

Imaginal Education 1981

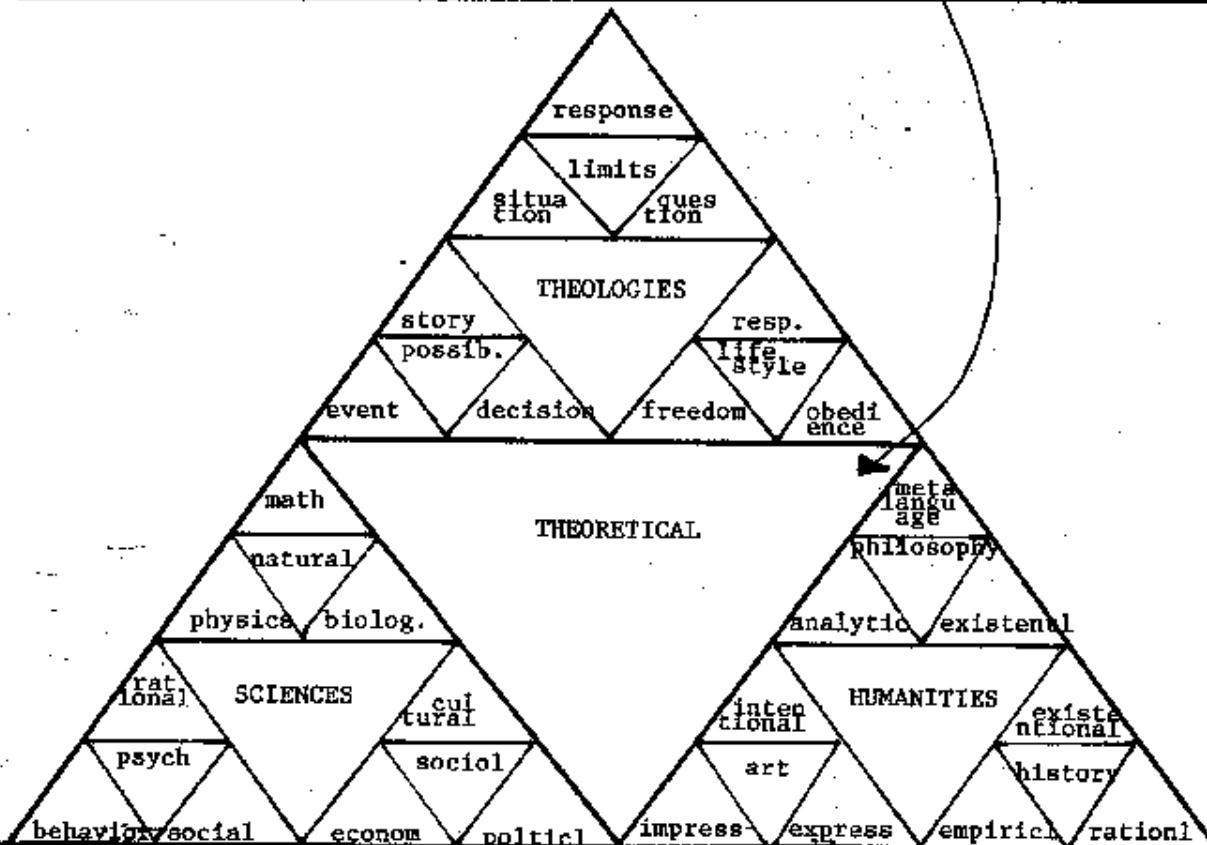
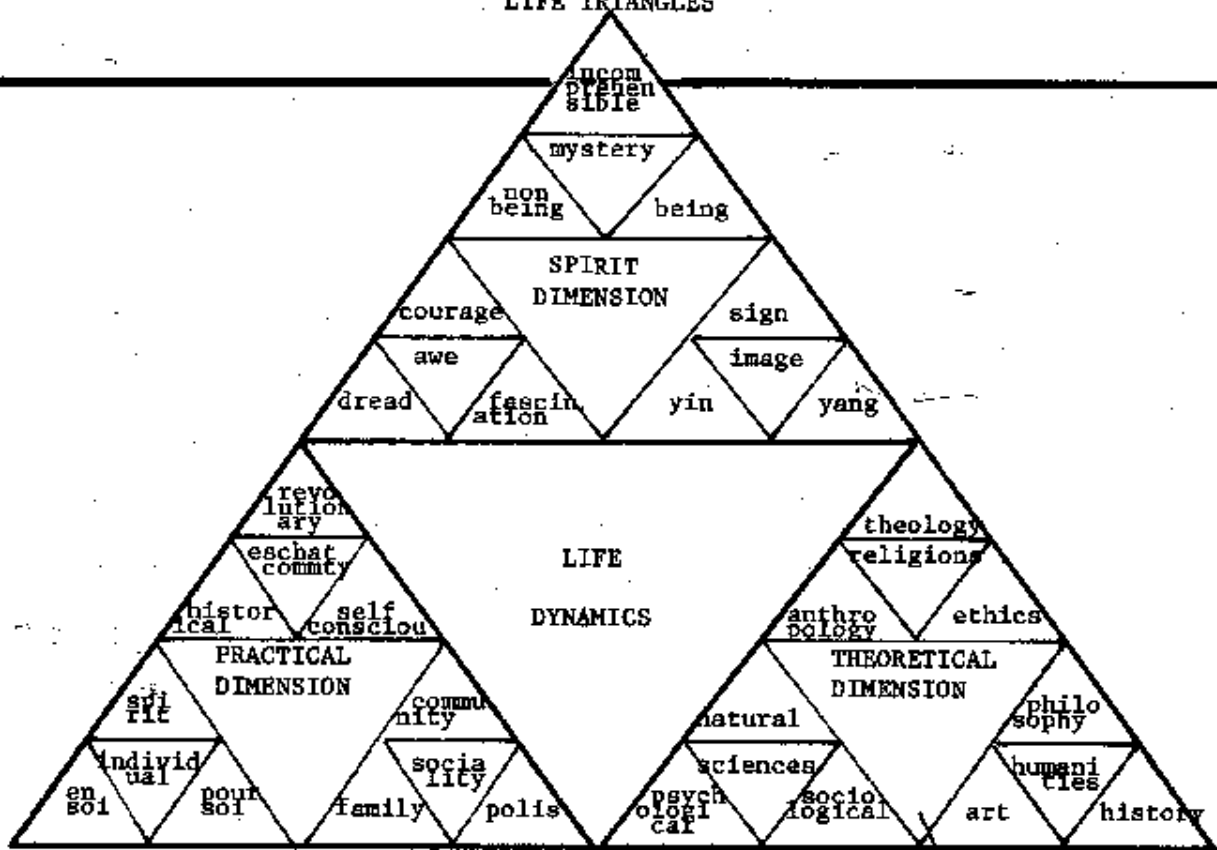
## MEAL CONSTRUCT III .

