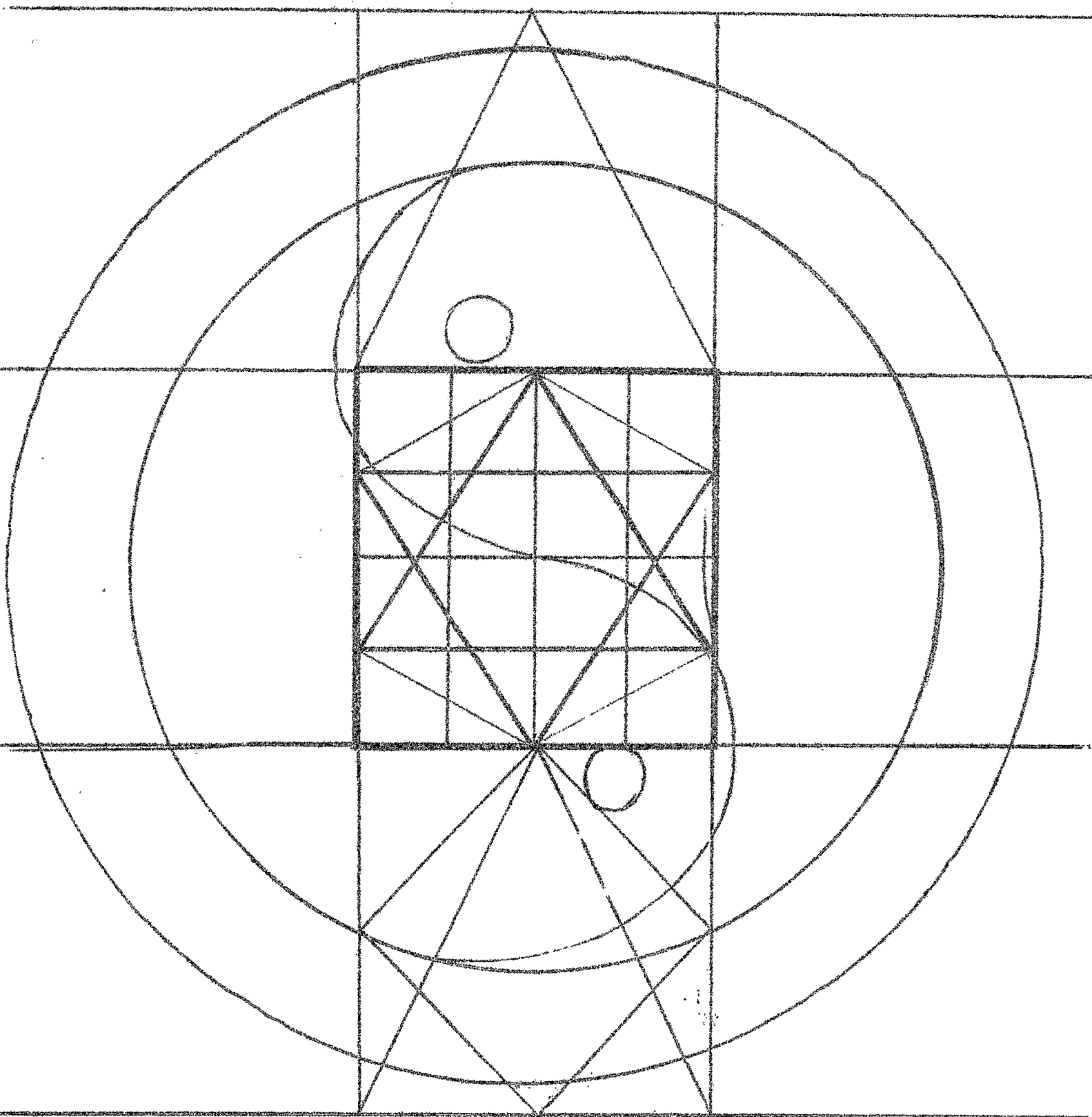
