the eyes of those you are shaking hands with. You will want to count how many messages you pass on or receive during the next 30 seconds; ready, go. (30 seconds or other amount of time). How many people got over 10? Over 5?”

Trail Two Explanation: “The brain is bathed by multiple chemicals and hormones that make learning either easier or harder. These chemicals enhance learning and determine the mood that we are in and how alert, focused and interested we are in what is going on around us,

including the attempt to involve us in learning. These chemicals include serotonin, melatonin, noradrenaline, endorphins and others. These chemicals must be in the correct balance to make it optimal for learning to happen. These balls (or props) will represent a balance of these chemicals and when you have them in your hand you, a neuron, will be very engaged, energized and happy. Hold these between your hand as you shake hands and pass them on with each hand shake. Keep count and also try to guesstimate the percentage (50%, 25%, 10%) of these handshakes were done with these energized balls between your hands. Remember, any learning that happens with these chemicals will be long lasting. Ready, go. (30 seconds or other amount of time). How many people got over 10? Over 5?"

Trail Three Explanation: The brain can also be bathed with an overabundance of stress chemicals, called Cortinoids like adrenalin and other hormones like testosterone that if in overabundance can cause the brain to be preoccupied and limit or prevent the learning pathways to send messages. This oversupply of stress chemicals will be represented by balloons. During the 30 seconds that you are continuing to shake hands and pass on the regular chemicals, as a group you are going to have to keep these balloons in the air. You must not allow any of them to touch the ground and definitely not stay on the ground. Ready, go. (30 seconds or other amount of time). How many people got over 10? Over 5?"

Processing:

What was that like?

Were you able to effectively shake hands when you were dealing with the balloons? What are some of the stresses in your (or your students) lives?

What are the institutional or social stresses imposed on students?

How do these stresses differ related to body appearance, gender, etc.?

What does that teach us about creating an ideal learning

4. Fitting-In Activity

Goal: Explore how it feels to be excluded; importance of inclusivity, empathy.

Put a colored dot (masking tape with a color works) on everyone's forehead (masking tape with different colors will also do). Have individuals with same color find themselves without talking and form groups.

One person you have given an odd color and does not have any other members to join with and therefore does not fit in. To process, allow the person with the odd color to begin the sharing of their experience (heart and mind—what it felt like and what went through their mind as they participated). How does this relate to everyday life (immigrants, people with special needs, etc.)? What can we learn from this?

5. Changing Perceptions, Changing Cultures

Goal: Critical thinking about our society and world (and the process of cultural change).

Read one of the following statement to the group:

- In the 1958 a Gallup Poll found 94% of Americans disapproved of interracial marriages. In July, 1978, 36% approved (64% disapproved) of mixed-race couples. In 2004 a poll found 19% disapproval of mixed race couples. In February 1959 a Gallup poll found that 51% favored amending the Constitution so that states could decide for itself about integration of white and black students in school.
- The only other country other than the U.S. that does not have a convention that guarantees children the right to have their voices heard in government decisions that affect them is Somalia.

Get into groups of 3 and decide who is A, B, and C. Have each member take exactly two minutes to share about early messages from family or community or experiences that they had growing up about another culture or about not having a voice as a child or a young person. Keep rotating to allow the others to share. When everyone has shared, popcorn comments from the group allowing the whole group to hear and participate. How does change happen? How can we contribute to changing society?

6. Act Like . . .

Goal: To understand how we are socialized and explore cultural change.

This activity can be done in single gender groups or coed. The sharing may be different dependent on the group, level of trust and maturity of the group.

