

Learning in Disguise

Dr. Gale K. Gorke

Kids Kan Inc.

“Our youth love luxury. They have bad manners, contempt for authority; they show disrespect for their elders and love chatter in place of exercise; they no longer rise when elders enter the room; they contradict their parents, chatter before company; gobble up their food and tyrannize their teachers.”

Socrates, Fifth Century B. C.

Three Things We Know About Change

- Individualized
- What do I have to give up?
- Without “pressure”, things will go back to the way they were before the change.

Implementing Change

- 1. Initial Training**
- 2. Supply Materials**
- 3. Revisit**
 - a) Deeper**
 - b) Broader**
- 4. Opportunity to teach others**

Maslow's Hierarchy of Needs

5

SELF

ACTUALIZED

4

SELF-WORTH

3

BELONGING-LOVE

2

Safety

1

BASIC NEEDS

Lawrence Kohlberg's
Stages
of
Moral Development

Lawrence Kohlberg

Stages of Moral Development

Level	Stage	Social Orientation
Pre-Conventional	1	Obedience and Punishment
	2	Individualism, Instrumentalism, Exchange
Conventional	3	"Good/Bad Boy/Girl"
	4	Law and Order
Post-Conventional	5	Social Contract
	6	Principled Conscience

Sensory Preference

- Population Estimates:
- 20% Auditory
- 60% Visual
- 20% Kinesthetic

“Em” Energy

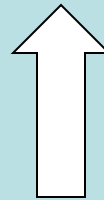
- Electromagnetic energy is generated by neurons in the brain and in the heart (your 2nd brain). Book: The Heart's Code- Pearsall
- Heart Em energy is 5000 times stronger than brain Em energy
- Em energy forms a field that radiates out 12-15 feet from the body; it is strongest at three feet.
- Form of radiation that is never destroyed.
- Brain waves synchronize to heart rate and vice versa when people engage in caring touch.
- Focus needs to be on positive thoughts = positive Em, negative thoughts = negative Em.

