



# THE INSTITUTE OF CULTURAL AFFAIRS

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Dear Colleagues:

The enclosed curriculum for Quarter IV completes a year-long project which we have done on behalf of the children of the Order, that they might come to understand the uniqueness of their up-bringing and the context out of which their parents have been called to serve.

In addition to the curriculum this quarter we are including contextual material which has been helpful to us in dealing with skill building, journey and behavior expectations.

We hope that this material serves your needs in relating creatively to the children assigned to your care.

Sincerely,

The Houston Primary Unit



CONCERNED WITH THE HUMAN ELEMENT IN WORLD DEVELOPMENT

1984 - 1985 Phase I Curriculum Rationale: Launching The New Century

Week 8  
Quarter II,  
1984 - 1985

Rational Objective: To acquire love for learning and the methods for learning.			Life Changing Aim: I am on life's journey of building and serving.		
Intent	Qtr. II Defining Our Identity	Qtr. III Demonstrating Corporate Power	Qtr. IV Opening Pathways	Qtr. I Recreating Primal Community	
	R.O. To ground profoundly the missional heritage of the Order in the Pilgrimage participation. E.A. To internalize the missional urgency to create own context for a life of service.	R.O. To operate out of models that change society. E.A. To participate in the exhilaration of winning as a team.	R.O. To project the future by reading the megatrends. E.A. To discover profound hope in the future.	R.O. To declare the unique contributions of the Order and Phase I to the civilizing process.	E.A. To experience belonging to all of history.
Week 1	Global Space	Dynamics of Revolutionary Change	Great Religious Leaders	The New Age	
2	Community Reformulation	Heroes/Heroines Lab	Profound Humanness Qualities	Camps and	
3	Order Missional Family	Summer Fest/Winter Fest	Profound Pluriformity	Summer Programs	
4	Honoring Extended Family	Celebrating Corporate Arts	Our Pluriform Statement	of all Phase I:	
5	My Own Religious Heritage	Corporate Style	The IERD, Phase III	The following five weeks of August	
6	Vocational Journey Lab	Exploring The Red Ur	New Polity Forms	would be an Extension	
7	Academic Skills Lab	Exploring the White Ur	Economic Self Sufficiency	and Expansion	
8	Religious Studies One	Exploring the Brown Ur	Revolutionary Myth Creation	of the	
9	Order Polity	Exploring the Black Ur	The New Nation and World	Summer curriculum	
10	Health And Nutrition	Exploring The Tan Ur	New Local Engagement	Creating School/Job Covenants	
11	Personal Style Lab	Exploring the Yellow Ur	Global - Local Educational Trends	The New Social Vehicle	
12	Celebration of Hope	Global Village	The Local Education Exp. 1990	Cultural Studies One	
13	New Year Celebration	Global Information Exchange	Graduation Transitions	Historical Time	

## Transparent Method

Imaginal Education is a transparent method which is based on the understanding that 1) People think in images 2) Images influence and perhaps direct behavior 3) Images are created and can be modified or changed 4) Creating and changing images results in observable behavior. Imaginal Education is a method that can be applied to any content or curriculum. Because this approach is focussed on the process of creating and shifting images, the method rests on the teacher's ability to be sensitive to each student's operating images of his world and himself (see chart "Components of a Positive Self-Image"). The success of the method depends on the teacher's ability to address those operating images through multi-sensory image projection in such a way as to create positive understandings for each person of the self and the world in which we live.

## Practical Application

Imaginal Education as a method depends on a scheduled day that enables dramatic flow. It depends on the use of a variety of media (see Tools Chart) to involve and enable the students to assimilate the content (data) being presented. The approach enlivens the data to be transferred by enabling each presentation, conversation and excursion to be an event. This is done through intentional lesson planning that makes possible dramatic flow (see Lesson Drama Preparation Sheet) and the application of the Life Dialogue (or art form) method to enable the progression of consciousness from the awareness of data, through reflection, to interpretation and decision-making. Imaginal Education as a method emphasizes imagery, high student participation, and reflection that is focussed both on recollection and anticipation.

In a situation where a teacher is using a pre-determined curriculum, images are projected through repeated phrases called "short courses", the design and decoration of teaching space, and through regular routines that open and close the teaching day (these might include the reading of poetry, the singing of songs, the accounting for the presence and absence of class members). These short courses, routines and decor emphasize the special nature of each person and the possibility which rests in the situation at hand (see sheet on Rituals and Short Courses and paper on Symbolic Life in the School Setting).

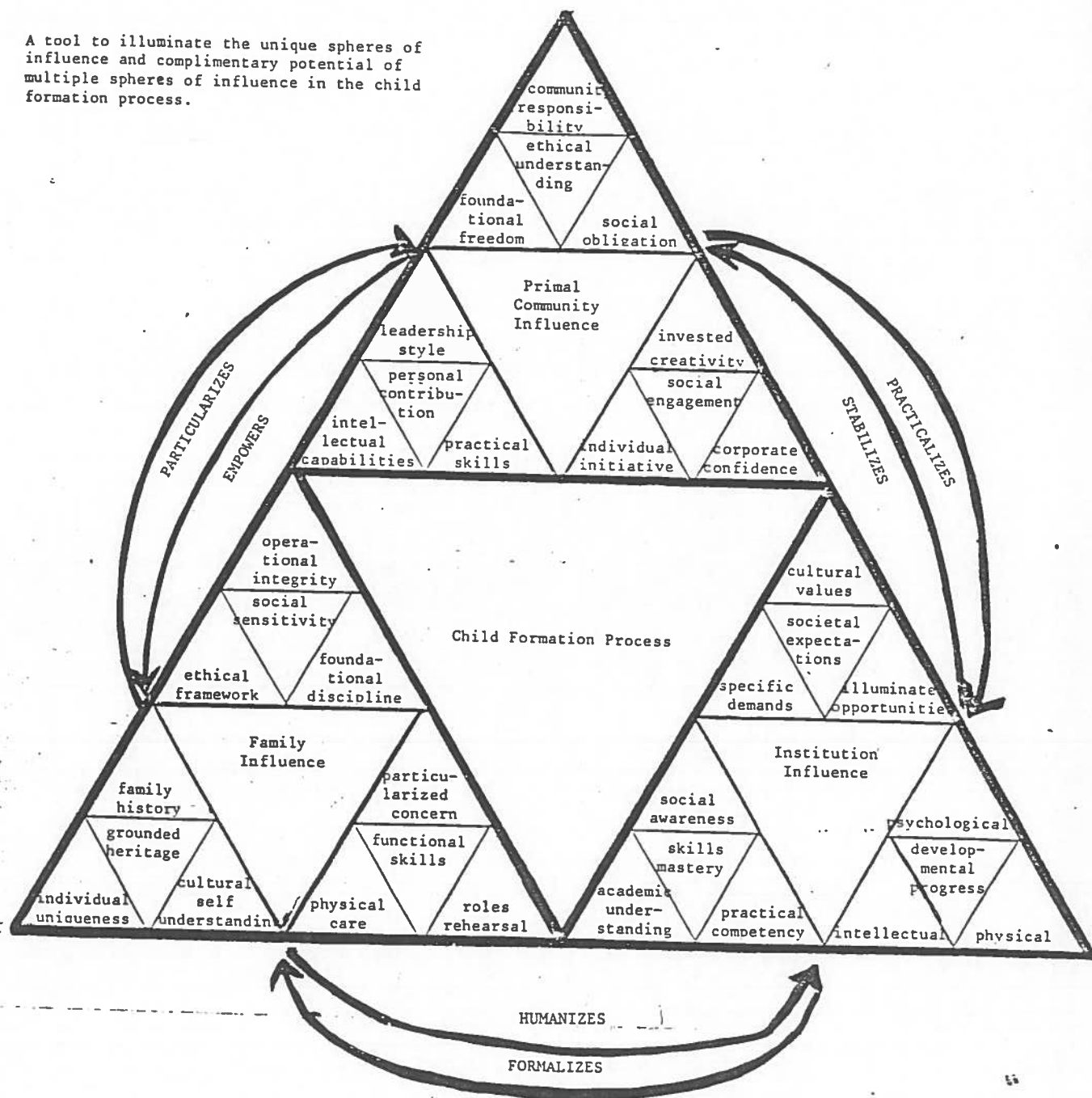
## The Teaching Posture

The teacher, in presenting the curriculum, uses the Life Dialogue Method (see method explanation sheet) to enable the student to become aware of the broadest possible context--to grasp relationships and to anticipate the implications. The teacher, in this process aims to enable students to reflect, to interpret values and meaning, and to make personal decisions about the data being presented.

## The Curriculum

If it is possible for a teacher or parent to design the content of the curriculum to be taught in a particular time frame (day long, half day, week-end, after school), the teacher strives to insure that the content makes possible the broadest possible context for the children (see Year-Long Curriculum Construct), and the opportunity for the students to practically apply ideas and concepts in a local situation (home, school, community). The curriculum is thematic, eg. it follows a story line, and it is focussed on skill-building (see Skills Chart). Within the course of the day, the teacher or parent insures that the child is exposed to themes and skills relating to each arena of the holistic curriculum design: Basic (cognitive stimulation), Relational (social perspective-giving), Developmental (the development of a self-understanding) and Imaginal (ethical stance-building).

A tool to illuminate the unique spheres of influence and complimentary potential of multiple spheres of influence in the child formation process.



"ARQUE OF THE UNIVERSE"  
DAY CAMP

# TOOLS CHART

July-August 1984

RELATIONAL TOOLS		PSYCHOLOGICAL TOOLS		IMAGINAL TOOLS	
DRAMA	Professional Performance	POETRY	Word Game	PROSE	Great Book
	Puppets		Chant		Mechanical
	Teacher Role Play		Rhymes		Chalk Talk
	Children Role Play		Children's Poetry		Comic
	Situational Free Play		Great Poem		Fable
INSTRUMENTS	Rhythm Band	DANCE	Observation	SONG	Foreign
	Sounds		Sports		Nursery
	Foreign Music		Games		Folk
	Classical		Folk Dance		Popular
	Modern Music		Interpretive		Curriculum Articulation
ARCHITECTURE	Manipulative Toys	SCULPTURE	Classic	PICTORIAL	Great Art
	Blocks		Folk		Drawing
	Cardboard		Natural		Painting
	Metal Structure		Synthetic		Flat Collage
	Structure		Metal		Raised Collage

THE SIX BASIC UR IMAGES  
from Carl Jung  
Gifts of Primordial Humanness

THE PLACE				THE UR FORMS				
Culture	Color	Confrontation with Mystery	Life Pre-occupation	Contradiction		Mode		Basic Social Relationship
				Yang/is	Yin/other than	Quest	Key	
Africa	Black	Jungle	Vitality	Natural Powers	Human Power	Balance	Rhythm	Tribe
Latin America	Red	Volcano	Temporality	Successiveness	Wild Eternality	Participation	Design	Ally
China	Yellow	Flood Plains	Community	Yang	Yin	Form	Strategy	Extended Family
Sub-Aisa	Brown	Mountain	Ethereal	Pure Consciousness	Limited Consciousness	Unity	Method	Caste
Near East	Tan	Desert	History	Fate	Freedom	Right Word	Style	Brother-hood
West	White	Sea	Rationality	Being	Nonbeing	Meaning	Word	National State
Global	Universal	Center of Humanness	Revolution	Future	Past	Authentic Participation	Model	Spirit Family

BASIC COMPUTER SKILLS To stimulate mental growth		BASIC RELATIONAL SKILLS To enable creative relationships with others		BASIC DEVELOPMENTAL SKILLS To make possible creative self-reliance		BASIC ETHICAL STANCE BUILDING TOOLS To facilitate ethical action	
LANGUAGE ARTS SKILLS	Reading	GROUP INTER- ACTION SKILLS	Team Formation	SENSORI MOTOR SKILLS	Large Motor Dev	DATA RATION- ALIZATION SKILLS	Cha ting
	Listening		Cooperative Action		Small Motor Dev		4 X 4 creation
	Writing		Rhythmic Interaction		Sensori Stimulation		Data Gathering
	Speaking		Honoring Others		Body-Mind Integration		Gridding skills
MATH COMPUTA- TION SKILLS	Concrete Skills	ENVIRON- MENTAL CARE SKILLS	Resource Max.	SELF ASSER- TION SKILLS	Thought expression	CONSENSUS FORMATION SKILLS	Strategic Thinking
	Semi-abstract Sk		Ecology Application		Independence		Model Building
	Abstract Skills		Home Care		Perserverance		Group Orientation
	Skill Application		Appropriate Tech.		Risking/Exploring		Plan Implementation
SPACE/ TIME ORIENTA TION SKILLS	Geographic orient.	ANTICI- PATORY THINKING SKILLS	Predictive Thinking	INDIVI- DUAL MANAGE- MENT SKILLS	Self-care	SELF- CONSCIOUS DECISION MAKING SKILLS	Observation
	Spatial orient.		Pattern Discernment		Self-Understanding		Evaluation
	Time orient. ski		Practical Strategy		Time Management		Interpretation
	Time Design Skill		Scenario Formation		Solitary Skills		Engagement/Disengag
INFOR- MATION ACCESS SKILLS	Data Expansion	QUALITY DIFFER- ENTIATION SKILLS	Opposites Discern.	CREATIVE EXPRE- SSION SKILLS	Art/Music Expressio	LIFE DIALOGUE SKILLS	Artform
	Computer program		Size Discernment		Music Art Apprec.		Meditative
	Scientific Data		Matching Quality		Drama Improvisation		Reality
	Personal Data		Attribute Discern.		Physical Expression		Context Expansion

**BASIC COGNITIVE SKILLS:**  
to stimulate mental growth

Language Arts Skills		Math Computation Skills		Space/Time Orientation Skills		Information Access Skills	
Reading	word patterns	Concrete Skills	counting	Geographic Orientation	east-west	Data Expansion Skills	brainstorm
	phonics		shapes		north-south		research
	visual discrimination		volume		latitude-longitude		memorization
	key vocabulary		weight/length		map		media assimilation
Listening	auditory discrimination	Semi-Abstract Skills	relative weight/length	Spatial Orientation	centering	Computer Programming Skills	machine operation
	listen--retell		value of coins		left-right		language application
	rhyming		angles (geometry)		right-left		information access technique
	follow instructions		measuring (metric)		top to bottom		key board operation
Writing	pattern reproduction	Abstract Skills	numerals (value)	Time Orientation Skills	on top, under, in-out	Scientific Data Assimilation	body parts
	manuel dexterity		symbols (algebra)		telling time		elements/symbols
	manuscript		signs (+ - x ÷)		seasons		plants/animals
	cursive		dots		epochs (dinosaurs)		objects
Speaking	naming	Skills Application (operations)	addition	Time Design Skills	concepts (before-after)	Personal Data Recognition	qualities
	sentence construction		subtraction		day names		names
	thought expression		multiplication		month names		ages
	vocabulary expression		division		day I		addresses
					day II		relatives
					week I		
					week II		

BASIC RELATIONAL SKILLS:  
to enable creative relationships with others

Group interaction skills		Environmental Care Skills		Anticipatory Thinking Skills		Quality Differentiation Skills	
Team Formation Skills		Resource Maximization Skills		Predictor Thinking Skills		Opposites Discernment Skills	
Cooperative Action Skills		Ecology Application Skills		Pattern Discernment Skills	sequencing	Size Discernment Skills	
Rhythmic Interaction Skills	• dance	Home Care Skills		Practical Strategy Skills	games	Matching Quality Skill	
	• instrument						
	• song						
Honoring Others Skills	• ritual	Appropriate Technology Skills	• carpentry	Scenario Formation Skills	action-consequence discernment	Attribute Discernment Skill	
	waiting		• electricity				
	taking turns						

**BASIC DEVELOPMENTAL SKILLS**  
to make possible creative self-reliance

Sensori Motor Skills		Self Assertion Skills		Individual Management Skills		Creative Expression Skills	
Large Motor Development Skills		Thought Expression Skills		Self-Care	hygiene	Art/Music Expression Skills	
Small Motor Development Skills	• eye hand coordination	Independence	• clothes care	Self Understanding Skills	• self-story creation	Music/Art Appreciation Skills	
Sensory Stimulation Skills	visualization	Perseverance	• task completion • stamina	Time Management Skills		Drama Improvisation Skills	
Body-Mind Integration		Risking/Exploring		Solitary Skills	meditation	Physical Expression Skills	• movement
					contemplation		• dance
					action		
					journal writing		

**BASIC-ETHICAL STANCE BUILDING TOOLS:**  
to facilitate ethical action

Data Rationalization Application Skills		Consensus Formation Skills		Self Conscious Decision-Making Skills		Life Dialogue Skills	
Charting Skills		Strategic Thinking Skills		Observation Skills	• data analysis	Art Form	
Gridding Skills		Model Building Skills	• data rationalization	valuation Skills	• values discernment	Meditative Council	
4x4 Creation Skills		Group Orchestration Skills		Interpreta- tion Skills	• values application	Reality Discernment	
Data Gathering Skills		Plan Implementation Skills	• assignment making	Engagement- Disengagement Skills	• letting go	Context Expansion Skills	
			• time lining				
			• accountability				
			• celebration				

## NOTES ON THE DOMAN APPROACH TO LEARNING

The process is based on the understanding that the potential to learn (process information) is greatest during the period of time in a person's life when the brain is growing most rapidly. The brain begins to grow at conception. The growth rate is explosive and descending. The process is complete at age six. At birth the brain weight is equal to 11% of the total body weight, while in an adult, it is 2.5% of the body weight. During the years between 6 and 80 we have less brain growth than we had in a single year between ages 5 and 6 (during this year the brain is growing at its slowest rate of the first 6 years of life).

