

Instructor Manual for Teachers

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Climate in the Classroom

It is important that the teacher organize the classroom with a positive framework in a manner which cadets feel comfortable, relaxed, and welcomed. The presence of flowers and attractive surroundings with music playing and a teacher smiling, while cadets enter the classroom, creates a positive and happy atmosphere. Flip charts on easels with a welcome sign and a mind map of the day can be colorful and pleasant. Banners, pictures, posters, and identity cards on the wall ("The Wall of Learning"), which are changed regularly, implies that the teacher is creating a fresh environment, something new to look forward to, and that the teacher cares about the cadets' learning. Relaxation is the ideal state in which to learn.

In this state of relaxed awareness, energy is liberated and the cadets have more energy with which to learn. Following is a suggested and positive framework to help you, as the teacher, to organize a positive climate in the classroom:

Positive Attitude

The teacher should have a positive attitude demonstrating a positive Mental Model - smile a lot - be happy - enjoy what you are doing. It is suggested that you develop your own way to mentally prepare yourself before teaching a lesson. *Take a few moments and visualize your favorite landscape (like an ocean beach, a flower garden, a mountaintop, or a stream, lake, waterfall, etc.). See yourself and feel yourself in this beautiful and special place, sensing the feeling of being relaxed, peaceful, happy, content, and confident.* Visualize yourself as doing a fantastic job of teaching, making the learning session fun and exciting for yourself as well as for the cadets. Dr. Martel likes to play tennis to help develop a positive attitude. Another person likes to listen to relaxing music and perform on a musical instrument to develop that positive and uplifting attitude.

Find your own way to mentally prepare yourself for being that positive and excited person that becomes involved in exciting other people's lives.

Tone of Voice

The teacher should display intonation and rhythm in their voice that is loving, supportive, non-threatening, and reassuring. Avoid using a nasal monotone voice - allow the voice to rise and lower in pitch. - Vary the volume of your voice from loud and pronounced to soft and impressive, making major points clear. Change the rhythm of the voice from fast to slow and- keep the voice interesting. - Always be positive and use uplifting and elegant language. - Avoid the authoritative voice that demands, "I am in charge here and you do what I say or else!" Avoid put downs, negative remarks, teasing, or joking around because the human brain takes all things seriously, even at a subconscious level. - Avoid the use of words like "difficult," "don't," "forget," "I'm just joking," etc. They give negative suggestions to the brain. - Use words like "fun," "easy," "joyful," "graceful," "gently," "you can do it," "remember when," "you have a fantastic memory," "I'm serious about you doing well." - Always be positive, caring, compassionate, and empathetic.

Humor

The use of appropriate jokes, cartoons, sayings of the famous, and funny stories always makes the classroom climate fun, enjoyable, and gives students a mental break. Use them frequently. When a person engages in laughter, learning increases, says Dr. Martel. Laughter forms "T and B" cells in the body, which ward off diseases. Laughter and humor allow the immune system to function more productively. Laugh a lot and stay healthy and learn more. Norman Cousins cured himself of a dreadful disease by watching funny movies and forcing himself to laugh. When you smile, the facial muscles send chemical messages to the brain. So smile a lot!

Enthusiasm

Be upbeat and enthusiastic about what you are doing. - Have fun and be alive. - Move around, change your position, and look into the eyes of the participants. - Look at everyone, especially those on the sides and in the back of the classroom. - Smile at them. - Shake their hand once in a while and tell them that you are glad they are here with you. Say: "It is fun to be here." "I really enjoy what I am doing." "I love what I am teaching." "I love working with people like you." Enjoy yourself!

Prestige

Demonstrate the following with confidence:

1. Knowledge of the subject matter.
2. Originality of ideas.
3. Mastery of the communication process.
4. Care toward the participants.
5. Personal integrity and honesty.

Dual Plane

Be a master as a communicator.— Become the masterful storyteller. Display the ability to project the maximum authenticity in your expression. Have confidence in the cadets as well as in yourself. Always give maximum support. Treat your cadets as intelligent human beings full of life, joy, and creativity. Be a coach more than an authoritative teacher. Do not point your finger at anyone. Always use open-handed gestures, which are more inviting and non-threatening. Eliminate fear, threat, and put downs.

