

THE INTERACTIVE TREASURE MAP GUIDES' GUIDEBOOK
<https://www.thinglink.com/scene/1357728873374023681>



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Special thanks to: Tia Ernst

2020©

SYMBOLS USED IN THE MAP

LEARNERS	GUIDES
 LEARNING STEPS	 GUIDE BOOK INSTRUCTIONS
 CHECK POINTS	 FIRST AID STATION
 NEW PERSPECTIVES	 DETOURS
 3D-BRIEFING QUESTIONS	 INFORMATION

If you have any questions or comments, please send the authors an email. We would be happy to hear from you.

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Christine Boyko-Head (Ph.D McMaster) is a Mohawk College professor and curriculum specialist, Creative Education instructor, Foursight Thinking Preferences facilitator, and published author. She has presented nationally and internationally on original research into design thinking in the program quality process (2016), differentiating instruction through thinking preferences (2017) and applied theatre as a means of enhancing critical thinking and communication skills in remedial communication classes (2018). Mind the Gap Communications is her new venture with Glenys McQueen-Fuentes promoting Creativity in Education; Education in Creativity.



Glenys McQueen-Fuentes, B.A. (McGill), Lecoq International Theatre School (Paris), M.Ed. (Brock), is a movement specialist, physical theatre professional, educator and workshop facilitator who has lived and worked in France, New Zealand, Mexico and Canada. Recently retired from Brock University, her areas of research include creative pedagogy, intercultural awareness and Applied Theatre. As Co-Director of DramaSound Projects, she and her composer husband create original, mood-based instrumental music and new methodologies for using music and movement for education, for the arts, and as methods of communication for learning in any context.



An Overview

Covid has made sudden educators of us all. We must fill unexpected roles in unfamiliar worlds.

Not so long ago, stories and legends guided adults and children through difficult times and imagined lands.

Imagine seeing *each assignment* as a treasure map, where:

- *all* educators/Guides . . . lead
- *all ages of* learners/travelers . . . find their way through
- *all kinds of* assignments . . . with an
- *all in one process* . . . 3D-Briefing

The Guides' Guidebook is especially designed for all those who take on the role of educator, whether it is their vocational choice, or not. The information aims to help you, the Learning Guide, navigate the ups and downs of the new educational terrain due to Covid-19.

The interactive treasure map is designed to assist learners/travelers enjoy their educational journey across the curriculum. Not specific to any subject, the interactive treasure map highlights learning through questioning. As the Guide, you ask the questions, while the travelers find the answers.

Every new journey involves a map and new discoveries at the end of the journey. At the beginning, no one may know much about the terrain, including you, the Guide. But, that's okay! You are not expected to know what is behind every rock and tree. Even if you do, it's the explorers who need to ask questions, discover the answers, and gain from the experience.

As Guide, your role is to ensure the travelers have an exciting, engaged journey.

With your support, the travelers will:

- discover many treasures
- gain confidence in their ideas
- build trust in their choices
- grow in their abilities.

There will be prickly points, check points, first aid stations and detours. Be aware of how your travelers work and adjust your style to serve their needs, rhythms and abilities. Realize some

travelers need to move, fidget, doodle, hum, tap in order to focus. Arrange to accommodate that.

As Guide, you need to be ready to make quick decisions and necessary adjustments for the journey. Know when your travelers need a rest, re-tooling, re-fueling. Know when they need to get extra help, additional information, or when games and alternative strategies will help keep them engaged, interested, and 'on track'.

Your most important task is to ASK QUESTIONS, and take the time to wait for and listen to the answers the travelers give. There's usually no such thing as a 'wrong answer', but as Guide, be prepared for your travelers to give some surprising answers that may unexpectedly make the trip more interesting for everyone.

This journey suggests you use the 3D-Briefing model with travelers.

WHAT?

SO WHAT?

NOW WHAT?

These questions are easy to remember and effective in building meaning from identification, to interpretation/analysis, to evaluation and reflection.

The interactive map guides travelers along their learning journey. It also guides you through your key responsibilities of checking in, re-fueling, re-tooling, and keeping your traveller moving forward.

Click the link to get your learning travelers on their way.

<https://www.thinglink.com/scene/1357728873374023681>

We hope you enjoy the journey as much as we enjoyed creating it.
Send us a post card of the adventure. We'd love to hear from you!

