

Becoming Brain-Dead After Processing 13 Groups in 17 Hours

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Do's

- ∪ Be mindful of multiple intelligences/learning styles
- ∪ Be flexible, responsive, and willing to “change the rules”
- ∪ Know when to “agree to disagree”
- ∪ Believe in yourself and model the behavior
- ∪ Trust the process – control what you can, let the rest go
- ∪ Identify the “non-negotiables” the rest is “freedom”
- ∪ PDCA – Plan, Do, Check, Act

Don't

- Ω Be afraid to try new things
- Ω Over emphasize (exaggerate) safety issues
- Ω Don't panic when luggage lost
- Ω Make assumptions about horses
- Ω Sweat the small stuff
- Ω Be afraid to front-load
- Ω Eat vegetarian camp food

Other Lessons Learned: Sitting across from each other literally offers you the opportunity to see things (people) from different vantage points. We ended up “underpromising and overdelivering” because we collaborated with our client and continued to communicate with them throughout the process. For example, us NOT being there turned out to be a powerful tool. Pam shared with us that the next day, after we left, she facilitated a feedback exercise that generated new ideas and amazing results, in part because we were not there so the administration took the lead, set the example, and created an environment of trust. Try to identify the elements of the program that worked and those that you would change, understanding what can use in the future – never stop learning yourself.

The 4MAT® SYSTEM

www.aboutlearning.com

4MAT is an open-ended learning model that is based on four different modes of teaching. Since all learning begins with self, 4MAT begins with creating a personal meaning for students, proceeds to conceptual understanding, application follows, and finally integration results. In addition to the four major elements of learning (meaning, concepts, applications, and creations) 4MAT uses both left and right brain teaching strategies. By following the 4MAT cycle, one achieves learning by moving from subject to object to integration and reflection. The cycle is built upon two continuums from Acting to Reflecting and from Direct Experience to Abstract Concepts.

KLC's Classroom Corral

For the next 45 minutes this corral is your classroom and these horses are your students. Sara and Tracy are the administrators at your school or building. You will have 5 minutes to plan a goal(s) with an essential outcome for your student or students and determine a consequence for breaking the rules (see below). You will then be given 30 minutes to execute your plan. We begin class by ringing the bell and then saying the pledge of allegiance.

Non-Negotiables (rules):

1. No physically touching the students (horses).
2. No using halters or leadropes.
3. No bribing or simulating a bribe.

Freedom:

1. You can use any of the resources in your community (this corral).

Consequences:

Breaking a rule requires a consequence. You may select the consequence, which can be executed by the group or the offending individual or you may elect to accept the individual consequence developed by the administration.