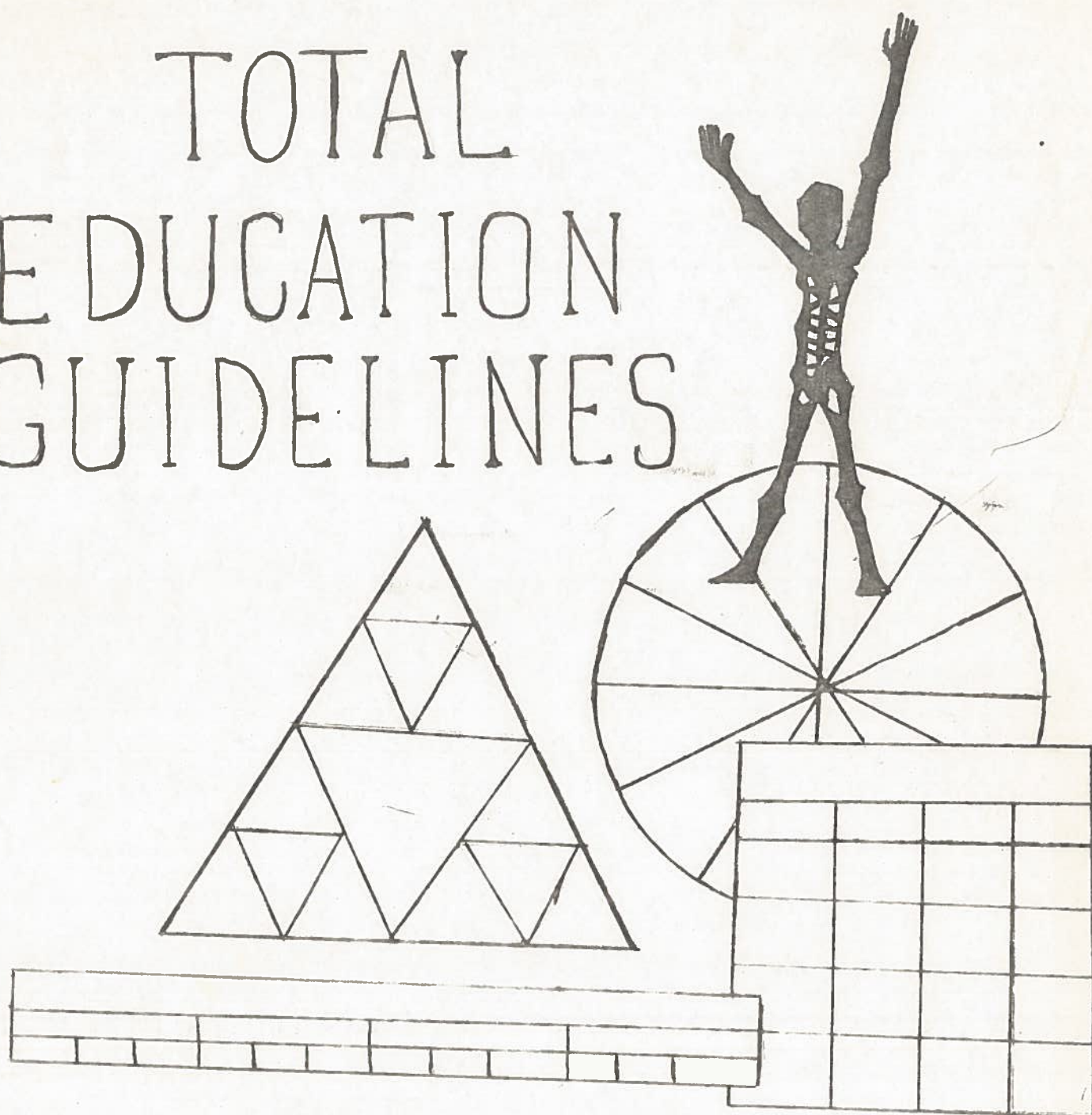


TOTAL EDUCATION GUIDELINES



Task Force R
Total Education
GRA 1977

TOTAL EDUCATION GUIDELINES



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INTRODUCTORY STATEMENT

Today, 85% of the world's population faces a life of poverty, severe illness, illiteracy, and a sense of hopelessness. They are cut off from the planet's riches enjoyed by the other 15% of the world's population. This handbook deals with the educational arena in the struggle to change those "statistics" so all the people of the earth share all the benefits of the earth. It is designed to set forth time designs, methods, examples, etc. to enable local man to take charge of his own lifelong education, and that of his community. The emphasis is on Imaginal Education. This means that in every learning experience, whether it be building a latrine or a hospital, the underlying messages are: 1) a person is never a victim of his circumstances; 2) every person has great gifts and everything he needs to lead a productive, full life; 3) every person is a creator and decision maker who invents his own life and chooses the form of his participation in the great struggle of our time; 4) the task will be accomplished through corporateness and teamwork.

With all the above in mind the Total Education Task Force interviewed representatives of the twenty-four Human Development Projects. The educational needs they stressed were 1) practical skills training for all ages, 2) timeline and procedures for training Education Guild to operate independently within a year, 3) curriculum for teaching second language, 4) auxiliary training models, 5) the basics of setting up and managing a pre-school.

In order to meet those needs we came to several decisions. We saw that for the actual curriculum & materials in many areas including practical skills, literacy, 2nd language schools, it would be best to use commercially available materials. Our emphasis was on the contextual curriculum underlying these and the imaginal methods for teaching.