Triune Brain
Theory

McLean

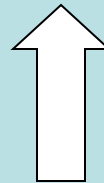
Neo Cortex

Where learning
occurs



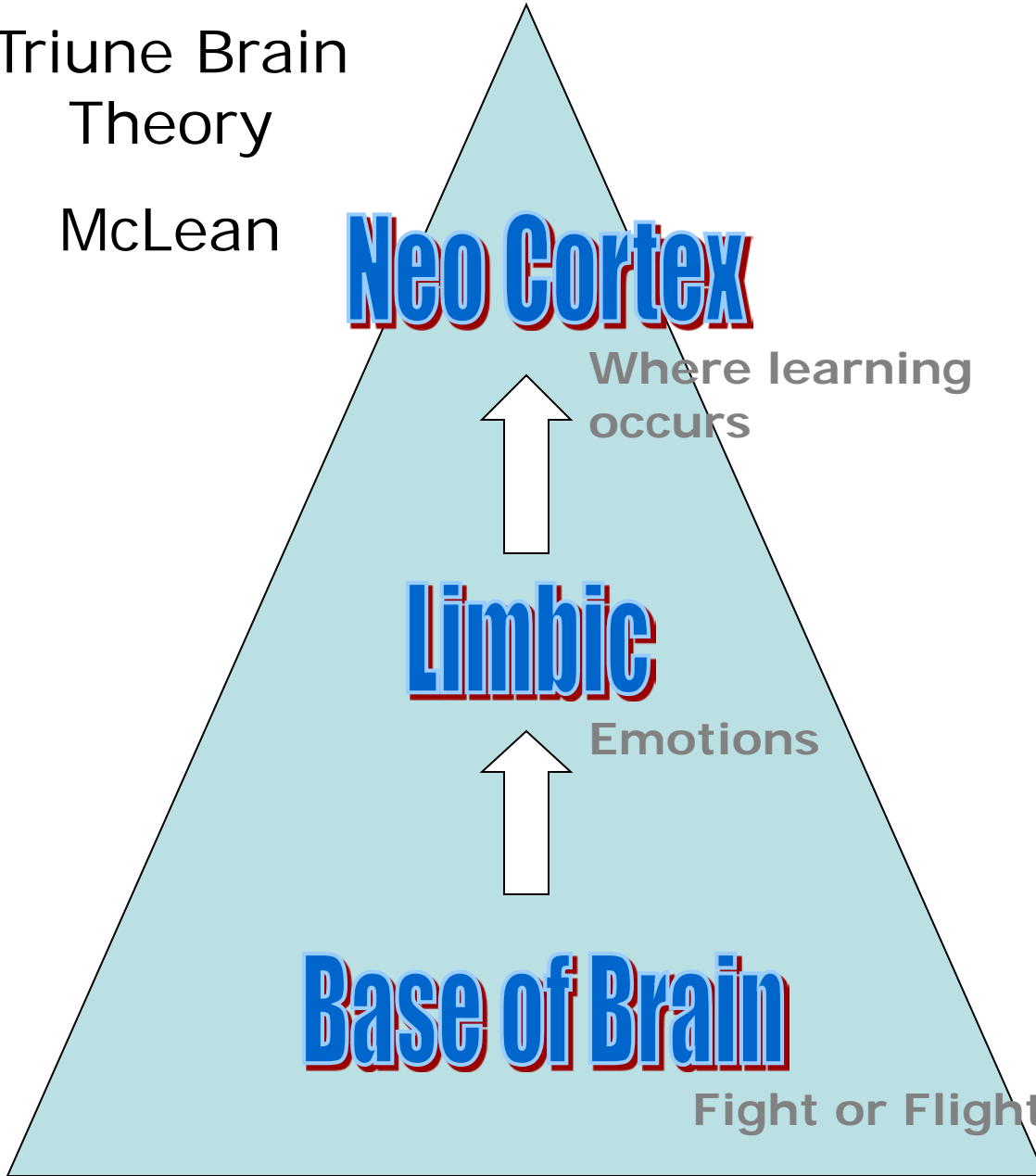
Limbic

Emotions



Base of Brain

Fight or Flight



Three Layers

- **Brain Stem or Base (and Cerebellum)- “reptilian”**
 - Subconscious thought
 - Survival-protective reflexes- tends to dominate when threat is perceived.
 - Processes present tense only
 - Perceives positive statements only
 - Houses stress responses (fight/flight; tend/befriend; conserve/withdraw)

Three Layers

- **Limbic- Emotions- “mammalian”**
 - Subconscious thought
 - Pain/Pleasure center
 - Generates emotional impulses
 - Directs immune system function
 - Processes present and past tenses
 - Perceives positive statements
 - Processes information about 80,000 times faster than thinking layer.
 - Transfers from short to long term memory
 - Assembles associations (search engine)
 - Decodes smell directly.

Three Layers

- **Neo Cortex- Where Learning Occurs**
 - Conscious rational/ logical thought
 - Executive functions
 - Processes all tenses (present, past, & future)
 - Perceives positives and negatives
 - Decodes sensory stimuli, except smell
 - Pre-frontal cortex contributes executive aspects (e.g. abstract thoughts, metaphor, planning, goal-setting, paying attention, will power, morality)

Positives and Negatives

- Eliminate the word “don’t”!
- The brain thinks in pictures and deals easily with positive statements, a one-step process.
- The 3rd layer “can” perceive negatives, a two-step process but finds it much more challenging because that involves the reverse of the idea.
- Same problem in test taking- “Which of the following is not....”
- 1st and 2nd layers are unable to process negative statements at all.
- One reason affirmation is known as the programming language of the brain and most effective way to communicate with the subconscious.