Dress

Always dress in a positive, uplifting, and supportive manner. Be professional, and always be modest.

Peripherals

"Any Act of Learning Is an Act of Creating." This should be an ongoing theme during classroom sessions. Learning is creating in the mind. Creating is the making of connections between pieces of information that have never been made before. The teacher needs to create an environment in the classroom that is conducive to the creative condition of the mind. Create an environment to allow the learner to explore, and allow them the opportunity to make discoveries. Make use of their curiosity. Create opportunities for them to think, feel, and communicate their ideas and excitement. Intellearn uses peripherals to help create this creative condition in the classroom. The brain loves complexity. The brain takes in all information in the surrounding environment at once. The peripherals stimulate this information as the brain processes the information to obtain meaning. The power of peripheral stimulation is to determine, "What is next?" rather than, "How much more do I have to endure?" Always keep the peripherals positive, affirmative, and uplifting. Use banners, the classical artworks, pictures, landscapes, posters, affirmation statements, quotes or sayings of important people, identity cards, ceiling hangings, models, ongoing themes, etc. Be creative in your design and employ the help and creativity of your cadets. "Create Awe and Wonder" in your classroom. Your mind is your most powerful resource.

Use of the Koosh ball

In the book "Lord of the Flies," the Conch Shell was used as a ritual. The leader had the Conch Shell and passed it around. The person who had the Conch Shell got to speak, the others listened. The Koosh ball is used in much the same way as the Conch Shell was used. The Koosh honors people in ways that they are not recognized in other ways. The use of the Koosh creates a new kind of dignity and honor for the person speaking in classroom activities.

The Story of the Koosh: One day, Scott Stillinger and his children began looking around for a rubber ball with training wheels. The three of them had become frustrated with the traditional tools of catch. Bean bags, tennis balls, foam-rubber balls... everything either bounced too much, offered no good grip, or hurt when it bopped you.

After a while, the qualities of the Ideal Catching Implement became pretty clear to Scott. It would have to be bounceless, ouchless, tactile, and highly grabbable. Slowly, the idea of something with rubber filaments began to form in Scott's mind; something like a ball of rubber spaghetti. There followed months of engineering-type problems and general head

scratching. Scott has a degree in mechanical engineering, but no previous experience in rubber spaghetti. The problems were eventually solved though, and in October 1987, the first Koosh ball squirmed off the production line.

The Koosh Ball

1. It has 120 uses. –The Koosh has a feel.
2. Provides a ritual for communication to satisfy the R-complex.
3. Use the Koosh to ask questions: you can give an answer or you can pass it.
4. When a person has the Koosh, other people respond. It gives a person dignity.
5. When a person does not have the Koosh he or she must keep quiet.
6. The Koosh adds a kinesthetic aspect to verbal communication.
7. The cadets squeeze the Koosh and toss it back and forth from the left hand to the right hand as they are thinking and speaking. This coordinates the right and left brain.
8. The Koosh creates a focus.
9. The Koosh breaks down bias.
10. The cadets become more creative.
11. The Koosh provides comfort for the timid.– They can always pass it.
12. Everyone speaks once before any one speaks twice.

Pass-Rule with the Koosh

The timid will pass the Koosh from left to right - respect and honor.

If a person feels uncomfortable, or becomes mentally blocked, when a Koosh is passed to them, they can pass. The Pass-Rule states that a person can only pass one time. The person who passes can ask for the Koosh at a later time, when they have had time to become comfortable or the mental block has gone away. This takes the fear and threat out of being put on the spot at the moment and allows for a time to think and prepare for a response or a contribution.

When a person passes, always invite them to participate at a later time in a non-threatening manner.

