



1-HOUR INSPIRED LEARNING INTRODUCTION

OUTLINE FOR PRESENTER

For Internal Use Only

Duration: 45-90 minutes

Set up – 5-15 minutes – prior to official beginning of Introduction

Welcome – 10-20 minutes

Preamble & Review of Underlying Principles – 10-15 minutes

Learning Partner Exercise – 10-15 minutes

Debrief – 10-15 minutes

Q & A - Next Steps – 10-20 minutes

Leave & Thank you – 5 minutes

Size: Works in groups from 6 to 50

Materials Needed For Each Introduction: A group of chairs in a circle and curious minds.

SET UP:

Arrange chairs in circle (in pairs of 2 or 4) with chairs in between staggered when there is more than one layer. The outer circle(s) is actually a horseshoe wrapped around the inner circle so that the facilitator does not have his back to anyone.

Invite everyone in the room to participate (auxiliary, logistic, admin people as well as participants) and be part of the circle. Make sure that the inner circle is completely full.

WELCOME:

Introduce your self – relating who you are as an Inspired Learner & as an Inspired Learning Facilitator. (Example: *I am a living example that Inspired Learning™ is truly transformational.* . . (Relay your own experience; What impact did it have on your learning? What changed for the better in your life, family, work, etc.?)

PREAMBLE:

As participants settle into the space, give the history of Inspired Learning, used in training coaches for 9 years, Marcia & Peter didn't know how it would work, trusted their inspiration, saw the brilliance and trusted that this would work. Used in a major Public School System in Maryland. Used at university level courses. Used in business, families, churches, associations . . . it even works with teenagers!



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SPEAK ABOUT THE UNDERLYING PRINCIPLES:

- Everyone is learning all the time
 - Close your eyes and think of something you are curious about, something you'd like to learn more about. Anyone who has thought of something raise your hand. Open your eyes and look around. We're all learning all the time. (On a TeleClass have each person say out loud what they are learning about – in a word or two – as you call out their name)
- Learning takes place when people are open
 - When there is criticism, even from a compassionate place, what happens to your body (model with body)? your mind?
 - The elements support complete openness and eliminate comparison, anything that closes the learner down
- You already know a lot about what you're curious about
- Receiving acknowledgment can have a dramatic impact at any age and learning can happen quickly
- Your passion (innate love of learning) is never extinguished no matter how much criticism you have experienced

How traditional (natural) learning takes place: a baby's first step – we celebrate, get the camera, everyone look, no “you did it wrong.” Imagine that environment for all learning.

What you focus on expands. Apply this concept to all learning environments. Speak about applications (Howard County and others).

WOULD YOU LIKE TO EXPERIENCE IT?

Put the following agreements in place (and have inspired learners raise their hands in agreement).

- Confidentiality
- Willing to focus on the positive, the magnificence, innate genius and excitement of your partner just for right now?
- Willing to receive acknowledgment and only say “Thank you.”



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LEARNING PARTNER EXERCISE:

Have the group pair up and make sure that everyone has a partner. The person with the biggest smile goes first. You will share what you are curious about, your passion, what you know about this subject already and about what you are interested in learning more about. The other person is actively listening (this is not about letting them know what courses to take, what web sites they should visit or who you know that they should meet!). You can say – “Tell me more!” “Wow that sounds really interesting!” Any questions?

Facilitator times the process. One way = 4 minutes with the 30 second heads up.

Now the listener has 2 minutes to acknowledge their learning partner for their passion, interest, excitement, what they already know. Invite them to use the words, “I acknowledge you for...” and re-iterate their passion, etc.

The person who has just shared has a very important part. I invite you to get into the receiving position . . . an open body posture, and say “Thank you” after every acknowledgment. Let it sink in, let it fully land (don’t interrupt or correct your learning partner!).

After the two minute mark, facilitator says “Bring this last acknowledgment to a close.” Thank your learning partner.

SWITCH:

Next the facilitator asks the group to close their eyes and get re-oriented to their new role.

(The second time the facilitator brings more energy into it . . .

. . . give them permission to be big!)

