

110 Intellearn Tools

A Glossary

1. Ball Toss (Koosh Toss)

This technique involves the toss of a soft ball to each person to empower him or her to respond to a question. This stimulates kinesthetic intelligence and reduces fear of responding because of the need to concentrate on catching the ball at the same time as responding. Also, the cadet chooses who will have the floor rather than the teacher.

Uses: Control flow of contributions (who has the floor); In an activation, giving each person a turn to participate in recall of terms or concepts, first in any order and then in the desired sequence; To solicit previous knowledge; For Q and A review of material (a culminating activity).

2. Think and Listen

Two people take turns; the first person speaks while second person listens without interrupting; then they switch. Listener provides nonverbal attention. Confidentiality is imperative. The speaker may not attack the listener.

Uses: In the classroom, use to stimulate thought or generate ideas in a very small group (two people) before getting the ideas out in the large group; For conflict resolution; In a situation where emotions have been high, give each participant a chance to have air time; To review material helps a person synthesize and organize material as well as understand the material from another person's viewpoint; May be used for closure: a personal summary of learning; To take care of troublemakers. Either the instructor does a Think and Listen with one troublemaker, or two of them do a Think and Listen together.

3. Develop Visuals or Props

A prop is an object; a visual is an overhead transparency, wall hanging, chart, poster, etc., using words and/or pictures and heavily using color. These items enhance your ability to remember and make the environment beautiful and interesting. Also could include costuming that implies a role or other meaning when worn.

Use to make concepts concrete and stimulate the kinesthetic intelligence. Posters and pictures provide a place to focus on the symbols of relationships between important concepts. They stimulate the visual/spatial intelligence. Props and visuals provide peripheral stimuli in the classroom so that the eyes fall on them occasionally and people get additional input on the subject being studied.

4. Concert

This involves a dialogue guided imagery, story, etc., embodying the important concepts of a subject, read dramatically to music. Comes after a decode session and before an activation, to put core concepts into longterm memory.

Active concerts evoke an objective perspective (use Classical or Romantic music). Passive concert are used to create a subjective experience (use Baroque music).

Use to get across information, to motivate, to relax and heal, to inspire, to structure a concept, develop a concert, or to express values.

5. Reframing

This is the act of restating a negative/incorrect statement or idea as a positive statement.

Use to accept or give value to every contribution from a learner, recognizing that all responses are correct from a learner's perspective, to correct your own thinking and prevent misstatements or hurtful remarks in order to maintain self esteem, to explore and develop all ideas.

6. Guided Imagery

Creating an internal imagery experience that releases the mind and emotions and expands possibilities, using a story, which incorporates a relaxing setting, with optional background music. Participants are encouraged to relax in whatever way they want.

Uses: stress reduction, mood settings, learning concepts, creative writing, skill development, building self-esteem, healing, problem solving.

7. Mind Mapping

A form of graphic organizer used during brainstorming with a freeflowing documentation process where lines connect concepts to each other. The core subject is in the center; the main spokes are like sub parts of chapters. Related ideas can be color coded or circled or attached by lines. Pictures and words can both be used.

Use to organize thoughts either of an individual or of a group, to capture in a random way at first without the need for excessive structure and allow the flow of ideas to continue undisturbed, for preparing lesson plans, writing a book, planning a project, giving a speech, etc., to show yourself how much you actually know about a subject.

8. Memory Pegs

A mnemonic device symbol, picture, or acronym used to aid in recall, usually in sequence. Use to personally remember a list, in a classroom to teach several concepts often in sequential order.

9. Body Sculpting

Using one or more people to create a charade or dramatic pose/visual representation to convey a concept or thought.

Use as a kinesthetic activity in a classroom to convey and/or reinforce a concept, to give a team an opportunity to produce something together (team building).

10. Skits, Role Playing

Stories enacted, using either speech or mime.

Use to provide an opportunity for the cadet to demonstrate his understanding of a concept, to teach a concept, either with instructors only or with cadet participation, to provide an opportunity to exercise and develop creative and expressive abilities. Role-playing is a future state of reframing; demonstrating, acting to teach concepts, have a stronger impact. Example: See below, "Drama by Numbers."

11. Expand-A-Story

Provide a narrative skeleton of a story (beginning, middle, and end) so cadets can expand it to demonstrate their understanding of a situation or concepts. You might want to include some of the core concepts in the sentences.

