



THE INSTITUTE OF CULTURAL AFFAIRS

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Dear Colleagues,

Greetings from the Houston Primary Unit.

This is a packet of E G curriculum constructs created by the Journey Care College for the Houston E G. They are based on the 1983-84 Phase I yearly curriculum rationale, "Claiming the Way: The Year of Order Council". They were begun during our second P.U. council (Oct. 17). We will be designing our subsequent curriculum on the 1984-85 yearly curriculum rationale, "Launching the New Century". We have found that a larger house necessitates an intentional program for our 8 E G members, and sense this is true for other P.U.s as well. Thus we have reprinted the curriculum for your use, to be modified and tailored to your local situation. We look forward to any feedback, changes, creative expansion etc. and would appreciate looking at any curriculum that has been created in the other primary units.

Each week's curriculum begins with a Saturday day-long curriculum. We have been using the Weekly Curriculum Worksheet as a tool to look at what we want to accomplish/ have the children experience. The various blocks of the Saturday curriculum are then reinforced and expanded upon in the weekday morning structure. The evening curriculum is based on the Basic Skills Curriculum Construct printed in the Daycamp 1984 booklet (copy enclosed).

We hope that this packet will continue the dialogue in creating and sharing what it is we would like our E G to know and experience through the E G curriculum. We look forward to hearing from you.

The Journey Care College
Primary Unit Houston

enclosed:

Order Missional Family (8 day long curriculum)
Christian Heritage
Vocational Journey Lab
Academic Skills Lab
Recovering Extended Family
Order Polity .
Health and nutrition
Personal Style Lab.

83-84 Curriculum Rationale
84-85 Curriculum Rationale

Weekly Ritual (tentative construct)



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

"ARQUE OF THE UNIVERSE"
DAY CAMP

THE BASIC SKILLS CURRICULUM CONSTRUCT

July-August 1984

Quarter
I
Week

1

2

3

4

5

6

7

8

9

10

11

12

13

Quarter
II
Week
1
2
3

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 I	Reading 1	GROUP INTER- ACTION SKILLS II	Team Formation 17	SENSORI MOTOR SKILLS IX	Large Motor Dev 33	DATA- RATION- ALIZATION SKILLS XII	Charting 49
	Listening 2		Cooperative Action 18		Small Motor Dev 34		4 x 4 creation 50
	Writing 3		Rhythmic Interaction 19		Sensori Stimulation 35		Data Gathering 57
	Speaking 4		Honoring Others 20		Body-Mind Integration 36		Gridding skills 52
MATH COMPUTA- TION SKILLS II	Concrete Skills 5	ENVIRON- MENTAL CARE SKILLS VI	Resource Max. 21	SELF ASSER- TION SKILLS X	Thought expression 37	CONSENSUS FORMATION SKILLS XIV	Strategic Thinking 58
	Semi-abstract Sk 6		Ecology Application 22		Independence 38		Model Building 54
	Abstract Skills 7		Home Care 23		Perserverance 39		Group Orientation 55
	Skill Application 8		Appropriate Tech. 24		Risking/Exploring 40		Plan Implementation 56
SPACE/ TIME ORIENTA- TION SKILLS III	Geographic orient. 9	ANTICI- PATORY THINKING SKILLS VII	Predictive Thinking 25	INDIVI- DUAL MANAGE- MENT SKILLS XI	Self-care 41	SELF- CONSCIOUS DECISION MAKING SKILLS XV	Observation 57
	Spatial orient. 10		Pattern Discernment 26		Self-Understanding 42		Evaluation 58
	Time orient. ski 11		Practical Strategy 27		Time Management 43		Interpretation 59
	Time Design Skill 12		Scenario Formation 28		Solitary Skills 44		Engagement/Disengag 60
INFOR- MATION ACCESS SKILLS IV	Data Expansion 13	QUALITY DIFFER- ENTIATION SKILLS VIII	Opposites Discern. 29	CREATIVE EXPRE- SSION SKILLS XVI	Art/Music Expression 45	LIFE DIALOGUE SKILLS XVII	Artform 61
	Computer program 14		Size Discernment 30		Music Art Assoc. 46		Meditative 62
	Scientific Data 15		Matching Quality 31		Physical Expression 47		Reality 63
	Personal Data 16		Attribute Discern 32		Physical Expression 48		Context Expansion 64

ORDER MISSIONAL FAMILY

Forming the Order

Rational Objective:

To know the data of Order history.

Existential Aim:

To experience pride in the opportunity to participate in forming the Order.

B R K F S T	<p>Story: The beginnings of the Order. The decision to form the Faith and Life Community in Austin Texas. Tell the story of the Mathews family (Joe, Lynn and 3 sons). They took the idea of Gandhi and the Indian Ashram and also the idea of the early Christian Church, forming a community to serve others.</p> <p>Ask the children to imagine what it was like in the Faith and Life community. What places have they lived in? What do they remember most? Why have we decided to be an Order? How will our decision affect the world?</p>
CLEAN	Every person participates in cleaning assignments. Cleaning the corporate spaces and personal sleeping space. Judge space and name victor (or victoress)
B L K I	On map of Texas point out Houston and Austin. Tell story of setting up the first "primary unit" in the Christian Faith and Life Community. Many decisions were necessary. 1) Deciding where to live 2) Deciding who would live where 3) Deciding how daily tasks would get done Walk around the community looking at buildings and houses, considering which would be a likely house for the Faith and Life Community. Return to the back yard (Carriage House if rain) and play act setting up the community. Draw pictures of the first families.
B L K II	<p>Story: The families of the Christian Faith and Life Community (some of them) moved to Chicago (point out on the map) to a House in Evanston and there set up the Ecumenical Institute. After they lived there for a while, they moved to 5th City. Show mural photo. Sing 5th City Songs. Paint or draw mural. Art form "Iron Person Stature". Make out of clay dough.</p>
L U N C	Story: The riots in 5th City after the assassination of Martin L. King. The children were sent to the suburbs for safety. The adults stayed. The children didn't want to go, but they knew it was necessary. The 1st Rel. Hses (families moved in yellow vans).. Move to Kemper (no walls). What is it like to be pioneers
B L K III	<p>Sing Building With Demonstration: Chant names. Describe several of the places. Point the places out on the globe. Mark with stickers. Decide on 3 places. Form 3 teams and send each team to build a village in the back yard. (use sticks, rocks, mud etc). If raining do with play dough on cookie sheets. Decide placement of auxiliary house (a building donated by the village).</p>
D I N	Story: The Town Meeting Campaign in North America. Show county map of southern geography. Talk about "golding each county". On map copies, create circuit paths and have children color in counties (work in teams). Name states.
B L K IV	<p>Context: Navy blue is the color of service. The order wears blue to demonstrate being a team of service. People of all races and nationalities stand together in service. Create paper dolls (members of the Houston Primary Unit) Make paper doll clothers out of blue paper (or white paper colored blue)</p> <p>Art Form day. Send group to bed prep after group story. Do each child's ritual.</p>

ORDER MISSIONAL FAMILY

Inventing the Family

R.O.: To learn about other forms of the family

E.A.: To experience that they can decide who they are going to be and live before that decision.