The intent of the teaching process is to bring about increased neurological growth; to increase the central nervous system (the brain) transmission, by increasing the stimulus in FREQUENCY, INTENSITY and DURATION. Neurological growth is a dynamic and ever-changing process. In brain-injured children, the process of neurological growth is totally halted. In retarded children, the process of neurological growth is considerably slowed. In the average (neurologically organized) child, neurological growth takes place at an average rate. In a superior child, it takes place at above average speed. The Doman approach has been used to bring hundreds of children from neurological dysorganization to neurological organization by non-surgical techniques through visual, auditory and tactile stimulation. There are five pathways into the brain: Seeing (visual) Hearing (auditory) Feeling (tactile) Tasting and Smelling (these two are recessive in human beings). Giving a child visual, auditory and tactile stimulation with increased frequency, intensity and duration, makes possible physical growth of the brain.

There are six brain functions that are exclusive to human beings. All are present in the first eight years of life:

1. To walk entirely upright
2. To speak in abstract, symbolic, devised language
3. To combine unique manual competence with motor abilities listed above to write his language.

These are Motor (expressive) Skills based on the following sensory (receptive) skills:

4. To understand abstract, symbolic, devised language that one hears
5. To identify an object by touch alone
6. To see in a manner that enables him to read an abstract language in written form

By age six, a human being can perform all of these functions. From that time on, a lateral multiplication of these six human abilities goes on in learning, rather than the addition of new ones. If the three receptive abilities are destroyed, most of what makes man different from animals is destroyed. If they are limited, a person's intelligence is limited. Unless one of these three abilities is high, human intelligence will be low. If one of these abilities is higher than the others, the person will perform to the top level of that ability provided that every conceivable opportunity is made available to that person to gain information through that single facility.

## NOTES ON DOMAN APPROACH (2)

A tiny child is like a computer:

1. Capable of receiving a vast amount of information, readily and with effort
2. Able to classify and file information
3. Able to place information in either permanent or temporary storage
4. His answers depend upon data input. When there is sufficient information, the computer will give correct answers and make judgments
5. Will accept all information that you place in ....whether information is correct or not.
6. Will reject no information which is put in in the proper form.
7. If incorrect information is put into the machine, future answers based on the material will be incorrect

A tiny child is unlike a computer, in the following ways:

1. A child cannot be re-programmed. If information is put in during the first six years, it is difficult to erase
2. Information put in after a child is 8 years old, is more difficult to absorb

### The Reading Process

1. Approach with equal Portions of Head and Heart
  2. Don't Pressure....don't be afraid of failure...you can't fail
  3. Don't be tense...make a game of it
  4. Don't teach the alphabet first....wait until the child can read his book  
Words, not letters, are the basic unit of language. Letters are abstract words name known realities.
  5. Be joyous. Children like celebrations, so give them what they want!
  5. Reading is not talking. A six month old child cannot say his name, he can recognize it!
  7. Avoid boring the child by:  
Not going too fast...be sure the child is focussed and interested in what is going on. Follow a schedule of presentation  
Not going too slow...this is the most frequently made mistake. A child can absorb a bit of information in one second. If you spend any longer, she becomes bored. A child will know a bit of information in 30 presentations, and fewer if her visual path is mature. You can tell by the look in her eyes whether the information is new and interesting or if it is known and boring.
- Refraining from testing too much. A child loves to learn and does not like being tested. Testing gives satisfaction adults. Adults need it for motivation. Do it once a week rather than once a day.

## The Doman Approach (3)

What the child discovers in the reading process:

1. Words have meaning
2. Words can be used together and therefore are more than merely labels for objects
3. A book represents more than the simple fun of translating secret names into objects, and more even than the decoding of strings of words into comments about objects and people. The book is talking to him and his alone!
4. He discovers that words can be re-arranged to make entirely new ideas
5. He discovers that he has access to limitless knowledge!

Keys to success in the reading process:

1. One year of age is the best time to begin if you want to expend the least amount of time and energy in teaching your child to read. You can begin at eight months...or even at three months.
2. The key to your success lies in your attitude as a mother &/or a teacher
  - learning is an adventure
  - learning is a game
  - learning is a pleasure
  - learning is a privilege, not a chore
3. Frequency and brevity (dedicate a few seconds, three times daily)  
YOU MUST STOP BEFORE THE CHILD IS READY. LEAVE HIM BEGGING FOR MORE.
4. Orderliness of materials  
The design is based on years of research based on the study of how the brain grows and functions. REading is a brain function.

## The Encyclopedic Knowledge Process:

1. The process is based on the understanding that intellectual intelligence involves:
  - 1) The reading ability
  - 2) Gaining encyclopedic knowledge (facts)
  - 3) The ability to do mathematics
2. These skills involve or assume visual intelligence, auditory intelligence and language intelligence.
3. Process: Introduce 5 different categories with 10 bits (one card) in each. Spend 1 second on each bit.

Build up to 10 categories.

Retire a bit after 30 presentations (15 when the visual path has increased in maturity). Add a new bit in the same category.

Programs (made up of 10 "magnitudes" of information per bit of intelligence)

Introduce 1 magnitude at a time (after the child has mastered the information bit title)

--- Introduce by categories. Reduce the number of bits when introducing magnitudes

ATTITUDE & STYLE	CONCEPT & PROCESS	SEQUENCE								NUMERALS
		INTRODUCTION		PROBLEM SOLVING						
		STEP ONE	EXTENSION	ADDITION	SUBTRACTION	Multiplication	Division	Assessment	Equations	
Don't Push  Don't Bore  Stop Before the Child is Ready to Stop.  Move quickly (1 second per card)  Celebrate ecstatically	Your teaching math facts, not symbols  Numerals are abstract & without meaning except as symbols to represent numbers  Concept based on dot recognition Begin with dot recognition and periodically introduce problem solving  Gradually increase number of sessions per day  Constantly introduce dot recognition (1-100).  After introduce problem solving concepts (addition, subtraction, multiplication, division, equations) alternate the sessions with dot recognition. Ex: Dot Recognition Addition Subtraction Multiplication Division Equations Dot Recognition Addition Subtraction Multiplication Division Equations Dot Recognition Addition Subtraction Multiplication Division Equations  Build to 18 sessions of 10 seconds each  After child knows math facts, she merely needs to learn the function of "plus", "equals", "minus", "multiplied by" and "divided by"	Dot Cards 1-10 "This is one, this is two, this is three..."  One second each card  Present, don't test it  Present 3 times daily  Child will recognize the cards after 15 presentations	After 15 presentations of 1-10 omit 6 and add eleven into the sequence  After 3 presentations, omit 2 and add 12 into the sequence  Continue process in the rhythm of three presentations each day  Teach to 100	After introduction of cards 1-35 (when child is familiar with all of them), introduce addition.  Put cards 2-10 face down on your lap  Say "I am going to teach you addition"  "One plus one equals two" (show card two)  "One plus two equals three" (show card three)  In the same session continue process thru 1-9  After 3 presentations of this group (Group I) introduce Group II (probably on the following day) Group II: 2+2=4, 2+3=5, 2+4=6, 2+8=10 Three presentations  Next review Grps I & II and intro Grp III: 3+2=5, 3 thru sessions 3+7=10  Next review Grps I, II & III and intro Grp IV: 4+2=6, 4 thru sessions 4+6=10  Next review Grps I, II, III & IV and intro Grp V: 5+5=10  Keep dot recognition process going (in groups of 10) while introducing addition.  After child recognizes Grp V, present non-sequential problems w/1/1 the scope of dots that he recognizes Ex: If child recognizes 1-24, 12+12=24, 16+3=19	Introduce after complete presentation of addition, and when child recognizes card forty-five.  Follow same procedure as with addition. Put cards 2-10 face down on lap Say "I am going to teach you subtraction" Introduce Grp I: 10-1=9 thru 10-9=1 Say, "Ten minus one equals nine" Show card nine. Repeat process. Present Group I in 3 sessions throughout the day.  Next day, present Grp II: 20-1=19 thru 20-19=1 Review Grp I Next day, Grp III: 30-1=29 thru 30-29=1 Review Grp I, II Next day, present a random order set of problems that lie within the range of math facts (dots) that the child recognizes (Perhaps this will be up to 80-4-15) Ex: 44-30=14, 29-5=24, 22-13=9, 40-10=30 Review Grps I, II & III  Next review Grps I, II & III  Next review Grps I, II, III & IV and intro Grp V: 5+5=10  Keep dot recognition process going (in groups of 10) while introducing addition.  After child recognizes Grp V, present non-sequential problems w/1/1 the scope of dots that he recognizes Ex: If child recognizes 1-24, 12+12=24, 16+3=19	Introduce after child recognizes math facts 1-35 and after complete presentation of addition and subtraction  Follow same process as with addition & subtraction: Say, "I'm going to teach you multiplication" Cards on lap. "Two multiplied by two equals four" Show card four Present Grp I: 2x2=4 thru 2x5=10 Present in 3 sessions throughout the day  Next day present Grp I: 3x3=9 thru 3x6=18 Review Grp I  Next day, Grp III: 4x4=16 thru 4x7=28 Review Grp I & II 3 sessions  Next day, Grp IV: 5x5=25 thru 5x8=40 Review Grps I II III 3 sessions  Next Day Grp V: 6x6=36 thru 6x9=54 Review Grps I-IV 3 sessions  Next day, Grp VI: 7x7=49, 7x3=21, 7x8=56, 7x2=14 Review Grps I-V 3 sessions  Next day, Grp VII: 8x2=16, 8x4=32, 8x3=24, 8x8=64 Review Grps I-VI 3 sessions  Next day, Grp VIII: 9x2=18 thru 9x5=45 Review Grps I-VII 3 sessions  Next day, Grp IX: 10x2=20 thru 10x6=60	Introduce when child recognizes math facts 1-65 and after addition, subtraction & multiplication.  Repeat Process: Say, "I'm going to teach you division!" Cards in lap Present Grp I: 4-2=2, 6-2=3, 8-2=4, 10-2=5, 12-2=6, 14-2=7 thru 64-2=32 3 sessions  Next day, Grp II: 9-3=3, 12-3=4, 15-3=5, 18-3=6 Review Grp I 3 sessions  Next day, Grp III: 8-4=2, 12-4=3, 16-4=4, 20-4=5 Review Grps I II 3 sessions  Next day, Grp IV: 25-5=5, 30-5=6, 35-5=7, 40-5=8 Review Grps I II III 3 sessions  Next day, Grp V: 36-6=6, 42-6=7, 48-6=8, 54-6=9 Review Grps I II III IV 3 sessions  Next day, Grp VI: 49-7=7, 56-7=8, 63-7=9 Review Grps I-V 3 sessions  Next day, Grp VII: Review 64-8=8, 32-8=4, 3 sessions 72-8=9 Next day, Grp VIII: Review 27-9=3, 36-9=4, 3 sessions 54-9=6 Next day, Grp IX: Review 40-10=4, 50-10=5, 1-VIII 60-10=6, 3 sessions 70-10=7	Skill assessment process enables the child to know that he knows.  This is a process that pleases the adult more than it gives delight to the child.  Be sure not to dwell on assessing or "testing" the child. Use only occasionally, and only after the 15 presentations on the math fact 40-2=8 and the introduction of both addition & subtraction.  Don't demand that the child talk...only that he recognize by indicating or pointing out the math fact that the adult calls for.  Place two cards on the floor in front of the child. Tell the child to point to one of the cards. Begin by giving two options that are very "fact" apart: eg. twenty and thirty-two as opposed to 8 and 16  Occasionally give an addition problem: "What is seventeen plus nine?" Put two cards out for child to choose from (one being the correct) If child does not respond immediately to math fact recognition or to problem, adult indicates the answer saying, "It's this one isn't it?"	After total presentation of addition, subtraction, multiplication and division, present a three-step equation using math facts that the child knows: "What is seven plus thirteen multiplied by three?" Show two possible answers.  Gradually work up to four step equations.  After total presentation of math facts "one thru one-hundred", present numerals in same manner that math facts were presented (each group three times each day) Grp I: 1-25 Grp II: 26-50 Grp III: 51-75 Grp IV: 76-100	

## RATIONALIZATION OF THE DOMAN READING PROCESS

Curriculum Development Division  
July 1984

SEQUENCE	STEP ONE	STEP TWO	STEP THREE	STEP FOUR	STEP FIVE	STEP SIX
	VISUAL DIFFERENTIATION 15 Presentations 15 Words	THE SELF VOCABULARY 15 Presentations 20 Words	THE HOME VOCABULARY 15 Presentations 10-50 Words	THE SENTENCE STRUCTURE VOCABULARY 15 Presentations of each word group Words of a Book	STRUCTURED PHRASES AND SENTENCES 15 Presentations per page Home-made Book	READING A REAL BOOK
WORDS	mommy daddy child's name 12 other words (known familiar people & objects)	(1) knee foot leg nose hand (2) lips toes eye ear hair (3) arm teeth belly mouth elbow (4) head thumb finger tongue shoulder	A) Familiar Objects: chair wall tv window bathroom table kitchen door bedroom B) Possessions: (belonging to the child) shoes dress ball shirt teddy socks bottle pacifier dish C) Action Words: sitting standing walking running laughing	Base words on the book selected to read in STEP SIX. Vocabulary should not exceed 150 words. No more than 15-20 words on each page. Printing no less than 1/4" high. Begin with a book that has 50 words. The book should not have words inter-twined with pictures. Make sure the subject matter is interesting. Cards 3" wide 12" long Letters 2" x 1" Upper and lower case	Make one word card per page of the selected book.	50-150 words
SIZE	Cards 6" wide 24" long Letters 5" x 4" with 1/2" between Lower case	Cards 5" wide 24" long Letters 4" x 3" with 1/4" in between Lower case	Cards 3" high Letters 2" x 2" Lower case	Cards 3" wide 12" long Letters 2" x 1" Upper and lower case	Letters 1" x 1/2" Upper and lower case	Letters 1/4" x 1/8" Upper and lower case
COLOR	Red	Red	Red	Black	Black	Black
INSTRUCTIONS	Train visual pathway. Train brain to differentiate symbols	Mature visual pathway. Symbol differentiation expansion.	Further mature visual pathway. Symbol differentiation sophistication.	Mature visual pathway. Learn composition words. Elicit discovery that words can communicate a thought.	Mature visual pathway. Symbol differentiation (word and phrase recognition) within a field of written symbols (words grouped on a page). Expand the awareness that words "speak".	
P	Five words at each session.	Maintain presentation of 15 "Step One Words".	Present in sets of five. Words from the three categories (A B C) can be mixed and presented in different parts of the house or class. (eg. playroom words and actions, home center words and actions).	Make one card per page listing all words on the page.	Present three pages at a session, three sessions per day. Child will be able to read the pages after 15 sessions.	Read page by page. If has a problem reading, it indicates that visual pathway is not sufficiently matured (more prevalent in children under 2 yrs. If such is the case, add sentences to Step Five and try Step Six after one or two months.
R	Devote one second to the presentation of each word.	Gradually "phase in" self words (Step two words) by removing one familiar word from each Step One set and adding one word from Step Two Sets (1) & (2)	Point to objects and possessions.	Make a separate card for each word that appears on the page in order of its appearance.	When child succeeds in reading aloud or recognizing the page, put page in ring binder. As new page is added, read previous pages.	Delight with the child in the discovery that books can speak to them!
O	Make each session a delightful joyful experience for both teacher and child.	Example: Step One Words Step Two Words mommy daddy knee daddy foot Karyn leg Tom nose Uncle Bob hand	Demonstrate actions. Do twelve sessions daily of 5 seconds each. (one second per word).	Present words in groups of five at three sessions per group. Alternate sessions. Example: Grp I 5 seconds Grp II " Grp III " Do 3 sessions per day per group Grp I " Grp II " Grp III " Sessions should not be "back to back".	Do not pressure to succeed. Rejoice in accomplishment!	
C	Do not "test" or reward with candy, cookies etc.	A word might be removed or "retired" after 15 presentations. You will be aware of the child's knowing the word when he/she can pick it out of a group of 2 or 3.		When child knows the words (probably after 15 presentations), lay them out on floor or table in sequence and read (saying, "These 3 words together say, "I like pizza." Enable the child to recognize, and if possible say the words. Bring patience and joyousness to each session. Delight with the child's discovery that the words communicate a thought!		
E	Focus attention. Do sessions in a non-distracting environment.	Introduce Step Two Words Set (3) at a different three sessions.				
S	Do sessions ONLY when child is eager. Never force. ALWAYS make sessions a privilege, not an obligation. Stop BEFORE the child is ready. Leave him "begging" for more.	At this point you will be having 12 sessions of 5 seconds each.				
S	Begin by presenting first group of 5 words in 3 sessions.	Introduce Set (4) on the following day at a different set of 3 sessions to make a total of 15 sessions of five seconds each.				
	On 2nd day, add 2nd set of 5 words in 3 different sessions during the day.	Continue with this mode until all words have been presented 15 times and until the child is familiar with them all.				
	On 3rd day add 3rd set of 5 words in 3 different sessions during the day. (Total of 9 5 second sessions).					