## TRAINER AS GUIDE

MEAL OBJECTIVE	RATIONAL OBJECTIVE To reflect on the changing of images as the major function in training	EXISTENTIAL AIM Experience the role of the guide in changing people's self understanding
CONTEXT	How do you keep a group going once the initial excitement of a task wears off? How do you help a group make it over the long haul? We have found that singing is one of the best activities for keeping a group going....	
SONG	Repeat after me:	
RITUAL	ACTION REMOVES THE DOUBT...THAT THEORY CANNOT SOLVE.	
MEAL	Let us eat this meal on behalf of the unknown learner .. all humans in every situation are learning. (The demand to provide adequate training for all reminds me of illustration. ) Let us eat on behalf of all who need adequate tools to live effectively in the 20th century.	
CONVERSA- TION	Let us talk for a while about our, task as trainers.	
objective	1. What comes to mind when you think of the role of a trainer/ educator?	
reflective	2. Put yourself in the time of the shift from the agricultural age to the industrial age. What major image shifts were happening?	
interpretive	3. What would have been your role as a trainer in that times?  4. A great deal of writing describes our time as a major period of transition: from civilization to post civilization, or industrialization to post-industrialization. As we move into the 21st century, what image shifts are happening?	
	5. What will be the role of the trainer/educator as a guide into the next century?	
ANNOUNCEMENTS		
SEND OUT	Repeat after me: ACTION REMOVES THE DOUBT...THAT THEORY CANNOT SOLVE.	

