

The  
Emerging  
Generation  
Manual

1979-1980

Cycle III



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PRESCHOOL AND ELEMENTARY MEAL TIME DESIGN

ELEMENTARY DESIGN

CONTEXT: It is important to start on time whether food is up or not. Children come directly to table and sit down. The Guru starts at 6:30 no matter if one or all 24 children are present. Starting on time will encourage all to get to dinner on time.

Note: This cycle the Guru role is done by an adult not an emerging generation.

<p>6:30 <u>OPENING</u> 3 Songs Acct by teams Absolution Classic ritual Prayer Let us feast.</p>	<p>6:40 <u>FEAST</u>  Pass food and eat quietly</p>	<p>6:50 <u>CURRICULUM</u>  Proceed with curriculum event unless it is a special event</p>	<p>7:05 <u>CLEAR BEFORE SENDOUT</u> Clear tables 1 team at a time -garbage into pail -dishes into tub -food onto cart Children go back to seat and wait for send out.</p>	<p>7:15 <u>DEPARTURE</u> Send out The Lord be with you. Procedure: 5th fl. moves out- with adult 7th and 8th fl. moves out w 7th fl. adult 8th fl is dropped off 8th fl adult stays</p>
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to clean up and set

PRESCHOOL DESIGN

CONTEXT: It is important to start on time whether food is up or not. If food is late and many times it is possible to maintain order by SINGING OR READING A STORY (a book may be borrowed from the preschool room next door). DO NOT LET THE CHILDREN RUN AROUND. When departing for floors DO NOT WAIT FOR E.G.






<p>6:30 <u>OPENING</u>  3 Songs Acct by individual Absolution Ritual a.m. Praise the Lord p.m. Grace and Peace Prayer Let us feast</p>	<p>6:40 <u>FEAST</u>  While opening is being led by Guru Enabler prespares plates of food  Passes out food</p>	<p>6:50 <u>CURRICULUM</u>  Curriculum Event</p>	<p>7:05 <u>CLEAR</u>  As children finish let them clear plates to pail and tub. Return to table and wait for sendout.  Adults work quickly to clean space</p>	<p>7:15 <u>DEPARTURE</u> Send Out. 7th and 8th floor move out with adults to the elevator. 5th floor w adult remains to finish cleaning preschool space.</p>
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CONTEXT: Every meal is an important part of "The Mosaic". Consistency is crucial in developing order and an appropriate style for all children. Using the corporate models ensures consistency.

Children are cared for by requiring excellence in behavior, participation, manners and enablement models.

Children are cared for by demanding they care for the corporate - pass to the right, use the appropriate eating utensil, stay in your seat.

CHILDREN WHO CANNOT ACT IN THE APPROPRIATE MANNER EXPECTED SHOULD BE SEPARATED FROM THE GROUP.

GURU	ENABLER	DISCIPLINARIAN	STUDENT HOUSE PERSON
The Guru is "First Teacher" 	The Enabler is "Martha" 	Disciplinarian demands ORDER 	The Student demonstrates Model Behavior 
Starts on Time 	Preschool- dishes up food during singing and passes plates after prayer	Gets students seated	The model behavior
Has Style of Care "Human Behavior"	Elementary - puts out serving bowls, checks table setting	Encourages participation	Helps with special children by sitting next to them
Is Symbolic Leader leads the opening	Helps children to eat properly and some of every food	Deals with individual discipline issues	Helps with clear and cleanup
Leads a Great Curriculum Event	Watches over the clearing of plates and tables	2nd Teacher	The Floor runner Food up from kitchen

Chicago Nexus  
 Religious House  
 Phase I Program

EMERGING GENERATION  
 MEAL ENABLEMENT AND WATCH ASSIGNMENTS  
 (Sample adult assignment rationale)