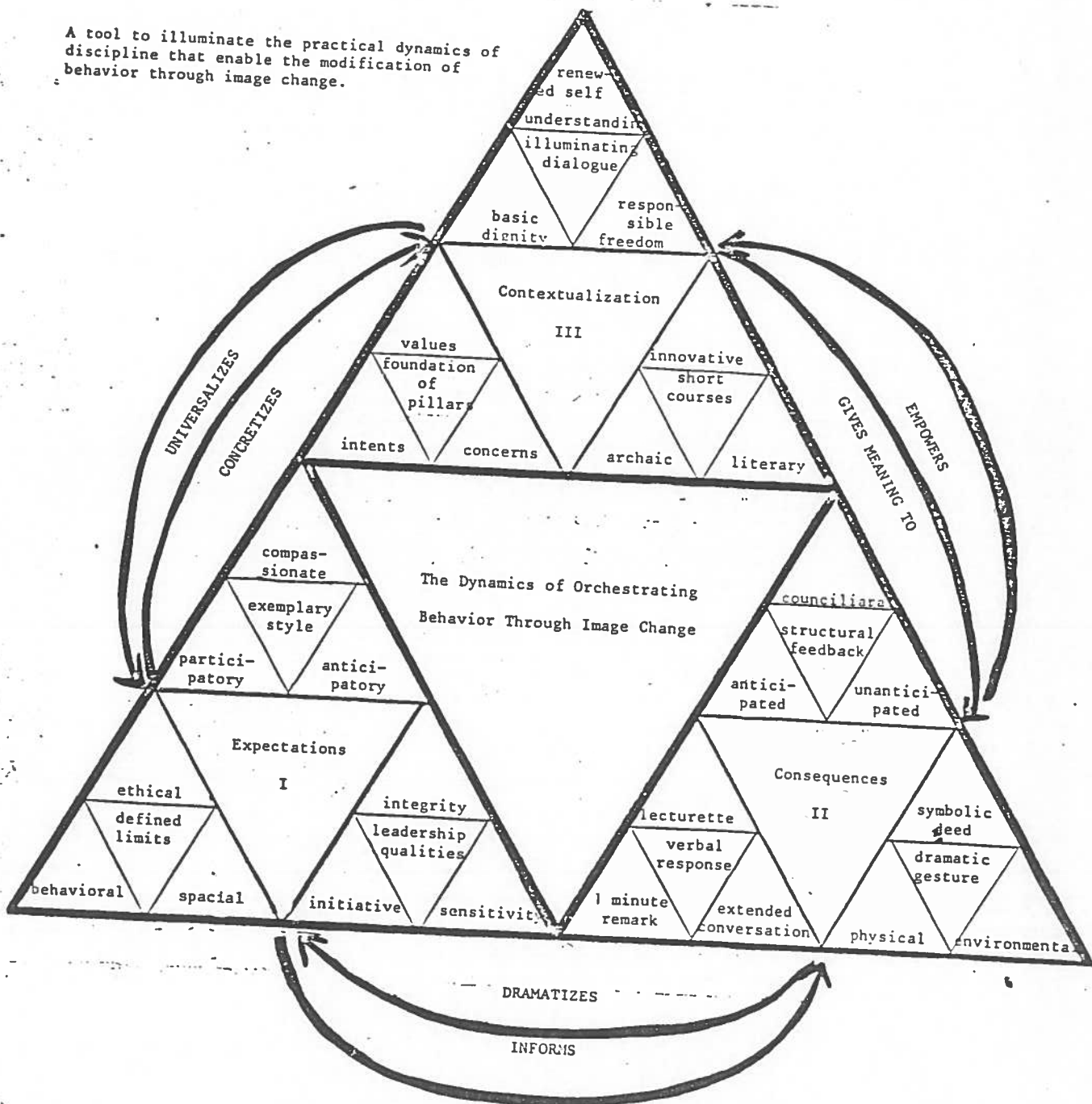
STAGES IN THE DEVELOPMENT OF THE  
HEALTHY PERSONALITY - Erik Erikson

Research Division  
1983-84

	STAGE 1 (1 yr)	STAGE 2 (2 - 3)	STAGE 3 (4 - 5)	STAGE 4 (6 - 12)	STAGE 5 (13 - 20)	STAGE 6 (20 - 40)	STAGE 7 (40 - 60)	STAGE 8 (60 - 80)
CHARACTERISTICS	oral stage receiving incorporative mode	physical maturation holding on - letting go sense of powerless- ness Hostile	sense of independence deciding the kind of person to be ready for shared obligation	school as social milieu recognition thru producing pride in success	rapid physical growth concerned with consolidating social roles; form cliques; create stereotypes	personal self confidence willingness to enter relationships of trust	decision to take on responsibility of caring for others	awareness of having life aware of passing- ness of life
SELF STORY	"I AM WHAT I AM GIVEN"	"I AM WHAT I WILL"	"I AM WHAT I IMAGIN I WILL BE"	"I AM WHAT I LEARN"	"I AM WHAT I DECIDE"	"I RISK WHO I AM IN RELATING TO OTHERS"	"I DARE TO TAKE RESPONSIBILITY FOR OTHERS"	"MY LIFE IS THE RESULT OF MY FREE DECISION"
KEY TENSION	crisis - independence from mother trust vs. mistrust	autonomy vs. shame/ doubt at lack of independence	initiative vs. guilt over not succeeding	industry vs. inferiority	identity vs. identity diffusion	intimacy vs. isolation	generativity vs. self absorption	integrity vs. despair
KEY EMPHASIS IN PARENTING AND TEACHING	consistency to build trust of others	facilitate success at independence	demonstrate role models create collegial relationship demonstrate values	skill building	develop opportuni- ties to demonstrate accomplishment	demonstrate trust relationships	demonstrate fulfillment in or behalf of lifestyle	illuminate freedom challenge victim image
DEVELOPMENTAL CHALLENGE	confidence	self - control without loss of self esteem	role identification peer group relatedness	positive self - image built thru demonstrating competence	ego identification through experience & accomplishment winning	creative corporateness sexual identity	care for others	ego integrity that permits playing out any necessary role
POTENTIAL PLATEAU	foundational mistrust withdrawal lethargy	loss of self - control dependency on parents	peer group exclusion - negative self - image	negative self - image thru inadequacy work paralysis	scattered & negative self - image no sense of accomplishment	mistrusting solitude bi-sexual diffusion	isolationism	self story "someone else in change"
TRADITIONAL TITLE	infancy	early childhood	play age	school age	adolescence	young adult	adulthood	mature age

Component	Appropriated Social Trust	Dramatized Social Power	Internalized Self-Worth	Interiorized Self-Direction
Descriptive Phrases	The others that I am related to; Special nature of relationship; What I am obliged to; What cares for me.	How I affect society; What difference do I make; How do I get my ideas out; How does my concern get expressed.	Personal history, Images of Uniqueness, Appropriation of race and physical appearance, Objectified abilities.	How I measure up, What is expected of me, Means of projecting my future, Means of objectifying my past.
Arenas (Aspects)	Risk, Belong to someone, Affection, Affirm, Feel a part of, Own something, Sexuality, Connected to heritage, Successive personal relationship	Operational context, Objectified processes, Orchestrated emotions, Distancing techniques, Detachment exercises, Consensus formation, Model building techniques.	Academic skills, Art abilities, Operational values Physical appearance, Athletic skills, Special qualities, Personal heritage, Hobbies, Interests	Dramatized order, Clarified expectations, Self evaluation schemes, Hero and role models, Articulated values, Objectify paths, Theology clear.
Structural Approaches	Community council Family meetings Household meetings School	Collegium Household meeting Priors meetings Team deliberations	Report cards Personal journal Solitary exercises Skills assessment tools	Ethics atom Priorship pyramids Point systems Self / Corporate evaluation process
Teaching Intent	Engagement through operational structure. Rotational roles	Effectivity through methods training and application.	Healing through appropriation of personal experience.	Encouragement through track (objectify) personal progress.
Indicator of Component Malfunction	Nuisance, Show-off Clown, Lazy, Rebel, Longing for attention.	Stubborn, Bullies, Lies, Argues, Temper tantrums, Does little or no work, Disobedient.	Tries to hurt others, Sore loser, Steals, Sullen, Defiant	"Stupid" actions Gives up Tries to be left alone Rarely participates
Misbehavior Intent	To gain attention	To exert power.	To seek revenge	To demonstrate Inadequacy
Underlying Contradiction	Anxiety over insecurity	Alarm over ineffectivity	Despair over worthlessness	Discouragement over Inabilities

A tool to illuminate the practical dynamics of discipline that enable the modification of behavior through image change.



## THE DYNAMICS OF ORCHESTRATING BEHAVIOR THROUGH IMAGE CHANGE

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In a time when children and youth have been thrown into an operational context of global relatedness, and when the social paradigm has shifted from an emphasis on authority to an emphasis on authenticity; parents, teachers and those who orchestrate programs for children and youth have been without the traditional means to effectively bring about responsible behavior. Old methods such as institutional rules, parental expectations or clearly defined guidelines that assume an awareness of right and wrong are no longer effective. Children and young people, having gained an awareness of their abilities, potential and responsible freedom, no longer submit to the power of authorities. A new means of bringing about interior discipline and orchestrating responsible behavior is required.

In the awareness that we live in a time of influence rather than control, the key to bringing about responsible behavior in a child--or in any human being--depends upon affecting the images that determine his behavior. This is done through meaningfully establishing images of behavior expectations, through effectively dramatizing social consequences of decisions and actions, and through imaginably contextualizing or communicating the why or reason behind expectations and consequences.

Behavior expectations inform consequences and concretize the values, concerns and intents on which they rest. For children and young people of post-modern society, behavior expectations are most effectively created in the context of a group, through the means of a family meeting, a classroom meeting or a community gathering in which all involved--students as well as administrators and teachers, children as well as adults--actively participate. A workshop method most effectively facilitates this process. Deciding upon behavior expectations that honor the whole of the group is the first step in the process of image change. In the articulation of behavior expectations, the group decides upon the parameters within which the human community most effectively functions and cares for itself--what it as a group or mini society will not tolerate and on what foundational framework the expectations of the community rest (see Honoring Atom and Behavior Expectations Chart). Parameters relating to values, behavior and the use of physical space are described.

Another aspect of defining behavior expectation lies in implanting images of caring qualities. These qualities might pertain to leadership and might include individual initiative, social sensitivity and personal integrity. In painting these images for the children and young people, a family, class or group can come up with examples of those personalities that have embodied particular caring qualities. Examples can come from both the past and the present. Together, adults and young people can come up with examples of behavior that exemplify these expectations. Symbols can be created to remind the group of what it expects from each individual. (See Individual Initiative and Corporate Care Pyramids)

As important as defining parameters and describing helpful qualities is describing and illustrating responsible behavior. Perhaps a group, in describing exemplary style, will name the qualities of "participatory", "anticipatory" and "compassionate" as that which will most enable the group to operate. Whatever the qualities, if images of expected behavior are to be vivid, the qualities must be rehearsed and illustrated with examples that are meaningful to the group (ie, the Incredible Hulk might be a more effective example of a compassionate style to a group of children than the example of Florence Nightengale.).

After a common set of mutually-defined behavior expectations is established for a group, the acting out of consequences is critical to dramatizing the importance of the expectations and empowering the foundational intents, concerns and values which undergird those expectations.

Consequences are directly linked to actions and can involve verbal responses, dramatic gestures and structural feedback. In establishing as a group the framework for behavior, it is critical to establish the form which these three types of consequences will take.

Verbal responses can be both positive and negative. In praising behavior or calling it into question, verbal responses might take the form of a "one-minute remark" (reward or reprimand), an extended conversation, or lecturette. It is critical to establish in the group that the verbal consequence will be the first means of responding to behavior.

The dramatic gesture follows the verbal response if more emphasis needs to be brought to bear in dramatizing the consequences of a particular action. For example, if a child is told not to run in the hallway and he pays no attention to this verbal request, a dramatic gesture is appropriate in order to interrupt his world and to command his attention. Dramatic gestures can be used both to reward and to reprimand behavior. They are physical, social and symbolic in nature. Lifting a child up to eye level to talk with her is a dramatic gesture that is physical. Having a child stand in the corner or sit in a place of honor is social; and doing a particular deed (the Pope's visit to his would-be assassin, a child apologizing to someone he has wronged) has symbolic power.

Consequences that are structural in nature depend upon the group's deciding the nature of the reward or punishment and the discipline of maintaining consistency. Fines and rewards fall into this category. The fine for jay-walking is \$50, no matter what the circumstances. The fine for writing grafitti on the walls is a week's allowance, no matter what the circumstances. The key to maintaining an effective system of structural feedback is in creating a full and feasible system of rewards and privileges to counterbalance the reprimands (ie. an allowance needs to be substantial enough to support a system of fines. Opportunities to go out need to counter-balance the reprimand of being grounded.) A points system is an effective and feasible means of providing both

positive and negative structural feedback (if you do extra-credit work in class you gain 100 points; if you do not turn in your homework, you loose 150 points).

The third step in the image changing process that makes possible the change in behavior, is the step of contextualization. This step might go on as expectations are stated, and as consequences are meted out...or as a third step apart from the other two. It is a step that can be easily and dangerously eliminated. It is the step that is most essential to making real the image change, for it puts behavior expectations in a universal context and gives meaning to the consequence one receives or suffers as a result of specific behavior.

