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fold card along dashed line

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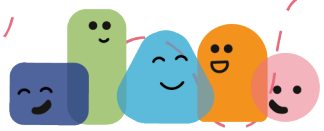
cut around outside edges

BACK

HOW TO USE



Combine different cards from each group to inspire you to create a workshop with authentic listening at it's heart.

Goals - Outlining the goals for authentic listening.

Finding out - Establishing an authentic objective.

Taking Action - Activities which are a lot of fun.

Checking In - Questions to help learners think.

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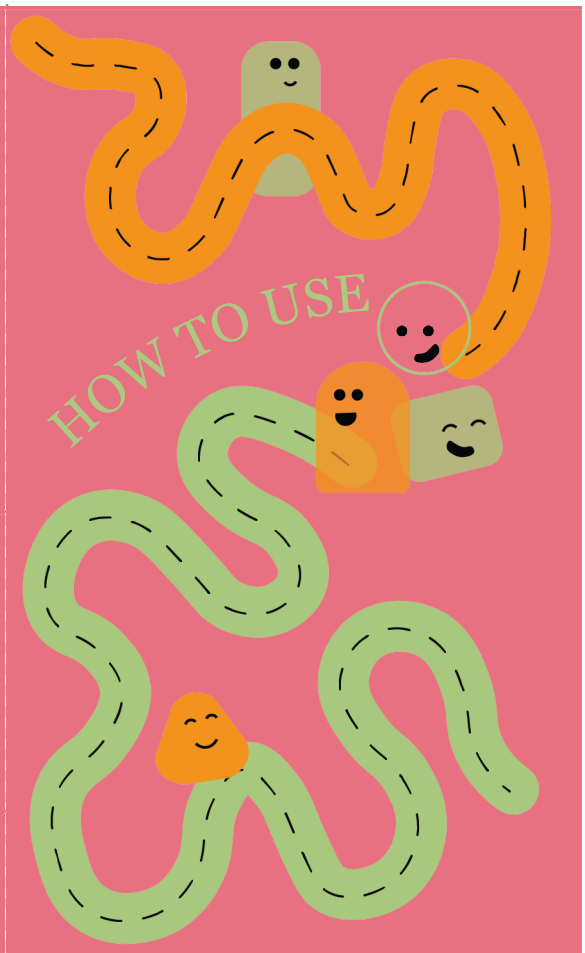

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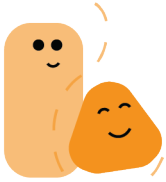
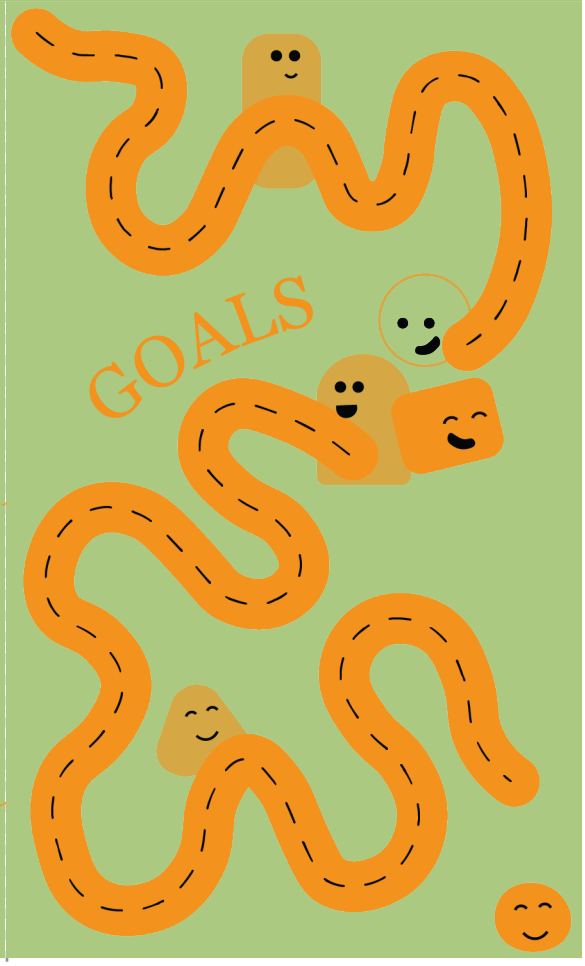
GOALS