Brkfast	Family style is invented by your family. You, your mother, father, sister, brother create that style. 1. What does your family like to do on family nights? What do for fun? When does your family work together? What kinds of job do you do best? How is your family different from other families you know? Name your family.
Clean	Every person participates in cleaning assignments. Cleaning the corporate spaces and personal sleeping space. Judge space and name winner for the day.
Block I	<u>Excursion:</u> Walk to Museum of Natural Science. Look at exhibits and note ones that particularly relate to family life. Come back to House and have reflective conversation on the trip.
Block II	<u>Montage:</u> Make montage of families in many different settings and cultures. Talk about places they have lived and how families have different patterns. E.g. In india, after a woman gets married, she moves in with her husband's family. In Australia, the Aborigines live as one family; i.e., married sons and daughters live at home with their parents and childrens After montage is finished, do art form conversation as refelctive exercise.
Lunch	<u>Conversation:</u> Talk about great times each child has had with his or her family. Talk about extended family - names of extended family members, their names, where they live. Say why extended family members are important to them.
Block III	<u>Video:</u> Sound of Music See video and then have reflective conversation.
Dinner	<u>Conversation:</u> <u>Family Symbol</u> - Context - Many families have symbols that help remind them who they have decided to be. Sometimes they have them on their door or wall. 1. Family symbols their families have or ones that they have seen. 2. Elements of their family's symbol. 4. What they would want if create a new symbol 4. What colors, pictures, etc.
Block IV	<u>Sketch:</u> Give everyone paper and colors and do first sketch of own family symbol, existing or new. Have each child sign own piece of work.

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ORDER MISSIONAL FAMILY

Discovering the Individual

R.O.: Know that I am an individual related to other individuals in various groupings of people.

E.A.: Experience unique gifts and capacities of each individual.

Brkfast

Conversation: Each person in the Order is assigned. Each assignment is special. That is how we care for our total group or team. In primary units everyone has a specific assignment to a role or task. 1. What is your assignment today?

Clean

Every person participates in cleaning assignments. Cleaning the corporate spaces and personal sleeping space. Judge space and name winner for the day.

Block I

Workshop: What is special about me? 1. What color eyes, hair; how tall, etc. 2. What can each child do that the other cannot? (demonstrate). Draw outline of each child on a piece of butcher paper and put on wall for temporary display. Sing "I'm the only one like me."

Block II

Excursion: Walk in the neighborhood and note different individuals. On return, have a reflective art form conversation on the people that they saw, what they were doing and how they may play a role in the community.

Lunch

Conversation: What I like about my life - Things you do during the day. When you can choose what you do, what do you like best? What like to play? What work like to do? What like best about yourself? If you were to give yourself a name, what would it be?

Block III

Excursion: Medical Museum. Look at anatomy exhibit, and have reflective conversation on return.

Dinner

Conversation: Preparation for individual time during Block IV. What are you going to do tomorrow? What will you wear? What do before bedtime? Send each child to room to get ready for bed and tomorrow. Bathe, brush teeth, lay clothes out, finish homework etc. Monitor the activities.

Block IV

Each child prepares for bedtime and tomorrow. Pedagogue monitors all the activities being sure that each child follows through on what planned at dinner. Rooms should be straight before bedtime.

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Houston Primary Unit

Friday, Oct. 19, 1984

ORDER MISSIONAL FAMILY

Sustaining the Order

R.O.: To understand aspects of what is involved in sustaining a vital changing Order.

E.A.: To affirm their own part in sustaining the Order.

Brkfast

Story: Tell about Council 84 - People from all over the globe, planning for the next 16 years. Talk about the shift to primary units and where they are around the world (use a map and mark them). Talk about Houston P.U. and area. Ask each child where spent time during council and point out that as cncl participation.

Clean

Every person participates in cleaning assignments. Cleaning the corporate spaces and personal sleeping space. Judge space and name winner for the day.

Block I

Eco: Excursion Talk about money as important for every individual, family and the Order. Show them 40 or 50 cents and ask what might buy as a corporate snack. Do brainstorm of possible snacks. Then go to Value Mart and decide on snack that can be purchased within the budget. Return home and all share snack.

Block II

Pol: Assignment Chart Creation Brainstorm all jobs related to meals -- set, serve, clear, clean room, etc. Create chart for rest of week with equitable rotated assignments of children to tasks through Tuesday. (Decide if there need to be teams and priors and name them). Make copy of chart on copier. Post original for all to see and put copy in folder as backup reference.

Lunch

Conversation: What is a Prior? - 1. Name priors they know.
2. What a helpful prior does - jobs, tasks, relationships, planning, etc.
3. Things they do that are priorship kind of tasks.

Block III

Cul: Letter to children in New York P.U.
1. Name the children assigned to New York and share wisdom about who they are, how old, what they look like, etc.
2. Draw pictures and write letters.
3. Put pictures and letters into an envelope, stamp it, and walk to post office and put into mail box.

Dinner

Conversation: Caring for others by doing own assignment.
1. Name some assignments have.
2. What happens when everyone does assignment; when they don't do assignment.
3. How does doing assignment care for the whole group or team?

Block IV

Personal Space Care Contest: Talk about how indiv care takes care of whole house. Workshop - Make objective list of criteria by which to judge individual space. Mark each child's space on a scale of 1 to 5 (5 is best). Then judge each space. Tally total points. And name winner. Plan some prize or award.

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Shaping the Family

R.O.: Know that everyone's participation is part of sustaining the family

E.A.: Decide that I can take responsibility for the whole family's wellbeing.

Brkfast	<p>Conversation: What Keeps a Family Going? 1. How many people in your family?</p> <p>2. What are some of the things each member does during the day?</p> <p>3. What are tasks family members do to keep family going?</p> <p>4. What things do you like best for your family to do?</p> <p>5. How can you help keep the family the way it needs to be?</p>
Clean	<p>Every person participates in cleaning assignments. Cleaning the corporate spaces and personal sleeping space. Judge space and name winner.</p>
Block I	<p>Excursion: Trip to zoo - Preparation - get city map and make plans to walk or arrange for car if necessary.</p> <p>Context before leaving:</p> <ul style="list-style-type: none"> -Look for animal families -See how animals care for each other. -See how many different animals they can find that are in family groups. -Look to see what kind of surroundings each kind of animal lives in (its "house" or shelter, etc.)
Block II	
Lunch	<p>Zoo Trip Reflection: 1. What remeber - scenes, animals, smells, sounds?</p> <p>2. What animal families did you see?</p> <p>3. How did the families care for each other? 4. How are they like human families</p> <p>5. What aspects of family life seem to be important for any family group?</p>
Block III	<p>Sculpture: Clay dough sculpture of animal families.</p> <p>1. Recall some of favorite animals from zoo trips.</p> <p>2. Divide into 2 teams. Each team decide what animal to sculpture.</p> <p>3. Each person in the team make one animal for the family and place in an appropriately designed setting.</p>
Dinner	<p>Weekly Ritual: Use same ritual used by council. Prepare centerpiece. Check for elegant setting. Assign reports ahead of meals -- 1) school 2) special curriculum events of week.</p> <p>Do celebrations of birthdays and have weekly reports.</p>
Block IV	<p>Video - Swiss Family Robinson</p>

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R.O. To know that society depends on its individuals.

E.A. To experience my dependence on others and their dependence on me.

6:00	Conversation : How we depend on each other?
Brkfst.	1. Name some place you have been this week-- Things you do every day.
6:45	2. Choose 1 or 2 answers and have them name all the people involved in that event or situation (eg. going to school or eating a meal)
6:45	3. What are some of the things that others depend on you for.
Clean	Every person participates in cleaning assignments. Cleaning the corporate spaces and personal sleeping space. Judge space and name victor (or victoress)
7:15	
8:30	Work Project: Cleaning outside
Block I	Divide into two teams. Give each team a paper sack to fill with paper. Team 1 picks up paper and trash from front yard and down Chartres street in front of this apt. and one next door. Team 2 cleans back yard and alley behind both apartments.
10:30	
10:30	Mural: Evolution of human beings
Block II	1. Look at picture and do art form conversation.
	2. Children do mural on butcher paper, each one doing a piece of the mural.
	3. Look at mural and have 2 or 3 people tell story about it.
12:30	
12:30	Conversation: My Special Talents
Lunch	1. What are some things you like to do
	2. What do you do especially well
1:00	3. What kinds of things can you do that members of your family or class can do as well as you.
1:00	
Nap	Solitary time. Each child stays in own room (or parents) quietly engaged or sleeping
2:30	Excursion- Medical Museum (see City Map)
Block III	Look at glass human exhibits that show anatomy and any other displays of interest
5:30	Do Art Form conversation.
6:30	Conversation: What I'll do in the future
Dinner	1. What are some kinds of work that adults do. (Your parents, grandparents, etc.)
	2. What kind of work do you like to do best?
7:30	3. What kinds of work does the world need?
7:30	4. What do you think you'd like to do when you grow up?
Block IV	VIDEO: Courage to Care.
	Reflect on film.
8:00	----- 8:30 BEDTIME -----

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THE DAY'S CURRICULUM & TIME DESIGN

R.O. Understand that there can be work and celebration dynamics in any task.