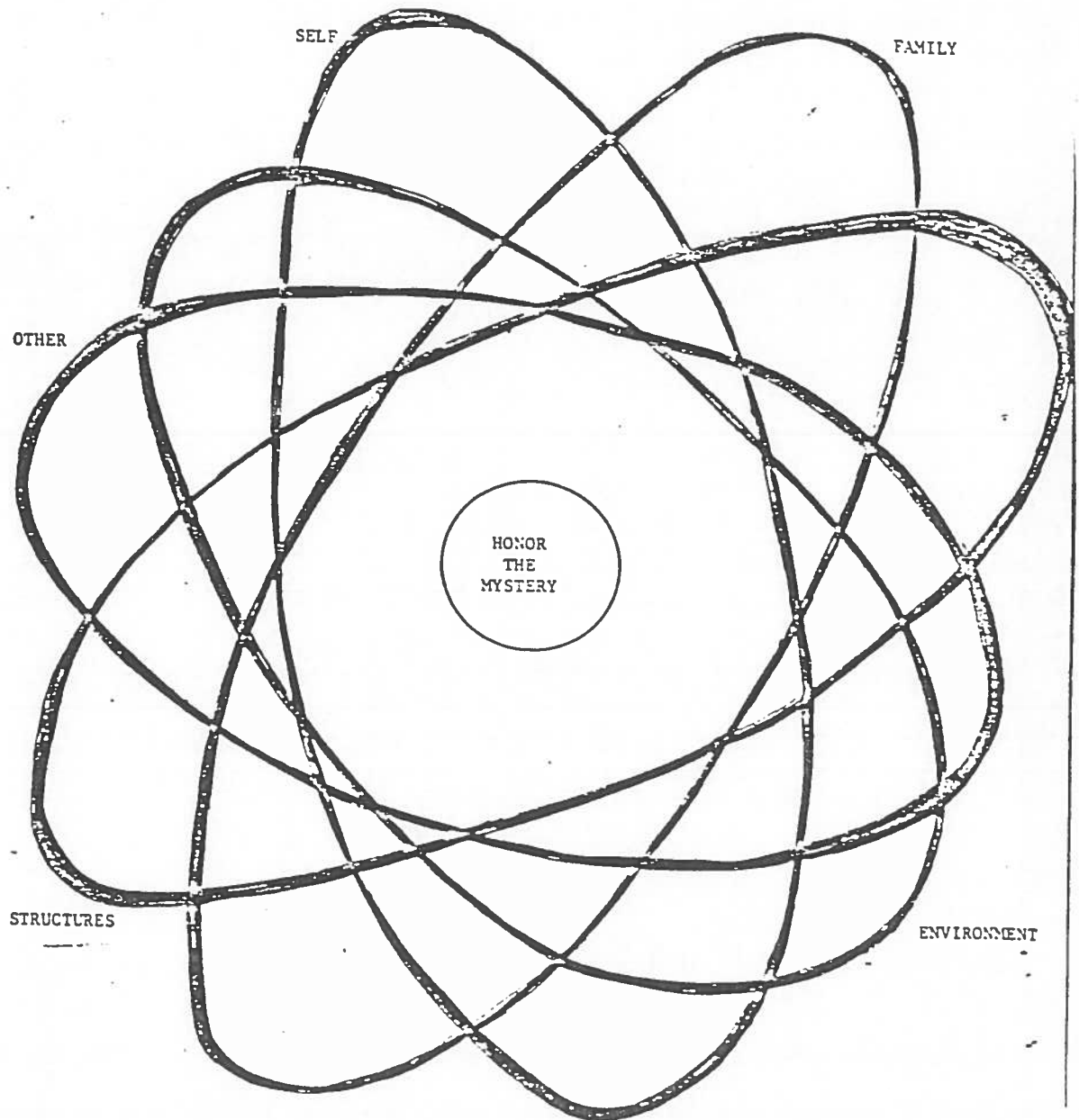
Contextualization rests upon the articulation of foundational intents, concerns and values--the pillars or foundations that undergird the exemplary behavior. The foundations in the past have been built out of religious ethics, family traditions, and authoritarian expectations. If they are to be meaningful to those with the consciousness of our time, the foundations must rest on universal values and life-related concerns and intents. The importance of these values (see Honoring Atom) can be communicated quickly through memorable "short courses" (eg. "You are what you say", "The only enemy is yourself") or through a more extended dialogue which assumes the basic dignity of those involved, reveals responsible freedom and makes possible a renewed self-understanding. Parent-teacher conferences are an example of bringing several spheres of influence on the child into dialogue with one another in order to impress upon the child the importance of his behavior.

It is critical in catalizing and orchestrating the dynamics of image change in order to make possible behavior modification, that all aspects of these dynamics are considered and employed. It is important that the effective sequence is followed, that maximum child/student participation is made possible, and that consistency is maintained. The intent of the process is to re-direct energy that would otherwise be employed in rebelling against authority and authority figures, to focusing on the difficult task of discerning needed action in the context of responsible freedom.

## THE HONORING ATOM

The Honoring Atom is a contemporary image for a contemporary ethic. At the center or nucleus of the atom is honoring the Mystery, or acknowledging that in this aspect of life lies the key to recovering honor in every dimension of social relationships. These relationships are symbolized by the orbits of the atom, which are five: 1) Honor the Self 2) Honor the Other 3) Honor the Environment 4) Honor the Social Structures 5) Honor the Family.

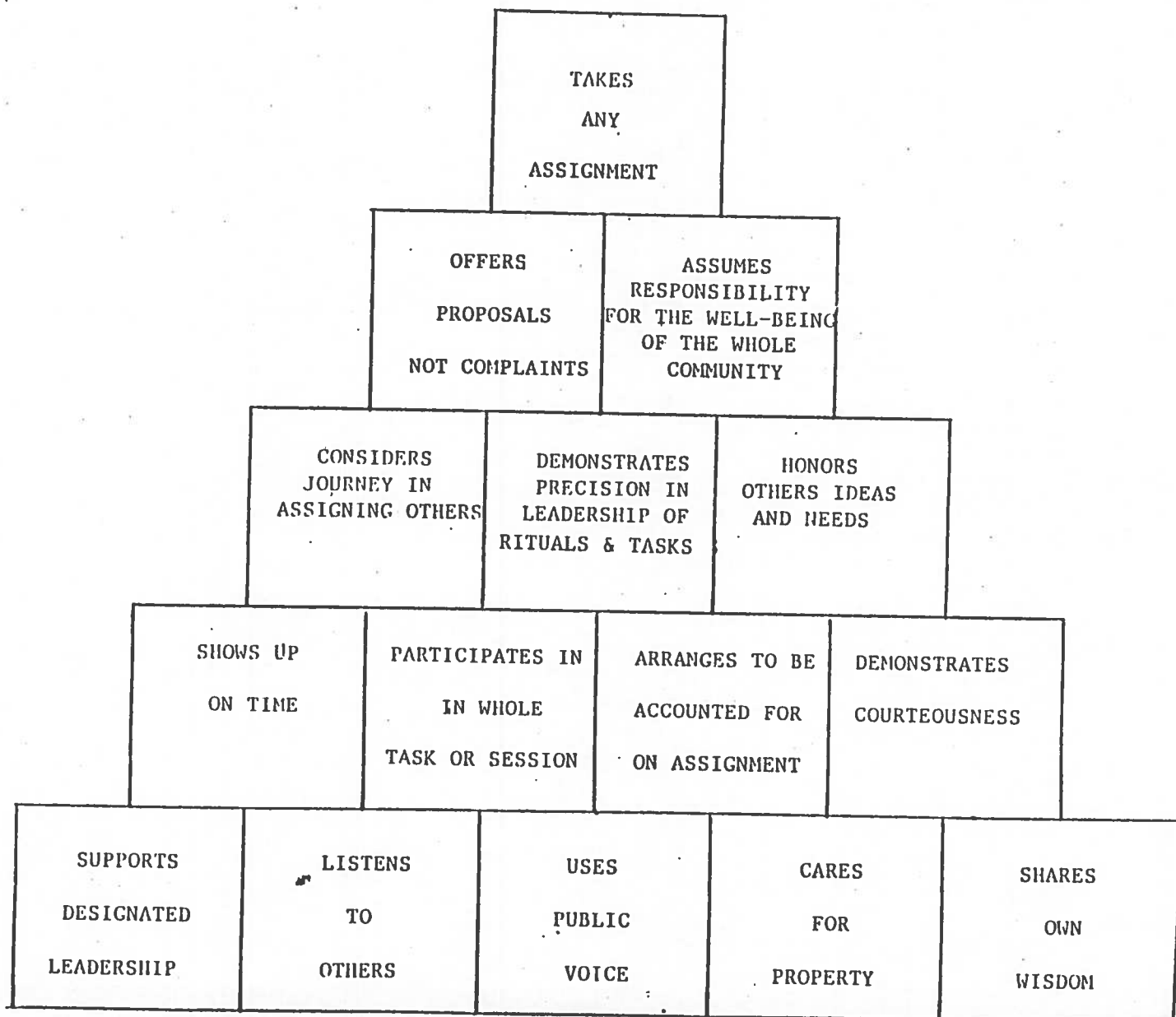
The expectations symbolized by the image of the atom form the foundation for behavior throughout the Phase I program.



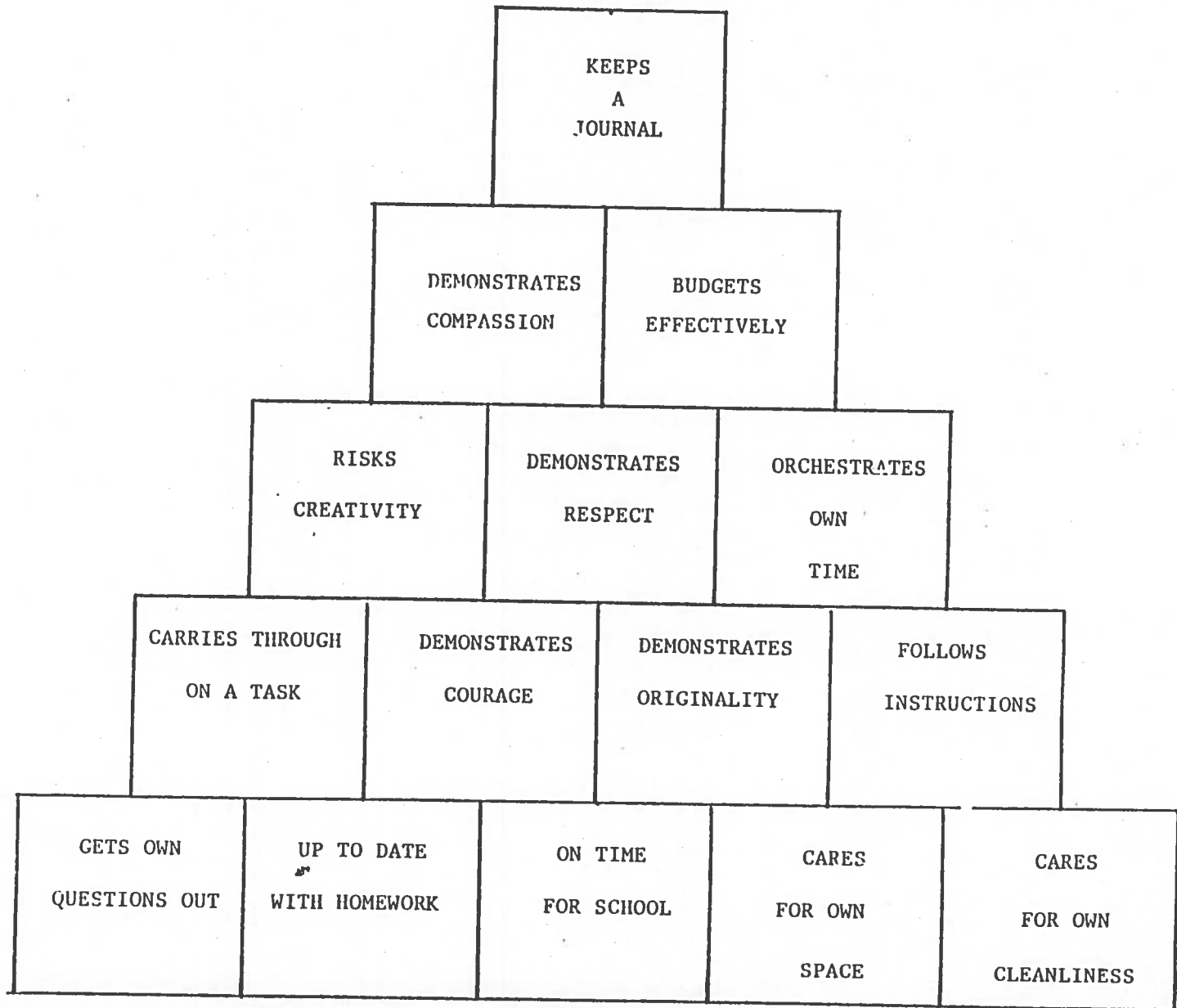
## SHORT COURSES

- 1) Not to decide is to decide.
- 2) Believe that the time has come.
- 3) To honor yourself is to honor others.
- 4) Those who create history do not create chaos.
- 5) You are a Universe Man (person).
- 6) When you know how to listen and wait in silence your voice will have power.
- 7) Boys and Girls who care for the world, care for their toys.
- 8) Your life is fine when you are angry.
- 9) Scattered and distracted you cannot move, but with calm you will flow.
- 10) Love the All with your heart and soul!
- 11) The future is yours to live.
- 12) When you feel alone, there is always someone there to help you.
- 13) You are what you say.
- 14) It is unhelpful to disturb other's nap time.
- 15) Life doesn't always feel good and that's O.K.
- 16) We do lots of things that we don't want to do.
- 17) A ship in a harbour is safe, but that's not what ships were built for.
- 18) I'm the greatest your the greatest, and that's the way life is.
- 19) The only enemy is Yourself.
- 20) You can live this day or throw it away.
- 21) All words are good words but some are inappropriate.
- 22) There is enough impoliteness in the world today without you contributing in an unhelpful way.
- 23) Yet hope can't contain it, can't explain it .... beckons once again!
- 24) I know your trying hard and the world needs that.
- 25) It's not what you want to do  
It's not what you what to be  
It's deciding to do  
It's deciding to be  
What is necessary.

# CORPORATE CARE



# INDIVIDUAL INITIATIVE



I N T E N T	C r s	RO: To recognize & appreciate the symbolic and meaning giving dimensions of life	EA: To experience signification of the mundane on behalf of the rest of humanity
	D a y	RO: To know and identify with the experience of St. Francis	EA: To understand the birds, animals, trees, etc. as cousins, brothers, sisters through the eyes of Francis of Assisi
BRKFST	Songs Ritual Meal and movie: Brother Sun, Sister Moon Art Form Conversation		
CHORES	Corporate Team Assignment Individual Space Care & Check		
BLOCK I	Go to an outdoor park. Look for animals and birds. Send teams out to observe and look for living places - nests, holes, burrows. Draw pictures of what you've seen.		
BLOCK II	Assign each child to "put on" the perspective of a particular animal. Send them out separately for 10 mins. alone. Come together. Art form conversation on experience.		
LUNCH	Picnic lunch and reflection - Presentation on nature's relationships - the moon and the tides - dead plants fertilize new. Emphasize interdependency.		
SOLITARY	Find lonely space - sit/lie/play on own.		
BLOCK III	Return to House. Together brainstorm data about the life of St. Francis (draw from movie) gestalt into time sequence groupings. Use groupings as "chapters" for a book. Group children into teams to draw and write chapters.		
BLOCK IV	Make a "Brother Sun. Sister Moon" Montage - Look for "floral/fauna" Pictures. Celebrate the Montage and the book.		
Final Reflect'	Art Form conversation on the day's experience.		

OPENING NEW PATHWAYS

GREAT RELIGIOUS LEADERS

Morning Curriculum

Intent	Rational Objective: To recognise and appreciate the meaning giving and symbolising role in society and have some role models whose life's task it was/is.		Existential Aim: To experience selves as signifiers of the mundane on behalf of the rest of humankind and my peers.		
Day & Theme	Monday: THE PRIEST Bridge over troubled water GANDHI	Tuesday: THE GURU Guide across the dimension of consciousness CHRIST	Thursday: VISIONARY AND STRUCTURE BUILDER JOHN XXIII	Friday: WILLIAM BOOTH ETHICAL REVOLUTIONARY One who sees innocent human suffering and leads society in repentance.	Time
Song	Ragupati	Jesus met the woman	Born to Forge	I am the One	6:00
Ritual	Accountability by teams/Absolution Morning Ritual "Let us eat on behalf of....."				6:05
O B J E C T I V E & M E T H O D	GOD, by all his names in whatever religion; Christian, Muslim, Hindu, etc. is the same God. Therefore we are all creatures of the same God. Tell story- India divided (Hindu, Muslim, Xn) in time of british rule. Gandhi's task as he saw it was peaceful co-existence, therefore he was a Bridge over troubled waters. Q? Where have you seen some one do this recently? Where have you done this recently? What happens when people make this kind of decision.	EXPANDING CONSCIOUSNESS TO INCLUDE A GREATER PICTURE OF REALITY. Activity- Role Play Read story in New Testament Q's? get out the sequence of events Act out the event Reflection: What was the woman's sit'n. How did she feel about herself? What did Jesus know about her? What happened to her after Jesus talked with her?	To relate how a person in modern history decided to make changes that would affect the future  Show a picture of Pope John XXIII. Tell the story of his deciding to convene Vatican Council II. Relate some of the decisions that were made.(example) mass to not be in Latin, but in language of the people.	To reveal how people's decisions about their own lifestyle can affect history.  Tell the story of the Salvation Army as a family order, who decided to serve the needs of the poor. Tell about their soup kitchens, homes for battered women and children etc. What need do they serve? How do they express their care? How is the world different as a result of their care?	6:20
					6:45
Chores					7:00