Downshifting

- Downshifting is a metaphoric term that describes a natural brain phenomenon- the brain's response to a lack of perceived safety.
- This psycho-physiological response to threat may be accompanied by a sense of helplessness and fatigue.
- In situations that involve trauma, crisis or fear, the brain tends to downshift reflexively and automatically to access functions it believes will promote safety.
- Downshifting is designed to be short-term
- Any type of threat can trigger a downshift and the degree of downshifting reflects the degree of threat.
- The brain experiences a sense of fear or anxiety, not the excitement of a challenge.
- When the brain is anxious, undecided, insecure, or tense, its attention may be divided among the layers and the person may:
 - Think one thing
 - Feel another
 - Act from impulses that differ from thoughts or feelings

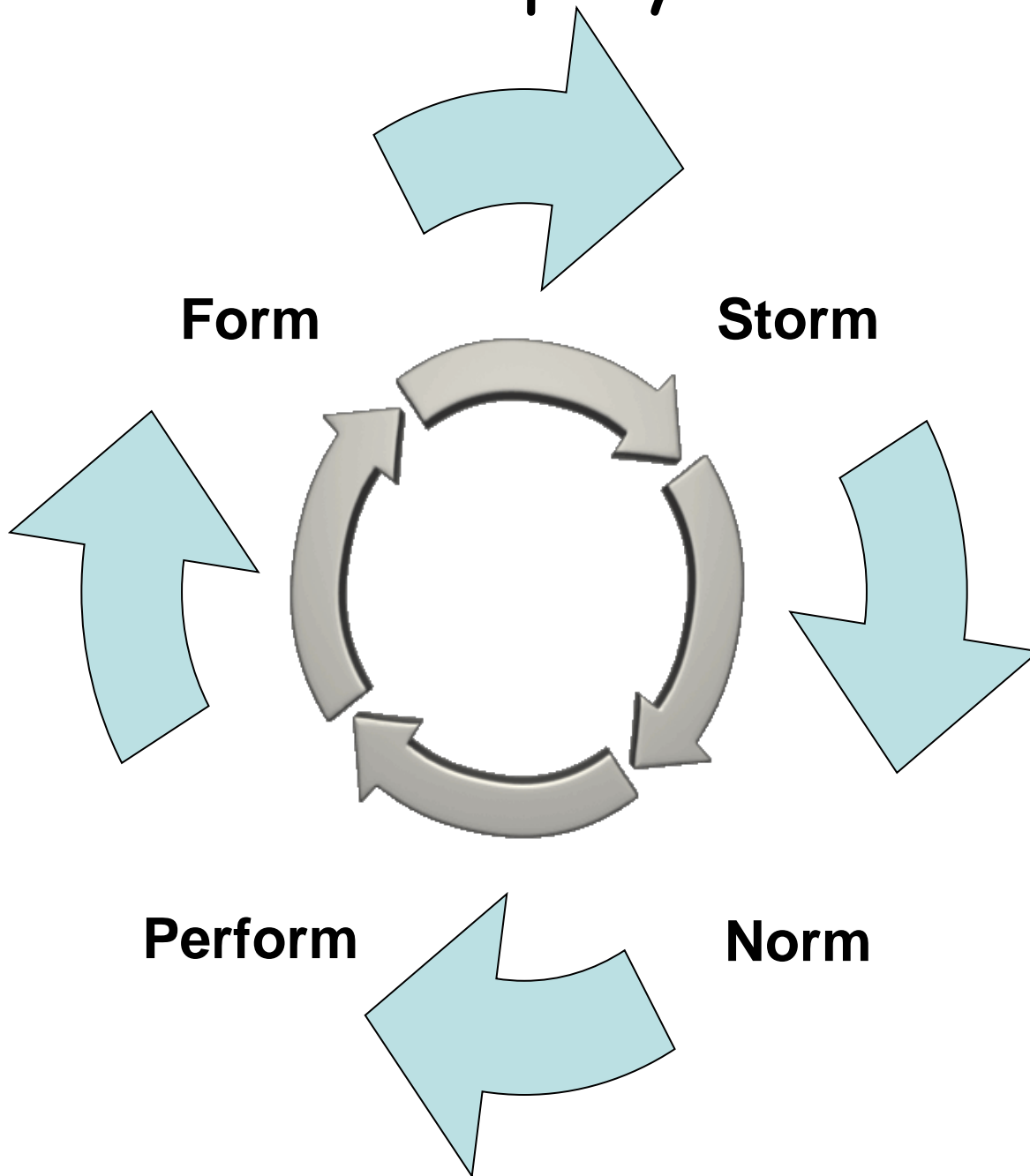
Downshifting

- Undesirable Consequences
 - Fail to recall
 - Prevented from learning cognitively
 - Develop or activate phobias
 - Accelerate aging process
 - Alter immune system function
 - Reduced input
 - Decreased creativity
 - Fail to see solutions for problems
- Learning Consequences
 - Practices in education trigger downshifting
 - Existence of any behavior-orientated threats or anxiety can trigger downshifting (e.g.- reward/punishment, lack of learner input)
 - Repeated predictable responses lower anxiety
 - Cortex essentially shuts down when downshifted and only learning of simple skills or rote memorization can occur – repetition is compatible with traditional teaching style.

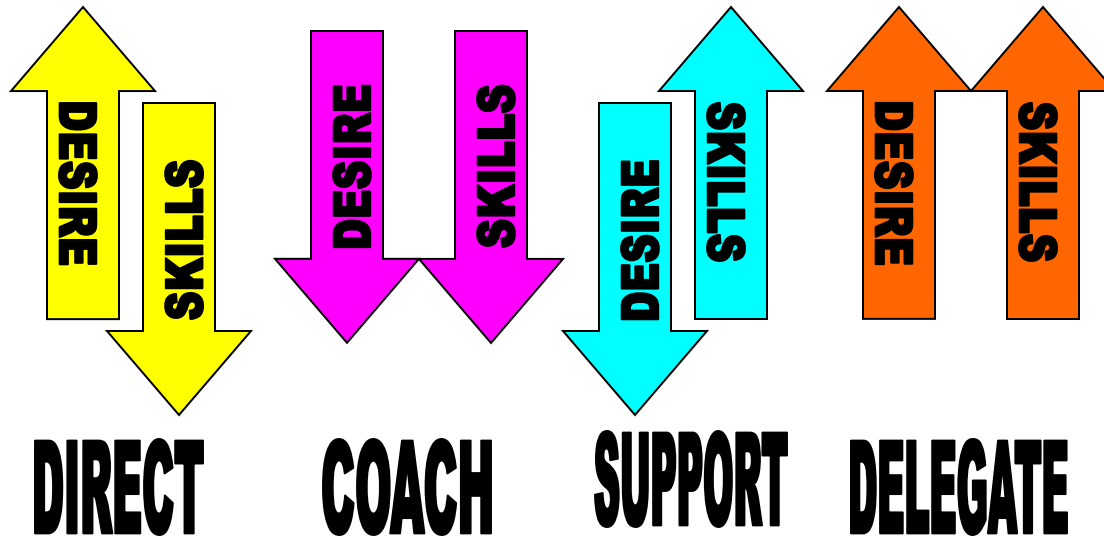
Upshifting