01

Learners feel supported to authentically listen to themselves



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GOALS

02

Learners feel they are all heard

GOALS

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GOALS

03

Learners can express how they feel using their strengths

GOALS

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GOALS

04

Learners gain an understanding that we all learn differently

GOALS

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GOALS

05

Learners gain an understanding about how different spaces affect them

GOALS

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FINDING OUT

01

Learners express their feelings about a space

FINDING OUT

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FINDING OUT

02

Learners take time to listen to themselves and their feelings in the moment

FINDING OUT

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FINDING OUT

03

Learners express their ideas about how a space supports a learning activity

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FINDING OUT

04

Learners can describe what happens in their body when they feel overwhelmed or experience big feelings

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FINDING OUT

05

Learners can identify why they do or do not belong in a space

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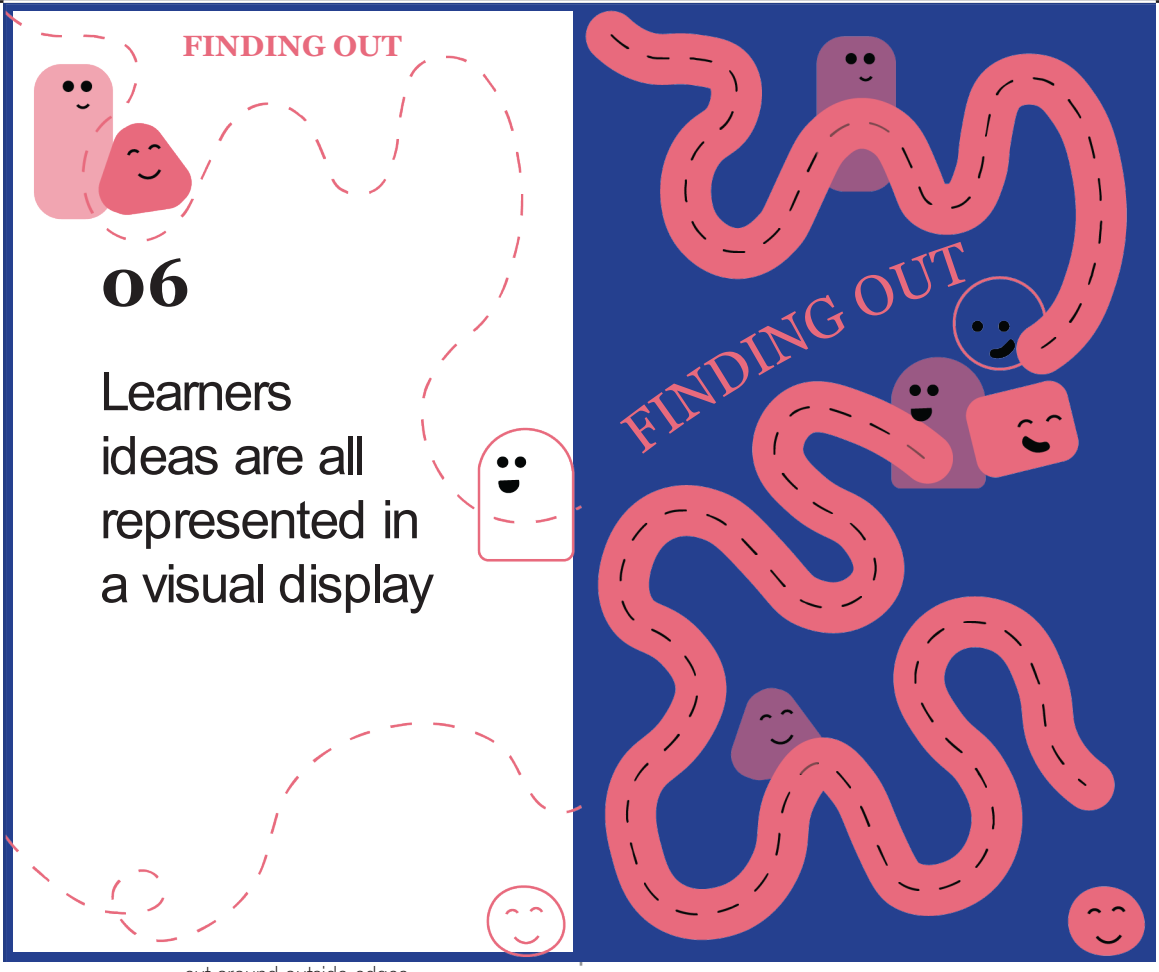
FINDING OUT