E.A. Experience that they are part of a global body.

6:00	Pluriform People <u>ARTFORM</u> (Prep- mount global brain symbol on paper)
Brkfst.	1. What colors do you see? 2. What is your favorite color on the picture.
6:45	3. What symbol does this remind you of? 4. If this symbol could talk, what would it be saying?
6:45	Every person participates in cleaning assignments. Cleaning the corporate spaces and personal sleeping space. Judge space and name victor (or victoress)
Clean 7:15	
8:30	<u>ARTFORM</u> - People of the order- (Prep- give each child an Order tabloid)
Block I	1. What people have you seen before? Put your body outlines (on the wall) 2. What people do you know? in the shape of the global brain symbol. Cut out people that you know, people that you have seen before and people that you would like to know, and paste them on paper.
10:30	
10:30	<u>PLAY ACTING</u> Dress up party Choose character Decide Assignments Set up Primary Unit
Block II	
12:30	
12:30	<u>REFLECTION</u> Play Acting Did you feel like another person when you played different roles.
Lunch	What clothes did you wear? What shoes did you wear? How many characters did you play?.
1:00	
1:00	Solitary time. Each child stays in own room (or parents) quietly engaged or sleeping.
Nap	
2:30	World Map- Put colored dots on our 21 Primary Unit locations. Excursion - Trip to McDonalds (ice-cream)
Block III	
5:30	
6:30	Find "Orbiter" - Read Story Artform
Dinner	
7:30	
7:30	Weelcome to the Global Village Video.
Block IV	
8:00	----- 8:30 BEDTIME -----

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ORDER MISSIONAL FAMILY
CELEBRATING THE FAMILY
THE DAY'S CURRICULUM & TIME DESIGN

R.O.: To know how each child's family is unique and in service to the world. E.A.: To have an appreciation for own family and their destinal role.

6:00	CONVERSATION: WHAT MAKES MY FAMILY SPECIAL	1. What are some things you know about your family? (Parents/grandparents) where born? Lived? Names? etc.?
Brkfst.	3. What kind of work do your parents do?	
6:45	4. How is being in the Order important to the world (refer to videos they have seen during the week on the work of the I.C.A.)	
6:45	Every person participates in cleaning assignments. Cleaning the corporate spaces and personal sleeping space. Judge space and name winner)	
Clean		
7:15		
8:30	Excursion: Sam Houston Statue - Hermann Park (Check Map)	
Block I	Tell Sam Houston story before leaving the House (See enclosed notes) Do short art form conversation on story. Talk about what pioneer means and how Houston was a pioneer.	
	Visit Houston statue and do informal conversation about this pioneer.	
10:30	Go to playground while you are in this area, if weather permits.	
10:30	Play Act Being Pioneer Family	
Block II	After returning from Hermann Park, ask questions that bring back pioneering images from the morning. Tell stories of pioneering acts. Have children make up story about a pioneer family and act it out.	
12:30		
12:30	Curriculum Rehearsal (Use wall chart of curriculum)	
Lunch	Point out days on the chart as though it were a calendar	
1:00	1. Name some thing have done during past week. @. What will you remeber after the council. 3. One thing from the week you'd like to do again.	
1:00		
Nap	Solitary and nap time. in own rooms.	
2:30	Family symbol/decor - If children have not already looked at doors, walk around House and look at various family symbols. Talk about these symbols. Remind children of things that their family does, where its been etc. Ask them to think of pictures or stories that tell about their family. Ask how these are pioneering work. Each child make a symbol or picture for family door.	
Block III		
5:30		
6:30	Closing Meal: Family Meeting Workshop	
Dinner	1. What kinds of things do families have to plan?	
	2. What kinds of assignments do families have?	
	3. What rituals use for family meetings?	
7:30	4. Tell about a family meeting you've had.	
7:30		
Block IV	Play Act a Family Meeting - Planning a day of Discontinuity. Talk though a meeting out of dinner workshop. Choose characters, assign parts and perform the play.	
	Off to Bed	
8:00		

----- 8:30 BEDTIME -----

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I N T E N T	C r s	RO.: To understand the revolutionary stance of the Christian faith.	E.A.: To experience the gift of that stance.
	D a y	R.O.: To gain an overview of the life, stance and task of Jesus and his disciples.	E.A.: To identify with the disciples and their task.
BRKFST Life of Jesus	Song: "Lord of the Dance" Ritual of Acct'bility/Absolution Ritual: The day we have is a brand new day... Story of the Life of Jesus: Show pictures of the birth, flight to Egypt, in the temple as a boy, calling the disciples, the miracles, Palm Sunday, Crucifixion. Art form conversation on the life of Jesus. Show Symbol: "To die is to live for others?"		
CLEAN	Clean table, Clear dishes. Each order own space. Cartoon watching one hour. Art form afterwards. Key ?s: "Where did you see care for others?"		
BLOCK I Stance of Jesus	Song: "Jesus Met the Woman at the Well" Create a mini-theatre for the three dramas of the life of Jesus. Choose the characters for each drama, then act out. (1) Man by the Pool: "Pick up your bed & walk." 2) Woman at the Well: "The life you have is good" 3) Feeding the 5000: multiply loaves and fishes		
BLOCK II Calling Disciples	Song: "Called to Walk in the Way" Games: Context: Jesus called people to let go of their illusions and to live the real life that they had on their hands. Play the three Illusion Smashing Games (see attached sheet) Story: Calling of the Disciples (see book)		
LUNCH Task of Disciples	Song: "At the Cross" Ritual of Acct'bility/Absolution Ritual: Food is Good..... Story: The Last Supper, the meandering of the Bread and Wine, the disciples being sent out to be the Church		
SOLITARY	One hour rest and quiet time: A time for you to be with you.		
BLOCK III Role of the Church	Song: "The way of the cross leads home" Excursion: Visit a Catholic church. Take time to look at the "Stations of the Cross" Explain the story of each station. Look at the altar and explain the symbols of the table (the Word), the loaf (the brokenness of life) and the cup (the spilled outness of 1		
BLOCK IV Our Stance & Role	Song: "I Am the One" Symbol: X All is good. My life is received. The past is approved. The future is Open! Tell a story about each aspect of the symbol. Context: We can dedicate our lives to service: Work Project. Clean newspapers on of closet. Bag up in sacks for Church		
WEEKLY RITUAL & DINNER	See Format		

DEFINING OUR IDENTITY
Exploring Our Foundations

The Christian Heritage

I n t	R.O.: To understand the revolutionary stance of the Christian faith.		E.A.: To experience the gift of that stance.	
	Mon: Life of Jesus	Tues: Stance of Jesus	Thurs: Task of Disciples	Fri: Role of the Church
B	Song: "Lord of the Dance	Song: "Jesus Met the Woman at the Well"	Song: "Called to Walk in the Way"	Song: "The Way of the Cross Leads Home"
R	Ritual of Acct./Absol.	Ritual of Acct./ Absol	Ritual of Acct./Absol	Ritual of Acct./Absol.
E	The Day We Have Is.....	The Day We Have Is.....	The Day We Have Is.....	The Day We Have Is.....
A	What do you remember of the life of Jesus?	Tell the story of the Man by the Pool (lying as a cripple by the pool for 30 years, waiting to be carried to the water to be healed).	Read a short story from "Stories of the Disciples"	Review Loaves and Fishes story
K	Show pictures from book. Children identify each.	What did the man look like? Why had he been lying there 30 years?	What kind of people were the disciples?	What was the difficult situation that Jesus and the disciples faced?
F	What was special about his life?	What did he think about himself?	Why did they follow Jesus?	What did they decided to do?
A	What difference did he make in the lives of others?	Why did Jesus say, "Pick up your bed and walk"	What was difficult about their job?	Why did they decide to feed all the people?
S	What is the meaning of this symbol:	Announcements/Send out	What would you have done if you had been called to be a disciple?	What difference did their action make?
T	Announcements/ Send Out		Announcements/Send Out	The Church cares for those in need. Where have you seen the action of the Church?