- Get participants to establish ground rules (that include respect, listening, speaking for oneself, confidentiality, right to pass/challenge by choice) and post them for everyone to see and hold each-other accountable throughout the entire event.
- Draw a Flower shape on newsprint and write in it “act like a lady.” Then ask the women in the group to talk about messages they have had as they were younger where they were told that. What were they doing? Analyze how socialization happened. Were there differences in experiences among group members?
- For the young men, draw a box and write in it “act like a man.” Ask them to share similarly (as the women).
- Ask them what thoughts (or feelings) they experienced as they did this activity. What are some hidden messages that are less overt that “act like.” Topics: conformity, social pressure, misfits, gender-benders, etc. Are their expectations that you think should not be perpetuated: among your peers? When you become parents?

7. Gender Fish Bowl

Goal: To enable participants to hear what members of the opposite sex have to say on critical issues that they determine. You may want to do this after doing the “Act Like ...” activity first.

- Get participants to establish ground rules (that include respect, listening, speaking for oneself, confidentiality, right to pass/challenge by choice) and post them for everyone to see and hold each-other accountable throughout the entire event.
- Set up an inner and outer circle, i.e. fishbowl with single gender groups in each.
- Either invite a group to volunteer or ask the young women to go into the inner circle first.
- For a specific period of time, allow the inner circle to discuss out loud among themselves the key issues that concern them about the opposite group. (You may choose to offer some categorical questions/issues to set off the inner circle discussion in case they are too shy to get started.)
- After an agreed upon amount of time, open the floor for questions to be posed to the inner circle from the outer circle group.
- After 20-40 minutes for the inner circle to respond to talk and respond, reverse the groups for an equal amount of time.
- Process the activity to assess their reactions and effectiveness in the gaining of new perspectives about the other group.

8. The Race

Goal: To raise awareness of diversity and privilege. Contributor: Ian Dorresteyn

I like to start out this activity explaining that it is an experience in which we can learn something about ourselves and each other. It may be emotional for you or it may not, and you are always free to choose how much you participate. It is not a competition.

The list of questions should be relevant to the participants. I believe the best aspect of this activity is that it can bring out ways in which different people are privileged or oppressed based on the body, family and community they are born into. I choose not to focus on privilege or struggles coming from participant’s life style choices. So, you might choose to focus on racism, classism, ageism, sexism, hetero-sexism, discrimination based on religion, or culture, or weight, or appearance (lookism), or physical ability, or language, or whatever issues the participants may have experienced.

Begin with participants shoulder to shoulder and holding hands, they should be in a gym or large room, a few steps away from the back wall. Tell them to hold hands as long as they can, but not to go to extreme lengths, and they may have to let go eventually (this emphasizes the feeling of differences in the group). Tell them that you will make a statement and if it is true for them they take a step. They always have the choice to not step if they don’t want to share that info. If they don’t step, remind them to notice whatever feelings they have.

HERE IS A LIST OF EXAMPLE QUESTIONS

Note: this is far from exhaustive, and not necessarily appropriate for all groups, don't raise issues you can't handle discussing (possibly domestic violence or homosexuality). The process is best if you alternate from steps forward to steps backward often.

PLEASE TAKE A STEP FORWARD IF:

- You were raised in a house with more than one color TV
- Didn't have to work for money before the age of 15
- You have ever taken a vacation outside of the US
- You have a computer in your home
- There is a park or community center in walking distance from your home
- Your family owns 2 or more cars
- You participated on a sports team or an academic team
- If you have ever taken private lessons (for an instrument or martial arts, etc.)
- You could afford to have braces or a retainer

- Both of your parents graduated from high school
- Your parents often help you with homework
- One of your parents graduated from college
- One of your parents has a masters degree
- You have taken "college prep" classes in high school
- You graduated from college
- If you grew up with both parents in your home

- Most people you meet assume you speak English
- You are comfortable holding your partners hand in public
- You are comfortable speaking about your significant other in public
- You and your partner could be legally married in most states
- You are heterosexual

TAKE A STEP BACKWARDS IF:

- Someone in your neighborhood has recently been robbed or violently attacked
- You are ever scared to walk home from your school or car at night
- You ever feared your parents might physically hurt you
- You ever felt unsafe in your own home
- You ever lived in a neighborhood affected by gang violence
- You have ever lived in public housing
- You often notice drug dealing in you neighborhood

