

Experiential Academy 2009

Guildford Edventure (created by Russ Law)



Guildford Edventure is an integral part of the Experiential Academy professional learning process: it is the part of the process that enables you to apply, in a conscious way, the design and reflective tools introduced in the earlier workshop sessions. It provides:

- A rich unfamiliar learning environment
- A set of problems/tasks and opportunities through which things will happen
- An opportunity to work collaboratively with colleagues to co-create the experience, think deeply about it and draw learning (experiential knowing) from it

Goals

- 1 In teams of four – co-create an experience through the ‘edventure trail’ that has been created through Guildford. Its a sort of treasure trail: the treasure being new insights into experiential learning gained through the process and your reflections on yourself in the process
- 2 Using a simple reflective tool periodically engage in a self-reflection and thoughtful conversation drawing out the dimensions of your experience.
- 3 In the final stage of the process share and pool your insights to create a professional story about your experience and the learning you gained.

Equipment needed in each team

- 1 Map of Guildford
- 2 Digital camera with connection for copying images onto a computer
- 3 Small musical instrument (that can fit into pocket) – e.g. whistle, spoons, or improvised from household materials
- 4 Walking shoes and umbrella in case it rains

Key elements of the process

- 1 You will be dropped off by taxi in Guildford at one of four ‘awareness spaces’ and using the instructions you have been given you will try to visit three out of four awareness spaces during the evening. If you want to add other significant experiences during the course of the evening as your journey unfolds please do so.
- 2 In each awareness space there will be a small task and encouragement to reflect using a simple reflective tool (below). You will need to record one or more digital images that embody something significant about the experience. We encourage you to be creative.
- 3 When you have visited at least three awareness spaces you need to find somewhere to eat. In the spirit of the edventure try to be adventurous by eating/drinking something you have never experienced before. During the meal try to create a professional story about your collective experience and the insights you have gained. You will use this as the basis for a short presentation to the whole group in the morning. You can tell your story as a story, create a poster to animate it, create a song or poem or any other way you feel will convey the power of your experience.

Good luck and have fun!

Russ Law

Get A Life – An Introduction To Explorativity www.lulu.com

With many thanks to Sara Scott, gardening consultant and our expert on Guildford

Before you start, check your footwear is suitable. Rainwear?

Start

- Go (or be taken) to one of the 4 starting points for the walk:

The top of The Mount
The bottom of the High St

Castle Square
The top of the High Street

- From here, you should aim to visit three of the four “awareness spaces” specified on the map. The exact route that you take is up to you. There will be some things to do on the way, and others to do at the specified places.
- When you have completed all you wish to do of your edventure, decide as a team where you want to dine, and tackle the final task:

IMPORTANT NOTE: IT'S UNCERTAIN WHETHER YOU WILL BE ABLE TO VISIT BOTH THE MOUNT CEMETERY AND THE CASTLE GARDENS BEFORE THEY CLOSE AT 8PM. AT THE TIME OF GOING TO PRESS, WE DO NOT KNOW IF THE CASTLE GARDENS WILL STAY OPEN ESPECIALLY FOR US.

REFLECTING ON THE DIMENSIONS OF THE EXPERIENCE

Questions to assist your thinking in each ‘Awareness Space’ – each relating to a different dimension of experiential learning. You don't need to answer every one at each stage! Use them as prompts and see what is emerging. Let it happen and enjoy yourself.

1. **Being** (What is this place and this space that I am/we are in, with what people, culture, buildings etc..? How do I/we understand my/our sense of being in this pace? How does this sense of being contribute to my/our experiential knowing?)
2. **Doing** (What am I doing? What have I been doing and what has happened as a result of what I/we have done? How has what I/we have done contribute to my/our experiential knowing?)
3. **Sensing** (What are my senses telling me about this space? Try to focus on each sense: What does it smell like, sound like, look like, taste like, feel like/ How is my body aware of these sensations and how do these things contribute to my experiential knowing?)
4. **Feeling** (What range of emotional feelings am I/are we experiencing? Why am I/why are we having such emotions? What is causing them? Can I change how I/we feel? If I can how do I do it? How does my/our emotional state contribute to my/our experiential knowing?)
5. **Experiential knowing** (what knowledge have I got that I/we didn't have before? What sort of knowledge is it?)
6. **Becoming** (In what way has this experience made me different?)