06

Learners ideas are all represented in a visual display



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FINDING OUT

07

Learners are empowered to change their learning space to suit their needs

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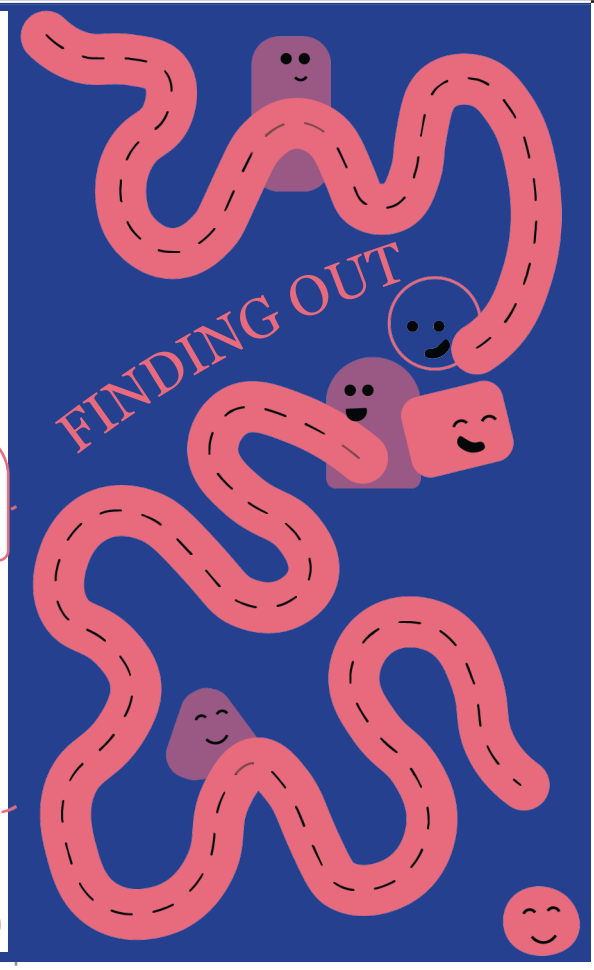
FINDING OUT

08

Learners explore how and why different sized spaces suit different types of learning



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FINDING OUT

09

Learners understand the importance of listening to others

FINDING OUT

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FINDING OUT

10

Learns understand and learn more about each others cultural backgrounds

FINDING OUT

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BACK

TAKING ACTION

01
Wild Card

Let your learners tell you about what activities they like and collaboratively build a workshop together

auditory kinesthetic visual

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TAKING ACTION

02
Story Book

Find or create a story with an imaginary character. Have the character visit your class and have different spaces available to them where they can feel a range of different emotions. Places to have fun, focus, feel safe, or feel unsure. What happens during their visit?

*This card works great with no.8

auditory kinesthetic visual

cut around outside edges

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TAKING ACTION

03
Picture Journey

Using tools such as maps, diagrams, pictures, or photography; explore your learning spaces and illustrate how the spaces make you 'feel'.

*This card works great with no.5 & no.9

auditory kinesthetic visual

TAKING ACTION

cut around outside edges

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TAKING ACTION

04
Audio Tracks

Use mindfulness to help learners 'check in' with different senses

*This card works great with no.5 & no.9

auditory kinesthetic visual

TAKING ACTION

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TAKING ACTION

05
Space Photos

Organise photos of different learning environments and explore different activities, ideas, senses and feelings about the spaces.

auditory kinesthetic visual

TAKING ACTION

TAKING ACTION

06
Super Powers

Each learner picks a superpower based on a sense or action e.g. super sight, super hearing, super speed etc. Use the powers to explore your learning spaces. What did your superpower help you to notice about your spaces?

*This card works great with no.10

auditory kinesthetic visual

TAKING ACTION

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TAKING ACTION

07
Senses Scavenger

Create your own sensory hunt. How many different surfaces, sounds and smells can you find both inside and outside? Record your findings and discuss where you found them.

auditory kinesthetic visual

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TAKING ACTION

08
Let's Build

Gather a range of different materials to build with. They can be used to create models of different spaces, or use them to modify your actual learning space.

auditory kinesthetic visual

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TAKING ACTION

09
Collages

Create a visual collage using magazine images, coloured paper or a range of fabrics, to represent how a spaces makes you feel.