OPENING NEW PATHWAYS  
GREAT RELIGIOUS LEADERS

Evening Curriculum

Intent	Rational Objective: To recognize and appreciate the meaning giving & symbolizing role of the religious in society. To achieve in designated skill.		Existential Aim: To experience selves as signifiers of the mundane on behalf of the rest of humankind (including one's peers)	
Day & Theme	Monday: <u>The Priest Bridge Builder Over Troubled Waters</u>	Tuesday: <u>The Guru Guiding Across the Dimensions of Consciousness</u>	Wednesday: <u>Visionary and Structure Builder</u> Creating the means of insuring change	Friday: <u>Ethical Revolutionary</u> Seeing innocent human suffering and responding in care
Song	Ragupati	Jesus Met the Woman	Born to Forge	I am the One
Ritual				
Skill Focus	Language Arts: Reading  Show English vowels: a,e,i,o,u --give short sound for each. Demonstrate how the vowel changes the sound of a word: cat--cot hat--hit, etc.	Group Interaction: Team Formation  Meet as enablement teams. Decide a symbol to go along with the team's name. Draw and color the symbol	Sensori Motor Skills Large Motor Develop.  Group Acrobatics. Context: Focus and discipline make you successful as an acrobat. Take turns doing cartwheels, handstands and head stands.	Data Rationalization Charting - Brainstorm events of the day and put them on cards. Ask which event happened in the morning, which in the evening. Put them on the wall in the appropriate sequence. Ask where divisions would be. Name the divisions. Name the whole.
Space Care Story Solitary Ritual Sleep				

Time

6:

6:

6:

7:1

7:1

to

7:3

to

7:4

to


8:0

I N T E N T	C r s	RO: To be aware of the positive aspects of employing the 4 C's	EA: To experience the sociological impact of the 4 C's
	D a y	RO: To be aware of the sociological residue of those who embody the 4 C's	EA: To experience the positive impact to the 4 C's in Houston.
BRKFST OVER- VIEW	Rehearse the 4 C's of Care, Courage, Corporateness and Creativity. Have children name as many different kinds of work that people do (or vocational roles, etc.) as can think of. Then choose 2 or 3 and say how those people employ the 4 C's in their every day task.		
CHORES	Corporate team assignment Individual space care		
BLOCK I COURAGE & 4 C's	Do "morality play." Work on a plot. Main character wishes he/she could do something special and important, but just doesn't seem to be able to. Then other characters wearing labels (Care, etc.) come in saying, "I'm your care, etc. call on me"		
BLOCK II CARE & 4 C's	Visit the Transco Tower building and new fountain. Tell story of designing and build- ing such a building. CONV. Who were some of people involved in building this building How did each of the 4 C's get acted out?		
LUNCH REFLEC- TION	Songs-- Artform reflection on morning's experience		
SOLITARY			
BLOCK III CORPORATE- NESS & 4C's	Talk about how a city cares for its people through services. Visit a playground-- preferably one where having been before. Note how this is an aspect of having a human city.		
BLOCK IV CREATIV- ITY & 4 C's	Corporate cleanup of some part of the house or grounds around the House as their acting out care, creativity, corporateness and courage.		
Final Reflect'	What remember? What new things did you see? How have you seen th 4 C's as part of life and service of Houston? How do they make for a m <sup>5</sup> be human place to live?		


OPENING NEW PATHWAYS

PROFOUND HUMANESS

Morning Curriculum

Intent	<p>Rational Objective:</p> <p>To raise different styles and qualities of profound humanness to consciousness at the more individual level.</p>		<p>Existential Aim:</p> <p>To decide that these qualities are important ones to embody.</p>	
Day & Theme	<p>Monday:</p> <p>COURAGE and the 4 C's</p>	<p>Tuesday:</p> <p>CARE and the 4 C's</p>	<p>Thursday:</p> <p>CORPORATENESS and the 4 C's</p>	<p>Friday:</p> <p>CREATIVITY and the 4 C's</p>
Song	Who Will Dare	Care is Everywhere	March Onward Now	Believe
Ritual	<p>Accountability by teams/ Absolution</p> <p>Morning Ritual</p> <p>"Let us eat on behalf of....."</p>			
O B J E C T I V E &  M E T H O D	<p>Do quick spin on the 4 C's as what constitutes a whole person. Get examples of each from children. Have children think of other words or phrases that could use instead of creativity etc. Write on colored paper (4 colors) and tape on wall for the week.</p>	<p>Rehearse yesterdays conversation. Ask the children to recall. Get them to create holding image for 4 C's as whole person.</p> <p>Make poster of image.</p> 	<p>Rehearse 4 C's as whole person. Look for News articles that depict these 4 C's (or are related to them.) or Find children's stories that embody these. Read and art form.</p>	<p>Divide group into 4 teams. Assign each team one of the 4 C's to dramatise. Do 30 second dramatisations. Have group guess which aspect is being depicted.</p>
Chores				

OPENING NEW PATHWAYS  
PROFOUND HUMANNESS  
Evening Curriculum

Intent	<b>Rational Objective:</b> To raise different styles and qualities of profound humanness to consciousness at the more individual level.		<b>Existential Aim:</b> To decide these qualities are important ones to embody.	
Day & Theme	<b>Monday:</b> COURAGE and the 4 C's	<b>Tuesday:</b> CARE and the 4 C's	<b>Wednesday:</b> CORPORATENESS and the 4 C's	<b>Friday:</b> CREATIVITY and the 4 C's
Song	Head, Shoulders, Knees & Toes	Run into the Future, Run	If You're Great & you know it	4X4
Ritual	<b>Accountability by Teams</b> Absolution Evening Ritual "Let us eat on behalf of....."			
Skill Focus	<u>LISTENING</u> Play "introduction game" Host starts by saying "I am NAME and my favorite is _____. The next child says, his/her name is _____ and his/her favorite _____ is _____. Continue around the table with each child stating all intro's coming B/4. Reflection: What skills does it take to do well at this game?	<u>COOPERATIVE ACTION</u> Gather children in a circle in a large "unbreakable" room or outside. Form into groups of 3-4 children. Give a lg. balloon to each group. The goal of each group is to keep their own balloon in the air. No child may touch the balloon 2 times in a row. Count out loud each time a child touches the team's balloon. Reflection:	<u>SMALL MOTOR DEVELOPMENT</u> Give children paper and pencil. Draw 5 geometric shapes on the board.  Ask children to practice making these shapes.  If time, children can use these basic shapes to create a picture of something else.	<u>4X4 CREATION</u> Who knows what a 4X4 is and how it can be used? Give each child a piece of paper a pencil and (optional) a ruler. Guide them through the steps of making a 4X4. When done, ask each child to put a picture or symbol in each box that helps tell the story of how he/she is. When finished each child tells about him/her using the 4x4 as a guide.
Space Care	All do team assignments.			
Story	Each child cleans personal space and brushes teeth.			
Solitary	All gather for story together. Corporate send out.			
Ritual	All go to beds for solitary time.			
Sleep	Guide visits each child and does their bedtime ritual. Lights out.			

I N T E N T	C r s	RO: To know that the world and our city is made up of people from a variety of backgrnds & styles.	EA: To experience wonder & appreciation for our human civilization in its rich variety.
	D a y	RO: To know that the profoundly pluriform person sees these differences as gifts.	EA: To experience moving comfortably and appropriately within radically different cultural settings.
BRKFST	EXCURSION: Before leaving give an overview of the day's activities.  Experience the freshness of the outdoors by taking a picnic breakfast to the park as families or as an E.G. group. Explore the wonders of nature.		
CHORES	Individual space care assignments.		
BLOCK I	Context: Each of our families is different. We've come together from many places around the world to live together in this house in this city (or village) and this country. Have each child tell as much as s/he can about where their ancestors came from. Locate their nation of origin on a globe and place name. Pass out strips of paper. Each child makes an ancestry card by writing name of own nation of origin on it. Tape or pin on shirt.		
BLOCK II	Experience the awesomeness and sophistication of the financial district downtown while on the way to the library. Park (or get off the bus) 3-4 blocks from the library and walk between the tall buildings. Enable the children to speculate about who works there, what they do, how they dress etc. At the library each child gets a book on his/her country of national origin.		
LUNCH	Sing: Drum of the City (encourage children to invent their own beat while blending with the beat of others)  Ritual <u>Reflective conversation on the environment experienced in the morning.</u>		
SOLITARY	Read a portion of one child's book on national origin. @ hours quiet time.		
BLOCK III	Gather in E.G. space. Prepare to leave for Asian/American Festival (or create your own Festival of Pluriformity). Point out Asia and see if children can name some of the countries. Context the festival as a way of exploring the gifts of Asian Americans. Point out which children in the Order are of Asian descent.		
BLOCK IV	Enjoy the festival, enabling the children to experience it with all five senses. Sniff the smells. Sample some food. 'ove to the music. See clothing and performance. some of the children's arts groups and martial arts.		
Final Reflect'n	Gather in pagoda by the Rose Garden (or some other quiet place) to reflect on the day's activities. What sights do you remember? Sounds? Smells? Rhythms? What did you want to participate in? What are the gifts of being part of this city (or village) of many styles. Introduce word PLURIFORM as meaning "many styles".		

Morning Curriculum

Intent	Rational Objective: To know that the world and our community is made up of people from many different backgrounds and many styles. The "profoundly pluriform global citizen sees differences as gifts		Existential Aim: To experience wonder and appreciation for our human civilization in its rich variety. To experience moving comfortably and appropriately within radically different cultural settings.	
Day & Theme	Monday: MANY ORIGINS	Tuesday: MANY PERSPECTIVES	Thursday: ONE WORLD--ONE DESTINY	Friday: MANY MANIFESTATIONS
Song	Universe Ur Song	We Live in the Universe	Earth is Home	Citizens of the World
Ritual	Accountability/Absolution Eat on behalf of...			
O B J E C T I V E & M E T H O D	To recall how many different nations of ancestry are represented around our E.G. table.  People have different ways of greeting one another in different cultures. Point out the handshakes for European cultures (also embrace and kiss). Practice. Dramatize other greetings: Raised hand: Amer. Indian Bowing: Asian	To reveal the reality of many ways of seeing and interpreting the same reality.  Put an impressive object in the middle of the group. Choose 2 children to describe what they see. Same? Different? Everyone draw a picture of what they see. Are the pictures the same? Are they different.  A way of seeing something is called a PERSPECTIVE. We can appreciate the perspectives of others.	To illuminate the fact of a shared planet with one destiny.  Blow up a round (blue) balloon. Explain that it represents planet Earth. Hand it to each person to hold (care for). What happens if we don't dare? (Pop the balloon).  How does that make you feel? Why is it important to care for planet Earth?	To reveal that there are many ways of acting out global care.  Draw a large circle on a piece of butcher. Every child has the opportunity to color in care for planet Earth.  Art form reflection: How is our art work an expression of our care for the future?
Chores				

Time

6:00

6:05

6:20

6:45

7:00

Evening Curriculum

Intent	Rational Objective: To know that the world and our community is made up of many different backgrounds and styles. The profoundly pluriform global citizen sees differences as gifts.		Existential Aim: To experience wonder and appreciation for our human civilization in its rich variety. To experience moving comfortably and appropriately with different perspectives and cultural settings.		
Day & Theme	Monday: MANY ORIGINS	Tuesday: MANY PERSPECTIVES	Wednesday: ONE WORLD---ONE DESTINY	Friday: MANY MANIFESTATIONS	T i m e
Song	Universe Ur Song	We Live in the Universe	Earth is Home	Citizens of the World	6:30
Ritual	Accountability by Teams Absolution Evening Ritual "Let us eat on behalf of....."				6:30
Skill Focus	Language Arts: Writing  Put the names of countries of ancestors' origins on cards. Children take turns reading them. Choose one child to write them as you read them.	Group Interaction: Rhythmic  Rhythm band. Each person gets a unique instrument. Play solos and then play together. Listen to each other while playing.	Sensori-Motor: Sensori Stimulation  Prepare "smell bags" using flowers, pot-pourri, spices. Identify each smell and pass it around. Then choose one child to smell and identify each one.	Data Rationalization: Data Gathering  Cut out figures or shapes to represent the 6 Urs. Children take turns grouping the figures.	6:50  7:15
Space Care Story Solitary Ritual Sleep	All do team assignments. Each child cleans personal space and brushes teeth. All gather for story together. Corporate send out. All go to beds for solitary time. Guide visits each child and does their bedtime ritual. Lights out.				7:15 to 7:30 to 7:45 to 8:00

PLURIFORM STATEMENT

I N T E N T	C r s	RO: To know that being sensitive to all of life and taking a stand makes a difference.	EA: To experience being universal people with a posture.
	D a y	RO: To recognize the style of one who is sensitive to all of life and who takes a stand.	EA: To experience being the sensitive and responsive one.
BRKFST	Songs, Accountability, Ritual Artform Conversation: Earthrise Key Q's. How many world's are there? Is there room enough for all of life? What will make living together more possible?		
CHORES	Corporate assigned jobs and individual space care, room clean contest		
BLOCK I ALL LIFE IS GOOD	STORY- Noah's Ark- Conversation: What animals went in the ark? Why did there have to be two of each? Which would you have left out? Why? Go to the zoo-- See all the animals- "ALL ARE GOOD"		
BLOCK II MY LIFE & YOUR LIFE RECEIVED	VIDEO OR STORY: Dumbo Conversation: What was special about Dumbo? What did Timothy Mouse see? What did Dumbo discover about himself? How was he different?		
LUNCH Reflection	Reflect on activities of the day What was a surprise, what did you learn? How are you different?		
SOLITARY			
BLOCK III THE PAST IS AP- PROVED	Tell stories of times when people and animals have failed to live effectively together (World War I,II, Viet Nam) Artform: What happened? How did people decide to solve problems with force? What would be other ways to solve problems?		
BLOCK IV THE FUTURE IS OPEN	TEACH: "Serve the Earth" Song with gestures, Visit a place dedicated to world peace.		
Final Reflect'r	What do you remember? Where were you surprised? What did you learn?		

OPENING PATHWAYS  
PLURIFORM STATEMENT  
Morning Curriculum

Intent	<p>Rational Objective: To know that being sensitive to all of life and taking a stand makes a difference.</p>		<p>Existential Aim: To experience being universal people with a posture.</p>	
Day & Theme	Monday: ALL LIFE IS GOOD	Tuesday: MY LIFE AND YOUR LIFE IS RECEIVED	Thursday: THE PAST IS APPROVED	Friday: THE FUTURE IS OPEN
Song	Earth is Home	What is Man?	I'm always Falling Down	Life is Good
Ritual				
O B J E C T I V E & M E T H O D	<p>To communicate that all things (plants, animals) are living parts of the earth.</p> <p>Conv.-- What animals do you like? Which do you not like? Point out the gift or function of each animal. What would happen if these animals did not exist?</p>	<p>To discover how we depend on each other.</p> <p>Tell the story of the Brazilian jungle that creates oxygen for the animal life to breathe. What happens if we cut all the trees down?</p>	<p>To realize that the past is over--</p> <p>On a small black board build a "word montage" of events that happened yesterday-- happy, sad. Everyon responds</p> <p>Ask- Is today yesterday? Are these events part of today? ERASE THE BOARD</p>	<p>To realize responsibility for one world.</p> <p>Artform Earthrise</p> <p>Key Q's. How many worlds are there?</p> <p>Is there room enough for all of life?</p> <p>What will make living together more possible?</p>
Notes				

Time

6:00

6:05

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7:00

OPENING PATHWAYS  
PLURIFORM STATEMENT

Evening Curriculum

Intent	<p>Rational Objective: To know that being sensitive to all of life and taking a stand makes a difference.</p>		<p>Existential Aim: To experience being universal people with posture.</p>	
Day & Theme	<p>Monday: ALL IS GOOD</p>	<p>Tuesday: MY LIFE AND YOUR LIFE IS RECEIVED</p>	<p>Thursday: THE PAST IS APPROVED</p>	<p>Friday: THE FUTURE IS OPEN</p>
Song	EARTH IS HOME	WHAT IS MAN	I'M ALWAYS FALLING DOWN	LIFE IS GOOD
Ritual	<p>Accountability, Absolution Evening Ritual</p>			
Skill Focus	<p>Language Arts:Speaking Show Guernica- Choose three children to tell a story about the picture</p>	<p>Group Interaction Honoring Others. Listening skill - Play telephone game (whisper words around the circle- last person says out loud)</p>	<p>Sensory Motor Mind Body Integration Children take turns Leader gives "command" to do an exercise. (jumping jacks, stand on 1 foot etc.) Child responds.</p>	<p>Data Rationalization Skills Gridding Global grid recognition Choose children to identify continent shapes</p>
Space	All do team assignments.			
Care	Each child cleans personal space and brushes teeth.			
Story	All gather for story together. Corporate send out.			
Solitary	All go to beds for solitary time			
Ritual	Guide visits each child and does their bedtime ritual.			
Sleep	Lights out.			