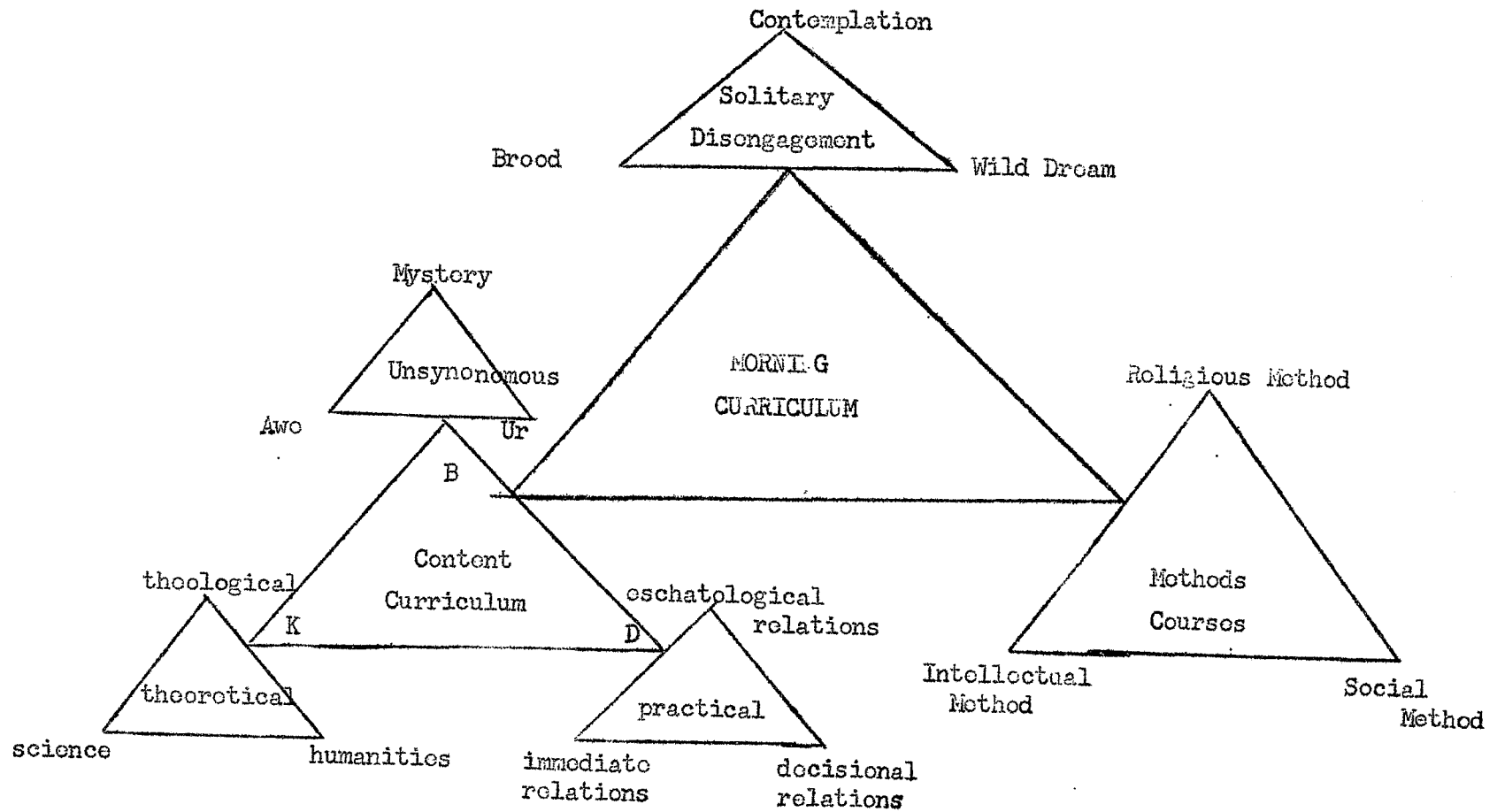