*This card works great with no.3 & 5

auditory kinesthetic visual

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TAKING ACTION

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TAKING ACTION

10
Let's Dance!

Using movement, dance, songs, and actions to explore the world around you.

*This card works great with no.06

auditory kinesthetic visual

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TAKING ACTION

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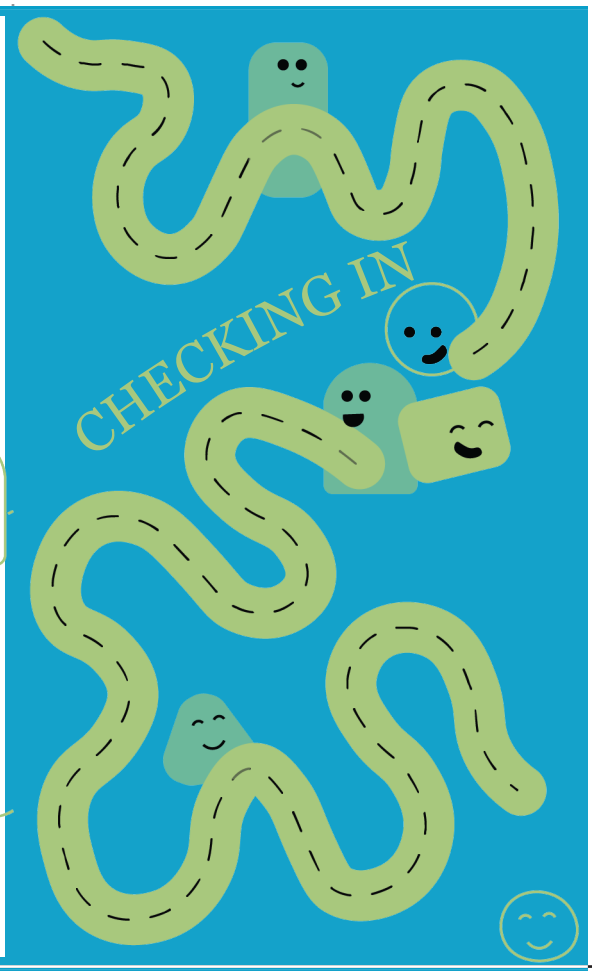
CHECKING IN

01

How did you feel when doing this exercise? What was your favourite and least favourite part of the activity?



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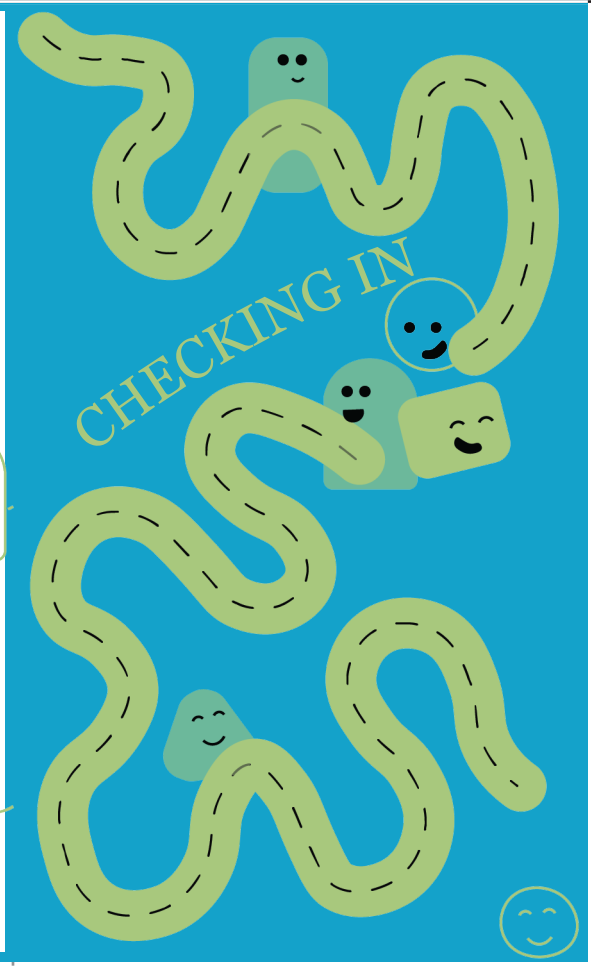
CHECKING IN

02

What do the spaces sound, feel or smell like? Are there good sounds, feelings, smells? What are the bad ones?



