

<b>JUMP!</b>	<b>Learn - Change - Teach</b> The container	<b>TEACH unit 1</b>
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<b>Learning outcomes</b>	<b>Level 5</b>
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<b>RESPONSIBILITY AND AUTONOMY</b>
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- Be aware of the potential for change within and through the teaching professions
- Be aware of the role of the teacher and their possible misuse of power, learn from the participants
- Engage learners and arouse curiosity, create a healthy group dynamic
- Monitor the learning space in order to maintain it secure, comfortable and well structured
- Notice and address conflict or stress, handle even difficult training situations calmly
- Behave as an example in benevolence (non violence), empathy and awareness; practice humour and demonstrate joy
- Trust in what emerges from interplay between place, group and self
- Trust in change and maturation as fundamental parts of life
- Inspire leadership for regenerative cultures

<b>KNOWLEDGE</b>	<b>SKILLS</b>
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<p><b>HOW DO WE LEARN?</b></p> <ul style="list-style-type: none"> <li>○ Our story of learning From oral to written to virtual, skills transfer, the concept of school, value systems</li> <li>○ Neurobiology of learning Anatomy, Principles, Perception and others, role of emotion, stress, relating, feedback, human needs, stress responses, role of body, movement, language, role of time and rest</li> <li>○ Theories and concepts about learning and teaching Educational sciences, theories about learning, adult education concepts, training, alternative models, education in contemporary eco movements</li> </ul> <p><b>HOW DO WE COMMUNICATE?</b></p> <ul style="list-style-type: none"> <li>○ Communication within systems e.g. Watzlawick, Nora Bateson, Schulz von Thun</li> <li>○ Body and language Non verbal communication, symbolic language, voice, authentic expression, enthusiasm,</li> <li>○ Communicating and relating Depths of communication, communication and power hierarchies, dysfunctional relating</li> </ul> <p><b>HOW DO WE CHANGE?</b></p> <ul style="list-style-type: none"> <li>○ Parallels in ecosystems and human systems Life cycles, creativity, design, engineering, innovation, spreading, homeostasis, blocks, comfort zone</li> <li>○ Tipping points, insights and shifts of perspective The power and depth of question, knowledge vs knowing, game vs free play, individual vs collective learning, morphogenetic fields</li> <li>○ Freedom of choice Change as a daily routine, a challenge, a chance, action and responsibility, inner authority</li> </ul>	<p><b>(SELF) EXPRESS AS A TEACHER</b></p> <ul style="list-style-type: none"> <li>○ Strive for authenticity, presence, aliveness</li> <li>○ Observe your personal attitudes + behaviour</li> <li>○ Practice courage, humility, cooperative spirit</li> <li>○ Show openness, curiosity, flexibility</li> <li>○ Interact with enthusiasm and passion</li> <li>○ Make sense by saying what makes sense to you</li> </ul> <p><b>RELATE TO LEARNERS, INDIVIDUALS AND GROUP</b></p> <ul style="list-style-type: none"> <li>○ Explain the frame, set boundaries</li> <li>○ Guide, encourage and support learners</li> <li>○ Connect what you observe to a broader or deeper picture</li> <li>○ Act consciously around gender and other equality and equity issues</li> <li>○ Practice gratitude</li> </ul> <p><b>CREATE A SAFE, INSPIRING AND EVOLVING SPACE</b></p> <ul style="list-style-type: none"> <li>○ Balance mind and body, include nature, rest, processing and integration time</li> <li>○ Enhance receptivity, open to a broader perspective, value diversity</li> <li>○ Encourage and enable inclusion, inclusivity</li> <li>○ Encourage autonomy, decision making, responsibility</li> <li>○ Rely on information flow from learners</li> <li>○ Work with the unexpected, the unknown</li> </ul> <p><b>INSTIGATE CHANGE. Invite to</b></p> <ul style="list-style-type: none"> <li>○ do something unusual, observe and reflect</li> <li>○ explore and exchange about values</li> <li>○ analyse decision-making mechanisms in our daily activities regarding their impact on the living environment</li> </ul>
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