Week \_\_\_\_\_  
 Team \_\_\_\_\_

	Monday	Tuesday	Wednesday	Thursday	Friday
Preschool 1. GURU					
Preschool 2. ENABLER					
Preschool 3. ENABLER					
Elementary 4. GURU					
Elementary 5. ENABLER					
Elementary 6. ENABLER					
Preschool Cleanup	This assignment is done by the 5th floor preschool watch person				
Elementary Cleanup	This assignment is done by the 8th floor elementary watch person				
Bkft Set	Same as Elementary cleanup assignment. The adult works with the E.G. setup team.				
WATCH FLOOR 5					
5					
FLOOR 7					
7					
FLOOR 8					
8					

5

TEAM 1	TEAM 2	TEAM 3	TEAM 4	TEAM 5
<p>* Shannon Williams -5 Jonathan Crocker -4 Paul Gergen -2 Becky Morris -k</p>	<p>* David Duffy -4 Laura Early -5 Jonathon Troxel -4 Teresa Gergen -2 Peter Ballard -k</p>	<p>* Julie Jensen -5 Stuart Wright -5 Hope Sheldon -3 Adam Lingo -3</p>	<p>* Jack Lush -4 Tina Slicker -5 Benjamin Crocker +4 Maija Shropshire -3 Robert Ennis -2</p>	<p>* Carol Griffin -5 Matthew Mann -4 Joan Avery -3 Chris Ballard -3 Kaira Lingo -k  * Team Priors</p>

MINI AND PRESCHOOL

SEATING MODEL

MINI: ( 18 months - 2 years old)

EVELYN SHROPSHIRE

REBECCA LINGAFELTER

SHARON THOMAS

PRESCHOOL: ( 2½ years - 4 years old)

KAVITA JAMES

GREGORY SHORPSHIRE

JOHN SLICKER

Listed oldest to youngest

SUYIN BONNELL

RUTH MORRIS

BRIDGET CRANE

VIDA WELCH

LYNN TRUE

KATHY JOHNSON

REBECCA EARLY

VIDA GURU JOHN

KAVITA

LYNN

REBECCA

BRIDGET

RUTH

GREGORY

SUYIN

KATHY

EVELYN REBECCA SHARON

(TWO ADULTS STAND DURING MEAL  
TO ENABLE OR SIT ON CHAIRS ON SIDE)

DOOR

## "Preparing the Room for the Next Meal"

page 8

## PRESCHOOL EATING SPACE

## ELEMENTARY EATING SPACE

EATING AREA

- Tables wiped
- Benches wiped
- Floor swept and mopped

SERVING AREA

- tables wiped
- cart loaded with all dishes and food
- bibs and cloths washed
- trash emptied and bag replaced as needed
- dirty water emptied from both pails

EATING AREA

- Tables carefully wiped with clean water
- At Breakfast:
  - chairs put up on tables
  - floor swept and mopped
  - Image is a thorough cleaning
- At Dinner:
  - Sweep only without putting chairs up
  - Image is a quick clean so breakfast set doesn't go too late

SERVING AREA

- Tables wiped
- Cart loaded with all dishes and food
- Trashed emptied and bag replaced as needed
- Special attention given to the floor in serving area

Note: The elementaries are totally responsible for the care of their space with adult supervision and help. This is a training tool and to be treated as such. Demanding excellence is crucial and holding them accountable until the task is done right.