- You or your family has ever been on food stamps or public aid
- You don't regularly see a family doctor or dentist

- You have ever gone hungry because of not having enough money
- If you have been teased for the brand of clothing you were wearing
- Many of your cloths were hand me downs as a child
- You have ever had to spend a night on the street

- You are not Christian

- Your parents were not born in America
- You were not born in America
- Your first language is not English

- Regularly feel self-conscious because of your weight
- If you have been teased because of the way your body looks

- You have ever been asked to perform sexual acts by someone you don't know well

- You are female

- If you have ever been followed in a store to make sure you don't shop lift
- You have ever had an adult do something for you which you could do because you were not trusted to do it alone
- If you often feel authorities distrust you because of your age or appearance.
- You are too young to vote

- If anyone who lives in your home is addicted to drugs or alcohol
- If you spent more time in your home alone than with your parents as a child

- You do not consider yourself a white person

- You feel the media portrays people who look like you negatively (as violent or sex objects, etc.)
- You have a learning disability
- You are over 65
- Major holidays for your family are not vacation days at school or work

Now, after the questioning time: Have everyone look around and notice where they are silently. Then each person should think of a goal which s/he wishes to achieve in her/his life (such as an educational degree, a job or position attained, whatever they care about). Then, imagine that their goal is the far wall which they all are facing. Then the race is on..... 1,2,3 run to the wall.

DEBRIEFING TIPS

People sometimes feel at first that this is a humiliating or demeaning activity, let them be heard, but keep going with the debrief. You can make some statements like: “In America we are often told that we have equal opportunities. This activity helps us notice how some people are born into more privileged positions. This is not to say that we can not overcome our birthplace, but that everyone does have a different distance to travel, and different challenges to overcome, to reach their goals. We often learn and mature from these struggles also. In some communities you are the odd ball if you go to college, in others if you don’t.” But I usually save explanations like this for after the discussion.

POTENTIAL QUESTIONS

How did it feel to those left in the back? Was it harder for them to reach the wall? Did they still reach the wall?

How is this activity like real life? How is it not like real life?

Were there any times when you didn’t feel comfortable stepping when you could have?

What did it feel like to let go of each other’s hands?

Were you surprised by where you ended up compared to everyone else?

How did it feel to be in the front of the group?

Questions to reflect on:

How can you personally overcome the challenges which hold you back?

How can you be more conscious of not perpetuating the stereotypes and oppression of others?

9. Other Peoples Power Simulation

This is an adaptation of a simulation called Star Power developed by simulation expert K. McKinney. The primary focus of the simulation is to gain an understanding of racism and power. The game casts some as oppressors and some as oppressed; based on a factor over which they have no control. Participants have the opportunity to feel and see what oppression is like. The hope is that having experienced what others live with daily, they will be motivated to ally themselves with the racially oppressed.

In this simulation, a three-tiered society is built through the distribution of wealth in the form of poker chips. White participants with attached ear lobes are designated to be the oppressed group. This group should be equal in size to the middle group, even if that means placing some with hanging ear lobes in the group. Participants of color, and some white participants with hanging ear lobes are designated to be the privileged. This group should be the smallest. Participants with hanging ear lobes can randomly be placed in the middle or privileged group.

Participants have a chance to progress from one level of society to another by acquiring wealth through trading with other participants. Persons of color cannot be moved into the lowest group; they always maintain the privilege of staying out of the oppressed group. The lowest group is constantly being oppressed. The stated reason for their oppression: they have attached ear lobes! Once the society is established, the privileged group is given the right to make additional rules for the game. They generally make rules, which the other groups consider to be unfair and racist. A revolt against the rules and the rule makers may ensue. When this occurs, the game is ended.