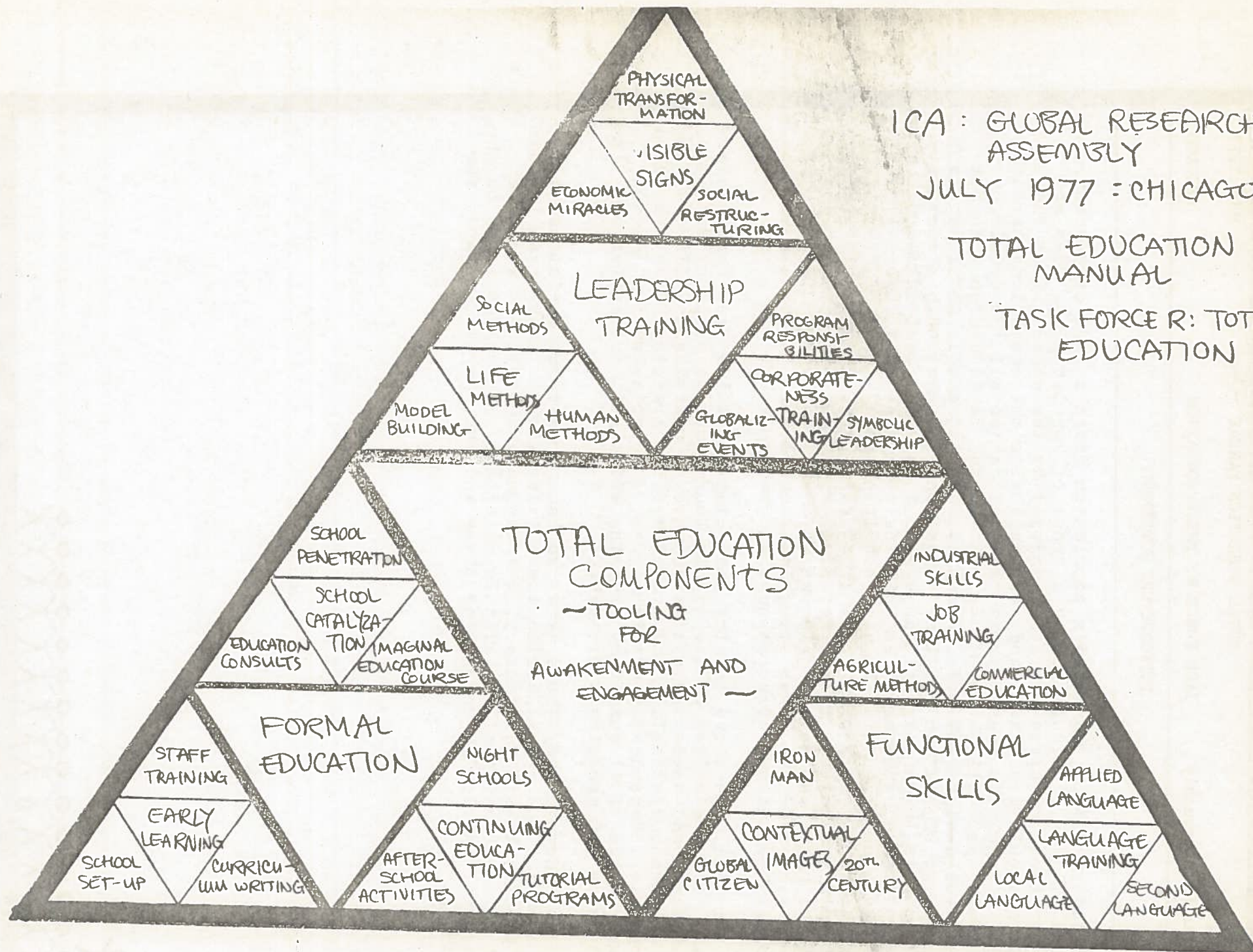


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