Use to provide an opportunity for the cadet to demonstrate his understanding of a concept, to provide an opportunity to exercise and develop creative and expressive abilities, as a problemsolving conflict resolution technique, to obtain buyin and generate interest, in planning the writing of concerts, documents, speeches, letters, etc.

12. Poetry

This involves any verbal/written communication that stimulates emotion. Use to put people in touch with what's inside them, to get people over the "cannot" barrier, to exercise their creative potential, to provide cadet an opportunity to express his understanding of a subject matter in a creative way, to teach creativity as coming from a relaxed atmosphere.

13. Good and New

A process used to allow anyone in the group to voluntarily tell anything good or new that happened or will happen.

Use as an icebreaker to establish a positive atmosphere, to get to know one another better, to create/enable bonding.

14. Speak Out

This is a personal statement expressing a deep feeling or concern over an issue.

Uses: A wounded individual can stand up for his/her point of view, provides an opportunity for the group responding to offer support.

15. Drama by Numbers

At least two people participate in an emotional conversation using only numbers from 1100.

Conversation starts as friendly, becomes argumentative by 50 and is resolved by 100.

Use to provide an opportunity to express conflict in a nonthreatening way, to demonstrate patterns of conflict, to show, the humor in a conflict situation, to think/focus attention on nonverbal forms of communication and intonation, to help people learn to read concerts, to show that how you say something and tone of voice is more important than the words chosen, used in team building.

16. Double Planning

Your body and your intonation gives its own message and if it's in conflict with your words, the group will believe the body before they'll believe the words. Double entendre such as sarcasm is an example.

Uses: Be aware of it as an instructor so you can be congruent and therefore, believable to the group 'Walking the talk,' Be aware of the cadets' bodylanguage, make sure verbal is congruent with onverbal.

17. Song Writing (By Cadet)

Any verbal communication set to music.

Use to exercise people's creative potential, to reinforce their understanding of concepts by expressing them in rap or song, as an activation, to reinforce understanding by singing someone else's song, as a memory device.

18. Small Group Work

Participants are doing the work by themselves with the presenter as a resource. This may be done as a subgroup of a larger group. Use in team building, to allow a less threatening opportunity to expression, to give support and anonymity to each individual in the group when reporting back, to take advantage of synergy of group vs., individual contributor, to allow for division of labor when broken into subgroups, allow cadets to discover knowledge and teach each other, allows for a much greater generation of ideas and participation in a limited time frame, to make more effective use of the large group's time.

19. Feedback

Validate a person's comments. It should be positive; it should be immediate, even if it means promising to follow up later.

Use to improve or enhance an individual's performance and/or the content of the work, to provide needed reaction to the effort of the performer so he/she can understand his impact on the audience, can be used to reinforce.

20. Validation

This is the act of affirming an individual for his effort or intent, regardless of level of accuracy, etc. Use in conjunction with reframing and critiquing (feedback) to build self-esteem, to positively reinforce and encourage participation, to endorse/support/accept individual.

21. Birthday Circle (Other Special Occasions)

Birthdays celebrant sits in middle of a circle of the group. Each group member takes a turn at saying why he/she is glad the person was born. Use to provide an opportunity at least once a year for the person to hear about his personal positive qualities and impacts on others.

22. Name Game

Individuals name all the members of a group, the name of the person to his/her left, and next person saying the name(s) already said plus one new name.

Uses: At the beginning of a group's life to learn everyone's name, for an icebreaker, provide an opportunity for success, helps focus attention on others. Use people's first names - builds a feeling of importance in an individual when you know his/her name.

23. Parking Lot

Method of noting concerns/questions people have so they can be addressed before the class ends. Keep on display in the room so items can be added/deleted as necessary.

24. Positive Thinking Tapes

Using tapes to play positive statements to oneself while in a relaxed state. Use as reinforcement.

25. Audience Participation

Cadets participate in their own learning, share knowledge with each other; this reinforces learning, aids in bonding with other class members, and encourages feedback.

26. Connective-ness

Sharing of a common experience, the feeling of cohesiveness group members feel as they form relationships with each other.

27. Clear Out Negatives

Eliminate negative language; learn to make statements in a positive way, avoiding the use of negatives. Importance of positive selftalk.

Example: Avoid using words such as "can't, won't, etc.