Explanation of Groups:

The privileged group is also the wealthiest group. If they don't trade well enough to keep their scores high, any in this group can be moved down. Persons of color cannot drop into the oppressed group though people with hanging earlobes can. Without the other groups knowing, these participants are given a gold and green chip before randomly selecting 3 more chips from a bag containing red, white and blue chips. They have both a recorder and servant(s) assigned to their group. Their score sheet should be posted on the wall. After the end of each round of trading they should be served drinks (round 1), snacks (round 2), or fruit (round 3), more than they can eat; the excess should be placed on the table within easy reach of them. They should be given the most comfortable furniture, the most space, and their servants should fawn over them at all times. (Entertain them, fan them, everything to excess!!)

The oppressed group is the poorest group. This group should be made up of those with attached ear lobes. They should randomly select 5 chips from a bag containing only red, white, and blue chips, and not know that the groups start uneven. No matter how well they trade they should not be put into the privileged group after the first round of trading. The first time is to delude them into thinking the society is fair. They should have a recorder and a "guard" assigned to them; both of whom oppress them constantly. The oppression can take any of the following forms:

not validated	interrupted	cut off	patronized
made wrong	no voice	ridiculed	intimidated
name called	put down	discounted	ignored
disempowered	denied access	yelled at	silenced

Their score sheet stays on the floor; purposely misspell a name or two when recording and thereafter mispronounce those names. Describe them in disadvantageous ways, state your low expectations of them in front of everybody. Tell jokes about them; accuse them of having no sense of humor if they don't laugh. Oppression can be aimed at individuals or the group. Their space should be defined by making a square with tape on the floor. Each time they leave to go trade, shrink their space by making the square smaller. Keep them confined to their space when not trading. Start with a few chairs in their space, slowly remove those and add a garbage can or two; the smellier the better. Treat as a token any who manage to work their way into the middle group.

The middle group should be made up of people with hanging ear lobes. They should have a recorder assigned to them to keep score. The recorder takes a neutral posture. Their score sheet should be posted on the wall. There should be enough chairs so they can all sit in a circle. The size of this group should be the same as the oppressed group. Each one is given a green chip before randomly selecting 4 more from the bag containing red, white and blue chips. In the later rounds drinks or snacks can be given to them, but never enough to go around.

Preparing for the game:

Participants are divided into three groups, two larger groups of equal size and one smaller group

Small = privileged, Large 1 = middle, Large 2 = oppressed.

Each person wears a symbol representing his or her group, and ear style:

Privileged = gold circle

Middle = red circle

Oppressed = yellow circle

Attached ear lobe = blue square

Hanging ear lobe = white square

Each participant is given 5 chips. Each gold circle receives one gold, one green and 3 random; each red circle receives one green chip and 4 selected at random; each yellow circle receives 5 chips selected at random from red, white and blue chips.

Chips required for a game:

The total number of chips required equals 5 times the number of participants. Gold chips = the number of gold circles plus two. Green chips = the number of gold circles plus the number of red circles plus two. The number of red, white, and blue chips = 5 times the number of participants minus the total number of gold and green chips, about equal numbers of red, white and blue chips.

Scoring system; have posted:

Gold chips = 50 points

Green chips = 25 points

Red chips = 15 points

White chips = 10 points

Blue chips = 5 points

Bonus points; have posted:

5 chips of the same color = 20 points

4 chips of the same color = 10 points

3 chips of the same color = 5 points

Rules of the game:

They have 5-10 minutes to improve their scores.

This is a game that involves trading; the top three scorers at the end win.

They must come out of their areas to trade.

They must be holding hands to trade.
No talking unless hands are being held.
Persons with folded arms or hands in pockets do not have to trade.
You must trade equal numbers of chips always have 5 remaining.
Chips can be held in hands or concealed in pockets.