Sincerely

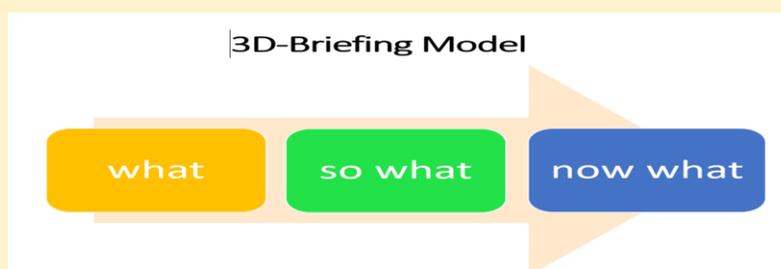
Glennys & Christine



To Guides & Travelers: 3D-Briefing Model for Learning

Every educational assignment and action is a problem to solve.
Solving problems is easy if you have a reliable process to apply to those problems.
Based on years of classroom application, 3D-Briefing steps learners through a clear, coherent thinking process suitable for all ages and learners.

It is based on three questions that ladder learners through the thinking process.



These three questions are easy to remember and apply to assignments, activities, events, discussions, stories, films—anything, really, that we want learners to experience in a full way.

As guide, you don't have to know the answers. All you have to know are the questions.

WHAT is the story about? **WHAT** did we do? **WHAT** are the facts?

SO WHAT is the significance? **SO WHAT** is the importance? **SO WHAT** is the meaning?

SO WHAT is the value to you, others, your community, the world?

NOW WHAT action steps can you suggest? **NOW WHAT** might we do to improve the situation?

NOW WHAT did you learn for next time?

Put **WHAT, SO WHAT, NOW WHAT** into your back pack.



LOG BOOK

Every journey is memorable. But, memories sometimes fade unless we record them. It is important to encourage your travelers to record the journey. You may also want to keep a log of what worked well, what was challenging and what you learned about yourself and your travelers.

Recording experiences can take many different forms. Let travelers choose their favourite method of recording their learning experiences. While writing is the most familiar method, there are other ways to record and share information - especially if dealing with young travelers.

Ask your travelers to draw, doodle, cartoon, sculpt, collage, or take a photograph. Invite them to sing, dance, hum, play music, or perform a scene about their experiences. They may want to tell a story, or make a poem, rap song, or commercial. If they enjoy technology, travelers can create a music video, a short film, a blog, web page, animoto, digital poster, power point, piktochart, prezzi, or any other digital representation of their learning journey.



Prickly Patches

As Guide, watch when your travelers step into prickly patches. These trouble spots come in all shapes and sizes. Sometimes they appear when and where you least expect them.

Signs of travelers being in a prickly patch are irritation, frustration, confusion, anxiety, tiredness, anger, procrastination, distractions, crying.

Remedies can be as simple as taking a break, looking at the issue from a different angle, changing locations, doing a stretch, going for a walk, taking a musical interlude, calling a friend.



Finding information is a valuable skill and can take many forms.

Traditional sources of information include: books, magazines, newspapers, television, and the internet.

Other sources of information may include documentaries, movies, music, poetry, photographs, objects from their house, street or backyard.

Another fun source of information can come in the form of listening to others tell their stories. Have travelers interview someone in their circle of care, like a grandparent, elder, sibling, or friend.

When they find new information the travelers need to make some decisions.

Use 3D-Briefing questions to help them identify the value of the information and what to carry with them and what they need to leave for another day.

Here is an example of how to use 3D-Briefing with your travelers:

WHAT is the information about?

SO WHAT is its importance to the end destination?

NOW WHAT might you do with that information and its meaning?



Re-visiting the 3D-Briefing Model for Learning:

Once travelers have identified what information is valuable for their task, they are ready to go to the next step of thinking.

The **SO WHAT** questioning level asks travelers to explore and interpret the facts they collected in the **WHAT** level. At this point, you are asking travelers **WHY** they think the way they do.

Essentially, the **SO WHAT/WHY** level is based on the traveler's own values, beliefs, view points, opinions, experiences, assumptions, and biases.

You might have to ask them **SO WHAT** or **WHY** a few times before they can fully explain their reasons or explanations. That's OK. It's part of making the thinking deeper and relevant to the traveler.



EMPATHY

It is easy to confuse sympathy and empathy. Help travelers understand the difference and why empathy is important in our society.

Click the following link <https://www.solutionsiq.com/resource/blog-post/what-is-an-empathy-map/>



FIRST AID STATION

Change to the educational routine can be stressful for travelers and Guides.

Do a triage of yourself and your traveler. Is everyone OK? Do they need to alter their travel habits?

Especially if you have more than one traveler, set up alternative ways of traveling. Even if your traveler started the journey using one way, it is always a good idea to change things up a little. This keeps the energy and excitement flowing. Alternatives you may want to try with the traveler may include:

- Using headphones -- should one traveller require quiet while others tolerate noise
- Changing the space -- try and accommodate explorers' preferences—chairs & desks, or floppy chairs, or on the floor or bed
- Using Tool Shed materials for breaks that include doing a favourite activity or hobby
- Having snacks and water at hand
- Doing stretches, meditation, naps, time to chill, a walk in nature



CHECK POINT

Sometimes it is easy to get lost in a desert of information.