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CHECKING IN

03

What sort of spaces help you to focus better? or be more creative? What sort of spaces make it harder for you to focus or be creative?

CHECKING IN

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CHECKING IN

04

Where is your favorite place at school and why? Where is your least favorite place and why?

CHECKING IN

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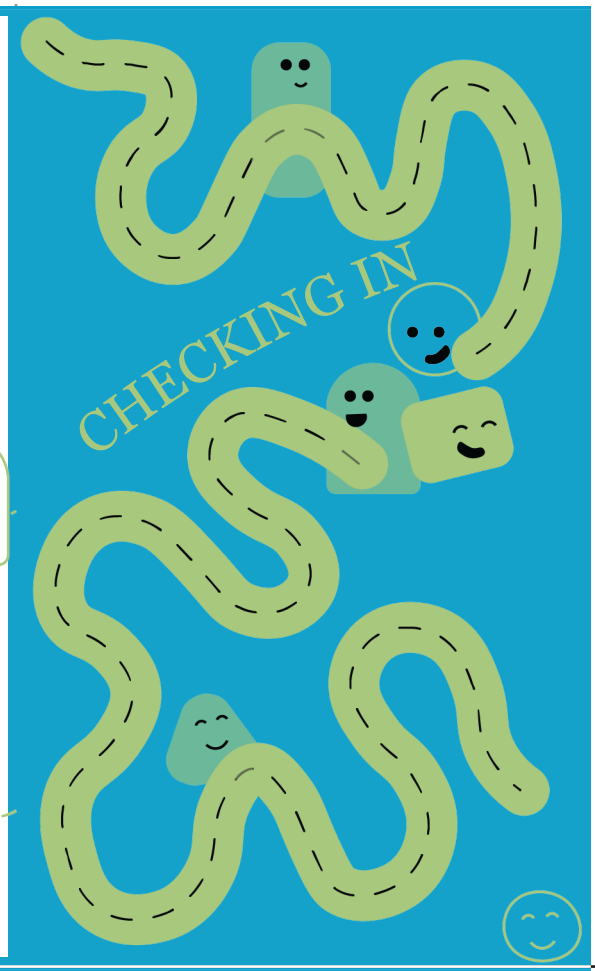
CHECKING IN

05

In what spaces did you have the best feelings? In what spaces did you have the worst feelings?



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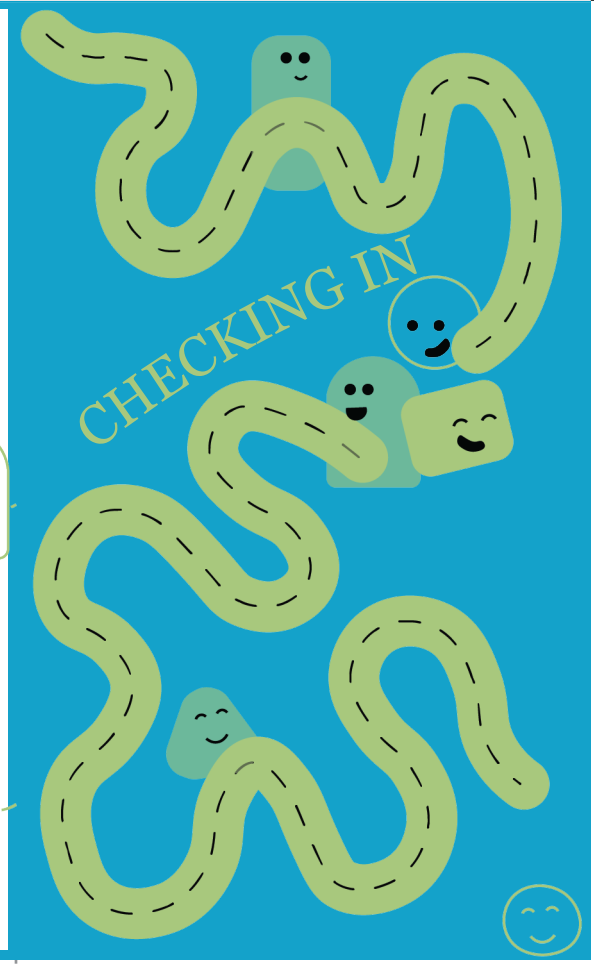
CHECKING IN

06

Which of your senses comes alive in this space? Do you like what you can hear? smell? see? touch? How do you feel when you are in a space that is too bright? too dark? too smelly? too loud?