GLOBAL YOUTH ACADEMY I

Warrior Abbey
Canada 1969



WARRIOR A BEY
 MORNING CURRICULUM
 CANALA, 1969



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CONTEXT

Because the children of the Base House: Chicago Had had few opportunities to experience the awe In the encounter with the rawness of nature, and sensing that the children needed an educational experience in an environment discontinuous from that of the urban situation in order to develop skills in the area of outdoor sports, arts, foreign languages, as well as remedial work in language arts and math, the Order proposed the initiation of a two-monthly summer camp which as a first year experiment would create enabling structures and an adequate curriculum that would be applicable to future summer programs.

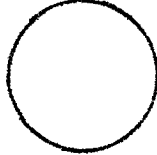


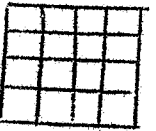
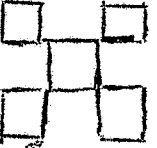



In assessing the intellectual, social and spirit needs of the children of the Order, the assigned staff intuited the necessity of grounding the children not only in the context curriculum, which many had dealt with before, but also in the methods curriculum which would enable them to authentically force out a particular task within a comprehensive missional thrust.

Aware of the fact that the children of the Movement are engaged in the spirit journey of all men and they had had no means of dealing In depth with religious methods, skills, and tools which would enable its intensification, the staff sensed a need to create a means of objectifying that journey and a methodology of programming it.

It was out of this context that the goals for Warrior Abbey—Global Youth Academy I, were created.

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Elements of the Context

Name	I	II	III	IV	V	VI	VII	VIII
(A) MODULAR IMAGES	 UNITY	 POLARITY	 THEORETIC. CLARITY	 INTELLECTUAL METHOD	 SOCIOLOGICAL ANALYSIS	 THE HOLY	 ENDLESS NO	 INFINITE YES
(B) UR RATIONALE	AFRICAN GIFT	CHINESE GIFT	WESTERN GIFT	ARABIAN GIFT	SOUTH AMERICAN GIFT	INDIAN GIFT	REFUSAL OF ALL URS	EMBRACE ALL URS
(C) CURRIC. CONSTRUCTS	MANIFESTO (CONTEXT)	GOALS (AIMS)	STRATEGY (RATIONALE)	TACTICS (TOOLS)	INSTRUMENTS (SKILLS)	FORCES (TROOPS)	VOID (CHAOS)	SYMBOL (KEY)
(D) INTELLECTUAL EXPERIENCE	OBJECTIVE HAPPENING	RATIONAL STRUGGLE	INTELL. CLARITY	VISION OF NECESSITY	VISION OF STRUCTURAL DEMAND	VISION OF POSSIBILITY	ALTERNATIVES TO AFFIRMATION	ECSTATIC AFFIRMATION (STEADFAST YES)
(E) INTERIOR EXPERIENCE	ENCOUNTER WHOLE	TENSION IN POLARITY	EXCITEMENT OF INSIGHT	ACTIONAL RELEASE	WEIGHT OF CONCRETE DEMAND	POWER OF GRASPING TOTALITY	CONFRONTATION WITH VOCATIONAL "NO" RESPONSE	EMBRACE DEMAND AND POSSIBILITY IN CRUCIFORMITY

GOALS

1. To create an adequate context for authentic encounter with the elements enabling a spirit journey appropriate to twentieth century life style.
2. To develop skills with emphasis in sports, arts, languages, and remedial work in language arts and math.
3. To enable authentic participation in a missional thrust by becoming grounded in adequate methodologies.
4. To bring to self-consciousness and ground enabling methodologies for furthering the spirit journey of the new young religious.
5. To concretize the vision of a two month summer camp through a model of enabling structures and an adequate curriculum for future programs.

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SUMMER PLAN

	Knowing	Doing	Being
Content	Comprehensive Categorical Delineation	Methods, Tools, and Skills Emphasis	Categorized wisdom Applied
Method	Experiential Method	Practice of Methods, tools, and Skills	Creation Realized through Applied Methods
Structure	Class Groupings by Age	Activity Grouping by Skill Pro- ficiency.	College Groupings by Families and Living Units.

SUMMER 1969
WARRIOR ABBEY
Evaluation Report: Archives

I. Curriculum

1. Curriculum planning *time*
2. Curriculum triangles
3. Trip methodology *to college*
4. Curriculum construct
5. Travel curriculum *to college*
6. Discontinuity days
7. Suggestions for curriculum grounding activities

II. Enablement Proceedings and Finances

1. Menu planning
2. Recommended laundry procedures
3. Finance construct
4. Health procedures
5. Available transportation--3 cars
6. Maintenance of buildings and grounds
7. Set-up of camp
8. Miscellaneous methodologies
9. Team structures

III. Structures of Individual and Corporate Care

1. College myths
2. Personal care
3. Discipline guide-lines
4. List what child should or should not bring
5. Instructions for marked clothing
6. Uniforms
7. Sending out ritual
8. Creating camp myths
9. Celebration models
10. Colleges
11. College conversation
12. Cabin currie.
13. Ordering and cleaning methodology
14. Letter writing procedures
15. Mail dispersion procedures
16. Nap period activities
17. Marching in line procedures

