

To keep the flow going on our last afternoon I did not comment on what we did from a technical point of view but it makes sense to do so now.

A. Asking you to describe what really makes you know you are home is a way of "forward-pacing" you so that you project yourselves into the feelings of getting back home. One can do an exercise of this sort with any forthcoming event the group has to deal with. It is way of subordinating the teaching to the reality of what is going on in the group.

B. You will shortly be receiving your time-travel letter. This technique is more powerful with teenagers as they are much more changeable than we are and is best done over a longer period. Get people to write to themselves from the beginning of a term to the end of that term, from the beginning of the year to the end of that year. etc.... Experiment. This, in MI terms, is pure intra-personal work. To write to yourself in the FL is a big step into really being in it.

C. The final exercise where we expressed our feelings about the course in a movement/gesture that the others mirrored can be used to express feelings about whatever: a story just read, an exam about to be taken...etc.... So powerful because it is somatic and without the intellectualising dilution of words.

D. How did you feel about the graphing exercise? Have you used this before? You need a lot of different exercises to gauge where your students are at. It is amazing just how little teachers sometimes bother about this central aspect of teaching. Nora asked me: "don't you want to take the graphs in?" Yes, I would have done, had this been mid-course feedback.

30 years of work in methodology, learning and making, is too much to cram into five tiny days. Yet something did go from each of us to each of the others, and this was good.

Past tenses are a bit sad.

Mario

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