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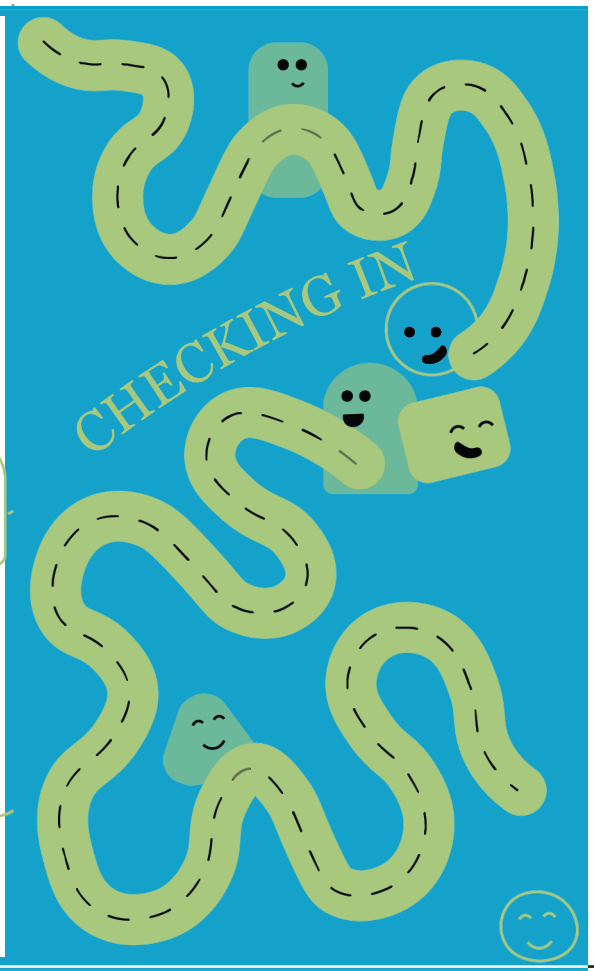
CHECKING IN

07

If you could add something to a space to feel _____ what would you add? What would you take away to make the space feel better?



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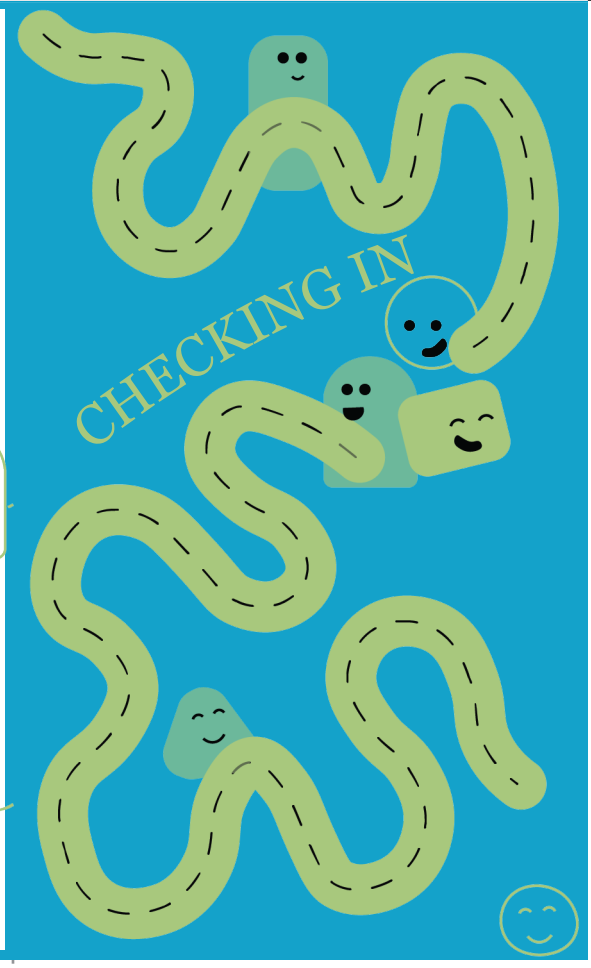
CHECKING IN

08

What space makes you feel the most included and comfortable? What space do you feel most excluded and uncomfortable?