- Identify symptoms of downshifting- (e.g.- sighing, defending, stonewalling, crying, yelling, avoiding, pouting, whining, overreacting, overcomplying, overconforming, withdrawing, isolating, fighting, arguing, etc.)
- Sadness in response to a situation of loss may not necessarily indicate downshifting.
- Use a pre-planned strategy:
 - Humor
 - Positive self-talk
 - Sing, meditate, pray, recite a mantra
 - Exercise (cross-lateral)
 - Visualize
 - Access your support system
 - Identify something to appreciate
 - You cannot upshift another brain

Group Cycle



Role of the Facilitator



California Standards Made Easy

Language Arts

- **Written and Oral English Language Conventions**
 - Sentence Structure
 - Spelling
 - Grammar
 - Punctuation
 - Capitalization
- **Listening and Speaking**
 - Listening and Speaking Strategies
 - Speaking Applications
- **Reading**
 - Word analysis, Fluency, and Systematic Development
 - Reading Comprehension
 - Literary Response and Analysis
- **Writing**
 - Organization and Focus
 - Penmanship
 - Research
 - Evaluation and Revision

California Standards Made Easy

Mathematics

- **Number Sense**
 - Counting
 - Place Value
 - Equivalents
 - Money
 - Addition
 - Subtraction
 - Multiplication
 - Division
 - Positive and Negative Integers
 - Rounding
- **Algebra and Functions**
 - Sort and Classify
 - Number Sentences
 - Understanding Meaning of Symbols
- **Measurement and Geometry**
 - Shapes
 - Length, Weight, and Distance
- **Statistics, Data Analysis, and Probability**
 - Patterns
 - Graphing
 - Estimation
 - Average
- **Mathematical Reasoning**
 - Problem Solving
 - Parts and Wholes

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Basic Brain Information- Arlene Taylor, Ph.D.