Summary of Game procedure:

1. Prepare chips, set up room including snacks
2. Divide participants and distribute symbols to appropriate people.
3. Give brief overview of game and invite them to play.
4. Distribute chips, record scores.
5. Explain rules for trading session and post the point sheet.
6. Have group trade for 5 minutes, rearrange tape, prepare first snack.
7. Stop trading, return to groups, record scores, serve food.
8. Promote or demote people according to how well they did in trading
9. Have second trading session, rearrange tape, prepare second snack.
10. Repeat 7 & 8.
11. Have groups write 2 new rules for game, read rules, add privileged groups rules to the game, tear up oppressed group's rules while ridiculing them.
12. Have third trading session, rearrange tape, prepare third snack.
13. Repeat 7 & 8
14. Introduce bonus chips, have them distribute chips, record score changes.
15. Trading session, rearrange tape, prepare snack.
16. Repeat process, play it by ear from then on.

Processing the Game:

It is important to sit in a circle so everyone can see everyone when the processing happens. Sometimes it may be necessary to process within each group before processing as a whole group (depending on depth of feelings and actions taken during game). Whole group processing is necessary, they need to hear from each other how what happened affected each person. Breaking into three groups with participants from each level in each group is another way to process.

Begin the session with time to reflect on how they felt during the game. Give each participant an opportunity to share what they felt and talk about "who did what to whom" before talking about issues. Don't let anyone be scapegoated, we do not want to damage the ego or self-concept of any participant. Help them see the arbitrariness of group selection, and point out how anyone in their position usually responds the same. Basically, watch closely what happens and let that guide your reflection questions. The following questions may be used but that is entirely up to you as process leader.

Suggested Reflection Questions:

Ask feelings from each group

Ask what strategy each group used.

Why did the privileged group make rules that enhanced their position?

How did others outside that group feel about their rules?
What did they do? Actions? With those feelings?
Discuss the inequality of chip distribution at the beginning.
How much did success depend on hard work or on luck of position?
Discuss who was privileged and who was oppressed.
Discuss what oppression feels like. What privilege feels like.
What are the parallels between the game and racism in America?
What does this reveal about people in the real world?
How is what happened in the game like the real world? Discuss.
Who had power? How did they use it?
What patterns did you see? How can they be broken?
How did groups respond to authority? Confrontation? Withdrawal? Rebellion?
Who acted in unison? Who acted as individuals? With what effect?
How was the “system” unfair? Parallels to the real world.
What actions were justified? Why?

Key Learnings:

Oppression hurts everyone involved, both oppressed and oppressors.
It is easy to blame the victim, but it must be avoided.
Feelings don't help the oppressed, actions do.
We don't all start from an “equal” neutral position.
Those in power usually do not give away their control to others.
 Almost always, the first instinct of a group with the opportunity to make decisions that affect others is to do so without involving them. The oppressed are excluded.
Distrust is created whenever people make decisions that affect others without involving them.
Once trust is lost it is very difficult to restore.
The privileged are usually the last to see their “privilege”.
Divesting one's self of power may help the individual, but does not change the system, or benefit the powerless group.
Usually a person who leaves the less powerful and ends up in the power group loses the confidence of their group of origin.

***Following processing, leaders must apologize and reconcile with those they oppressed so people don't leave with bad feelings towards those who ran the game.

Processing Activities and Ideas

10. When the Head and Heart Generalize, They Transform

Goal: To remember how to process experiences

In working with teachers and new facilitators I found it hard to help teach the sequence of processing, so I came up with this (Rich-Play for Peace Chicago).
Touch your head, say “Head”...then your heart and say “Heart” ... then open your hands (as a praise) and say “generalize” and then roll your hands and say “Transform.”
These are the steps that help us remember what questions to ask and in what order.
You first reflect on the experience from the cognitive and emotional levels (What?).
Then one makes meaning from the experience by generalizing (So what?). And finally, one transfers the learning by thinking or committing oneself to act differently (Now what?).

1) Heads/Hearts--(What?)

These Questions are ones that get participants to think about how they responded emotionally and cognitively. You are really asking them to re-live the experience of watching the movie.