FLOOR WATCH GUIDELINES

MORNING			EVENING			
I M A G E	Individual preparation for the Day with distant march music			Individual preparation for Night with quiet waltz music		
	BED TIMES PRESCHOOL - 7:30 k-3rd gr - 8:00 4,5th - 8:30					
C O N T E X T	<ol style="list-style-type: none"> <li>Children develop patterns of behavior through consistent expectations of them.</li> <li>Every day we build patterns - creative ideas please present to Phase I Faculty before changing present models.</li> <li>Watch children by hall once both adults are on floor instead of by age groups. This allows one to be stationed in the Lawrence Hall and the other in the Sheridan Hall.</li> </ol>					
	T	ADULT WATCH	PARENT OR GUARDIAN	E.G. CHILDREN	ADULT WATCH	PARENT OR GUARDIAN
R O L E S	Presence in Halls	Return by 7:45 or ask someone else to care	Clean room and make bed  (see attached sheet)	Preschoolers - diaper or potty wash hands and do bedtime ritual	Prepare preschooler for bed <u>before</u> dinner	Go to own bedroom directly to prepare for bed
	Supervise preschoolers in one room - either lounge or child's bedroom.	Context children and prepare them for the day	Brush Teeth	Hold EG accountable to Gold sheet	Give children special instructions and put notes on door	Follow parent's instructions
	Keep EG in own room NOT CORPORATE PLAY TIME	Reinforce Structural Models	Gets coats and books ready for school	Supervise study TV Quiet play	Have diapers and towels, etc readily available for use	Study or watch TV if time
	Maintain quiet	Hold children accountable	Study or read if time	Ensure bedtime Preschool - 7:30 Young EG - 8:00 old EG - 8:30	Be mindful  Watch ends at 10:00 p.m.	Bedtime Ritual

FRIDAY		SATURDAY		SUNDAY	
<p>This is a general timeline to be used as a guide. It includes time for curriculum blocks specific to the Week II Model. Important times are meals and toilet and diapering. Other activities can be changed.</p>		6:30	Daily Office	7:00	House Church
		7:00	Breakfast in Preschool space	8:00	Wash up and toilet, diaper
		8:00	Clean up and Toilet	8:15	Creative play (Nap for Minis)
		8:00	Creative individual play in play space for preschool (Nap for minis)	9:15	CURRICULUM EVENT
		9:00	Toilet and Diaper	9:45	Snack
		9:15	Clean up play space	10:00	Wash up, toilet and diaper
		9:30	CURRICULUM EVENT	10:30	Creative play, park or CURRICULUM EVENT
		10:00	Snack and wash up	11:15	Clean up space
		10:30	Creative play or CURRICULUM EVENT		Diaper and toilet
		11:30	Clean up space/lay out mats	11:30	Lunch
		11:45	Lunch altogether	12:00	Sendout
		12:15	Clean up and Toilet and Diaper	<p>If parents are late read stories or have quiet play so space does not become disordered again</p>	
		12:30	Naptime		
		3:00	Wakeup-toilet and diaper		
		3:30	Afternoon Snack		
		4:00	CURRICULUM EVENT		
		4:30	Creative play		
			Diaper Mini School		
		4:40	Prepare to leave/cleanup		
		5:00	Sendout		
5:00	Family Time	5:00	Family Time		
6:30	Dinner		Family Night unless otherwise designated		
7:15	Move to floors		If no Family Night follow Friday Night model		
7:30	Bedtime				

Call to celebrate the house church by singing.

Accountability by Teams

Absolution

Light Candles "In the name of the Father" (center candle) Children repeat each line  
"In the name of the Son" (right candle)  
"In the name of the Holy Ghost" (left candle"

Be seated

Story Witness- Host dramatically tells a story (Bible, life, saint) which grounds the reality  
of the Word through the ritual of the common meal

RS I Sunday noon ritual of breaking bread and spilling out the water relating it to the lives  
and experiences of the children.

Ritual-

Grace is yours..."

Prayer

Welcome guests

Let us Feast

Celebrations

Context is:the Church always celebrates  
Individual (birthdays)  
Family  
Movement

Reports

From the mission in the world  
School  
Week II  
Global Order

Announcements

Clearing procedures  
After House Church plans

Accountability Have you been faithful to your decision to be the church this past week?

Absolution

Send out

Extinguish candles "In the name of the Father"...

The Lord be with you

PRESCHOOL HOUSE CHURCH follows same format  
through celebrations.

Report on the Week I and Week II is done  
by 2 different adults. It may be possible  
to have an older child do it also.

Accountability is done in the same fashion  
as emerging generation. This is a new  
experience for most of them and so needs  
careful contexting and instruction.