Evening Curriculum

Intent	<p>Rational Objective: To understand the revolutionary stance of the Christian faith.</p>		<p>Existential Aim: To experience the gift of that stance.</p>		
Day & Theme	Monday: Stance of Jesus	Tuesday: Calling the Disciples	Wednesday: Role of the Church	Friday: Our Stance and Role	Time
Song	Oh Where Have You Been	Called to Be	If you're Great and you know it"	Tiyende Pamodzi	6:30
Ritual	<p>Informal conversation about the day. Each name special aspect to the day. Brief news conversation.</p>				6:35
Skill Focus	<p>Math: Semi-abstract skills. Have oldest child demonstrat how to add. Have he or she give simple addition problems to the rest of the children. Use sticks or forks to show how to add if need be.</p>	<p>Environment: Ecological Application. Context: we have only this one planet to live on. How can we care for it? All the trees on this planet give us oxygen to breathe and prevent the soil from washing away so crops can grow firmly. Show how to plant a tree. Carefully cover its roots and give enough (not too</p>	<p>Self Assertion; Independence Context: Walking tall and straight is a sign of independence and confidence</p> <p>Each child practices walking with a book on his/her head. Help each other walk tall.</p>	<p>Consensus Formation: Model Building</p> <p>Context: Putting puzzle together is like building a model--Everyone needs to decide together what will work.</p> <p>As a group put a puzzle together or have someone draw a maze which all the rest must follow.</p>	<p>6:50</p> <p>7:15</p>
Space Care	<p>EG space for them to care for.</p>				7:15 to
Story	<p>Clean the EG Space. Make sure to water all the plants nearby. Clean own personal space. Brush teeth and</p>				7:30 to
Sol put	<p>on pajamas. Select a quick bedside story and read it together. Send out each child or have parents send</p>				7:45 to
tary	<p>out their child.</p>				8:00
Ritual					
Sleep					

Houston Primary Unit
E.G. Curriculum

DEFINING OUR IDENTITY
Exploring Our Foundations
VOCATION JOURNEY LAB

Qrtr. II, Wk 7
Nov. 9-16, 1984

I N T E N T	C r s	RO: To know that one's future depends on self-conscious decisions.	EA: To experience the power of deciding one's future direction.
	D a y	RO: To come to know the experience of those who have invested their lives.	EA: To experience the fulfillment of expenditure.
BRKFST There is no one else but me.	Song: "When I'm On My Journey" Acctb./Absol. Ritual: The Day We Have Is A Brand New Day..... Conversation: Context: "All of us decide what our lives are going to go for. We have one great life. If we don't decide someone decides for us. Some in history have decided to respond to need." Art Form montage of innocent human suffering.		
CHORES	Do assigned cleaning tasks. Corporate and indiv. space. Choose the winner. Prize.		
BLOCK I Spirit colleagues there are	Song: I Am The One Context: There are those who have decided to care. Story: Harriet Tubman. Reflective Conversation: Key ? "Why did she decide to care?" Hike to Herman Park (w/ picnic lunch). Re-enact "Undergrnd R.R.".		
BLOCK II All Man-kind I will see	At Herman Park, sit at the foot of the Sam Houston Stature. Read the story of Sam Houston. Reflective conversation: Key ? "When did he have to re-decide his care?" Recall the time when Houston lived with the Indians. Play act in the forest Sam among the Indians. "What did he learn? How was he different after the experience?"		
LUNCH	SOLITARY LUNCH: Each child in a separate place. Eat in silence. Think of your (duck pond) past and future. At the end report to the group, "What makes me special"		
SOLITARY	Solitary walk in silence. Listen to the sounds of nature. Deep breathing.		
BLOCK III Bend all History	Sit together under a tree: Read Crazy Horse Story. Reflective conversation: Key ? "From where did Crazy Horse get his courage?" Hike back to house, singing "When I'm on My Journey" Personal Montage: "What I Care About Most"		
BLOCK IV No one else but me	Each person contributes to the well-being of the community by doing a particular cleaning assignment. Work alongside an adult. Reflective Question for Solitary Brooding: "How does my life make a difference?"		
WEEKLY RITUAL	See Format		

Houston Primary Unit
E.G. Curriculum

DEFINING OUR IDENTITY
Exploring Our Foundations
VOCATION JOURNEY LAB

Qrtr. II, Wk 7
Nov. 9-16, 1984

Morning Curriculum

I N T	R.O.: To know that one's future depends on self conscious decisions.	E.A.: To experience the power of deciding one's future direction.
D A Y	Mon: When I'm on my journey there is no one there but me.	Tues: When I'm on my journey spirit colleagues there will be. Thurs: When I'm on my journey I will bend all history. Friday: When I'm on my journey, there is no one there but me.
B R E A K F A S T	Song: When I'm on my Journey Ritual: Acct/Absol The day we have Conversation: What do you most care about? What do you think is the biggest problem in the world? What is your greatest gift? What will your grandchildren say about you? Announcements Send Out	Song: "I am the one" Ritual: Acct/Absol The day we have... Conversation: Review Harriet Tubman Story. Show pictures. Children tell the story. What did Harriet Tubman do? Why did she decide to do it? Where did she get her courage? When have you done something courageous? Announcements Send Out Song: "Journey on, Journey on" Ritual: Acct/Absol The day we have.... Conversation: Review Crazy Horse Story. Show pictures. Children tell story. When did he have to make difficult decisions? How did he know which decisions were right? How did his decisions change history? Announcements Send Out Song: "When I'm on my Journey" Ritual: Acct/Absol The day we have..... Conversation: Show Montage of the world's peoples. What do you see? Where do you see people in need? What is the need? With which of these people might you have something to share? What is most special about your life? What do you have to give? Announcements/Send Out
C H O R E S	Corporate Care Assign. Personal Prep for Schl.	

Houston Primary Unit
E.G. Curriculum

DEFINING OUR IDENTITY
Exploring Our Foundation

Qtr. II: Wk 7
Nov. 9-16, 1984

VOCATION JOURNEY LAB

Evening Curriculum

I N T	R.O.: To know that one's future depends on self conscious decisions.	E.A.: To experience the power of deciding one's future direction.
D A Y	Mon.: When I'm on my Journey ther is no one there but me	Tues: When I'm on my Journey Spirit Colleagues there will be. Wed: When I'm on my Journey I will bend all history. Fri.: When I'm on my journey there is no one there but me.
D I N N E R T A S K	Song: 1,2,3,4 4 by 4 Ritual: Act/Absol Informal Conversation about the happenings of the day: What happened. Skills Training: Academic: Math Computat'n Flash Card. Symbols Announcements/Send Out Corporate Clean Personal Space Clean Choose the Winner and post on the chart	Song: Journey On Ritual: Act/Absol What was difficult? What were victories? What did you learn? What was special? Skills Trng: Home Skills Sewing on a button Two children try. Skills Trng: Self Assertion Perseverence Each child takes a turn picking up many puzzle pieces. Others count to see how long it takes Song: Called to Be Ritual: Act/Absol Song: Run into the Future Run Ritual: Act/Absol Skills Traing: Review Choose children to tell what they remember about the lives of Harriet Tubman, Sam Houston, Sandra Day O'Connor, Crazy Horse
S T	Corporate Bedtime story after space care. All sit together	
S O L	Solitary time. Silent Individual Bedtime Rituals Lights Out	Each child on his/her own bed.