28. MultiCulturalism

Respect for everyone different cultures and ethnic diversity. The principle that everyone has something to contribute, viewing differences as strengths.

29. Brainstorming

A technique used for generating lots of ideas in a short period of time. Participants throw out any and all ideas, one person writes them all down. No judgments are made regarding the value of the idea, purpose is to generate a large number of ideas in a short period of time, determine feasibility later.

30. Writing Cadets Exact Words

Validates cadet's remarks, you don't need to reword before recording their statements. There is no risk of changing the meaning they want to convey.

31. Inventory of People's Knowledge

Establish a baseline of the group's knowledge of a subject. Use to gather information on what people already know about a subject. Examples: Mind Map, brainstorm, decide what to emphasize, draw on parallel experience, determine focus and direction.

32. No Wrong Answer

A technique used for validating responses, recognizing the participant's connection to the subject matter. Moves participants to share ideas in a nonthreatening way. Uses: Reframing, building self-esteem, brainstorming, creating climate for risk, mind mapping, helps overcome learning barriers.

33. Show Appreciation

Recognizing and acknowledging the capabilities of people. Use to build self-esteem, validate, encourage participation, sensitive listening.

34. Repeating Questions

Ensures that everyone hears the question and allows check for understanding.

35. Turning Over Teaching to the Class

Ask class to share knowledge, help answer cadet's questions, and encourage them to teach each other. Opens up the learning process, empowers the learner, the learners support each other, reduces stress on the instructor.

Use for modeling, in creating an agenda, establishing breaks, determining the process to do an exercise, etc.

36. Progressive Disclosure

Unfolding the material in the minds of the cadets. A gradual evolution of understanding of the material allows cadets to arrive at closure based on their understanding. Discuss the why after cadets have discovered the way.

37. Model What You Present

"Walk the Talk," means to show congruence between words and behavior. "Read my feet, not my lips."

Uses: Instructor behavior, both in and outside of class.

38. Globally

Presenting information in a way that gives the "big picture;" fill in the details later. Example: Teach from the back of the book.

39. Excite All 7 Intelligences

Teach the same material in several different ways so all forms of intelligences are used. Greatly increases the chances that everyone will understand and retain the information. Also helps participants strengthen all their intelligences.

40. Enhance SelfEsteem

Validate everyone's feelings of self-worth so their confidence level is increased and they are open to learning.

41. Say Three Nice Things

When an individual is unhappy and having a difficult time or doesn't have anything "Good and New" to share; three people say something they like about him/her. The comments must be true and must be sincere. Use to enhance a person's feelings of worth and esteem.

42. Decode, Concert, Activation

The three steps in the teaching cycle. Use to teach any kind of information.

43. Trigger Words (Negative And Positive)

These words are words that either stop a person's involvement or encourage it. "Antecedent."
Examples: 'Yes, but...' 'Thank you +...' 'Interesting +...' Pay attention to the use of words and their effect.

44. Teach Concepts

Focus instruction on broader concepts before specific facts. Use in presenting new material. Core concepts are the main or essential ideas that are part of a subject.

45. Empowerment

Giving ownership of learning to cadets. Letting the cadets become their own teachers. Instructor becomes a facilitator, not "sage on the stage."

Uses: Set up a format like small groups where cadets do their own work and teacher oversees. Cadets take on the authority of the instructor.

46. Use Examples

Find ways to compare new teaching to aspects of everyday life that have meaning for cadets (analogies). Use in presenting new material, in the entire teaching cycle.

47. Make It Fun

This technique is based on the belief that learning and productivity increases when participants are having fun.

Uses: Humor, fun, games, stories, ice breaker, in driving activations.

48. Brain Models

The 5 theories of the brain: split, triune, regenerative, holographic, 7 intelligences.

Uses: "Present" to learners as theory and to refer to during learning experiences, for designing activities for a class. Use scientific research to validate techniques.

49. Grammar Game

This is a bodilykinesthetic way of teaching the relationships between parts of a sentence. Use as a fun way to model learning, to put meaning and life into our language structure, as a model for the 7 intelligences in a short session, input, synthesis, output.

50. Repetition

This technique calls for a method of presenting the same material in another way. Learners activate previous learning so that they can continue that learning and it's a way for the instructor to get feedback on what the learner is taking away from the session. Use at the beginning of each successive workshop day, checking for understanding on something that was taught, and use in guided practice.