Time

6:30

6:35

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7:15

7:15

to

7:30

to

7:45

to

8:00

M E N T	C W S	RO: To know that peace can be created by sharing solutions.	EA: To experience hope for the world and a calling to care.
	D a y	RO: To recognize the style of Those Who Care.	EA: To experience being Those Who Care.
BRKFST OVERVIEW	Song: The Courage to Care Ritual Conversation: When I say CARE, what comes to mind? Who do you know who cares? What is the difference in caring for others and caring for your self? Why do we bother to care for others?		
CHORES	Corporate Team Assignment      Individual Space Care      Inspection      Awards		
BLOCK I THE CHALLENGE TO CARE	Conversation on the key problems that face the world. List them. Reflect on how they relate to one another. Assign each person a problem to use as a theme to find pictures for a corporate montage. Art form conversation on the final product.		
BLOCK II THE COURAGE TO CARE	List names of people who care for others. Each child chooses the name of one of these to be for the day. Watch the video "The Courage to Care." Art form conversation.		
LUNCH REFLECTION	Song: I Am the One Ritual Conversation: Tell a short story about each of the children's "persons".the same?" "How are they		
SOLITARY	Two hour rest      Complete Silence		
BLOCK III THE POWER OF CARE	See the "Care Bear Movie" (or some other story that demonstrates acting out of care and compassion for others). Art form conversation: Stress the style of the caring ones.  Celebrate a week of caring for individual space. Treats for the winners.		
BLOCK IV THE HEALING NATURE OF CARE	Tell a story of people "Sharing Approaches that Work". Emphasize how people are cared for by caring for others. Draw pictures of sharing approaches that work.		
Final Reflect'r	Put words on cards (approx. 15. One word on each card) that identify images that the children experienced. The guide reads the word, and the children tell a story about the image or experience. Praise the children who remember the most.		

Morning Curriculum

Intent	Rational Objective: To know that peace can be created by sharing solutions.		Existential Aim: To experience hope for the world and a calling to care.	
Day & Theme	Monday: The Challenge to Care	Tuesday: The Courage to Care	Thursday: The Power of Care	Friday: The Healing Nature of Care
Song	Serve the Earth	The Courage to Care	Citizens of the World	I am the One
Ritual	Accountability and Absolution Eat on behalf of.....			
O B J E C T I V E & M E T H O D	To awaken care for the future.  Briefly describe 3 scenarios for the future: 1. High tech domination 2. Pollution & Destruction 3. Global interchange & Cooperation  Art form conversation: How are the pictures of the future similar; how are they different? Which would you like to experience or live in? What could we do now to make that option for the future possible?	To reveal the style of care  Conversation on TV & cartoon characters who live out of a style of care. (A Team Super Friends)  What do they do? Where do they do it? How do they do it? What difference do they make for the lives of others?	To demonstrate the Power of care.  Tell the story of the people of Loisaída deciding to care for their community (see HIGHLIGHTS article information). If you lived in Loisaída how would you participate in caring for the community?	To relate how Care catalyzes Care.  Show a map of Kenya. Relate how work in villages has multiplied because people were cared for and decided to care for others. Give examples of how you have been cared for and how you have decided to care for others. (everyone has a chance to participate)
Chores				

Time

6:00

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7:00

Evening Curriculum

Intent	Rational Objective: To know that peace can be created by sharing solutions.		Existential Aim: To experience hope for the world and a calling to care.		
Day & Theme	Monday: THE CHALLENGE TO CARE	Tuesday: THE COURAGE TO CARE	Wednesday: THE POWER OF CARE	Friday: THE HEALING NATURE OF CARE	Time
Song	Serve the Earth	The Courage to Care	Citizens of the World	I am the One	6:30
Ritual	Accountability by Teams Absolution Evening Ritual "Let us eat on behalf of....."				6:30
Skill Focus	Math Computation: Concrete Skills  Have students make up problems and test each other for answers. Create atmosphere of encouragement.	Environmental Care: Resource Maximization  Tell the story of "Fred Forgetful", always leaving on the lights. What happens when we and Fred leave lights on? How can we remember to turn them off?	Self Assertion: Thought Expression  Art form a picture of Care and Courage. Choose a child to tell a story about the picture.	Consensus Formation: Observation  Show an intricate picture. Go around the table, each child naming what s/he sees. Name as many objects as possible.	6:50
Space Care Story Solitary Ritual Sleep	All do team assignments. Each child cleans personal space and brushes teeth. All gather for story together. Corporate send out. All go to beds for solitary time. Guide visits each child and does their bedtime ritual. Lights out.				7:15 7:15 to 7:30 to 7:45 to 8:00

OPENING PATHWAYS  
NEW POLITY FORMS

I N T E N T	C r s	RO: To know the forms of polity that society needs in decision making that leads toward victories.	EA: To experience how decision making is made.
	D a y	RO: To know the society's structures get made.	EA: To experience how I organize myself in an effective way.
BRKFST	Conv. How do we organize ourselves? 1. Name places that you have been this week? Things that you do everyday? 2. Name people that you know who organized things well? 3. What particular things do you need to organize daily?		
CHORES	Team assignment and individual space care.		
BLOCK I GATHERING	Work Project- Building a tent for a camp outside. 1. Gather and do planning. How do you build a camp? 2. Name tasks and divide into teams 3. Ask 2 children to prepare the snack.		
BLOCK II SELF- ORGANIZATION	Story- About camping experience 1. Read to them inside the tent 2. Artform reflection on the day		
LUNCH	REFLECTION- 1. What things did your team do? 2. Did you feel happy, sad, etc. 3. What was easiest/hardest?		
SOLITARY			
BLOCK III FAMILY DECISIONS	EXCURSION: Go to park-- Focus on the organization of the playground equipment		
BLOCK IV LEADING A MTG.	Celebration- Go buy a snack. Tell a short story on how you celebrate after a hard days work. Appoint a child to lead a conversation on the day.		
Final Reflect'n	Reflection: 1. What did you remember today? 2. What surprised you? 3. Where did the decisions get made? 4. What did you discover about yourself today?		

OPENING PATHWAYS  
NEW POLITY FORMS  
Morning Curriculum

Intent	Rational Objective: To know the forms of polity that society needs for decision making that leads towards victory and effectiveness.		Existential Aim: To experience how decisions are made.	
Day & Theme	Monday:  GATHERING	Tuesday:  SELF-ORGANIZATION	Thursday:  FAMILY DECISION MAKING	Friday:  LEADING A MEETING
Song	Rainbow Trail	Four by Four	Life is Good	Harambee
Ritual				
O B J E C T I V E & M E T H O D	<p>To discover that we gather in different situations, space and time.</p> <p>Conv.</p> <ol style="list-style-type: none"> <li>1. Where have you seen people gather to make decision in our house?</li> <li>2. What do they do when they all gather?</li> <li>3. What kinds of decisions do the people of our House make a House Meetings?</li> </ol>	<p>To realize that I, myself am responsible to organize my space and time.</p> <p>Have the children each draw a picture of their room.</p> <p>Ask the children to include where things go in the room?</p> <p>Share pictures and reflect</p> <p>Put pictures on wall.</p>	<p>To understand that I am part of the decision-making process in my family.</p> <p>Conv.</p> <p>When does your family make decisions?</p> <ol style="list-style-type: none"> <li>2. What particular decisions does you family make?</li> <li>3. How did you participate?</li> <li>4. What happens if the family doesn't make decisions.</li> </ol>	<p>To experience that decisions are made in the corporate structures, not entirely by an individual.</p> <p>Conv.</p> <ol style="list-style-type: none"> <li>1. Show a picture of a meeting.</li> <li>2. Artform the picture.</li> </ol>
Chores				

Time

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OPENING PATHWAYS  
NEW POLITY FORMS  
Evening Curriculum

Intent	Rational Objective: To know the forms of polity that society needs for decision making that leads toward victory and effectiveness.		Existential Aim: To experience how decisions are made	
Day & Theme	Monday: GATHERING	Tuesday: SELF-ORGANIZATION	Wednesday: FAMILY DECISIONS	Friday: LEADING A MEETING
Song	Rainbow Trail	Four by Four	Life is Good	Harambe
Ritual	Accountability by Teams Absolution Evening Ritual "Let us eat on behalf of....."			
Skill Focus	MATH COMPUTATION; Semi-abstract skills- Put one triangle of graduated sizes on each of several cards. Have one child order them from small to large. Have another alternate small/large/small large.	ENVIRONMENTAL CARE SKILLS: Ecology application- Conversation about water & how it is critical in our lives. Brainstorm its uses Do an experiment to demonstrate how we can waste or conserve water when we brush teeth; 1 child brushes with water running, 1 child turns water off while brushing Catch wasted water Compare	SELF-ASSERTION; INDEPENDENCE Practice phrases for making polite requests: "Could you please", "Please would you", "If possible I would like to", "Excuse me", Would you please Demonstrate use.	CONSENSUS FORMATION: MODEL BUILDING Together, plan an excursion Brainstorm intent: Why Decide: Where When Who What to do How get there Key questions for model building
Space Care	All do team assignments. Each child cleans personal space and brushes teeth.			
Story	All gather for story together. Corporate send out.			
Solitary	All go to beds for solitary time.			
Ritual	Guide visits each child and does their bedtime ritual.			
Sleep	Lights out.			

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INDEPENDENT	C r s	RO: To know that every person & community has the possibility of being self sufficient.	EA: To experience the self-confidence that comes with knowing how to manage one's resources wisely.
	D a y	RO: To discover the foundational importance of the economic.	EA: To experience the capacity to orchestrate the economic dimension of life.
BRKFST	Songs Accountability/Absolution Meal Ritual Conversation: The Uses of Money		
OVERVIEW	Display a dollar and different coins. Ask questions to establish children's awareness of relative value. How is money used? How do people get money?		
CHORES	Team assignments for cleaning. Individual space care. Inspection. Awards.		
BLOCK I MY SELF SUFFIC'CY	Conversation to ground the term "self-sufficiency". Point to examples of people taking care of themselves. How do you take care of yourself? How are you self-sufficient? Which of these ways have to do with economics, or providing for ourselves the things that we need to stay alive? Make a montage of things that we need in order to stay alive. Which of these things is free? (oxygen. sometimes water).		
BLOCK II FAMILY SELF SUFFIC'CY	Family Budget: Brainstorm what a family needs to supply its needs. Conversation on how our House is like a big, self-sufficient family. Play "Grown Up Self Sufficiency Game". E.G. guide provides the initial job. Children earn pennies and use the first penny to buy a snack. The second penny is put into the bank, and with the third, they can start their own business. Keep money circulating!		
LUNCH REFLECT'N	Songs/Ritual Reflect on learnings about economic self-sufficiency. What did we do this morning? How did you feel when you got your job and earned your money? How did you use your money? What did you learn about being self-sufficient?		
SOLITARY	Two hours rest		
BLOCK III NATIONAL SELF SUFFIC'CY	Awareness Tour: Where is everything made/grown that we use in the house? Tour the House looking for names of countries on products. Place dots on map of the world indicating where products have come from. What do you think other countries buy from the United States (or your home country). What does this tell you about our planet? Put together a geodesic dome or an earthrise puzzle.		
BLOCK IV PLANETARY SELF SUFF	Participate in House Cleaning: Dramatize our self-sufficiency (in caring for ourselves and others) by caring for our space. My Home is the Universe. Care for my home is care for the universe.		
Final Reflect'n	Art form conversation on the day.		

OPENING NEW PATHWAYS  
Economic Self-Sufficiency

Morning Curriculum

Intent	Rational Objective: To know that every person/community has the possibility of being self-sufficient (able to take care of his/herself).		Existential Aim: To experience the self-confidence that comes with knowing how to manage one's resources wisely.	
Day & Theme	Monday: SELF_ SUFFICIENCY	Tuesday: FAMILY SELF SUFFICIENCY	Thursday: COMMUNITY/NATIONAL SELF SUFFICIENCY	Friday: PLANETARY SELF-SUFFICIENCY
Song	Free Am I	Run Into The Future Run	Free to Decide	Greatness Song
Ritual	Accountability by teams/ Absolution Morning ritual "Let us eat on behalf of..."			
O B J E C T I V E & M E T H O D	Personal contribution to family and House life.  What are some jobs you have in your family? How did you get these jobs? When have you seen something that needed to be done & did it without being told? What are some other things you could do to make our home/community a more pleasant & safe place to be?	Building a family budget.  What does your family spend money on? Mom, Dad, Children? List out items for each person. How much do these items cost? How are they paid for? How do we earn the money that pays for our stipends? How do we all contribute?	Economic Dynamics  Explain the dynamics of Resources, Production & Distribution Let's take an aluminum can for example. Where does the aluminum come from that the can is made from? Where does it go to be made into a can? After the contents are in the can, where does it go to be sold? What happens to the can when it is emptied? What happens if one of these steps breaks down?	Stewardship of our planet's resources  Resource Gaia Atlas of Planetary Mgt. Pg. 84  Polluting the Oceans. How does pollution get in the water? What happens when the water is polluted? Who suffers? What can we do to prevent pollution?
Chores				

Time

6:00

6:05

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these northern nations, after misusing and over-using their local fisheries, have been venturing further afield to abuse fisheries off western Africa and elsewhere in the tropical developing world.

### Sources of marine pollution

The seas are a dump. They continuously absorb vast quantities of silt and minerals washed down from the land. Now, however, we are asking them to accept growing amounts of human-generated materials as well, from sewage sludge, industrial effluent, and agricultural run-off, all with their chemical contaminants, to radioactive wastes.

The oceans can do a good job for us as a gigantic "waste treatment works". The question is, how


much waste can they safely handle? That is to say, what sorts of waste are they fitted to absorb, where can they best accommodate it, how long will they take to degrade it through natural processes—and what level of adverse consequences are we prepared to accept?

These critical factors are not receiving nearly enough attention. Each year we dump hundreds of new chemicals into the seas, to go with the thousands already there, and with next to no idea of their potential impact. Human-made toxic substances are being detected in deep ocean trenches, even as far as Antarctica. This phenomenon is the result of global circulatory systems, processes of which we have hardly any understanding.

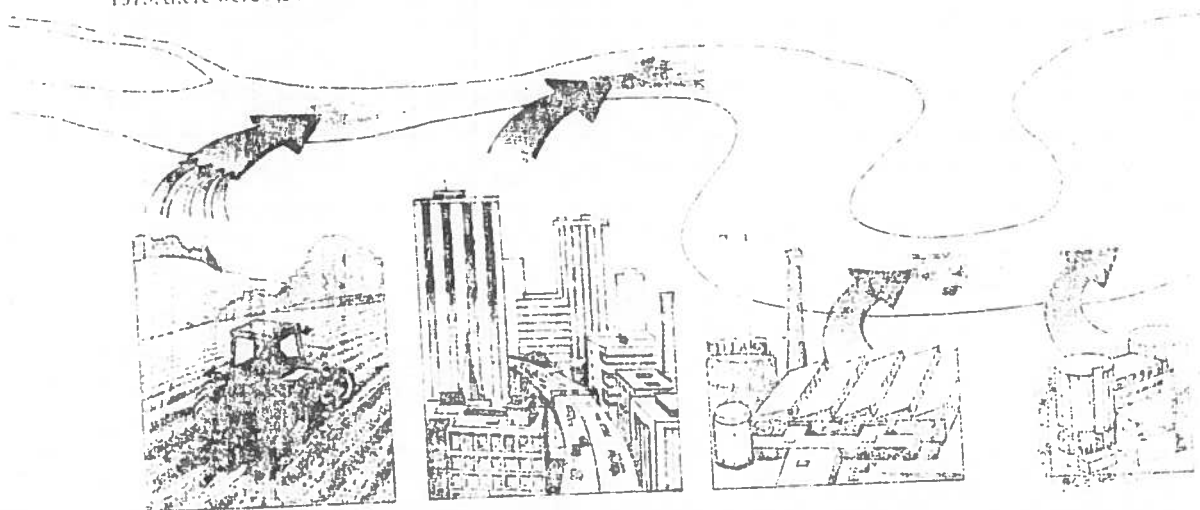
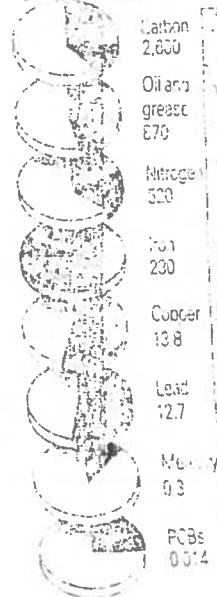
## Polluting the oceans

The oceans receive the brunt of human waste, be it by deliberate dumping or by natural run-off from the land. At least 83% of all marine pollution derives from land-based activities. The illustration below shows a major conveyor of these pollutants, a river flanked by both agricultural land and industry, a scene that reflects much of the industrialized North. As the river becomes polluted, a high percentage of waste is flushed downstream and deposited in the biologically productive estuarine waters and coastal zones. Here, the poisons enter marine food chains, building up their concentrations in higher species. This process of bioamplification was sharply illustrated in Japan in the early 1950s by Minamata disease—methyl mercury poisoning due to eating tuna with heavy concentrations of mercury in their tissues (the wastes originated from a coastal factory). By 1975, there were 3,500 known victims.

