

Homer & Cristina's Teacher Training - Portland Tangofest 2012

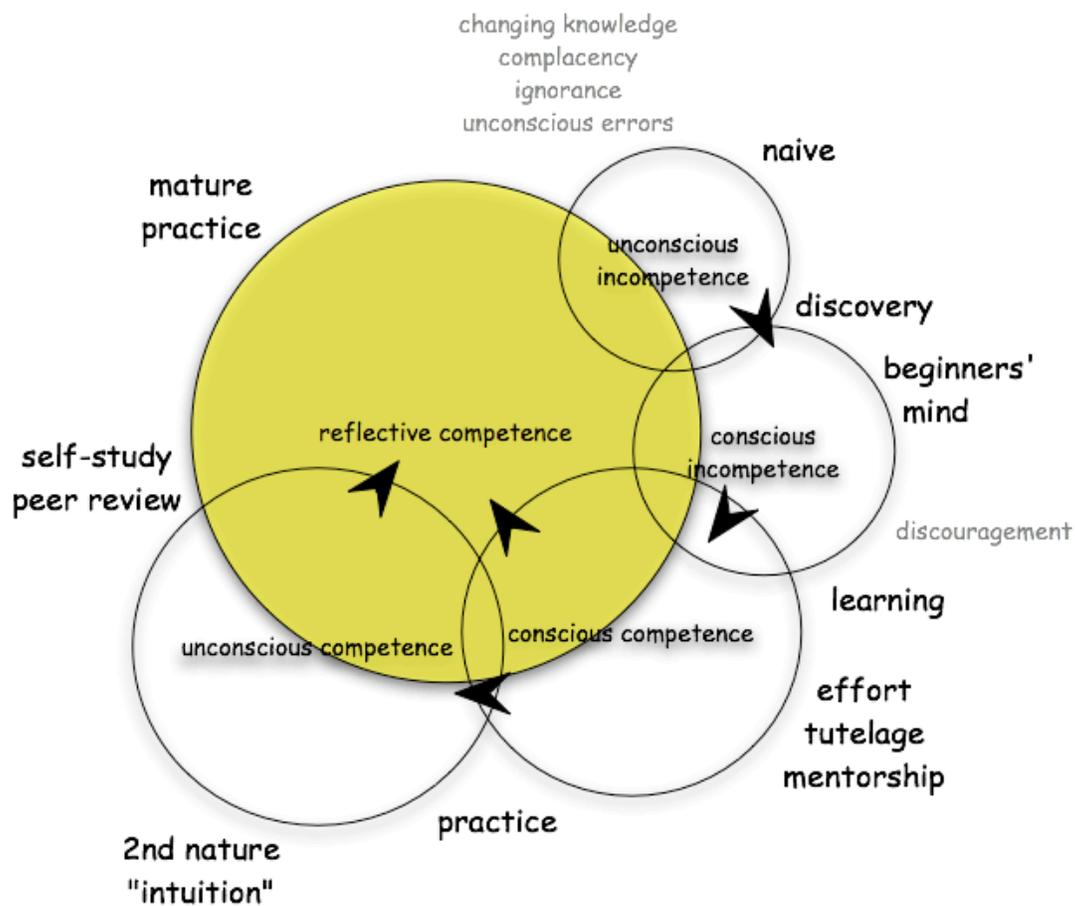
TODAY'S AGENDA (Saturday, October 13th, 4pm to 5:30pm):*

*(This agenda supersedes printed teacher training brochure activities for today!)

1. (10 min) - READ ALL HANDOUTS
2. (5 min) - **Dance** 1 song CW followed by 1 song CW with the Anti-Embrace
3. (30 min) - **Teacher Training Activity**
 - a. **Form** Discussion groups of 3 to 6 people
 - b. **Pick** Group Leader (Note Taker, Moderator, & Group Voice)
 - c. **Discuss** at Length one of the Teacher Training 'Paths'
Note: H&C will rotate from group to group to facilitate each discussion.
 - d. **Find** Correlation, if any, to Brain Rules (shown below)
 - e. **Formulate** up to 3 Questions for Discussion and Q&A Session.
4. (1 min) - 10 Jumping Jacks
5. (30 min) - Discussion and **Q&A** with Homer & Cristina
6. (1 min) - 5 Push-Ups
7. (10 min) - Special Subject - "Conscious Competence Learning Matrix (modified)"

The 12 **Scientific** 'Brain Rules' (by John Medina)

1. **EXERCISE** Exercise boosts brain power.
2. **SURVIVAL** The human brain evolved, too.
3. **WIRING** Every brain is wired differently.
4. **ATTENTION** We don't pay attention to boring things.
5. **SHORT-TERM MEMORY** Repeat to remember.
6. **LONG-TERM MEMORY** Remember to repeat.
7. **SLEEP** Sleep well, think well.
8. **STRESS** Stressed brains don't learn the same way.
9. **SENSORY INTEGRATION** Stimulate more of the senses.
10. **VISION** Vision trumps all other senses.
11. **GENDER** Male and female brains are different.
12. **EXPLORATION** We are powerful and natural explorers.



Conscious Competence Learning Matrix (modified) from...

Businessballs - a free ethical learning and development resource for people and organizations, run by **Alan Chapman**, in Leicester, England.

<http://www.businessballs.com/consciouscompetencelearningmodel.htm>

1. **Teachers and trainers commonly assume trainees to be at stage 2, and focus effort towards achieving stage 3, when often trainees are still at stage 1.**
2. **People only respond to training when they are aware of their own need for it, and the personal benefit they will derive from achieving it.**
3. **This is a fundamental reason for the failure of a lot of training and teaching.**
4. David Baume (May 2004) suggests a fifth level - '**Reflective Competence**':

As a teacher, I thought "If unconscious competence is the top level, then how on earth can I teach things I'm unconsciously competent at?" I didn't want to regress to conscious competence - and I'm not sure if I could even if I wanted to! So, reflective competence - a step beyond unconscious competence. Conscious of my own unconscious competence, yes, as you suggest. But additionally looking at my unconscious competence from the outside, digging to find and understand the theories and models and beliefs that clearly, based on looking at what I do, now inform what I do and how I do it. These won't be the exact same theories and models and beliefs that I learned consciously and then became unconscious of. They'll include new ones, the ones that comprise my particular expertise. And when I've surfaced them, I can talk about them and test them.