51. Learning Barriers

Things that restrict learning for the participants, e.g., logical ethical, feel good. Use sensitivity to situations in classroom that could create barriers, design courses and materials accordingly, understand resistance and working effectively.

52. Eliminate The Bell Curve

Instruct so that all learners are working toward success rather than a distribution. Promote teamwork, expectancy that everyone can learn. Avoid competition in learning use.

53. Honest and Open

Presenters are up front with the agenda and open to the group's thoughts and ideas. Use in-group agenda setting, adjustments to agenda, helping to keep agenda fluid, building trust, encouraging participants, confidentiality.

54. Time for Pressing Issues

Altering time/plans to include opportunities to deal with other issues. Examples: Teaching science: California Earthquake, change in job situation, leaving from a workshop to do what you need to do. The "teaching moment." Use to create environment that allows for issue to use, build flex time into agenda.

55. Pass The Test (Teacher)

Cadets will put the teacher through a test to see how you handle it. It's the way they give you respect and establish credibility. Use for self-awareness, it will happen; they will challenge you.

56. Rhymes, Limericks, and Jingles

Ways of putting words (information) into music/rhythm. It makes learning fun and increases learning memory. Use current commercials because they are good learning models. Use during decoding and activations, introductions, modeling, marketing. Use as a model of effective use of the intelligences good learning models. Cadet constructs for activation.

57. Use SelfDisclosure

Presenter chooses to share personal stories that show both success/struggles in relationship to teaching. Use throughout training to create credibility and teacher authority. Makes teacher and teaching more real. Uses this technique to make a point, clarify it, and harmonize.

58. Establish A Comfortable Environment

Within the limits that you are "living in," provide for variety as much as possible to accommodate learning styles. Use to reduce stress, help participants relax, create a nonthreatening atmosphere so people are free to learn. Examples: Comfortable chairs, floor space, tables; also taking breaks, etc. Re appearance, encourage people to dress comfortably.. Set ground rules: casual instructor behavior, get up for coffee at your leisure, etc. Instructor: walk around the class; use first names, smile, etc.

59. Encourage Individuality

Use during introductions; for example, "What is your symbol?" Give positive feedback to all answers, opinions, etc. It teaches that each person is unique and those individualities are strengths, not deficits. People learn differently.

60. Mental Context Building

Referring to something you already know or relating something new to a goal you already have.
Putting information into your own mental images.
Use home examples, metaphors, and storytelling.

61. Build Exercise Out of Problems

Could be planned or spontaneous exercises. Can be related to the content and pre planned or may be spontaneous relating to something that happens during class.
Uses: Reframing, problem solving, cadets interpretations of something used to clarify.

62. Discussion Rule

No one speaks twice until everyone has spoken once (OK to pass). Gives everyone a chance. Cadets can invoke this rule.
Uses: Diffusing emotion, draw out quiet people.

63. Questions and Answer Period

This calls for setting aside specific periods for questions at appropriate times. Also, creating an environment where questions can be voiced as they arise. Give the class an opportunity to answer their own questions. Use this technique to address concerns and issues, to deal with learning barriers and parking lot issues. Creates opportunity for people to get involved, allows fullest exploration of material, allows everyone to come to same point before moving on.

64. Plan Ahead

Do it, but be flexible. Use discussion rule. Be flexible re: time, content, and techniques. Expect the unexpected.
Fill in or delete exercises as needed.

65. Don't Assume

Sensitive listening; avoid preconceived notions. Example: Repeat someone's statement, using your own words to make sure you both mean the same thing. Write comments or note using person's exact words. Use in brainstorming.

66. Positive SelfTalk

Use as an instructor to increase your self-esteem.
Example: If your self-esteem is high, you will pass it on to your class, also, to change your belief around the capability of your cadets.

67. Don't Put People on the Spot

Avoid win/lose situations.
Examples: Reframe, ask for volunteers, use teams, allow people to "pass."

68. Open Up The Learning, Process

Adults need more information about learning how to learn. What you learn with Intellearn will help you process information better in all parts of your life. Example: Learning with your body. An expectation is that a course will help the corporation; the Intellearn part may also help the individual in their personal life; as the person makes it part of his/her life, the corporation will continue to improve.

69. Humor

Use it but with sensitivity. Engage the emotion to help with retention. Connect it to everyday life.
Examples: Cartoons, film clips, in concerts.