- Developed by 3rd week, some say by day 4
- Has 100+ billion neurons and 900 billion neuroglia or helper cells
- Heart contains a minimum of 40,000 neurons and likely many more

Connected by tri-bridge horizontal nerve fibers

- Anterior Commissure
- Corpus Callosum
- Splenium

*Note: Left-handed males have thicker bridge, potentially more intelligent.

- Cross-Over Phenomenon- Left controls right, right controls left.
- Same with breathing through nostrils, however, odors are decoded in the emotional layer on the same side as nostril.

Three Layers

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Brain Maturation

- The brain matures more slowly than the rest of the physical body.
- Myelination of the corpus callosum is thought to be completed about age 20-21 years.
- Development of the pre-frontal cortex may be complete somewhere around the mid twenties or later.
- Male brain may take 1.6 years longer to mature.
- Make life-impacting decisions with care- especially prior to maturation.
- Can have 2-3 year differences between brains of the same chronological age.

Eliminate “Why”- Ask “What”

Brain processes the word why in the 2nd or emotional layer. It implies you should have done things differently.

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Maslow's Hierarchy of Needs

The humanist psychologist Abraham Maslow theorized that basic needs motivates human behavior. He identified and clarified the interactions between internal needs and external satisfactions.

Without	With
NOT REACH FULL POTENTIAL: 5 Unmet needs keep from use of full potential	5. SELF-ACTUALIZED: Full use of talents.
LACK OF SELF-WORTH: 4 Feelings of insecurity and inferiority. Anxiety about personal worth.	4. SELF-WORTH: Confidence in oneself to master one's world. Need for achievement and competence. Recognition of status from others.
UNLOVED-ISOLATED: 3 Feelings of loneliness, rejection, and alienation.	3. BELONGING-LOVE: Risk reaching out for affection, friends, and acceptance.
LACK OF STABILITY: 2 Feelings of fear due to chaos And disorganization.	2. SAFETY: Order, structure, limits. A stable, routine, predictable environment from which to reach out.
LACK OF BASIC NEEDS: 1 Preoccupation with survival. Physical suffering.	1. BASIC NEEDS: Food, shelter, air, and sleep.

A Summary of Lawrence Kohlberg's Stages of Moral Development

Kohlberg believed...and was able to demonstrate through studies...that people progressed in their moral reasoning (i.e., in their bases for ethical behavior) through a series of stages. He believed that there were six identifiable stages which could be more generally classified into three levels.

Kohlberg's classification can be outlined in the following manner:

Level	Stage	Social Orientation
Pre-Conventional	1	Obedience and Punishment
	2	Individualism, Instrumentalism, Exchange
Conventional	3	"Good/Bad Boy/Girl"
	4	Law and Order
Post-Conventional	5	Social Contract
	6	Principled Conscience

The first level of moral thinking is that generally found at the elementary school level. In the first stage of this level, people behave according to socially acceptable norms because they are told to do so by some authority figure (e.g., parent or teacher). This obedience is compelled by view that right behavior means acting in one's own best interests.

The second level of moral thinking is that generally found in society, hence the name "conventional." The first stage of this level (stage 3) is characterized by an attitude which seeks to do what will gain the approval of others. The second stage recognizes the need for law to prevent chaos. Here is also where the question of "letter of the law" versus "spirit of the law" is asked. Approximately 85% of the population does not move beyond level four.

The third level is reflects those in society who are willing to sacrifice their own needs for the needs of others.

