

Embodied Learning Module

ELM Roadmap and Embodied Learning Overview

Aims <ol style="list-style-type: none">1. Introduce the terminology and format of the Embodied Learning Module (ELM) document.2. Provide a reference for understanding specific ELM documents.3. Provide an overview of the Embodied Learning methodology.
Environment <p>This section describes the basic environment desired for the activity, including details of space, configuration, seating, etc.</p>
Materials <p>This section lists materials suggested or required for the activity. Optional materials are marked accordingly.</p>
Preparation <p>This section includes directions for preparing the environment, materials and/or other factors to conduct the activity. Diagrams are included here if needed.</p>
Activity Description <ol style="list-style-type: none">1. This section includes detailed directions for conducting the activity, including using the environment and materials and engaging in inquiry.2. Some steps or segments of an activity may be optional and are marked accordingly.3. At one or more points in the activity, there may be a variation available, described in this format: <i>VARIATION: Description of the variation.</i>
Inquiry Framework <p>This section always begins with these two sentences: "Use inquiry to harvest the experience of the participants. Use the main points listed below as a reference point for framing the responses to these questions."</p> <ol style="list-style-type: none">1. The inquiry framework is listed in these numbered bullets.2. Each bullet represents a question or a line of questioning available to the facilitator.3. The list is not intended to be exhaustive or exclusive – use your creativity!
Main Points <ol style="list-style-type: none">1. This section includes the primary conceptual points intended to be learned through the ELM.2. As with the inquiry framework, this list is not intended to be exhaustive or exclusive.3. The Embodied Learning Overview is shown on the following two pages.

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Embodied Learning (EL) is an interactive, engaged learning methodology featuring physically and/or emotionally embodied activities as the basis for introducing any conceptual framework. This method:

- Offers an alternative to the traditional “explain – do – debrief” cycle of teaching.
- Invites creativity in designing activities and formulating inquiry questions, as well as presence and curiosity in responding to the group’s experience.
- Stimulates a high level of interest and engagement in the participants as they co-create their own learning.
- Introduces the desired conceptual framework with the possibility that fresh understanding and wisdom may arise from within the group.

The Embodied Learning Cycle consists of four phases: *Activity*, *Inquiry*, *Practice* and *Reflection* (see diagram and table below). The right side (*Activity – Inquiry*) provides the context for learning, experience of a shared activity, and an inquiry-based introduction to the conceptual framework. The left side (*Practice – Reflection*) introduces the procedures and techniques of the practice, followed by reflection to integrate the entire cycle. Either side of the cycle may be repeated to introduce multiple conceptual frameworks or practices sequentially.

Aim	Means	Facilitator Input	Learning Qualities
<i>Share Experience</i>	Embodied activity to provide a lived experience, through which conceptual learning can be drawn.	Context: given as a framework for the activity.	<ul style="list-style-type: none"> • Insight into personal learning. • Narrative description of individual experience.
<i>Develop Principles</i>	Skillful inquiry about the experience to co-create a conceptual framework.	Concepts: introduced by reflecting or reframing inquiry responses.	<ul style="list-style-type: none"> • Curiosity about application of principles.
<i>Introduce Method</i>	Guided practice to implement the concepts in a lasting form that can be repeated later.	Instruction (relate activity to the practice).	<ul style="list-style-type: none"> • Technique for putting principles into practical use. • Meaning of the practice.
<i>Integrate Learning</i>	Guided reflection on the entire experience and especially the introduced practice.	Procedure (details of the practice).	<ul style="list-style-type: none"> • Wisdom arising from integration of inner learning with external concepts.

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