70. Expectancy

A positive atmosphere yields the anticipation of a positive experience. A positive feeling that can be transmitted to the class. Links to positive self talk and don't assume. The mindset you take into any situation. You get what you expect; preconceived notions.

71. Group Can Proceed at Their Own Pace

Allow enough flexibility in your curriculum to allow for this. Needs to be monitored so you know where the group is at all times (Checkpoints). Sometimes you need to go slow to go fast.

72. Video Tape Technology

Use as an instructional tool, decode. Videotape activations for later use.

73. Cross Crawl

An exercise used to get both sides of the brain working together. Hit right knee with left hand, Hit left knee with right hand. Use for revitalization. Requires a high degree of communication between the two sides of the brain through the Corpus Calosum.

74. Paradox

Contradiction of words, actions, feelings both true but conflicting form of balance. Have mindset that real learning occurs in paradox.

Example: People who are excellent leaders have authority but let it go and allow others (cadets) to internalize their own authority. The challenge, as teachers, is to understand the paradox.

75. Reduce Stress

Establish physical comfort and casual atmosphere by relaxing muscles; induces state of calm and inner peace.

Uses: Minimizes competition, concerts, infinity sip (focus on thumbs), OK to pass, classroom environment.

76. Be Flexible

Accepting ideas, being adaptable, pliable, accepting changing moods, free up expectations, encourage insights and spontaneity, group energy determines direction.

77. New View About Homework

The educational value is not in assigning homework. Individuals can develop their own thoughts/ideas without structure.

Uses: Seeds are planted via concerts, group work self empowerment.

78. Conflict Resolution/Reconciliation

Resolve for clarification, refocusing, proceed without learning barriers, listen impartially, consensus.

Examples: Tell the truth as fast as you can, and Think and Listen, can put in parking lot, expand-a-story, and 1100.

79. Metaphors

Comparison analogy.

Use new skills to relate to past experiences. Use in body sculpting, decoding, concerts, accelerated learning.

80. Nurture the Genius in Everyone

Everyone has the capability to learn at far greater levels if provided with proper material and environment. Have respect for the potential of every person. All thoughts have value and everyone's contribution is important, everyone makes a difference. Help people believe they can do it.

Examples: Look for the good in everyone, accept and reinforce their contributions.

81. Group Sensitivity

Reading the group. Identifying the unique characteristics of individuals. Recognizing leaders for their awareness and responsiveness.

Uses: Allow people to be in their own space.

82. Risk

Allowing for unknown possibilities and ambiguities in learning. Examples: Self-disclosure, dare to be dumb (ask questions), sharing and revealing in a group structure support so people can take risks.

83. Team Teaching

Two or more people teaching together - cofacilitating, sharing, learning, and playing off one another.

Examples: Piloting program, apprenticing, feedback and and reinforcement.

84. Continuous Improvement

This involves the ongoing evaluation and development through the upgrading of products. Examples: Allow time to act on feedback, share, debrief, communicate, change module during use based on continuous improvement.

85. Internalize vs. StandAlone Process

Cultural integration vs. onedimension experience; modeling, living it, value, and ownership.

Examples: Body sculpting vs. flow chart; read script vs. brainstorm vs. overhead.

86. Encourage the Use of Tools Outside of Class

LIVE IT! Use all 5 senses with it. Model it by incorporating it in everyday living and demonstrate behavior. Use at work for team planning, idea sharing, acceptance, and encouragement, change. Some examples: Culture change tools, lifelong learning.

87. I'll Take Two More Questions

Adding structure, drawing closure YET, leave open.

88. Help Your Partner Back to Class

This is a technique to get the group back together. It places the accountability on the cadets. Use after breaks, after lunch, after activities.

89. Mobility and Comfort

Use relaxation techniques allowing freedom for cadets to make themselves comfortable. Also used in body sculptures. Can be used during concerts, class discussions and activities. Allow people to physically experience concepts. This appeals to global learners, learning in a nonstructural environment.

Use during concerts, discussions, and activities, in body sculptures.

90. Okay to Wander and Daydream

Technique for recognizing that people learn in many ways, allowing the cadet to learn at their pace and in their comfort zone. Peripheral stimuli, share with individuals they will learn anyway; repeat information, get in the second time around. Recognize when cadets are on overload. Something you might say during the class intro as an icebreaker, put class at ease.