Picking Teams Painlessly

By Dr. Gale K. Gorke

Being the last one picked is just no fun. What if the last words you heard before you became a team member was “Alright, I guess we *have* to take you”? The first play hasn’t been made and already, you feel like a failure. For some students, the mere act of picking teams is so difficult they simply choose not to participate in physical activity, thus avoiding the stress. The emotional safety of our students is as essential as the physical safety and it can begin with the act of picking teams painlessly. I recommend the use of a two-step approach: 1) Form small groups, and then 2) break them into teams.

Step One: Forming Small Groups

1. **Play a grouping game.** One that is very effective is “The Captain is Coming.”

The Captain is Coming

(Modified from and used with permission Teambuilding Odysseys- Odyssey Teams, Chico-CA)

Purpose: This is a great game to get team members working together in order to accomplish a specific series of tasks. They will need to get out of their regular group of friends to stay in the game. This will really help get students mixing and laughing.

Set Up:

- * You are the Captain of a pirate ship. Teach all your team members the series of motions. Show them one motion and then have everyone model it back to you. You are the Captain. Arrgh!
 - * One person for **swab the deck**. (pretend to mop the floor)
 - * If the Captain says "**The Captain is Coming**" All members are to freeze and stand at attention.
 - * Two for **all hands on deck** (two people connect hands above their heads).
 - * Three people for **person over board** (two people link arms like an life preserver and the third stands in the middle).
 - * Four people for **man the lifeboats** (form a life boat, two in front, two in back and do rowing motions).
 - * Five people for **grub time** (four act as if you are grubbing from a plate around one person as the table).
 - * The captain calls any of the commands and the team members scramble into groups and act out the motion called.
 - * The words **The Captain is Coming** can be used at any time to get the groups to stand quietly and salute.
2. **Grouping Ideas.** There must be several hundred ways to group students. Here are just a few:
 - *Number of letters in their first or last name.*
 - *Playing Cards- each student gets a card and then groups by suit or value.*

- *Whistle Blows-* Students move around, honoring personal space. Whistle blows indicate the number in each group.
- *Musical Groups-* Like musical chairs, only when the music stops students form groups of the number indicated by the number of fingers the leader holds up.
- *Birth Months, length of hair, tallest to shortest, shoe size, etc. are all good ways to get students to group.*
- *Form A Band.* Each band must have a drummer, guitar player, keyboard player and singer. Then they mime out their band, complete with air instrumentation.
- *Form A Sports Team-* pitchers, catchers, hitters, outfielders and hot dog salespeople.
- *Hair Bands on Wrists-* They fit perfectly and can be easily reused. Give each student a band and form teams based on color.

3. Use “incorporations.” An “incorporation” is a small group of students that are grouped by something in common and are given the name of an object. Using only the members of their group they are to create that object. Examples: A) You need a group of 4, who were born in the same month, and you are to create a washing machine. B) You need a group of three, who have the same last digit in their phone number, and you are to create an elephant. C) You need a group of 5, who use the same flavor toothpaste, and you are to form a pentagon. Have your students create new incorporations with different commonalities and objects. They will see how many things they really do have in common and how easy it is to work together.

Step Two- Forming Teams from Small Groups

Now comes the fun part. The games are used to break students into small groups by using various commands or incorporations. Once you have the small groups created, have one member from each group raise their hand and then move to another place in the play space. Then do the same with each remaining member. A small group of two would then create two teams, a group of three, three teams and so on. The same technique can work when the small groups have different members, like Form a Band. Here all the drummers go to one group, all the singers to another, etc.

Why does this work?

These methods eliminate “partner picking” and “clicks”. Students are grouped and ungrouped so often, they begin to worry less about who is in their group and more on completing the task. No one is the last one picked and everyone gets equal chance to participate.

You will still have those students who are “:joined at the hip” of their best friend, however, the more these types of activities are used, the less that becomes a problem. Students come to know and work better with other members of the group they would not ordinarily interact with.

Remember- Every minute a student feels success in participating in physical activities helps to build a positive, lifetime attitude towards fitness. Every minute they spend in your program is a “teachable moment” and that includes the time spent picking teams. Let’s make every minute count!