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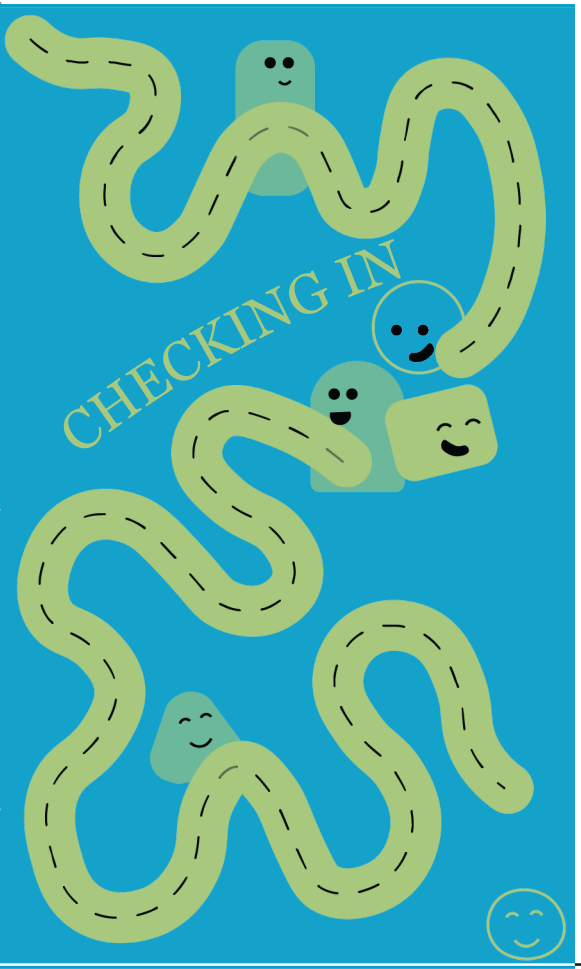
CHECKING IN

09

What different activities could you perform in this space?
What activities wouldn't be enjoyable to perform in this space?



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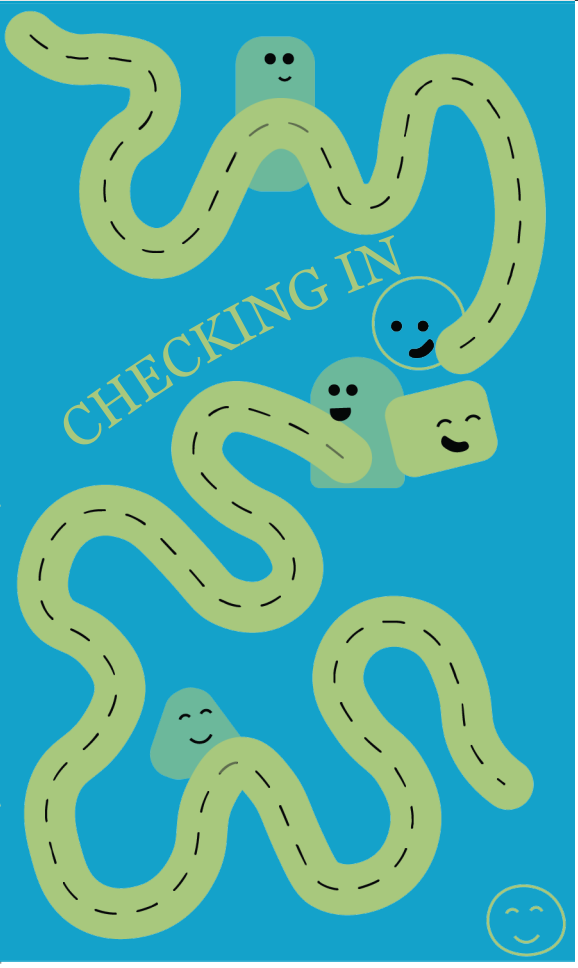
CHECKING IN

10

Identify the spaces in your class or school that you like to go to when you want to work alone, versus when you are working in a group. How do the different spaces make you feel?



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