

## Overview: Cognitive Tools for Imaginative Ecological Education



### Activeness: Engaging The Body\*

#### Bodily Senses

How can the body's senses contribute to learning the topic? How can the topic engage the embodied nature of the mind? How can students use their senses to experience a sense of embeddedness in the world?

#### Emotions

How can emotional responses be evoked? In what ways can the topic engage students as "perlinkers"? (That is, tie up perception, feeling and thinking?)

**\*Use these tools for students of all ages.**

#### Musicality, Rhythm, Pattern

What patterns contribute to the meaning of the topic? How might students track different rhythms or patterns as part of their learning?

#### Gesture / Communication

How can the body be used to evoke meaning or to convey an idea central to the topic?

#### Sense of Relation

What activities can allow students' to engage with features of the natural world? How can they be supported in forming emotional connections with Place?

### Feeling & Place-Making: Engaging Tools of Orality\*

#### Story

What is the emotional significance of this topic? What's *the story*? How can we select content to bring out emotional meaning?

#### Binary Opposites

What emotionally charged binary opposites will help to tell the story of this topic

#### Metaphor

What metaphors will help engage students' imaginations? How can students use metaphor to demonstrate their understanding?

#### Mental Images

What vivid mental image (formed through oral language) will engage students' emotions and tell them how to feel about the topic?

#### Jokes & Humour

What double meanings, absurd or incongruous elements in the topic can be evoked?

#### Games, Drama & Play

Can you recreate the topic in a game or play? Can the students experience the emotional significance of the topic through play?

#### Mystery & Puzzles

What mysteries can be found within the topic? Look for both puzzles that can be solved as well as mysteries that can pull the mind in and engage imaginations.

#### Rhyme, Rhythm & Pattern

How can the topic be explored through the music of oral language: rhyme, alliteration, onomatopoeia, rhythm and meter, etc.?

#### Formation of Emotional Attachments

What local natural object(s) might students learn about or engage with in the learning of this topic that might contribute to their sense of place?

**\*These cognitive tools are ideal for primary or early elementary school students.**

## Feeling & Place-Making: Engaging Tools of Literacy\*

### Heroic Qualities

What heroic qualities can be found within the topic such as courage, kindness, ingenuity, perseverance or loyalty? How can these qualities be evoked for students through your teaching?

### Extremes & Limits

What extremes or limits about the topic (e.g. greatest, most dangerous, biggest, smallest, strangest etc.) can capture students' imaginations?

### Revolt & Idealism

What ideals or challenges to the norm are evident within the topic? How can students experience these struggles?

### Change of Context & Role Play

How can a change in context allow students to emotionally experience the topic? (e.g. changes in perspective, classroom environment, classroom routines/patterns, or ways of learning)

### Humanization of Meaning

Who is the person behind this topic? What were they like? Why was it created? What is the historic source of this topic? How does the topic connect with the life experience of someone in the world?

### Collecting & Organizing

Can students become experts in one area of the topic by collecting details? What aspect(s) of the topics can students learn exhaustively?

### The Literate Eye: Graphic Organizers

What visual tools such as lists, flowcharts and diagrams will make it easier for the eye to retrieve information?

### Creation of Special Places: Forts, Dens & Hideouts

How can students learn this topic in a way that nurtures a sense of place? In what ways can the topic be explored in the local context?

\*These cognitive tools are ideal for intermediate through secondary school students.