Use of Chime, Bell, Bowl, or Waterglass

These devices are used to get the attention of cadets in a pleasant and enjoyable manner without having to yell for their attention. The teacher / trainer can smile while ringing the chime, bell, bowl, or waterglass. This is not only a method of getting the cadets attention but is also a demonstration of one of the beauties of life itself: the beauty of sound. It is enjoyable when the teacher allows a few moments of silence, after the attention of the group is attained, to allow the cadets to listen and contemplate the beauty of the sounding device. It is most effective to use a variety of sounding devices during the course of the teaching period.

Thumb Placed on the Middle of the Forehead

This is a non-verbal indicator of, "I was just kidding." This technique is used by both the teacher and cadets to indicate that, "I was just kidding."

Relevancy Triangle

This is another non-verbal indicator, formed by using the thumbs and forefingers of both hands to make a triangle, then sighting a person through the triangle who has either gotten off a subject or is straying away from the subject, without interrupting them. This technique was designed by Win Winger of Project Renaissance (located in Gaithersburg, Maryland). Whoever is thus challenged has to instantly demonstrate the relevance of their remarks, or return to the topic, or yield the floor. Immediately the topic holds focus and moves forward. The time you save by this one technique is phenomenal. Make sure that all the cadets know that this is what the relevancy sign means. Get an agreement from each cadet that they know what this sign means and will respect its use.

Mind Maps

Mind maps are a technique to use when one has no idea of where to start on a project or what to do to begin a project. The mind map allows for that "*starting point*" when you don't know which direction to go. It is flexible and can be easily changed once a project is started or other ideas come forward. Items can be added, taken away or easily adjusted. Mind maps can be used for planning trips and other domestic activities such as shopping lists, errands, instructions for children or baby sitters, etc.

Ongoing Themes

Themes that keep repeating themselves as a class lesson is progressing are known as ongoing themes. Beethoven's Fifth Symphony has a very obvious repeating theme all the way through it. Intellearn also has redundant themes. Examples are the seven "Principles of Intellearn" (These are also called: "Intellearn Corecepts"). Also, "It is not how smart you are, but how you are smart." Other ongoing themes include:

- The message received is the message sent.
- You get more of what you reinforce.
- Any act of learning is an act of creating.
- Diversity is a capacity.
- Our strength is in our connectedness
- Everyone is born a genius.

Concept of Anchor

Just as the bowler in a bowling alley will say, "Yes!" when he or she bowls a strike, you can use this as an affirmation in the classroom. This is a reinforcement to focus on the particular concept or information and seal it into memory. "The Bowler's YES!" anchors the knowledge that cadets have just learned with the proper positive emotions and uplifted positive feelings.

Identity Cards

These identify leaders in the field, a step in a process, or a part of a machine or instrument. Display the identity card before the unit begins. – Take it off the wall or bulletin board when ready to use.

1. The cadet wears the identity card. They become that person, step, function, or part. They learn about that person, step, function, or part. They are called by that name. They are asked questions and respond as that person, step, function or part would respond.
2. Identity cards have interesting stories on the back. Read them aloud. Allow the cadets to take on the role of a teacher and teach about that person, step, or part and the concept they represent.

Mental Environment

- Keep the Learning Environment free from fear, threat, intimidation, put-downs, and stress.
- Keep the mind alert by varying and alternating between active activities where everyone is actively involved (like a game or kinesthetic activity or song or skit) and passive activities where the body is relaxed and the mind is very active (like a story with music or a mini lecture).
- Keep the R-Complex of the brain happy, relaxed and satisfied -- no threat to survival –keep the R-Complex out of the survival mode. Avoid downshifting.
- Allow time for processing information and reflecting on what has been learned.
- Keep the Corecepts active at all times:
 - Message **Received** is the Message **Sent**.
 - You get **More** of what you **Reinforce**.
 - Any act of **Learning** is an act of **Creating**.
 - **Diversity** as a **Capacity**.
 - Our **Strength** is in our **Connectedness**.
 - **Everyone** is Born a **Genius**.

Preparation

Have a good understanding of:

1. The mind maps of each unit and the mind maps of the concepts.
2. The objectives that are to be accomplished during the unit.
3. The vocabulary for each unit and the meaning of words in the glossary.
4. The materials that are to be used and have them organized and ready.