Houston Primary Unit
E.G. Curriculum

DEFINING OUR IDENTITY
Releasing Individual Excellence
ACADEMIC SKILLS LAB

Qrtr II, Wk 7-8
Nov. 17-22, 1984

I N T E N T	C r s	RO: To know that learning academic skills requires a decision to expand one's "brain power."	EA: To realize that academic skills can be dedicated toward caring for the well-being of others.
	D a y	RO: To know that people have used their brain power to serve humanity.	EA: To experience the power of learning and skills mastery.
BRKFST	Song: "The March of Humankind" *See attached sheet Ritual: Acct/Absol The Day We Have is a Brand New Day.... Conversation: Repeat the words of the song (The March of Humankind). How did human beings change life on earth? What could they do that the snout and apes could not do? How did they use their brains? How could you use yours? What needs inventing in the world today? Draw a picture of a needed invention. Send Out.		
CHORES	Corporate & personal space clean. Name the winner. One hour of watching cartoons if the space is clean.		
BLOCK I Language Arts Skills	Context: Expressing yourself is a skill. For some it has been a struggle. For others it has been a great gift. Tell the story of Helen Keller (blind, deaf & dumb) learning to speak. Each child has the chance to recite a poem (short and simple nursery rhyme). Tell the story of Shakespeare (an artist who created many plays. Special production: Scene from Macbeth (acted out by youth). Each person write their name and the name of someone else.		
BLOCK II Math Computation	Game: "Einstein May I?" (like "Captain May I?") Einstein gives directions: "Take 5 giant steps", the child who receives the command responds, "Einstein may I?" Einstein replies, "Yes you may, or No you may not." The object is to cross the line where Einstein stands first to become Einstein.		
LUNCH	Song: "We live in the Universe" Conversation: Art form a picture of the solar system: "How many planets? What are their names? How are they similar? How are they different? What is special about planet earth? Play Planet Game: *See attached sheet.		
SOLITARY	Rest time: Every child on his/her bed.		
BLOCK III Space & Time Orientation	LEAVE HOUSE AT 1:15 pm for PLANETARIUM at Museum of Natural History, Herman Park Planetarium Sky Show: begins at 2pm (\$1 for children \$2 for those over 12 yrs) After show hold an art form conversation out side. Then visit the Astronomy Hall in the Museum of Natural Science. Return home to make a collage of what they saw and experienced.		
BLOCK IV Information Access	Game: "Personal Data Bee"---Line the children up. Each has a turn to answer a personal data question about themselves (Name, age, address, phone, aunt's name, zip code, area code, school name, spellings of each etc). The one left standing the longest is the winner (if you miss a question, you have to sit down.)		
WEEKLY RITUAL	See Format		

Morning Curriculum

Intent	Rational Objective: To know that people have used their brain power to serve humanity. Learning academic skills require's a decision to expand one's brain.		Existential Aim: To realize that academic skills can be dedicated toward caring for the well-being of others. To experience the power of learning and skills mastery.	
Day & Theme	Monday: Language Arts Skills: Listening	Tuesday: Math Computation: Probability	Thursday: Space & Time Orientation	Friday: Information Access Time
Song	Harambee	4 by 4 (in 2 languages)	Zoom, Zoom Astronaut	Rainbow Trail 6:00
Ritual	Accountability/Absolution "The Day we have is a brand new Day..."			
OBJECTIVE & METHOD	Objective: to develop effective listening skills and to learn how messages change from person to person over time Method: "Telephone Game" Have each person whisper the same message that the leader says, going around the table one by one. compare what the last person heard to what the first person said. When Have you said something and someone else thaught you said something completely differently?	Objective: To learn that there is a 50-50 chance of either choice when have 2 choices. Method: Coin Toss. Each person tosses coin 3 times and tries to guess the outcome. Hold coin behind your back. Have each child guess which hand has the coin.	Objective: To discuss why we can live on this planet and no other. (except with very special technology) Method: Use picture of the solar system made last Saturday. Could we live on another planet? Mercury & Venus? (too hot, too close to the sun) Mars? (no air, no water) Jupiter and Saturn? (made up of gases, no air, no water) Neptune & Pluto? (too far, too cold). Why is this planet just perfect for us? What does it have that we need?	Objective: To discuss the role of the computer in the world today. Method: Draw a picture of a computer. What does it do? Can you write a letter on a computer? Play a game? Learn a language? Where are computers used? (schools, businesses, by the IUA, by government computers can be used to make cars, fly the space shuttle etc,)
Chores	Clean the E.G. Space Then clean your own space before going to school or starting the day			

Evening Curriculum

Intent	Rational Objective: To know that people have used their minds to serve humanity. To know that learning academic skills requires a decision to expand one's "brain power".		Existential Aim: To realize that academic skills can be dedicated toward caring for the well being of others. To experience the power of learning and skills mastery.		
Day & Theme	Monday: Word Problems	Tuesday: Appropriate Technology	Wednesday: Risking and Exploring	Friday: Consensus Making	T i m e
Song	Order the Universe	One Fine World	Greatness Song	The World is Always Waiting	6:30
Ritual	Informal conversation on the day's happenings. Brief news conversation. Name one special event in each person's day				6:35
Skill Focus	1. Gather together some pieces of paper. Have each child draw a picture of a boy or a girl. How many girls, how many boys? How many children? 2. Ask each one how many brothers and sisters they have. Count up the total amount of brothers and sisters of everyone. How many brothers and how many sisters?	1. Find a picture or draw a picture of a solar energy collector. Talk about how we can use the sun's energy to heat our homes or heat our water. Some people use solar energy to bring water to their fields. Have someone fill a jar with water and put it in the sun the next day to see if the sun heats up the water.	1. Pretend to be somebody else. Walk like that person, talk like that person. How is that person special? How are you like that person different than that person? 2. Hold a mirror up so it faces the ceiling. Now walk around the room only looking in the mirror. Try to walk through a doorway	1. Make a plan for fixing up the E.G. Space. Decide which person will do which task in order to make it happen. Decide when you will finish the task.	6:50
Space Care Story Solitary Ritual Sleep	Clean the E.G. Space. Now go clean your own space. Do something different to make it look nice. Brush teeth and get into pajamas. Choose a quick bedtime story and listen to it together. Send each child out, or have parents send each child out.				7:15 to 7:30 to 7:45 to 8:00