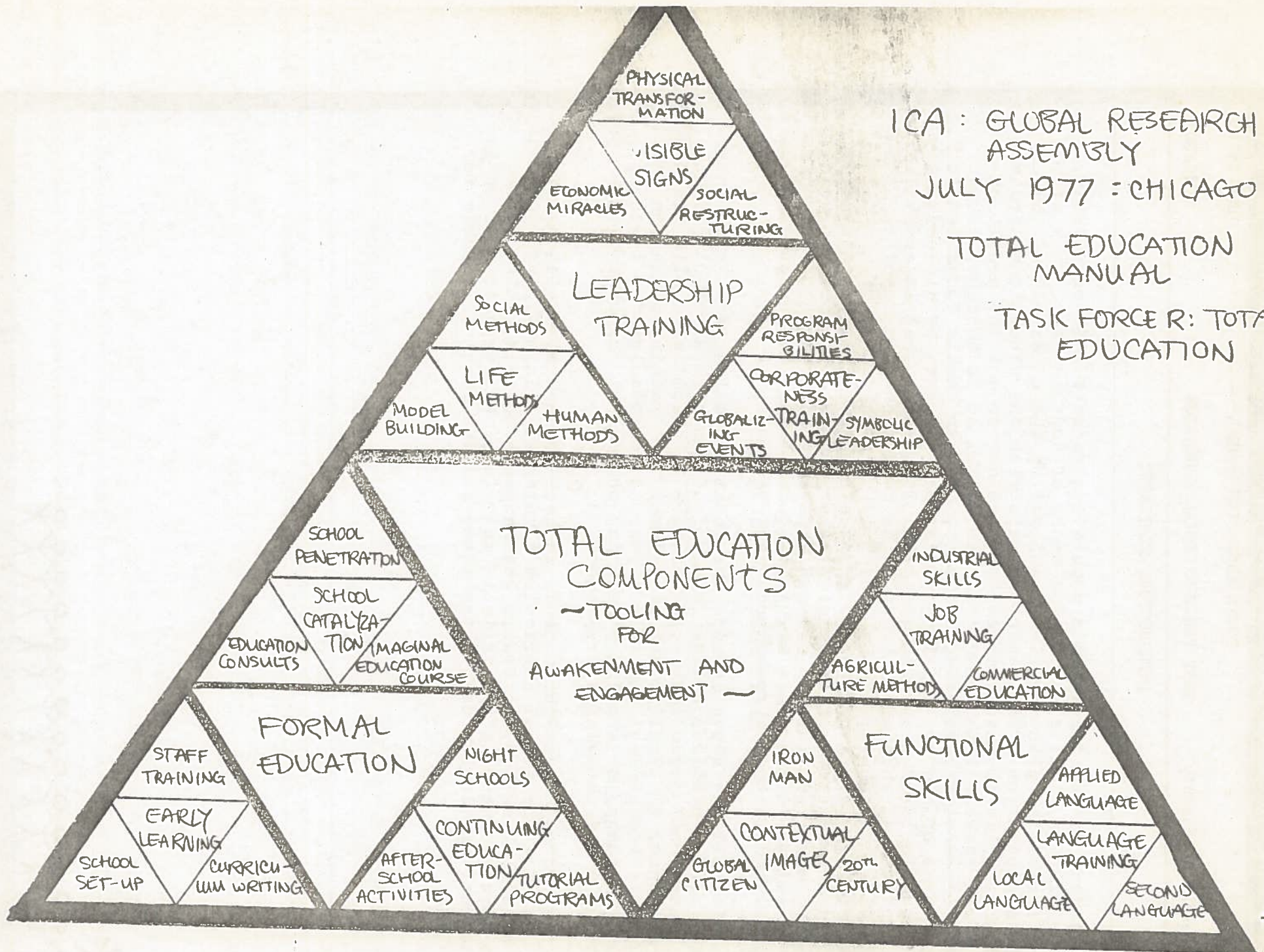


