



Mine Walk

Developed in the field by educators affiliated with NSRF.

The mine walk consists of a winding pathway or two ropes/tape. There are objects (representing obstacles to Powerful Learning) that are placed along the pathway. The challenge is for the group is to stay connected at all times and to make it from the desert to the Center for Powerful Learning without touching the ropes/tape, any of the obstacles, or stepping outside the boundary.

Facilitator

1. Ask the group to identify obstacles to powerful learning. (Write these on a flip chart)
2. Ask the group to select the 6 most challenging obstacles.
3. After the group selects the most challenging obstacles, ask them to look at the available objects and select objects that best symbolize the obstacles they have identified
4. Place these objects (or some of the objects while the facilitator places the others) in the path through the minefield or let members of the group do so. (How often do we place our own obstacles?)
5. Invite the group to join you in the desert at one end of the minefield. Explain that all in front of them is a minefield. The only way to pass is through is by way of the path determined by the rope/tape.
6. Point out the Center of Powerful Learning and ask the group if they would like to go there.
7. Explain the following rules:
 - a. All members of the group must stay connected while moving through the minefield path until they reach the Center of Powerful Learning.
 - b. If any group member touches any obstacle, steps on the boundary, or steps off the path, the entire group must return to the desert.
 - c. Just as in any other group, there are individuals with additional challenges.
 - i. 2 members of the group cannot speak
 - ii. 6 members of the group cannot see
 - iii. 2 members of the group cannot walk
8. Ask one or two members of the group to be observer/recorders. Their job is to watch the group interact and record their observations.
9. The facilitator (or group member) should monitor the group for "infractions". (stepping out of bounds, touching objects, disconnecting, etc.)

Process of Experience

- What new challenges did you face in the mine walk?
- What did you notice about the work of your group in the beginning, middle, and end?
- What happened when you were not successful initially?
- How would you describe your communication throughout the experience?
- Who served as leaders and how did they lead?
- Did you reach a point of discouragement? Did that change? What contributed to the change?
- How does the mine walk experience relate to our work back home as we think about moving to powerful learning experiences in our classrooms and schools?
- What might we intentionally do to support each other and our colleagues given our experiences with the mine walk?