Awareness Space 1 (CLOSES AT 8PM)

The Mount – Guildford Cemetery is on your right as you go downhill from the top of the Mount. Go in, and follow the path as it bears right towards the chapel. Just opposite the chapel entrance is the grave of a famous person.

Question: Whose is it?

Question: In what two senses might he have been said to “retire” in 1898?

Question: Who was Lucy Lutwidge?

Question: What is the denomination of the church – what is the design of the cross?

Task: As a group, and bearing in mind *your current activity*, discuss and hazard a guess at what the author was doing when he was inspired with the final line of his poem “The Hunting of the Snark”.

Awareness Space:

- Think about and record your thoughts: Being; Doing; Sensing; Feeling; Knowing; Becoming
- Create a digital image that embodies something significant about your experiential learning

Awareness Space 2 The High Street – lower end

Question: Near the bottom, on the right side of the High Street as you go uphill there is someone who seems to be *in a hurry, but is going nowhere...* Who is it? How old is he?

Task: The High Street is well known for the quality of its musical buskers. Any members of the team: Busk for at least one minute, accompanied or supported by the rest of your team and if possible members of another team.

The High Street - near the top

Task: Across the road from the Guildford Hotel, (which has an odd cavalier on its façade), and a little uphill, there are some quotations set into the pavement. Choose one and make a note of it. Slip it into the conversation during the evening. If you notice anyone else using one of the quotations, declare that you have recognised this.

Awareness Space:

- Think about and record your thoughts: Being; Doing; Sensing; Feeling; Knowing; Becoming
- Create a digital image that embodies something significant about your experiential learning

Awareness Space 3 (CLOSES AT 8PM)

The Castle Gardens

Question: Search the gardens in the area beyond the bowling green. Use the information board and plan to help you. Who is the young woman found reflecting in an original way?

Task: The famous literary, mathematical and clerical figure of our walk is credited with inventing “Doublets Puzzles”, in which two associated words are given, and the challenge is to transform the first into the second, one letter at a time, so that every step in the word ladder differs by one letter and must formulate a new word.

Example: PIG → STY: PIG – WIG – WAG – WAY – SAY – STY

a) How few steps does it take you to get from READ to WORK?

b) Professor Barnett says successful learners in a supercomplex age need not only to *do* things but also to *be* certain kinds of people (explorative people, I would say). Can you go from DO to BE (clue: with the help of a Tellytubby who is an Italian river, two (short) parents and me)?

Awareness Space:

- Think about and record your thoughts: Being; Doing; Sensing; Feeling; Knowing; Becoming
- Create a digital image that embodies something significant about your experiential learning

Awareness Space 4

Millmead – west of the River Wey, and south of the Town Bridge

Task: On the grassy bank is a sculpture. Look at this as a metaphor. Offer an interpretation of the metaphor, in relation to feeling, knowing, doing, sensing, being and becoming.

Question: Ahead of you there is a pub that might make Barack Obama feel at home (or at work). Why?

Awareness Space:

- Think about and record your thoughts: Being; Doing; Sensing; Feeling; Knowing; Becoming
- Create a digital image that embodies something significant about your experiential learning

Awareness Space 5

The place where you decide to eat

Task:

1 Consider the space you are in, the activities you are engaged in and the overall experience and reflect on it using the prompts

2 Create a story that captures the most significant things you have learned through your experience. In the morning you will turn this into a script and create a short digital story supported by no more than 8 images you have created during the evening

3 Create a digital image that embodies your learning in this space.

Awareness Space:

- Think about and record your thoughts: Being; Doing; Sensing; Feeling; Knowing; Becoming
- Create a digital image that embodies something significant about your experiential learning