Check that you are on the right path to answering the assignment.

WHAT are you being asked to do?

SO WHAT tools or resources do you need?

NOW WHAT steps do you need to take to continue on your journey?



**DETOUR
AHEAD**

DETOURS

As Guide, you will need to make sure that there are occasional detours during the journey. These are important for allowing your travellers to 'shake off the cobwebs' and 'refuel' the mind and re-energize the body.

- Remember that the body (and especially the eyes) need a break every 20-30 minutes.
- Activities can be small or large, but make sure explorers' whole bodies move, change positions, areas, and spend a short time seemingly 'off the track'.
- On returning to the treasure hunt, ask travellers if they encountered any ideas or things that might be useful for the treasure hunt when they were off-roading.



CHECK POINT

Take a look at the ground you have just traveled.

Now check where you have yet to go.

WHAT was the easiest part of the journey?

SO WHAT might be the importance of that?

NOW WHAT have you learned about yourself and/or others?

Ask the same questions about any uncertain or confusing parts of the journey.
NOW WHAT might you do to prepare yourself for the next part of the journey?



CHECK POINT

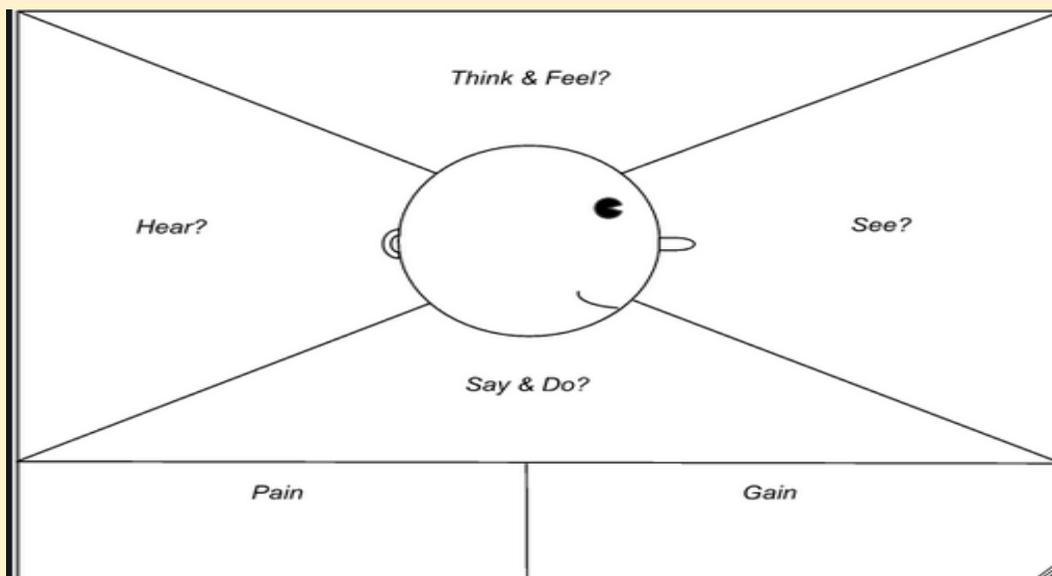
As an adventurous traveler, you have collected some priceless gems.
 You may have also collected some rocks.
 Although you may want to take everything you have discovered with you, your back pack can only carry those pieces that are valuable to the task.

You need to place a value on the information you have collected.
 Create a scale that will weigh the importance of your points.
 What information/gems most interest you?
 What information/gems will be important to others?
 What information/gems offer an innovative idea?
 What information answers the assignment best?

Take your top three gems with you.
 Leave the rest in a safe place for another journey.



EMPATHY MAP



See your topic through the eyes of a unique person.

WHAT do they see regarding the issue?

What do they hear about the issue?

What do they think and feel about the issue? What do they say and do about the issue? Most importantly, what pain do they experience because of the issue?

SO WHAT is the importance of this issue to them?

So what are their gains and losses regarding the issue?

Remember, this is their view of the topic, not yours. **NOW WHAT** are the differences between their point of view and yours? **NOW WHAT** are the similarities?

NOW WHAT steps can both view points bring to help the situation?



CHECK POINT

Make sure your traveler has arrived at the right destination.

Use 3D-Briefing to check that the task is complete:

WHAT was the assignment?

SO WHAT was created?

NOW WHAT if anything, is missing?

If the journey is complete ask your traveler one final important question:

NOW WHAT did you learn by taking this journey that you will never forget?



THE END IS JUST THE
BEGINNING

Now that you and the travelers have reached the end of this journey, it is clear that learning never ends. It is exciting, invigorating and everlasting. We hope that our simple treasure map has given you some tools to use for future journeys.

NOTES