Houston Primary Unit
E.G. Curriculum

DEFINING OUR IDENTITY
Releasing Individual Excellence
RECOVERING EXTENDED FAMILY

Qrtr II, Week 10
Sat., Nov. 24, 1984

I N T E N T	C r s	RO: To know that every person is related to a particular set of people by birth.	EA: To experience a re-newed family self-understanding.
	D a y	RO: To remember who I am related to.	EA: To experience my uniqueness.
BRKFST	Songs, Accountability by families, Absolution, Breakfast Ritual Conversation: Name as many aunts and uncles as you can. (every child) Ask one child to explain how they are related to one particular set of aunt and uncle (whose sister or brother are they) How did you come to be part of their family? (Mystery)		
CHORES	Corporate space care assignments. Individual space clean up. A prize for the winner.		
BLOCK I WHO AM I	GAME: "The Farmer in the Dell" (Replace character names with relationship names: "The Grandpa takes the Grandma, the Grandma takes the Father, The Father takes the Uncle" etc.		
BLOCK II ALL OF HIST.CONST	TOLD Tell a story of the time of the first human beings on earth. Show pictures of cave dwellers, the ancient people of Africa. Talk about their way of life. Make a panorama to picture the way of life in those times. Raise the question: "How are we related to these people?"		
LUNCH	Songs, Accountability by families, Absolution, Lunch Ritual Tell the story about the nomadic people who moved from place to place until one day a sister in the family got sick and died. The family marked the spot of her burial w/ stones.		
SOLITARY	Time to be completely alone and absolutely silent.		
BLOCK III THERE IS NO ONE QUITE LIKE ME	Create a Family Tree. Children write the names of aunts, uncles, cousins, grandparents on colored circles (one name to each circle). They work to arrange them in family groupings on the family tree. Pedagogue enables each child to realize the relationships among the people (whose sister is who, whose daughter is who etc). Make a special circle with your name on it. Where does it go? Compare trees.		
BLOCK IV I AM THE ONE	Future Scenario Creation: What will your family look like? Will you be married or single? Will you have children? Will you be an aunt or uncle? Will you have grand-children? Make your future family out of clay. Each child talks about what he/she has created		
WEEKLY RITUAL	SEE FORMAT		

Morning Curriculum

Intent	Rational Objective: To remember who I am related to.		Existential Aim: To experience by uniqueness.	
Day & Theme	Monday: WHO AM I?	Tuesday: ALL OF HISTORY HAS CONSPIRED TO BRING ME HERE	Thursday: THERE IS NO ONE QUITE LIKE ME	Friday: I AM THE ONE
Song	When I'm On My Journey	Journey On, Journey On	Called To Be	I am the One
Ritual	Accountability by teams, Absolution Breakfast Ritual			
O B J E C T I V E & M E T H O D	To discover that I am my relationships. Look at the family trees made on Saturday. Focus on one. Raise the question, of what would have happened if one of the family members had made a different decision. (the grandfather deciding not to get married. etc) Have children struggle over the question, 'Would you have shown up exactly like you are? Would you have shown up at all?	To remember that I am related to what has gone on before me. Read "The Snout" Art form conversation. Key question: What would have happened if the Snout had never decided to crawl out of the pond?	To know my uniqueness. Have each child explain why they are named as they are. Does anyone else in their extended family have the same name? What is the meaning of their name? If they could change their name, to what would they change it? A name tells a story of who we are. Explain latin custom of using surnames of both mother & father.	To discover that my decisions will affect those who come after me. Choose one of the children to be a "Visionary", one who can see into the future. Have the "Visionary" predict the future of each child around the table, telling how many children they will have, grand-children etc. Art form the predictions.
Phores	Corporate space prep Individual space and school prep			

Evening Curriculum

Intent	Rational Objective: To know that every person is related to a particular set of people by birth.		Existential Aim: To experience a re-newed family self-understanding.		
Day & Theme	Monday: Geographic Orientation	Tuesday: Anticipatory Thinking Predictive thinking	Wednesday: Individual Management: Self-Care	Friday: Self-conscious Decision Making: Observation	Time
Song	Universe Song	I Am Always Falling Down	I'm the only one like me	Free to Decide	6:30
Ritual	Informal Conversation about the day. What happened? New learnings? Have brief news event conversation.				6:35
Skill Focus	Objective: To locate the Earth relative to the Sun and other planets Method: Select rocks that are the relative size of the Sun and planets and place them around the Sun. Talk about how big or small the Earth looks compared to the sun and the other planets.	Objective: How to predict something in the future based on what you know in the present (but since future is open, things may change...) Method: Predict the weather tomorrow. What is the weather like today, yesterday? What will it be like tomorrow? What might cause the weather to change?	Washing hands before meals and after toilet is important to my health and the health of others. Method: Make "monster germ" puppet out of paper. Use it to dramatize situation how germs get inside our bodies if we don't wash them off. Talk about how germs are so tiny to see yet they can make us sick.	objective: To develop data analysis and descriptive skills using 5 senses Method: Look at a plant, onion, candle. Go around the table and ask each one to describe a different aspect of the object by asking what object looks like, smells like, feels like etc. Light the candle. How did it change? Cut onion, how did it change?	6:50 7:15
Space Care Story Solitary Ritual Sleep	Clean E.G. Space. Now everyone goes to clean own room or clean his/her space Announce winner of space care Brush teeth and get into pajamas. Read or tell a quick story. Send each child out.				7:15 to 7:30 to 7:45 to 8:00

The Houston Primary Unit
E.G. Curriculum

DEFINING OUR IDENTITY
Releasing Individual Excellence
ORDER POLITY

Qrt. II Wk 9
Dec. 1, 1984

I N T E N T	C r s	RO: To understand that all participate in the polity forms of the Order.	EA: To experience participating in decisions that make a difference.
	D a y	RO: To know that there are different groups that make decisions and have particular roles in Order Polity structures.	EA: To experience the importance of complimentary roles in making decisions.
BRKFST	Songs, Ritual Conversation: What is something that you have had to decide? Which of the decisions that we've mentioned have been difficult? How does the Order around the world make decisions? Context: Today and next week we will be finding out. Rehearse the day's activities.		
CHORES	See assignment sheet. Make sure that each child carries through. Room clean contest One hour of cartoons for those who pass inspection.		
BLOCK I THE COLLEGIUM DECIDES	Role play situation: We are members of the Houston Primary Unit. We have a decision to make about a new house. We need to choose one that will do. We go out on a search (walk in the neighborhood looking for an appropriate house. Come back and have a meeting to decide.) The meeting is the COLLEGIUM. All participate. Name values to consider in choosing a house (big enough, located near services etc). State consensus		
BLOCK II THE PRIOR SERVES	Conversation: A PRIOR serves others. Make a list of all the ways that people are helped and served in a Primary Unit. Choose one of the ways to act out. Designate the PRIOR. Act out each scene. Create a montage of people helping people.		
LUNCH	Song, Ritual Show on the globe the places of the 21 Primary Units of the Global Order. After the pedagogue has indicated all the places, go back and have children guess place names. Who guesses most?		
SOLITARY	Nap: Each child in his/her room on the bed. Silence.		
BLOCK III THE PANCHAYAT SYMBOLIZES	Context: The Global Panchayat is composed of 5 members who are chosen each year by everyone in the Order filling in a ballot. The Panchayat symbolizes the unity and diversity of the Order. They are pioneers. Pretend to be the Panchayat on a mission to explore new territory for mission. Venture into the neighborhood. Create a grid. Stop for a celebration when the task is done.		
BLOCK IV THE ASSIGNMENT COMMISSION ASSIGNS	The Assignment Commission decides where each person is assigned. Each person makes a request. The Commission must decide. Pretend that you are a member of the Assignments Commission. Cut out faces from the Global Council tabloid. Create effective teams. Paste them in circles together.		
WEEKLY RITUAL	SEE FORMAT		