III. Structures of Individual and Corporate Care (cont.)

18. Cabin rituals
19. Worship procedures
20. Contextual statement of how colleges fit into life on the Abbey (as 24 hr. structure)
21. Lost and found
22. Shower and bath
23. Personal care check
24. Meal procedure
25. Warrior Abbey songs

IV. Equipment and Facilities (Resources).

1. Necessary materials and equipment
what to bring and what to buy
2. Camp facilities--needed--criteria for selection
3. Closing camp

V. Staff and Schedules

1. Enablement procedures
number of staff
age
hours
task delineation
2. Rhythm construct: day/week/month
3. Curriculum practices: teacher rotation
4. Suggested weekly/daily schedule for children & staff
5. Adult-to-child ratio
6. Brooding time for staff
7. 24 hrs. off once a quarter
8. Staff rotation on symbolic life
9. Jr. staff structures in relation to adult structures
10. High school staff structure in relation to adult struct.
11. Journal construct

The Five Major Areas of Practical Concern:

I. Curriculum

1. Curriculum planning time.
2. Curriculum triangles.
3. Weekly curriculum constructs and suggested grounding activities.
4. Daily/weekly rhythm--chronomats.
5. Tools charts.

II. College Activities and Structures for Individual and Corporate Care.

1. Contextual statement on college function and role in the Abbey.
2. College discontinuity days.
3. Cabin structures and methodologies.
4. College procedures.
5. Methodologies of personal care.

III. Equipment and Facilities.

1. Criteria for selection of camp.
2. Facilities necessary and recommended.
3. Equipment list.
4. Natural resources available.
5. Source of equipment: bring/buy/find in natural setting.

IV. Enablement and Finances.

1. Maintenance.
2. Finances.
3. Health.
4. Kitchen.
5. Laundry.

V. Staff and Schedules.

1. Assignment of staff to camp.
2. Daily/weekly rhythm.
3. On-going symbolic life.
4. Task delineation.
5. Staff assignment---special and team.

EVALUATION

The Five Most Significant Accomplishments.

1. The creation of daily and weekly intensification and grounding of curriculum inclusive of theoretical, practical, and unsynonymous content as well as the theory and practice of intellectual, social, and religious methodologies.
2. The grounding of KNOWING, DOING, and BEING methodologies, skills, and tools beginning in KNOWING with the tool and proceeding to the application of social methods and relevant tools; and in BEING with the methods and proceeding with delineation and development of skills and the introduction of tools.
3. The creation of Movement children through internalization and proficient use of pedagogical skills, corporate participation, and solitary stance.
4. The involvement in the on-going symbolic life through participation in and creation of myth, rite, and symbol appropriate to the particular happenings as they occurred within the community.
5. The staff as well as the children authentically experienced poverty of goods, time, and relationships in an isolated camp setting which required obedience to a complexity of 24-hour structures created and sustained to carry off a particular task out of the context of the comprehensive missional thrust of the total movement; thus enabling both the staff and the participants to struggle in new depths with the concepts of chastity and obedience.

EVALUATION

Five areas which were not adequately developed.

1. The recording and evaluation of particular daily curriculum events relative to curriculum construct and children's response.
2. The teaching of foreign language and remedial work in language arts and math.
3. The grounding of methodologies through a task directly related to missional vision, providing an appropriate context for sustaining participation in the task.
4. The creation of delineated models of material and spirit care through cabin and other college structures.
5. The creation of an adequate context for junior staff with structures to enable the study and task delineation out of which the struggle of the Sacred Negation could be enacted.

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IMPERATIVES

1. Develop a home curriculum and an expanded College structure for children, to provide Material, intellectual, and spirit care beyond Structured college dinner hours.
2. Incorporate into the Order children's curriculum the edge thrusts of Warrior Abbey's curriculum in its intensification of KNOWING, DOING, and BEING curriculum content, methodologies, skills, and tools.
3. Ground intellectual and social methods in actualization of a particular missional task as delineated by a missional vision and a concrete goal.
4. Define a progression of a programmed spirit journey through the use of a numerological motif with particular emphasis on numerology seven and rites of passage.
5. Further the experiment of a children's academy in order to enable the global adult training academies for the sake of missional families within the movement and to be a sign of future-oriented education for children in the creation of an intercontinental global youth academy by 1970.

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