**The New York Bight**  
Dumping of waste is primarily responsible for the pollution of the New York Bight, and is causing severe health problems. The pie-charts give the proportion of waste elements that end up in the estuary or bight either directly from the land or by the barging of spoils—sewage sludge and toxic industrial waste.


 To estuary  
 Direct to bight  
 To bight via dumping

Discharge tonnes per day



**Agricultural run-off**  
Pesticides and herbicides, not readily bio-degradable, are persistent pollutants. As they pass through marine food chains, they become concentrated. Nitrates from fertilizers over-enrich

**Urban centres**  
Municipal drainage systems pour out domestic and industrial sewage contaminated with toxic chemicals, heavy metals, oil, and organic nutrients. Construction sites release

**Industry**  
Much of the complex mix that goes into industrial waste ends up in the sea. Included in this mélange are partially bio-degradable and persistent pesticides, which often takes a human

**Nuclear reactor**  
Radioactive waste is discharged into coastal waters from nuclear reprocessing plants such as those at Sellafield, UK, and in sickness and death.

OPENING NEW PATHWAYS  
Economic Self-Sufficiency

Evening Curriculum

Intent	Rational Objective: To know that every person & community has the possibility of being self sufficient and able to care for themselves.		Existential Aim: To experience the self-confidence that comes with knowing how to manage oneself wisely.		
Day & Theme	Monday: SELF SUFFICIENCY	Tuesday: FAMILY SELF SUFFICIENCY	Wednesday: COMMUNITY/NATIONAL SELF SUFFICIENCY	Friday: PLANETARY SELF SUFFICIENCY	T i m e
Song	When Iron People Go Marching In	I Love 5th City	Tiyendi Pamodzi	Marching Ahead	6:30
Ritual	Accountability by Teams Absolution Evening Ritual "Let us eat on behalf of....."				6:30
Skill Focus	Math Computation: Abstract Skills  Show a shape of a triangle. Ask the children to divide it in 2 parts. Put the symbol 1/2 on each part. Write 1/2 + 1/2 = 1	Environmental Care: Home Care  Give context "Care for Space is Care for Spirit."  Show how to wash marks off of walls. Form teams to wash marks off of indicated walls.	Self Assertion: Perserverence  Mark off a space on the floor or on the grass for each child. Drop tiny pieces of paper in all the spaces (dots from hole punch are effective). Praise the child who picks up the most dots.	Consensus Formation: Group Orientation  Context: Having a group understand the situation is key to forming consensus. Choose one child to describe a problem then the whole group brainstorms the solution.	6:50
Space Care Story Solitary Ritual Sleep	All do team assignments. Each child cleans personal space and brushes teeth. All gather for story together. Corporate send out. All go to beds for solitary time. Guide visits each child and does their bedtime ritual. Lights out.				7:15 7:15 to 7:30 to 7:45 to 8:00

I N T E N T	C r s	RO: To know that a myth is a story that helps us to build a picture of who we are & what we might do/be.	EA: To experience ourselves as those who are building a hope-filled story of the past/present/future for all people everywhere.
	D a y	RO: To know that myths are created.	EA: To experience stepping inside of various myths.
BRKFST	Song: Ancestors Acctbilty/Absolution Eat on behalf of.... Stress honoring each other through table manners. Direct attention to aboriginal grandfather telling a story to the group of children. Explain that in the past grandparents related stories and myths to children. Play act the scene in the print. Use a cultural myth. Take turns being the grandfather/mother.		
CHORES	Corporate team care assignments Individual space care Inspection Awards		
BLOCK I	Gather around the table to do workshop on stories. How do children today hear and see stories? What are your favorite stories. List them. Choose one. What is it about? Why is it your favorite? Which character would you like to be from your story? Draw or paint a picture of you being the character in your story.		
BLOCK II	Rehearse a current popular myth (the tales of superfriends in the U.S. for example). Decide what the characters in the myth do to keep fit for their task. Create new character names for everyone. Decide a story line. Pack a picnic lunch and go on an outing to live out the myth. Insist that everyone assumes a role and plays it.		
LUNCH	Maintaining the roles of the "living myth", reflect on the adventure and drama. Where have we encountered danger, struggle. Where have we experienced victory? Who has been most helpful? Give permission for children to "break role".		
SOLITARY	2 hours of quiet time		
BLOCK III	Song: The March of Mankind Art form the story. Which age are we in? Together do a workshop on the dangers and possibilities of living in the present. Make up a story about living in the midst of the dangers and possibilities. Create the idea for characters, scenes, action. Decide roles and costumes. Name the story. Practice for a performance.		
BLOCK IV	Present the drama for others. Art form the experience of doing the presentation. Where did the audience laugh? Where did they clap? What did they like best? How did we help them by creating this story and this presentation?		
Final Reflect'n	Art form conversation on the experience of the day. Celebrate by singing the March of Mankind.		

Morning Curriculum

Intent	Rational Objective: To know that myth is a story that helps us to build a picture of who we are & what we might do/be.		Existential Aim: To experience ourselves as those who are building a hope-filled story of the past/present/future for for all people everywhere.	
Day & Theme	Monday:  STORY TELLERS FROM THE PAST	Tuesday:  STORY TELLERS OF THE PRESENT	Thursday:  I AM A STORY BUILDER	Friday:  BUILDING A STORY OF HOPE FOR THE WORLD
Song	Journey On	March of Mankind	Houston is a Wonderful Place	Rainbow Trail
Ritual	Acctibility/Absolution Meal Ritual Let us eat on behalf of.....			
O B J E C T I V E & M E T H O D	To expose to stories of another culture & time.  Read a myth from a non-western (or eastern) culture. Context it as a story that was told by grandmother or grandfather down many generations. Art form conversation on the story. Key question: How is it different from stories of today?	To reveal the power of contemporary story telling  Show the book or video of "The Never Ending Story" or the slide show or pictures of Gandhi. Art form conversation. What do we learn from stories? How can we use them to teach others?	To dramatize that stories are created, and myths are passed by "word of mouth".  Sit in a circle and create a "round robin" story. Begin with: "Once upon a time there were 2 children walking down a quiet street when....  Reflect on the created story.	To indicate that stories can project the future as well as relate the past.  Draw several large circles on a large piece of paper. Art form the stories of the week. As you think of the future, what will be parts of the story of the future? Take turns filling in the story circles with visions of the future.
Chores				

Time

6:00

6:05

6:20

6:45

7:00

Evening Curriculum

Intent	Rational Objective: To know that it is myth that helps us build a picture of who we are and what we might do and be.		Existential Aim: To Experience ourselves as those who are building a hope-filled story of the past, the present & the future for all people everywhere.		
Day & Theme	Monday:  STORYTELLERS FROM THE PAST	Tuesday:  STORY TELLERS OF THE PRESENT	Wednesday:  I AM A STORY BUILDER	Friday:  BUILDING A STORY BRINGS HOPE TO THE WORLD	T 1 m e
Song	Journey On	March of Mankind	Houston is a Wonderful Place	Rainbow Trail	6:30
Ritual	Accountability by Teams Absolution Evening Ritual "Let us eat on behalf of....."				6:30
Skill Focus	Math Computation: Skill Application  Demonstrate using lego logs how to count by 2's, then by 5's, then by 10's. Choose a child to count by 2's, another by 5's, another by 10's. Ask one child to do all three.	Environmental Care: Appro-Technology  Tell a story about commercial fertilizers that demonstrates how they are manufactured and not as effective as natural fertilizer. Draw a picture of a home with trees & bushes, dogs and cats. Where is the source of fertilizer?	Self Assertion: Risking/Exploring  Play "Blind Person's Treasure Hunt". In the yard one child is blind folded. Put bucket (or some other special object out as the treasure. The blind folded child walks toward the treasure. The others shout "hot"/"cold" to direct him/her.	Consensus Formation: Plan Implementation  Divide group into small teams of 2 Or 3. Each team is assigned to create a human statue using their bodies. Each team meets, experiments and decides what they will do. Each has an opportunity to show their "statue".	6:50    7:15
Space Care Story Solitary Ritual Sleep	All do team assignments. Each child cleans personal space and brushes teeth. All gather for story together. Corporate send out. All go to beds for solitary time. Guide visits each child and does their bedtime ritual. Lights out.				7:15 to 7:30 to 7:45 to 8:00

OPENING PATHWAYS  
NEW NATION NEW WORLD

UNIT	C r s	RO: To understand the idea of nation as something invented rather than given.	EA: To know that we can create the forms needed for the future.
	D a y	RO: To know that the form of the nation is becoming inadequate to respond to today's needs	EA: To experience the possibility of creating needed forms
BRKFST  OVER-VIEW	Song: Citizens of the World Accountability-Ritual Lay out format of the day		
CHORES	Corporate and Individual Tasks		
BLOCK I THE FORMING OF NATIONS	Tell the story of Ancient Greece as the place where the idea of the nation state was born. Show a map. Children color the map. Tell the story of the forming of the Roman Empire. Show a map. Compare the map of Greece. Which is bigger? Tell the story of the forming of Kingdom's in Europe (German, French, English) and the coming into being of Nations. Create a drama about claiming land and organizing kingdoms, then nations.		
BLOCK II THE REAL- ITY OF SPHERES	Show the grid of spheres, explaining 1st the idea of continents. (masses of land which are divided into nations (by men, not creation) Create a giant puzzle. Children take turns filling in the pieces.		
LUNCH REFLEC- TION	Song: Earth is Home Artform conversation on the global grid-- Point out the names of nations within each continent		
SOLITARY	1 hour quiet time		
BLOCK III THE CREA- TIVE & UNCREATIVE TENSION	Tell a story about the tension among the continents and the spheres. (Tension between China & Subcontinent, North America and Eurasia, Latin America and Africa (give examples) and tension between East and West. The middle continet in the grid (Seapac, Europe and NAME) are tension HOT SPOTS. The South is Continent of Tension. CREATE.		
BLOCK IV THE NEW OPTION	A 3-way tug-o-war to dramatize idea. Present the idea of planet earth as a living organism-- all living things are related and connected. What kind of organization do we need? Kingdoms, nations, areas? Brainstorm ideas, group similar ideas. Form teams to create new maps to demonstrate ideas. Use play dough.		
Final Reflect'r	Each team shows their product Reflect on how they are similar and how they are different. Celebrate (Houston: Room clean contest awards)		

THE EAST

THE WEST

INDO-CHINA	SEAPAC	CHINA
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NORTH AMERICA	EUROPE	EUROASIA
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LATIN AMERICA	NAME	BLACK AFRICA
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THE SOUTH

# THE SPHERES OF THE WORLD

Morning Curriculum

Intent	Rational Objective: To understand the idea of nation as something invented rather than given.		Existential Aim: To know that we can create the forms needed for the future.	
Day & Theme	Monday: THE FORMING OF NATIONS	Tuesday: THE REALITY OF SPHERES	Thursday: THE CREATIVE AND THE UNCREATIVE TENSION	Friday: THE NEW OPTION
Song				
Ritual	Accountability by teams/ Absolution Morning ritual Let us eat on behalf of. . . . .			
O B J E C T I V E & M E T H O D	To imagine the forming of nations-- Show a globe and tell the story of the explorers journeying out across the sea claiming land for nations. Show how tiny the nation was (example Spain) and how large the land they claimed. (Latin America) What problems resulted? What new invention was necessary? (colonies)	To understand the idea of spheres. Show grid of 3 spheres. Hand rectangles with the name of a continent on each one to the children. They decide where they should be placed on the grid. Rehearse the tension between the continents and the spheres.	To realize the reality of tension..... Have a mock meeting of the United Nations. Each child represents a nation. The issue is feeding all the peoples of all the nations. Some nations are rich, some poor. Each child gives opinion on what they should do. Where is there creative and uncreative tension?	To experience hope in new options..... Act out a world council - Each is a representative of planet earth. All brainstorm ideas about making it possible for all to eat. Star the best ideas. Create a 3 point plan Celebrate
Chores				

Time

6:00

6:05

6:20

6:45

7:00

OPENING PATHWAYS  
THE NEW NATION & THE NEW WORLD  
Evening Curriculum

Intent	Rational Objective: To understand the idea of nation as something invented rather than given.		Existential Aim: To know that we can create the forms needed for the future.		
Day & Theme	Monday: THE FORMING OF NATIONS	Tuesday: THE REALITY OF SPHERES	Wednesday: THE CREATIVE AND UNCREATIVE TENSION	Friday: THE NEW OPTION	Time
Song	We Live in the Universe	Uno Dos Tres Cuatro	New Citizens of the World	Earth is Home	6:30
Ritual	Accountability by Teams Absolution Evening Ritual "Let us eat on behalf of....."				6:35
Skill Focus	Space/ time orientation Geographic Orientation:  Look at world map or globe. Put dots on countries where children were born. Each child places the dot and names the country.	Anticipatory Thinking: Predictive Thinking  Show a drawing or a picture of a child leaning out of a window to get a balloon that is caught in a tree. What is the possible outcome. Each child draws a picture about what will happen.	Individual Management Skills Self-Care Demonstrate the proper way of brushing teeth (brush in circles). Children take turns brushing a dolls teeth to demonstrate the correct way.	Self-Conscious Decision-Making Observation  Get hidden objects pictures from a children's workbook. Duplicate 1 for each child. Give them 5 minutes to locate as many as they can.	6:50
Space Care Story Solitary Ritual Sleep	All do team assignments. Each child cleans personal space and brushes teeth. All gather for story together. Corporate send out. All go to beds for solitary time. Guide visits each child and does their bedtime ritual. Lights out.				7:15 to 7:30 to 7:45 to 8:00

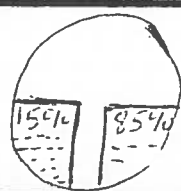
I N T E N T	C r s	RO: To know the neighborhood as a focus of care.	EA: To experience the sense of dignity that comes from caring for others.
	D a y	RO: To know that their care makes a difference.	EA: To experience being related to the neighborhood and the world.
BRKFST	Songs: I Love 5th City    Houston is a Wonderful Place Accountability/Absolution Meal Ritual Present image of activities for the day and the theme of the week.		
CHOPES	Corporate team assignment    Individual space care    Inspection    Awards		
BLOCK I THE WORLD IS MY NEIGHBORHOOD	Take a "Walk of Wonder" around the neighborhood. Take small cards and colors along. Stop every so often to draw pictures of what you see. Return and put small cards with drawings up on the wall by categories (people, places, houses, stores, animals). Each child talks about his/her drawings.		
BLOCK II MY NEIGHBORHOOD is the world.	Conversation: What do you remember from our trip and what we've drawn? What is special about our neighborhood? What places need our care? Where could we work to make it a better place? Together design a simple service project to do.		
LUNCH REFLECT'N	Song: Houston is a Wonderful Place Ritual Show pictures from a magazine. Ask which pictures remind you of our neighborhood.. Why? Send out and clean up assignments.		
SOLITARY	Two hours rest/quiet time.		
BLOCK III THE WORLD ECKONS MY CARE	Create a way to care for the world and the community. Take all the cans saved for re-cycling to the nearest re-cycle center. Go for a swim (or in some other special way) celebrate CARE. Stop off at MacDonald's (or some store or shop) for rewards for winners of the weekly "Clean Your Room Contest."		
BLOCK IV MY CARE FOR MY NEIGHBORHOOD ARES FOR THE WORLD	Mini Workshop: Brainstorm the important problems of the world. List them. Star the problems that show up in the neighborhood. How is it that when we care for these problems, we care for the world?		
Final Reflect'n	Chart the Day: Fill in each portion with words and pictures that hold the activities. Where are the divisions? What title would you give the sections. What title would you give the day?		