The next person to share is asked to re-connect to their curiosity. The role of the learning partner is to listen for the passion, excitement, what they already know, etc. Remember, do not suggest possibilities of how your learning partner can do this better, more, differently, etc. You can say – “Tell me more!” “Wow that sounds really interesting!” And simply be present and listen fully. Any questions?

DEBRIEF:

At the end of the second round, the facilitator asks the group: “What was your experience? What did you notice? What was important to you?”



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After listening to the shared insights of the collective, the facilitator asks the group “Are each of you more prone to do something about this curiosity than 20 minutes ago? Was it easy to see the magnificence of your learning partner? After only a few minutes of listening, was it easy for you to be able to acknowledge for 2 minutes (even more)?”

Q & A – GENERAL QUESTIONS:

The facilitator asks if there are any general questions from the group. These could be about the Model, the Foundation, about how and where to learn more about being a Certified Inspired Learning Facilitator, about becoming an Annual Supporter and Donor, about bringing the Inspired Learning Model into their organization, etc.

POSSIBLE TALKING POINTS:

Q - Ya-but, what happens when the student has clearly gotten something wrong – how does he know? How can he ever correct it if I don't point it out to him?

A – The Model contains a guideline where the teacher (parent, manager) has pre-articulated the competencies for this subject matter – in writing so each student (child, employee) can be acknowledged for any part of the subject matter they have gotten ‘right’. The student knows they haven't gotten it all ‘right’ yet. With the acknowledgment of what they have already mastered they are empowered, encouraged and excited to learn more. All learning is repetitive. The learner is literally inspired to learn more when acknowledged. They do not have to shut down. They do not have to ‘lick the wounds of criticism’ (that always occurs regardless of how compassionate or constructive the intent was in giving it). Over time, it has been the consistent experience of all Inspired Learning Facilitators that learning has accelerated by only acknowledging AND leaving out all forms of criticism.

The Impact of the Inspired Learning Model and why it is so successful:

- Metaphor - Desert/Rain – as humans we are mostly like the desert in not having acknowledgments ‘rain down on us to nurture our passions, desires and aspirations. So after decades of acknowledgment-neglect we have a hard crust (similar to the desert's silt) and as a result when an acknowledgment is given to us after the long drought – it tends to roll off of us (just like the occasional rain fall on the desert after a long drought), or we are skeptical and don't trust it because when ever we started to hear an acknowledgment at work we knew the other shoe was going to fall to let us know what we did



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wrong or we were going to be asked to do more work. With the Inspired Learning Model™ we continue to acknowledge so it does ‘sink in’ and nurtures the passion, curiosity, dream - and learning is therefore accelerated.

- Metaphor - Light Switch – there can be no light if there is not both giving and receiving – **AT THE SAME TIME**. The Model has built this in to the Model so the facilitator (Teacher, manager, parent, etc.) is in the continuous state of being an Inspired Learner at the same time they are an Inspired Learning Facilitator. There can be no burn-out when the facilitator is in a constant state of giving and receiving in a celebratory, acknowledging and joyous environment.
- Negative self chat is transformed to positive, empowering, honoring self-confidence

NEXT STEPS:

- www.inspiredlearning.org
- Free White Papers
- Inspired Learning Model™ Handbook – download from web site
- Self-certification process
- Basic Class – dates, tape-series and handbook download from website
- Offer to do a 1-day workshop for the group – You can do this!!
- Have them sign up to be an Annual Supporter
- Have them donate 5, 25, 250 acres for a future community, regional or country Inspired Learning & Performing Arts Center
- Have them sponsor an Invitational (\$25,000) for up to 18 Visionary Leaders
- Application in various places – Schools, families, organizations, workshops, etc.
- Vision of the Foundation – *To bring the Innate Love of Learning to every learner, in every learning environment for the entire world*. Or in a shorter way: *Celebrate Learning – Celebrate Life!!*

LEAVE:

The facilitator asks the group to bring one word or phrase to mind – What are you taking with you today regarding your experience with Inspired Learning? And goes around the circle for sharing their one word – after which the facilitator says “Thank You.”.