Storytelling

Become the masterful and magical storyteller. Practice in front of a mirror. Use emotion and intonation and rhythm of the voice. . The story creates a structure by which information is organized and is easily remembered and recalled. Using music with a story makes the story more powerful and emotional. Always use the music economically. Tell some stories without music at times to keep the brain active and alive. Baroque music is recommended. *The voice becomes a solo instrument with the orchestra as the accompaniment.*

"The voice floats on top of the music as if the voice is surfing."

Use of Music

"Music is the most powerful learning tool available." LMW

1. Music is a very powerful learning tool and is the easiest to ignore or neglect. Music generates positive and relaxed emotions, which are used to code information in the brain. Use music as much as you can, being careful not to overuse it. Music also relaxes.
2. The use of music for storytelling and reading selected text is very powerful, enjoyable, pleasant, and relaxing. Classical Baroque music is preferred for reading with music or storytelling. Information is invested into long-term memory with music.
3. Use of music for special moments is encouraged. Using suitable music while cadets are assembling in the classroom, during breaks, or reassembling from breaks is very pleasant. Music can be a very useful way to signal people to return to their seats.
4. Don't forget nor neglect the singing of songs. This is always a joyful and pleasant activity. Make it fun and non-stressful. Use tape recordings in a "Sing-Along" fashion. Stress that quality of one's singing voice is not important, it is the quantity of sound. One must hear one's own voice. One will remember over 90% of what is learned by a song. Sing in small groups and allow for all combinations of people to sing. You can allow family groups to perform also. Encourage cadets to make up their own songs. Have fun with the music, and be creative in it's use.

"The voice being the surfer and the music being the wave." (Ivan Barzakov) Be alive with the voice varying the intonation and rhythm as the music moves along. Pause periodically so the brain can hear the music. Do not become hypnotic nor dramatic. Just speak as if you are telling a story. Five to seven minutes is a maximum time for both a story or reading with music.

Song Singing

This is an important aide to learning. It is a very powerful learning tool. Something happens around sixth or seventh grade where the joy and desire for singing is lost. This tool needs to be reinforced in all learning environments as well as in the family setting. Use tape recordings in a "Sing-Along" fashion when learning the songs, then use the tape recordings to "Sing-Along" for enjoyment. Remember that the learner will remember 90% of what they learn with a song. Feature the music people in your classrooms and lessons - especially the one's who are in the band, choir, or orchestra and can carry a tune." Encourage cadets to organize into small groups (two or more) and work out actions or dances to go with the singing. Encourage them to perform, at beginning of sessions, after breaks, or just before dismissal. Spontaneous performances can be a lot of fun! Look for and allow for opportunities for family and spouse involvement of

performance of songs in the classroom. With some planning, performance of the songs could be accomplished during breaks, lunchtime, or other special moments.

Rituals

Rituals are used to eliminate fear, threat, intimidation and put-downs from the learning environment and allows the R-complex of the brain to be in a relaxed and satisfied mode with no threat to survival and no downshifting to the learner. Elimination of fear, threat, intimidation, and put-downs also allows for the development of a learning culture where honor, respect, and dignity prevail. Following are some of the suggested Intellearn rituals for a healthy learning environment.

Learning Environment:

Seating Arrangement

A preferred seating arrangement is chairs placed in a large horseshoe with a space in the middle for activities and presentations. Tables could be located around the walls for space to place books, materials, and displays. This seating arrangement allows for:

1. Quick and easy temporary removal and replacement of chairs for large group activities.
2. The position of the chairs can be changed and cadets should be encouraged to sit in different locations.

Wall of Learning

Curriculum materials including posters, identity cards, banners, and other displays that will be used during class instruction can be displayed on the walls, hung from the ceiling, or put on tables in prominent locations. Classical art works, pictures of landscapes can also be displayed to offer an uplifting, relaxed and enhanced atmosphere in which to learn. Use common sense and good taste in setting up the room. All displays, posters, banners, and other materials should be uplifting, positive, relaxing, and encouraging to the learning environment.