OPENING PATHWAYS  
NEW LOCAL ENGAGEMENT  
Morning Curriculum

Intent	Rational Objective: To know the neighborhood as a focus of care.		Existential Aim: To experience the sense of dignity that comes from caring for others.		
Day & Theme	Monday: THE WORLD IS MY NEIGHBORHOOD	Tuesday: THE NEIGHBORHOOD IS MY WORLD	Thursday: THE WORLD BECKONS MY CARE	Friday: MY CARE FOR MY NEIGHBORHOOD CARES FOR THE WORLD	Time
Song	CARE IS EVERYWHERE	I LIVE IN 5TH CITY	HOUSTON IS A WONDERFUL PLACE	I LOVE 5TH CITY	6:00
Ritual					6:05
OBJECTIVE & METHOD	To reveal that the peoples of the world are in our neighborhoods  Point out on a map of the world where people have had to leave their homelands and immigrate elsewhere. What would you take with you if you had to leave your homeland?  How would you symbolize being at home in your new place?	To point out that our possibility to relate to others is where we are---  Brainstorm the name of neighborhood people that you know. Star the ones that are friends? What can we do to be good friends?	To reveal that people of all ages can make a contribution. Act out two responses to finding trash on the street-- One response: "It's not my job" The other response: "I can pick it up"  Reflect on what happens as a result of each	To communicate that caring makes a difference  Close your eyes and imagine that you live in a world where everyone throws trash out the car windows. What does the street look like? Now imagine a place where everyone puts trash in barrels. What is the difference? The place or the people?	6:20
Chores					6:45
					7:00

OPENING PATHWAYS  
NEW LOCAL ENGAGEMENT  
Evening Curriculum

Intent	Rational Objective: To know the neighborhood as a focus of care.		Existential Aim: To experience the sense of dignity that comes from caring for others.		
Day & Theme	Monday: THE WORLD IS MY NEIGHBORHOOD	Tuesday: THE NEIGHBORHOOD IS MY WORLD	Wednesday: THE WORLD BECKONS MY CARE	Friday: MY CARE FOR MY NEIGHBORHOOD CARES FOR THE WORLD	Time
Song	Care is everywhere	I Live in 5th City	Houston is a Wonderful Place	I Love 5th City	6:30
Ritual	Accountability by Teams Absolution Evening Ritual "Let us eat on behalf of....."				6:35
Skill Focus	Space/Time Orientation: Spatial Orientation  Play "Pin the Tail on the Donkey" Each child gets a turn to be blind-folded. Try to pin the tail in the right place.	Anticipatory Thinking: Pattern Discernment  Chart the Year Put season names as titles. Put month names under each season. Ask what comes after autumn and before spring?	Individual Management; Time Management  Brainstorm all the things you do when you get up in the morning. Which action comes first-- Which second, third? Which is most important? Put a star by it.	Self-Consious Decision-Making Skills; Interpretation  Show 2 drawings of a slice of watermelon: one is eaten down to the rind, the other, down to the green. One child who ate a slice of watermelon has a stomach ache-- which piece did she/he eat?	6:50
Space Care Story Solitary Ritual Sleep	All do team assignments. Each child cleans personal space and brushes teeth. All gather for story together. Corporate send out. All go to beds for solitary time. Guide visits each child and does their bedtime ritual. Lights out.				7:15 to 7:30 to 7:45 to 8:00

INTENTION	C r s	RO: To know that people of all ages and situations need the option to learn how to learn.	EA: To experience being both privileged and responsible for education and learning for all.
	D a y	RO: To know that the world needs effective teachers and students who learn in all situations.	EA: To experience confidence in teaching and learning.
BRKFST OVER- VIEW	SONGS: 2 non-English songs Accountability/Ritual Give overview of the day's activities		
CHORES	Corporate team assignment Individual Space Care Assignment		
BLOCK I	Draw a picture illustrating the 'global gap' Situation- 85% of people have access to 15% of resources. Dramatise the situation by having 15% of students stand. 85% sit. Those standing can go to school-Those sitting can not.		 Point out blocks: Cost of uniforms, books, trans- port Solution
BLOCK II NEW OPTIONS FOR LEARNING	Using untapped Resources: See the possibility of everyone being a teacher. Brainstorm the skills that each child has. Assign each child to teach 1 skill to all the others. Emphasize clear explanation/demonstration/involvement.		
LUNCH	Songs- Sing 2 non-English songs Accountability		
REFLECTION	Reflective Conversation: My most memorable teachers		
SOLITARY	1-2 Hour Rest		
BLOCK III THE NEW SCHOOL	Context: The new school is where everyone teaches and everyone learns. Name the place where the group will go (park, swimming pool, playground). Each child decides and states to others what they will teach and what they will learn.		
BLOCK IV THE NEW POSSI- BILITY	Context: Everyone can learn to learn from every experience. Focus on an experience of the week. (Room clean contest.) Art form conversation on the experience: Key question- What did you learn this week that you didn't know before. How did you learn it?		
Final Reflect'	Go for the "Treat of the Week" (Reward for room clean contest). Critique (with care) each child as a teacher, give suggestions for improvement.		

OPENING PATHWAYS  
GLOBAL LOCAL EDUCATION TRENS  
Morning Curriculum

Intent	Rational Objective: To know that people of all ages and situations need the option to learn how to learn.		Existential Aim: To experience being both privileged and responsible for education and learning for all.		
Day & Theme	Monday: THE GLOBAL LEARNING SITUATION	Tuesday: NEW OPTIONS FOR LEARNING	Thursday: THE NEW SCHOOL	Friday: THE NEW POSSIBILITY	Time
Song	Make it One	Freedom	Free Free Free to Decide	Hombre Libre	6:00
Ritual					6:05
OBJECTIVE & METHOD	To illuminate other perspectives in learning---  Sing 4X4 in 3 languages. Choose one of the versions that is not in the children's native language. Ask them to translate the song. How is it that you understand?	To reveal that we have more learning potential than we use.  Do a "Left-Right Brain Exercise" from Jean Houston's book, "The Possible Human." Afterwards artform the experience. We are aware of more because more of our brain is awake.	To have the children discover their responsibility for making any situation a learning situation.  WORKSHOP: 1. What are ways that we learn?  2. Star the ways that you like best.  3. How can we help our teachers use these ways?  4. Create a 3 point plan to use in school.	To enable the children to imagine being teachers as well as learners.  Give the group a particular skill to teach to a group of deaf children (Example: How to whistle). Have several children explain how they would do it.	6:20
Chores					6:45
					7:00

OPENING PATHWAYS  
GLOBAL LOCAL EDUCATION TRENDS  
Evening Curriculum

Intent	Rational Objective: To know that people of all ages and situations need the option to learn how to learn.		Existential Aim: To experience being both privileged and responsible for education and learning for all.		
Day & Theme	Monday: THE GLOBAL LEARNING SITUATION	Tuesday: NEW OPTIONS FOR LEARNING	Wednesday: THE NEW SCHOOL	Friday: THE NEW POSSIBILITY	Time
Song	Make It One	Freedom	Free Free Free to Decide	Hombre Libre	6:30
Ritual	Accountability by Teams Absolution Evening Ritual "Let us eat on behalf of....."				6:30
Skill Focus	Space/Time Orientation Skills: Time Orientation  Guide names an activity-- The children listen and answer BEFORE or AFTER depending on if described activity happen before or after dinner.	Anticipatory Thinking Skills: Practical Strategy  Draw a large maze on a sheet of paper. Children take turns plotting route from the center to the exit without making mistakes!	Individual Management Skills: Time Management  Using a kitchen timer, small hour glass or watch-- Time the children tying their shoe laces. A prize for the winner.	Self Conscious Decision-Making Skills: Interpretation Skills  Listen to a section from a classical opera or symphony with eyes closed. Take turns answering "What is happening in the music"?	6:50
Space Care Story Solitary Ritual Sleep	All do team assignments. Each child cleans personal space and brushes teeth. All gather for story together. Corporate send out. All go to beds for solitary time. Guide visits each child and does their bedtime ritual. Lights out.				7:15 to 7:30 to 7:45 to 8:00

MINUTE	C r s	RO: To know that people come to know each other through special events.	EA: To experience participating in a trend shifting event.
	D a y	RO: To understand the many ways of learning and teaching	EA: To experience being both the teacher and the learner.
BRKFST	Song: WE Accountability/Absolution Ritual Favorite Teacher Conv.- Who is your favorite teacher? Why are these teachers favorites? What would happen if all these teachers were teaching in one school?		
CHORES	Corporate Team Assignment Individual Space Care Awards		
BLOCK I PATHWAYS TO LEARN- ING	Excursion to a hands on Museum or experiential learning situation. Reflective conv. on what they saw, what they learned, how they learned?		
BLOCK II GREAT EDUCATORS OF PAST	See, Read or tell the story of "The Miracle Worker". Conv. on the style of Anne Sullivan. How did she teach Helen Keller? What did she learn?		
LUNCH RELEC- TION	Song: Freedom Ritual Artform Conv. on the morning		
SOLITARY	2 hours rest		
BLOCK III GREAT EDUCATORS OF THE FUTURE	Show 3 images from "The Global Brain", Planetary People, The Elephant and the Flee, The Chinese Character for CRISIS. Explain each. Choose 3 children to teach the others these images.		
BLOCK IV SHARING APPROACH- ES THAT WORK	Dramatize being delegates to Local Education Exposition 1990. Each child represents a particular part of the world and a unique situation.		
Final Reflect	Show flash cards with images from the days activities. Children take turns, deciding in what sequence the cards are arranged.		

OPENING PATHWAYS  
LOCAL EDUCATION EXPOSITION 1990  
Morning Curriculum

Intent	Rational Objective: To know that people come to know each other through special events.		Existential Aim: To experience participating in a trend shifting event.	
Day & Theme	Monday: PATHWAYS TO LEARNING	Tuesday: GREAT EDUCATORS OF THE PAST	Thursday: GREAT EDUCATORS OF THE FUTURE	Friday: SHARING APPROACHES THAT WORK
Song	All Life is Open	The Impossible Dream	We	I'm The Greatest
Ritual				
O B J E C T I V E & M E T H O D	To reveal that every situation is a potential learning situation.  Choose 3 children to spontaneously teach something that they know how to do. Artform the experience.	To enable children to know of great teachers of the past.  A visit with Siddhartha-- Have Siddhartha come to have breakfast. Children take turns asking questions.	To release the children to imagine teachers of the future.  Make a "word montage" of what will be happening in the year 2000. What will teachers need to know?	To see the power of sharing ideas.  Each person state one thing that they would like to learn. Make a list Ask the group which of these things they could teach.
Chores				

Time

6:00

6:05

6:20

6:45

7:00

## OPENING PATHWAYS

## LOCAL EDUCATION EXPOSITION 1990

### Evening Curriculum

Intent	Rational Objective: To know that people come to know each other through special events.		Existential Aim: To experience participating in a trend shifting event.		
Day & Theme	Monday: PATHWAYS TO LEARNING	Tuesday: GREAT EDUCATORS OF THE PAST	Wednesday: GREAT EDUCATORS OF THE FUTURE	Friday: SHARING APPROACHES THAT WORK	Time
Song	All Life is Open	The Impossible Dream	We	I'm the Greatest	6:30
Ritual	Accountability by Teams Absolution Evening Ritual "Let us eat on behalf of.....				6:30
Skill Focus	Space-Time Orientation: Time Design Skills  Make a chart of your day. Waking hour to sleep time-- school time, play time. Color each block of time a different color.	Anticipatory Thinking Skills: Scenario Formation  Imagine the year 2000. Give the children paper and pencil to figure out their age. Ask each child what they will be doing. Where will they be?	Individual Management Skills: Solitary Skills  When you get ready for bed, do you throw your clothes all over the room or put them in their assigned space. Practice every night putting your dirty clothes away.	Self-Conscious Decision Making Skills: Engagement/ Disengagement.  Some people participate in life every moment and some don't. You need to decide for yourself if you are/ aren't going to participate in all of life. Just because you don't like an activity doesn't mean you shouldn't try it. We need to expand our ideas, so have something else to compare it to.	6:50
Space Care Story Solitary Ritual Sleep	All do team assignments. Each child cleans personal space and brushes teeth. All gather for story together. Corporate send out. All go to beds for solitary time. Guide visits each child and does their bedtime ritual. Lights out.				7:15 to 7:30 to 7:45 to 8:00

OPENING PATHWAYS  
GRADUATION TRANSITION

I N T E N T	C r s	RO: To understand that life has many marking points.	EA: To experience a point of transition.
	D a y	RO: To know that we create the means of significating time.	EA: To experience the year as significant and complete
BREAKFAST OVERVIEW		Song: All Life is Open, Free, Free, Free to Decide Accountability/Absolution Ritual Artform - Conversation on the words: Graduation Transition" Key Questions: Who here has graduated? How are you different?	
CHORES		Corporate Team Assignment Individual Space Care- Inspection- Awards	
BLOCK I REHEARS- ING THE PAST		Workshop on the past year- Ask each child to remember 5 events from the past year (thinking of experience in school, at home, with family. Draw a picture of the most memorable event. Give it a title. Put pictures on a timeline. Add word cards for other events.	
BLOCK II REWARDING ACCOMP- LISHMENT		Star the most memorable events. Create divisions in the timeline. Name each section and the whole.  OUTING: Create a context a context for prizes for each child for their achievements of the year. Go out for awards.	
LUNCH		SONG: Earth is Home Ritual Read the poem; "If" by Rudyard Kipling. Artform conversation- Key question-What is the message in this poem?	
SOLITARY		2 Hours quiet time	
BLOCK III PROJECT- ING THE FUTURE		Excursion- Take a trip to the campus of each school where children attended school last year. Also to schools where they will attend next year. Have each child make a timeline. Mark the year for going on 6th grade trip (Rite of Passage Journey.) Student House Year Abroad.	
BLOCK IV CELEBRATING CONTRI- BUTION		Make a "life-size outline drawing" of each child (by having him/her lie down on a large sheet of paper). Put the line drawings on the wall. As a group brainstorm words that describe that person and the contribution they've made to the year.	
Final Reflect'		Listen to "Pomp and Circumstance" Artform conversation on the music. Final Question: What does "Graduation Transition" mean to you. Send out (with adults) to summer assignment.	

OPENING PATHWAYS  
GRADUATION TRANSITION  
Morning Curriculum

Intent	Rational Objective: To understand that life has many marking points.		Existential Aim: To experience the year as significant and complete.	
Day & Theme	Monday: REHEARSING THE PAST	Tuesday: REWARDING ACCOMPLISHMENT	Thursday: PROJECTING THE FUTURE	Friday: CELEBRATING CONTRIBUTION
Song	All Life is Open	Free, free, free to Decide	Responsibility	Citizens of the World
Ritual	Accountability/Absolution Ritual Let us eat this meal on behalf of.....			
O B J E C T I V E & M E T H O D	To explode a memorable moment by corporately re-remembering it  Take one of the "most memorable moments" off of Saturday's timeline. As a group remember what happened, who was involved, what was special. Create a skit about it.	To reveal the secrets behind "winning."  Interview each person who won an award on Saturday. Ask them to explain what they did to win. Afterwards, ask others to repeat the secrets to winning. Emphasize that all have equal chances to do well.	To enable the children to understand that they decide their future.  Group conversation: Each child has a chance to complete the phrase: "Next year when I am _____  I will do _____  I will be _____  I will learn _____.	To dramatize that every person has the possibility of contributing to the richness of life.  Artform conversation on the word-Contribution.  What are the ways that we contribute to the life of the House? What contribution do you make to school? How would this house be different without you?
Chores				

Time

6:00

6:05

6:20

6:45

7:00

OPENING PATHWAYS  
GRADUATION TRANSITION  
Evening Curriculum

Intent	<p>Rational Objective: To understand that life has many marking points.</p>		<p>Existential Aim: To experience a point of transition.</p>	
Day & Theme	<p>Monday: REHEARSING THE PAST</p>	<p>Tuesday: REWARDING ACCOMPLISHMENT</p>	<p>Wednesday: PROJECTING THE FUTURE</p>	<p>Friday: CELEBRATING CONTRIBUTION</p>
Song	<p>All Life is Open</p>	<p>Free Free Free to Decide</p>	<p>Responsibility</p>	<p>Citizens of the World</p>
Ritual	<p>Accountability by Teams Absolution Evening Ritual "Let us eat on behalf of....."</p>			
Skill Focus	<p>Information Access Skills: Data Expansion  Demonstrate the use of an Encyclopedia. Children give the topic, you find in the Encyclopedia. (Can also use a Thesarus)</p>	<p>Quality Differentiation Skills: Opposites Discernment  Brainstorm a list of opposites. Put each word on a separate card-- Scramble the cards. Choose 1 child to match up opposites. Repeat.</p>	<p>Creative Expression Skills; Art/Music Expression  Musical Instrument Recital- Each child has the opportunity to "play a tune" on the instrument of his/her choice. Applaud accomplishment.</p>	<p>Life Dialogue Skills: Artform Demonstrate Artform or Life Dialogue Method- Data, Reflection, Interpretation, Decision.  Choose 1 child to lead a conversation. Designate the theme.</p>
Space Care Story Solitary Ritual Sleep	<p>All do team assignments. Each child cleans personal space and brushes teeth. All gather for story together. Corporate send out. All go to beds for solitary time. Guide visits each child and does their bedtime ritual. Lights out.</p>			