- What was it like when you reacted to what you were seeing, emotionally & cognitively?
- What thoughts came up?
- What surprised you?
- What did you find most impact-full to you?
- What feelings did you experience?
- Was there anything that surprised you?

2) Generalizing-- (So What?)

These questions are ones that get participants to connect the experience that they had to their life (related to work, society, family, culture). Here we are making meaning; constructing knowledge.

- So what makes these ideas valuable or important to us in our interactions?
- How do these issues connect to social issues? What ideas came up? Were there any ambiguities or incongruities related to life, society, relationships, learning that came up?
- How was the experience similar to other experiences?
- In what way was the experience meaningful?
- What social constructs exist that this experience made us question or understand better?

3) Transform (Transferred Learning)--(Now What?)

These questions are ones that try to get participants to take something with them; to learn, to change and transform the way they think about or do things. This completes the reflection process so that it becomes "praxis" (reflection with action).

- What did you learn from this experience?
- Do you see things differently now?
- Are there any ideas that jelled as a result of this experience?
- Did it cause you to strengthen your commitment to doing anything differently?
- Do you have any questions that you did not have before?
- Is there anything that you may do differently in the future as a result of this experience?
Individually? Collectively?

- Building on those ideas, how can we change the organizational culture of our community/school?

11. Goals and Emotional Motivation

Goal: To understand how goals are tied to emotions.

Ask students to take a minute to think of 2 or 3 reasons why reaching your goals are important to you. (The reasons are the emotions behind their goals and the source of the energy to accomplish them.) Have them pair up with someone else and share their responses.

“When emotions are expressed . . . all systems are united and made whole. When emotions are repressed, denied, not allowed to be whatever they may be, our network pathways get blocked, stopping the flow of the vital feel-good unifying chemicals that run both our biology and our behavior.” Dr. Candace Pert, (renown neuroscientist, Georgetown University Medical Center).

It is important to engage emotions appropriately as part of the learning (non only as an add on). This is facilitated modeling enthusiasm, institutionalizing rituals (for celebrations, acknowledgements, accomplishments), humor (never ridicule), using music, games, drama, storytelling, learning themes (generative topics that are meaningful in that they generate strong emotional interest), have students create a product to share with a larger community (or groups with the class), creating stress, fund anxiety, anticipation, suspense, excitement and relief.

12. The Processing Ball

Option 1: Write processing questions on a rubber ball with India Ink.

Option 2: Write numbers all over a ball and have a list of questions (on an overhead, newsprint or board) that correspond to the questions.

Have students throw the ball around the circle or room and answer the question that is nearest their left (or right) thumb. If you do not want the same question answered twice have them look at another one that is closest.

13. How to Address Threats and Stress Which Diminish Learning

It is essential to provide students with histories of failure with experiences that provide successes. This is because the brain’s hard wiring is determined by experiences.

“Learned Helplessness” is a condition where students feel resigned and believe they are not capable. They must rewire their brain (which can take dozens of successes) to change this and alter their motivation and sense of self-efficacy.

For many students, the Outward Bound type challenge or ropes courses provide a great vehicle to learn to choose in the face of perceived threat. Sports or drama performances can have similar effects. Biology is giving us another way to approach some of the persistent problems educators face. The role of excess stress helps us understand why so many students have problems with discriminating between what's important and what's not. Stress contributes to more illness, poor pattern recognition, and weaker memory. The impact of threat reminds us to be careful. We can't afford to allow environmental threats, and we certainly must eliminate our own threatening behaviors and policies. (Eric Jensen, Teaching with the brain in mind)

Other Topics and Ideas to consider to add to action and reflection skills:

Popular Education (liberation education)

Motivational Interviewing (see motivationalinterviewing.org)

Structured Journaling (Give students a list of questions that they answer regarding the experience they had, look at Heads & Hearts processing above).

Chiji Cards (From the Institute for Experiential Education) Provides springboard for sharing)