Games, skits, and kinesthetic activities

It is always fun to integrate the subject matter to be taught with physical movement and joyfully fun activities. It is like getting the left-brain functions on the right side of the brain and the right-brain functions on the left side of the brain. This sets up whole-brain activation, which enhances the memory systems and stimulates the recall mechanisms.

Seven Intelligences

Try to keep as much intelligence active as you can. The brain loves variety. Our goal is keep the information being taught light and alive -like we are playing with the information. The brain loves surprise and discovery. It is always trying to figure out what is coming next. Using all of the seven intelligences allows for the surprises and the moments of discovery: LL - SBM -11.

1. Linguistic - clarify vocabulary, give opportunities to speak and write about the subject matter.
2. Logical - mathematical - reason through logic and math.
3. Spatial - visual images with posters, banners, mind mapping, and human sculptures.
4. Bodily Kinesthetic - dance, body movement, human sculptures, games, skits, performance with whole body, manipulation.
5. Musical - active and passive concerts, raps, songs, stories with music, dance music, special effects music and lots of singing.
6. Interpersonal - class interaction, discussion, Good-and-New.
7. Interpersonal - discover personal learning styles, relate to own preferences of learning, inner awareness, Think and Listen.

Learning Styles

Shift focus from transmission of material and information to cadet synthesis, performance, and output. Each individual has their own learning style and learning preferences. The awareness of their learning style and learning preferences gives the learner a great advantage. A dramatic presentation with the participants as actors and actresses is very successful in presenting information in all learning styles. Use a script for the dramatic presentation and have a discussion

after the presentation. The different Learning Styles can be remembered using the acronym: VIPAK

1. Visual Learner - mind maps, diagrams, pictures, banners.
2. Interactive Learner - have to be heard, test their perceptions and ideas in discussions.
3. Print-Oriented Learner- function on their own by reading.
4. Auditory Learner - good listeners - successful in traditional teaching methods.
5. Kinesthetic Learner - have to feel everything - slow in responding and have the hardest time in a traditional learning environment.

Elements of Structure

The “Elements of Structure” is a systematic format used to organize the activities of training materials that are to be used in any presentation or training session. There are ten easy steps to follow in organizing a unit. The “Elements of Structure” becomes the skeleton, while the materials and activities become the body of the lesson or training session. Listed are the ten elements of the “Elements of Structure:” MPVO - DSACAR

LESSON PREPARATION: develop in advance of training.

1. Mind Map or Whole Picture
2. Peripherals - identity cards, art works, posters, banners, models, affirmation statements, vocabulary word strips, flowers, potted plants, charts, maps, music, etc.
3. Vocabulary
4. Objectives

LESSON PRESENTATION:

5. Decoding Activities - take the mystery out - introduce themes. Ask: “What do you already know?”
6. Story - can be an active story or a passive story or both.
 - a. Active Story -with or without music - dialogue or skit.
 - b. Passive Story - with or without music - relaxed, quiet, story with Baroque music, visualizations, etc.
7. Activations - will require 85% of the total time.
8. Culminations / Celebration of what has been learned.
9. Assessment Activities - performances of all types, quizzes, exams, allow cadets to show what they know, teach each other, games, whole picture drawings and diagrams, portfolios, storytelling, song-singing, skits, etc.
10. Reflections - reflect on what was done in the unit.
 - a. What was liked? What was not liked?
 - b. What improvements can be made?
 - c. How do the cadets feel about the teaching and learning of the unit?
 - d. How does the teacher feel about the teaching and learning of the unit?

One of the goals of successful learning is to harmonize and integrate all of the factors of the learner’s being - the intellectual with the emotional, the physical and the spiritual - at different levels and in different ways.—This is so that the learner will enjoy learning, think freshly and freely in all situations, ask relevant questions, integrate answers, and develop their own personal strategies for the learning process in becoming an excited life-long learner. Good luck to you and have a joyful and rewarding experience in your teaching and learning efforts.

Above all, have fun in learning and teaching.