Morning Curriculum

Intent	<p>Rational Objective: To understand that all participate in polity forms of the Order.</p>		<p>Existential Aim: To experience participating in decisions that make a difference.</p>	
Day & Theme	Monday: The Collegium Decides	Tuesday: The Priors Serve	Thursday: The Panchayant Symbolizes	Friday: The Assignment Commission Assigns
Song	Free, Free, Free to Decide	The Journey of Your Serving	The Sign	Libre, Libre Decidir
Ritual	<p>Accountability and Absolution " The Day We Have Is A Brand New Day..."</p>			
O B J E C T I V E & M E T H O D	<p>When I say COLLEGIUM what comes to your mind? (everyone decides /consensus)</p> <p>Who belongs to the collegium table? (everyone in the house) When do they meet?</p> <p>What do they decide about? (issues that affect the house and the world)</p> <p>Why is the collegium important?</p> <p>We too can have our own collegium right here.</p>	<p>Who are the assigned Global Priors in this Primary Unit?</p> <p>What does the priorship do? How do they serve? What do you see them doing?</p> <p>If you were a global prior, how would you serve this house?</p> <p>Short course: To be a prior is an assignment and a decision.</p>	<p>Context: There are 5 people who serve as the Global Panchayant. Eunice Shankland Brian Robbins Kay Lush Bob Vance Paul Schrijen</p> <p>They represent various nationalities and cultures Point to their places of birth on the globe. (The Philippines, U.S.A., Holland, Wustralia)</p> <p>They serve for 5 years & symbolize unity. What would you do if you were named to the Panchayant</p>	<p>Name the places where you have been assigned in your life---</p> <p>Which place did you like the best? The least?</p> <p>Who assigns you and your family? What is difficult about doing the global assignments? Pretend you are the Global Assignments Commission. Where wuold you send the Families in this house to work?</p>
Chores	Clean up the E.G. Space then pick up your own space before giong to school/starting the dav.			

Evening Curriculum

Intent	Rational Objective: To understand that all participate in polity forms of the Order.		Existential Aim: To experience participating in decisions that make a difference.		
Day & Theme	Monday: THE COLLEGIUM DECIDES	Tuesday: THE PRIORS SERVE	Wednesday: THE PANCHAYAT SYMBOLIZES	Friday: THE ASSIGNMENT COMMISSION ASSIGNS	T i m e
Song	Free, Free, Free to Decide	The Jrny of Your Serving	The Sign	Libre, Libre Decidir	6:30
Ritual	Accountability by Teams/ Absolution Evening Ritual				6:35
Skill Focus	Space/Time Orientation: Spatial Orientation Map Reading Have each child find the way from Houston to Austin looking on a map. Indicate how to follow highway lines.	Anticipatory Thinking: Pattern Discernment Show pattern card (a card with a sequence of different colored shapes) Children as a group name shapes on the pattern. On a piece of large paper fill in most of the pattern. Leave the ending shapes off. Each child looks at the card & decides the shapes.	Individual Management: Self-Understanding Conversation with a guest puppet. Each child talks to the puppet saying name, age, where they were born, names of family members etc. Help each child to fill in arenas where they lack data. Encourage each to speak clearly and with confidence.	Self-Conscious Decision-Mkg Judging (evaluating) Fill one sack with something good to eat and another sack with something not so good to eat. Each child takes a turn choosing a sack. They must eat what they choose. Ask each how they decided to choose what they chose.	6:50 7:15
Space Care	Send out to individual space cleaning. Choose the winner. Put on pajamas and brush teeth.				7:15 to
Story	When space care is done, Corporate Story Time				7:30 to
Solitary Ritual	Each child in bed doing quiet activity. No talking. Individual bed-time ritual. Lights out.				7:45 to
Sleep					8:00

I N T E N T	C r s	RO: To know that health means more than not getting sick.	EA: To experience being in charge of their health.
	D a y	RO: To know the essential elements for healthy living.	EA: To experience integrated approach to keeping well.
BRKFST	Songs, Ritual Conversation: What are ways of keeping well? (drinking water, exercise, sleep, keep warm, wearing shoes etc) Which of these things can you decide to do yourself? When do you forget to do these things? Who's in charge of keeping you well?		
CHORES	Clean E.G. space (see posted rotational assignments) Clean personal space (prize for the winner is a small box of raisins).		
BLOCK I	ANATOMY: Draw outline of a child. Ask where are the lungs, the heart, the stomach, the intestines, the kidneys, the blood vessels. Have the children point on their bodies, then draw on the model. Listen to the heart through a stethoscope. Teach them to find the pulse. EXERCISE: Go to the park (dress warmly) and run relay races. Take pulse after exercise.		
BLOCK II	NUTRITION: Make "Crunchy Drop Cookies" p. 287 (More for Less Cookbook) Make 5 finger collage. Have them cut out pictures of good and draw pictures of food. Ask them where to place on the chart. Talk about why it is important to eat all kinds of food. What would happen if you only ate bananas all week? popcorn? carrots?		
LUNCH	Songs, Ritual Make up a song about eating well, exercising, etc. Plan a menu for Monday. Make a shopping list.		
SOLITARY	Context: Time for body and mind to rest.(Time for making new cells in the body)		
BLOCK III	STUDY: Go to the library and return books. Each child selects one book related to health, nutrition or exercise. EXPLORATION: Go shopping at Farmers' Market for the entire house. Ask the vendors where food comes from.		
BLOCK IV	REVIEW: Talk about where food comes from (show an apple, potato, egg, can of tomatoes piece of bread, sugar, jar of peanut butter, picture of meat.) How did food grow? Who grew it? How did it get here? Who helped it get here? Talk about food people eat in other countries. Look at pictures in "Children of Many Lands." What are they eating? Make a list. How is it different from what we eat?		
WEEKLY RITUAL	Ethical Question: Show picture of mal-nourished children. What do you see? What do these children need? What could be done to make picture look different? Who isn't getting enough to eat on this planet? What are people doing to make a difference? What do we do to make a difference? SEE FORMAT FOR WEEKLY RITUAL		

Intent	<p>Rational Objective: To know that being healthy means more than not being sick. To know essential elements of a healthy lifestyle.</p>		<p>Existential Aim: To experience an integrated approach to keeping well (eg. proper nutrition, exercise, enough sleep, clean water, good hygiene & dental care)</p>	
Day & Theme	Monday: Aerobic form of exercise	Tuesday: Balanced Nutrition	Thursday: Exercise for breathing and flexibility	Friday: "Health for All By the Year 2000"
Song	Head and Shoulders	I am the Greatest	The Dance of Life	Recycling Song
Ritual	<p>Accountability and Absolution " The Day We Have Is a Brand New Day!...."</p>			
O B J E C T I V E & M E T H O D	<p>Context: Aerobic exercise helps get your blood to all parts of your body. It helps keep your heart strong and healthy.</p> <p>Do 10-15 minutes of aerobic exercise. (examples: run around the yard, do jumping jacks or skip rope, play a relay race, listen to music and dance)</p> <p>Can you feel your heart beating faster?</p>	<p>Review the five finger chart created on Sat. Have them name the 5 food groups and give examples.</p> <p>Have them say where the foods eaten for breakfast fit on the 5 finger chart.</p> <p>Plan a one day menu including all five food groups. If possible have the house eat that menu later during the week.</p>	<p>If someone in the house knows either yoga or Tai Chi, teach the E.G. several exercises. Be sure to emphasis slow deep breaths from the abdomen and slow even movements of the body.</p> <p>or</p> <p>Teach them any exercises that emphasis stretching (but be sure to do them slowly with deep breaths)</p> <p>Ask them how they feel doing the exercises? (tired, more relaxed? how different from aerobic exercise/the same?</p>	<p>"Health For All By the Year 2000" is a statement made by the World Health Organization. It means that by the year 2000, everyone should have good nutrition and adequate health care in all parts of the world.</p> <p>Talk about famine in Sub-Sahara. What do people need there?(food water crops) What is being done to help? What are we doing in Africa? (integrated development) How have you and your families helped with rural development? The Order?</p>
Chores	<p>Clean F.C. Space and then go clean up personal space. Have one child water the plants</p>			

Releasing Individual Excellence
Week's Theme; Health and Nutrition
Evening Curriculum