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TOTAL EDUCATION 1 YEAR TIMELINE

QUARTER I				QUARTER II			QUARTER III			QUARTER IV		
All education programs going				Education guild assumes responsibility for guild meetings			Education guild assumes responsibility for education programs			Education guild assumes responsibility for inservice training		
Initiation				Actuation			Acceleration			Total Operation		
IMAGES	Project Model	Action Methods	Global Context	Planning Methods	CMTY structures	Learning Methods	20 th century world	Discipline Methods	Local Heritage	Teaching Methods	Social Process	Caring Methods
W E V E N I N G S	PRE SCHOOL - pre-school begins with local teachers - pre-school uniforms	Decor work-day	Demonstration Pre-school classroom	Curriculum Writing	Pre-school mural	Playground Day			Traditional presentation			Graduation celebration
	CMTY EDUCATION - Evening functional skills beginning - Vocational skills section 1	Decor work-day	Global Social Demonstration Fair skill certificates	Vocational Skills section 2		Guild Fair (trick) - agriculture commercial industrial ed. display skills certificates Library opens	Evening functional skills beginning and intermediate Vocational skills section 3	community mural (work-day)	Heritage Fair skill certificates	Vocational skills section 4		Local, social Demonstration Fair skills certificates
	GUILD - weekly guild meeting - commission (Upfront-translation)	Imaginal Education course (Art form conv.) Leading song and rituals	Leading conversations	Weekend curriculum building begins Leading Workshops	writing songs make banners	Imaginal Ed. course (model building) coordinating Fair	Corporate writing CS-I Course	Reports and proposal writing	Imaginal Ed. course (social meth.) coordinating Fair	regional educational plan	regional fair and course recruitment	Guild, teachers Imaginal Ed. course (motivity methods) Guild celebration Report
MONTHS	1	2	3	4	5	6	7	8	9	10	11	12

ONE YEAR COMPLETION TIMELINE RATIONALE

The Education
Guild

The Education Guild of a Human Development Project are those members of the community who will be concretely care for their community, remembering that doing often preceds commitment. It will include community teachers but will be not exclude others. The guild oversees all training within the project including early education, public school, vocational instruction, teacher training and leadership of stake and guilds.