SPIRAL CURRICULUM		LIFE TRIANGLES		ORGANIZATIONAL MODEL		TIMELINE	
LEVELS OF EDUCATION	Impingement	PRACTICAL DIMENSION	Individuality	SYMBOLIC LIFE	World	GESTALT	Brainstorm
	Awareness		Sociality		Self		Gestalt
	Involvement		Intentionality		Past		Selection
	Responsibility		Dynamics		Future		Pivotal Points
STRUCTURE KEY	Individual Pole	THEORETICAL DIMENSION	Sciences	STUDY LIFE	Current Trends	EDUCATION RHYTHM	Continuous
	Social Pole		Humanities		Foundational Knowledge		Discontinuous
	Rational Pole		Religions		Specialized Work		Downbeat
	Structural Integrity		Dynamics		Self-Push		Cycles
DEPTH DIMENSION	Initial Context	SPIRIT DIMENSION	Awe	DECLARAT'N	Pillars	LESSON PLAN	Rational Objective
	The Plunge		Image		Priorities		Existential Aim
	Depth Breakthrough		Mystery		Witness		Three Acts
	Through the Veil		Dynamics		Homework		Dramaturgy
CONTENTLESS LIFE CONTENT	Dialogue	MISSIONAL DIMENSION	Inclusive Screen	MISSIONAL THRUST	Model	PROCEDURES	Context
	Limits		Unsynonymous Significance		Innocent Suffering		Demonstration
	Possibility		Theoretical Grounding		Key Contradiction		Application
	Life Style		Practical Givenness		Timeline		Product

LIFE TRIANGLES



## BACK UP FOR TALK #3

## THE COMPREHENSIVE DESIGN

In the 1950's, the Institute began its work on curriculum by asking the questions: What is an educated person? What program of study will enable that picture of an "educated person" to become a reality?

Three basic presuppositions were discerned. First, a curriculum for 21st Century people needs to emphasize methodology for thinking and action rather than content. The process by which physics arrived at its operating wisdom is more necessary than the operating wisdom itself. The capacity to do sociological thinking is more important than knowledge of particular sociological works. A further reason for emphasis on methodology is the colossal amount of available knowledge in the modern world. People's use of human wisdom and experience is limited by their ability to rapidly appropriate the wisdom needed. In addition to intellectual methods, human beings need methods for grappling with their personal destiny and methods for participating in the global social process. A person without clarity on methods for thinking, acting and living can not be called educated.

Second, the content of the educated person's competence must encompass the entire memory of the human race. Wholeness has to mean relational mapping, within which any particulars would, in principle, have their place. A model, called the life triangle was created. In the shaded part or the theoretical triangle is a relational map of the disciplines of learning. In this schema, a person is shown as a social being, a solitary being, and a being over against the inclusive mystery of what sometimes is called nature. Thus the science triangle organizes science studies under these categories: the sociological sciences, the psychological sciences and the natural sciences. The humanities triangle corresponds: history to a human as social being, art to a human as solitary being and philosophy to a human as the articulator of the inclusive patterns which provide unity and meaning to the multiple aspects of the mystery of being.

A curriculum which emphasizes methodology and wholeness must also be dynamic. It must be adaptable to different ages of human beings, to different communities, and to the relentless process of historical change. This means having a model which makes room for variable data. For example, the natural sciences can be further subdivided into the physical sciences, the life sciences, and the mathematical sciences. These three arenas of being can be taught to two year olds as well as to eighty two year olds, and to the ghetto dweller just as well as to the suburban sophisticate. But each group of students has its own current images and experience of life; hence the actual curriculum in both content and methodological training would vary. Similarly, the curriculum in relation to the disciplines of biology or physics or mathematics will be different ten years from now.