Intent	<p>Rational Objective: To Know that being healthy means more than not being sick. To know essential elements of a healthy lifestyle.</p>		<p>Existential Aim: To experience an integrated approach to keeping well. (eg. proper nutrition, exercise, enough sleep, clean water, good hygiene and dental care)</p>		
Day & Theme	Monday: Aerobic exercise	Tuesday: Balanced Nutrition	Wednesday: Breathing and Flexibility	Friday: "Health for All by the Year 2000"	Time
Song	Dream of the Future	What is Necessary	I am the One	How shall I send Thee	6:30
Ritual	<p>Informal conversation about the day. Each person name a speceial aspect to the day. Brief News conversation.</p>				6:35
Skill Focus	<p>Time and Space: Time Orientation skill</p> <p>Practice reading the hours of the clock. Say the months and seasons of the year.</p> <p>By turns, count each one holding the breath (does time seem longer?)</p>	<p>Anticipatory Thinking: Practical Strategy</p> <p>Pick one thing you want to do for others in the P.U. or in the local community.</p> <p>make a plan to do it. or Play a strategy game like checkers.</p>	<p>Individual Management Skill Time Management</p> <p>Talk about how you spend your day. What are you doing each hour. What would you like to do which you aren't doing now? Decide when you will do it.</p>	<p>Self conscious Decision Making: Interpretation</p> <p>Name several games or books or tv shows. Pick only one. Say why you choose that one. (what are the values you hold in making the decision)</p>	6:50
Space					7:15
Care					7:15
Story	<p>Clean the EG space. Make sure all the plants have been watered. Clean own personal space. Brush teeth and put on pajamas. Select a quick bedtime story and read it together. Send out each child or have parent send out own children.</p>				to 7:30
Solitary					to 7:45
Ritual					to 8:00
Sleep					8:00

The Houston Primary Unit
E.G. Curriculum

Saturday
DEFINING OUR IDENTITY
Releasing Individual Excellence
PERSONAL STYLE LAB

Qrtr. II Wk 11
December 15, 1984

I N T E N T	C r s	RO: To know that style is decided according to what is appropriate.	EA: To experience the power of deciding style.
	D a y	RO: To be aware that the on-behalf of style is possible for every person.	EA: To experience the power of acting out of care for others.
BRKFST	Songs: Medly of Christmas Songs Accountability by Teams/ Absolution Morning Ritual Story: Santa Clause Christmas Art form story. Reveal how Santa serves the world. In what ways do he, his wife and helpers work as a team?		
CHORES	Clean corporate and individual space. Inspection. Those who pass have the opportunity to watch television for 1 hour.		
BLOCK I LUCID	Tell stories about the children in the hospital who can not leave to be with their families for Christmas. Have the children draw pictures of children who are sick. Each child explains his/her work. Conversation: How does it feel to be sick? What can't you do when you're sick that you can do when you're well. What makes you happy when you're sick?		
BLOCK II SENSITIVE	Decide a Christmas project to do for children who can't leave the hospital for Christmas. Suggestions: Create a mural, decorate a Christmas tree, make a mobile. Work together to complete the project.		
LUNCH	Song, Acct./Absol. Lunch Ritual Tell the story of "The Long Necked Girl". Emphasize that she hid her neck and stooped over because she thought she was ugly until someone told her that her hate for her long neck was her problem. Relate how she decided to love her neck & changed her style.		
SOLITARY	Have each child walk with a book balanced on his/her head. Applaud good posture. Personal space reflects personal style. Spend 1 hour in personal space.		
BLOCK III EXPOSED	Tell the story (or read) of "A Christmas Carol" describing how Ebenezer Scrooge lived his life as one who decided not to care for others and how he was visited by the ghosts of Christmas Past, Present and Future. "All was known" about his life. Is that true of you life too? Watch a video of "A Christmas Carol"		
BLOCK IV DISCIPL'D	Bake a big batch of cookies. Divide tasks in a way that everyone can work effectively together. Divide the cookies in such a way as to send most of them to children who are less fortunate as a surprise Christmas present. Take to Salvation Army Center.		
WEEKLY RITUAL	See Format		

PERSONAL STYLE LAB
Evening Curriculum

Intent	Rational Objective: To know that style is decided according to what is appropriate.		Existential Aim: To experience the power of deciding one's own style.		
Day & Theme	Monday: LUCID	Tuesday: SENSITIVE	Wednesday: EXPOSED	Friday: DISCIPLINED	T i m e
Song	Responsibility	One Fine World	I'm the Only One Like Me	Order the Universe	6:30
Ritual	Acct'bility by teams/ Absolution Evening Ritual Let us feast on behalf of....				6:35
Skill Focus	Space/Time Orientation: Time Design Each child is given a form picturing the daily time design. Each person colors in: Sleep time--yellow Individual Time--green Study-Work Time--blue Service Time--Red Play Time--orange Compare pictures. Where does most of your time go?	Anticipatory Thinking: Scenario Formation Play the game "You finish the story". Begin with "Once upon a time..." Set up a situation. All the children listen and each has the opportunity to add to the story (focus the story on the theme of deciding personal style.)	Individual Management: Solitary Skills Each child receives an allotment of craft materials (cloth, yarn, ribbon, clay, paste). Each must work alone for a minimum of 5 minutes in <u>absolute</u> silence.	Self-Conscious Decision-Making: Engagement/Disengagement Play "Musical Chairs". Children must listen to the music. Choose a chair to sit in when the music suddenly stops. (There is always one chair less than the number of children. Challenge is to move strategically.)	6:50
Space	Individual space care competition. A prize for the winner				7:15
Care	Personal bed prep.				7:15
Story	Group story and art form conversation.				to 7:30
Solitary	Each child in his/her bed. Quiet activity in absolute silence.				to 7:45
Ritual	Individual bed-time ritual				to 8:00
Sleep	Lights out.				

PERSONAL STYLE LAB

Morning Curriculum

Intent	Rational Objective: To know that style is decided according to what is appropriate.		Existential Aim: To experience the power of deciding one's personal style.		
Day & Theme	Monday: LUCID	Tuesday: SENSITIVE	Thursday: EXPOSED	Friday: DISCIPLINED	Time
Song	Responsibility	O Little Town of Beth-hem	Hark the Herald Angels	Lord of the Dance	6:00
Ritual	Acct'bility 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	<p>To know the unique role of Joseph as the <u>lucid</u> one in the Christmas story. To appreciate his style of <u>humility</u>.</p> <p>Tell the story of Mary coming to know she was to bear God's son, telling Joseph. At first he is angry and then he accepts his role as one to care for Mary and the baby.</p> <p>What decision did he make? How did he act out his decision? How would you describe his style? What would that look like today</p>	<p>To know the inn keeper in the Christmas story as one who responded to need. To appreciate his style.</p> <p>Relate the story of Mary and Joseph looking for shelter. The inn keeper makes space in his barn.</p> <p>What decision did the inn keeper make? How did he decide to care for Mary and Joseph? In what way was he sensitive? What would it look like for you to be sensitive today?</p>	<p>To know the Holy Family as a chosen family who was being watched by the world. To appreciate their style as a family.</p> <p>Relate the story of the shepherds and the wise men coming to visit and to see the baby.</p> <p>How did Joseph and Mary receive them? Why were they not bothered? What would have happened if they had asked the strangers to leave? When have you been surprised by somebody knowing all about you?</p>	<p>To know the Holy Family as disciplined in their style.</p> <p>Relate the story of Joseph and Mary and Jesus excapeing to Egypt. Reflect on the pain and the power of doing what you don't want to do.</p> <p>When have you decided to do what you didn't want to do? Why did you decide to do it? What did you learn by doing it?</p>	<p>6:20</p> <p>6:45</p>
Chores	Personal prep for school.				7:00