91. React to Numbness

Recognize when people are overloaded. Acknowledge it and allow cadets time to absorb material. Physical activity, cross crawl, breaks.

92. Doodling

Builds the ability to think in visual symbols. Allow individuals to draw their own relationship and meaning.
Use to help people capture concepts in their own way. Build relationship between words and pictures (how we store things in our mind).
Examples: Memorization technique, teach people to mind map, review concepts.

93. Okay to Pass

Use this technique that creates comfort in class. No one is put on the spot. Avoids embarrassment; allows individual to participate without fear of failure. Enhances self-esteem.

94. Put Up Game

This technique is a skit in which two people pretend to be carrying groceries. Bump into each other, attack each other verbally (put down). Then do the scene again but model positive helpful behavior (put up) toward the other person. Group members practice being polite and helpful toward each other. Use to build relationships, learn to give/receive. Advantages of communication feedback link can be stressed.

95. Multiple Senses

Bringing one more sense into the learning experience. Use to show links in a body sculpture. Be careful not to alienate some cadets.

96. Trading Coins

Test concepts of equality and fairness. Using coins of equal value, trade coins, that is, "I'll give you one of mine if you give me one of yours." That makes the trade equal. Then try unequal trades. How does this feel? What is fair? Why should one person have more than the other? Explore feelings in situations where less is received versus benefits of equal sharing. . Also, helps people understand how customer feels when they get poor products.

97. Hand Touch Exercise

Communicate the basics. Face each other, play handclap game. Each time your hands touch - pick up one coin. Shows how you can sequence together and collect coins at the same rate. Helps a child experiment with ideas of sequence, balance, forward motion, accumulation of wealth, fairness, sharing, equality, number, and other things that may occur to either of you as you play. Later, expand the activity; introduce coins of different values into the exercise. Establish why one coin may be equal

in value to many others. Perhaps begin with something else, for example, cakes of different sizes. Show how one large piece of cake may be exchanged for two smaller sized pieces.

98. When Is One Worth More Than Two?

This technique teaches price and value concepts. See if it is possible to set up a consistent value system. Let the other person make the value judgment. Does their evaluation change from time to time? This is preparation for understanding fluctuating prices in a store. The ability to make one thing equivalent in value to several others may become clear as a basis for understanding how the monetary system works, also synergy.

99. The Number Line

Experience addition, subtraction, and signed numbers. Mark on floor, (+) and (-) numbers, 0 in center. Players take steps in + or - directions, based on the number called out. Helps to feel the process.

100. Read Till You Miss

Take advantage of testing and improving abilities in a safe, enjoyable way. Teach cadets to help each other learn, team environment.

101. Self-Estimation

State what you do well on task. Others give their view of work when done. Focus on the positive. What's missing you/others tell, too!

102. The NewUse for Objects Game

This technique helps to build creativity. It makes individuals practice seeing new possibilities. It's a different form of brainstorming. No criticism.

103. One Complaint, Then Only Positive Comments

Allow only one complaint then offer only positive comments. Leading concern section warms way to overcome pet peeves, and keep class moving. Change focus of meetings from negative to positive.

104. That's a Likely Story

Telling tall tales for fun and profit. Use to relieve tension or concern about the possibility of giving wrong answers.

105. Support Your Position

Teaching people to be persuasive involves teaching cadets don't back down until you have presented your side and have received a fair hearing. Use to build confidence. Examples: Use in a class by having participants present/stand up for a particular point of view. Let them argue for that position (they don't have to agree with it personally).

106. Your Own Symbol

Finding symbols that describe you. Helps others get to know you. Use in warmup exercises, introductions, discovers things about people, self-clarification.

107. Acceleration Versus Velocity

Learn differences by tossing ball.

Use to teach science concepts. Pass ball around small group at a constant speed. Speed up and slow down. Lays the foundation.

108. What's a Tuffet?

Allows cadets to develop their own interpretation of words; words get their meaning from a context. Expands people's thinking.

109. Add Music to the Mix

This allows for new possibilities for stories.

Use music when reading or telling a story. Read to cadence of music. Let the cadet finish the story. Expandastory.

Use during concerts, before/during breaks, as background.

110. Sensitive LISTENING

Listening without being intrusive. Letting someone clarify his or her needs, being mindful about the point the other person is trying to make. Providing feedback, if required, in a way that the speaker "hears" it. Use during a andThink and Listen.