## EDUCATION AND SOCIAL IMBALANCE

Society today is returning toward a balanced society where culture, including religion, education and style, rightly informs the economic and political processes. The moral foundations are being forged anew where communities are being reformulated, religion is refurbished and education is liferelated and lifelong.

In other times when the great civilizations were at their peak cultural roots were vital and strong. In European civilization it was between the 13th and 16th centuries when society was maintained keeping people in right relation to God, and kings ruled with divine right.

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At other times the political became dominant and new structural freedoms required other forms of education. In the West it was the 17th and 18th century renaissance where the liberal arts were a means for individual political participation.

We have just passed through a time when economic dominance produced a technological revolution unprecedented in scope or innovation. The education of this period prepared people for the job market. That era was over when corporations began to do their own training, social as well as technical. Managerial is being cultivated as one top executive journeys younger managers in the arts of statecraft and human well-being. The effects and benefits of economic health will remain a legacy for the future enabling the care for all the people. But today creativity, life and social renewal is at bottom a cultural activity inside the business world as well as outside.

## COMPREHENSIVE CURRICULUM

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The comprehensive curriculum is based upon the whole life triangle. The practical aspects to life are learned through the curriculum as well as the theoretical aspects. In the 20th century the wholeness of life has returned to human consciousness in a way that it has not been present since early cave people. Life, action, thought and the beyond are all mingled together. People today know that all ideas are relative and all actions situational or contextual. This relativity has thrown human beings into the awareness of the unknown in life as well as the known. Both theory and practice are forged, indeed created, by people over against the unsynonomous aspect of life itself. The mystery of life is both on our hands and beyond our understandings even as life is being created in test tubes. Having "come of age" human existence has been brought into startling relief exposing all its contours, its dread and fascination, its power and its contingency.

The life triangle is a design or diagram that represents or points to this wholeness of life. The dichotomies between the sciences and the humanities are portrayed in polar tension with one another rather than open divorce or conflict. They are complementary opposites rather than arch enemies presenting the young with an either/or. Scientist exhibit poetry and the sensibility of artists. Artists have become masters of technique and many different media, including electronics and the vibes of musical intonations and sound. Today the theoretics of religion hold both the sciences and humanities together in a tripolar tension. Professors and students alike become gurus to the whole society. The sage emerges again out of daily experience, and novelists lead the masses of people into the deeps of life or urexperiences through paperback books.

In a way people are being educated upon the crucible of life itself instead of or, at least, in addition to the classroom. But this lifebased curriculum is being intentionally practiced and managed using classrooms, work days, excursions, art forms and significant endeavors in human communities. We are educated throughout our total life experience, but it is possible to hasten the process, to structure it, to render it more intentional than not and more human than dehumanizing.

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### WORKSHOP # 3

#### STRUCTURAL CHANGE

RATIONAL OBJECTIVE: To develop the skill of determining the intent of a training design,

EXISTENTIAL AIM: To experience the ability to determine what is to happen to the participants in a training scheme.

STEP PROCEDURES

CONTEXT Review life triangles from the talk. A comprehensive training design requires all 3 aspects of education: the foundational pillars (theoretical); the practical skills; and the selfhood capacity (the Unsynonomous) .

TEAM Divide into 3 or 4 groups according to actual working situations,

WORK (hospital supervisors, management positions, public school teachers, etc)

1. List 5 theoretical [earnings that must be learned in the work situation (reflecting the individual, social, and rational pole)

( for each list have team members list individually first, and

then create a corporate list for the team.)

List 5 practical skills necessary to this work situation. (reflecting the individual skill, the social skill and the intentional decisional skill)

List 5 approaches to the unexpected crisis in the work situation, e.g. How to deal with violence in the office from public. (reflecting situations of awe, of dialogue, and with the unknown and the unknowable.

2. Discern the 5 images that need to be shifted if their trainees are to learn the above 15 activities, e.g Presenting the public with a friendly but highly effective face.

3. Discern the mechanism for the death of the old images in their office, e.g. A major training event, space transformation, etc.

4. Organize the work situation in terms of time, space, and relations in order to reinforce the positive images just named.

TIME ORGANIZATION SPACE ORGANIZATION RELATIONS STRUCTURE

individual prep time individual space policy (decision

corporate work time corporate work space making)

corporate meeting time corp. meeting space roles in organize

corp. social time corp. social space evaluation of both

public dialogue time public space indiv. and corp.

task.

feedback

5. Put everything on a timeline (1 month to 4 years depending on what is appropriate) relative to the real work situation.

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STEP

#### PROCEDURES

GROUP 1. Each group draw their timeline on the board to share in reporting.

REPORTS 2. Each group report the images to be shifted and the event which will occasion that shift, and then walk through their timeline.

REFLECTION 1. What did you notice in these timelines?

2. Where were you surprised?

3. Where do you discern similarities differences?

4. What seems on target relative to actually shifting operating images in the situations? Why?
5. How might this be a useful workshop to use with people in the work?  
place?
6. What is the new that has occurred to you relative to your task as a trainer?

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WORKSHOP # 3 - FORM  
STRUCTURAL CHANGE

LEARNINGS	IMAGES	ORGANIZATIONAL SYSTEM		
		TIME	SPACE	RELATIONSHIPS
SKILLS		EVENT		
APPROACHES				



WORKSHOP # 3  
Public School Teachers  
BUILDING A CURRICULUM DESIGN

RATIONAL OBJECTIVE: To understand steps needed to build curriculum.

EXISTENTIAL AIM: Deciding to facilitate image shifts.

CONTENT	PRODUCT CREATION			REFLECTION
	BRAINSTORM	GESTALT	CONSENSUS	
<p>1. Intent of image shift with example from own life</p> <p>2. Discuss: What are examples of curriculum you have created?</p> <p>What are occasions you anticipate you might want to create a curriculum?</p> <p>3. Layout workshop design.</p> <p>4. Have group decide: -theme -time span -number of sessions.</p> <p>(Ex. used in this workshop: -theme-what every human being should know about the city. Time-6 wily sessions</p>	<p><u>Curriculum Intent</u></p> <p>Curriculum s/c: a system of encounters that break people open to their own future and possibilities of own lives.</p> <p>Determine shift of image needed, content arena (RO) &amp; new decision (EA)</p> <ol style="list-style-type: none"> <li>1. Individ. write RO/EA for entire curriculum.</li> <li>2. Corp. B/S RO/EA, talking thro key phrases.</li> <li>3. In light of RO/EA B/S 6 themes want youth to learn about city.</li> <li>4. Read RO/EA corp.</li> <li>5. Star best 6 relating to RO/EA (most pract. &amp; creative)</li> </ol>	<p><u>Session Planning</u></p> <ol style="list-style-type: none"> <li>1. List 6 themes on board.</li> <li>2. Any changes want to suggest? Clarify?</li> <li>3. Count off by 6..</li> <li>4. Each group do: RO/EA/Activities for their session.</li> <li>5. Review method: -indiv. h/s -corp. h/s -concense -write on cards</li> </ol> <p><u>Reporting:</u></p> <ul style="list-style-type: none"> <li>-Place cards on chart</li> <li>-Reporter from each group talk thro session.</li> </ul>	<p><u>Curriculum Review</u></p> <ol style="list-style-type: none"> <li>1. Which of 6 sessions best accomplishes RO/EA?</li> <li>2. What would activities look like if were for elders/preschooler? Have each group write on cards and add to chart.</li> <li>3. Read thro activities of all sessions for elders-for preschoolers. S/C spiral: What every human being needs to learn remains constant-but how diff. ages learn changes activities. Therefore RO/EA remains constant but activities vary.</li> </ol>	<ol style="list-style-type: none"> <li>1. Review steps.</li> <li>2. Learnings</li> <li>3. Next steps: <u>Session Building</u> -decide the event -four level activity -organize time &amp; space</li> </ol> <p>(Note: before the next session, teaching team will polish the plan and add creative framework in order to reveal the quality of the group's work.)</p>