The Accomplish-
ments

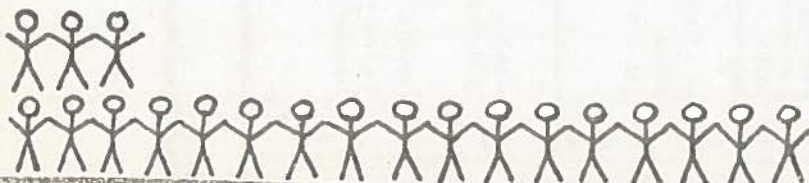
In order to assure an objective criterion of achievement in the first year's progress, indicators of expected achievements will be used to evaluate results. These indicators are intended to be a guide to development and not static in content or timing. Not reaching the recommended point of achievement should not be viewed as failure, but an occasion to re-examine the actual situation of the project. The objective of the of the indicators is to program the Education Guild to total independence within a year. These indicators are learning objectives reached by the Education Guild members, not the auxiliary. The auxiliary is responsible for having the guild members achieve the objectives. It is assumed the auxiliary is skilled in these areas and is from the first day out to train the guild members in their field of expertise.

All
Instructional
Programs in
Action

By the conclusion of the first quarter all instructional programs will be underway. Thus the local residents train to man and maintain education programs.

Total
Responsibility
For
Education Guild
Meetings

The objective indicator to be achieved by the end of the second quarter is that 100% of the responsibility for the operation of the Education Guild will be in the hands of the guilders. This means that the local guild members will plan and execute the guild meeting. All activities of the second quarter will be directed toward making guildsmen independent of the auxiliary relative to the operation of the guild.



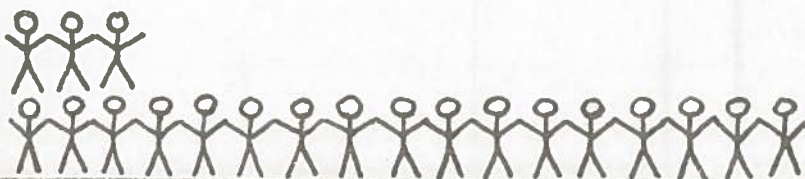
ONE YEAR COMPLETION TIMELINE RATIONALE

Total
Responsibility
For
Education Programs

During the quarter Education Guild members will be equipped to assume responsibility for all instructional programs within the project. In this "learn-by-doing" approach it is critical to the local residents center stage as early possible. The auxiliary the acts as consultant to the person in the position of responsibility. Again, in the interest of independence, the local resident is on center stage in responsible action and the auxiliary is his consultant. The auxiliary is out to make his guild members independent of him as rapidly as possible.

Total
Responsibility
In-Service Training

During the final quarter guilders will be responsible for all in-service training programs. This is based on the fact that greatest learning takes place when one is put in the situation of instructing in an arena of practical expertise. By this time the auxiliary should be on the side lines but none-the-less responsible for local guilders learning.



THREE WEEK EDUCATION ACCELERATION

Practical Vision & Contra- dictions Workshops	Demonstration Classes taught by Trek staff	Imaginal Education Course	Curriculum Building	Education Fair	Complete Edifice	c e l e b r a t i o n	Corporate Report Writing
Week II		Week II		Week II			Week II

EDUCATION TREK OBJECTIVES

Develop Liaison	Infrastructure	Major Focus	Leave Visible Edifice	Methods Training
1. With school structures 2. With tech- nical skills training structures	Community Train- ing Team in: Basic skills most needed in local commu- nity	Catalyzing Educa- tion Guild, Apprenticeship Trainers & new community Training team to work to- gether for total education of the community	1. mural 2. playground 3. resource center 4. night school training build- ing	Imaginal Educ. Contextual Educ. Curriculum Bldg. Recruitment Methods Social Methods

PERSONNEL	One Team	FOLLOW-UP	Curriculum developed for Community Training Team
	Two Units		
	Each unit: Two old hands Two other projects		

SUGGESTIONS FOR RECRUITMENT ACCELERATION

Recruitment of Teachers

1. Find local people for recruiting
2. Find out the names and addresses of people, who are already in the field of education.
3. For recruiting pre-school teachers, ask mothers, housewives, unmarried girls, educated unemployed to help.
4. Contact local teachers, social workers who might be interested.
5. Give the impression that to be a teacher is great.
6. When you make a personal visit, show up ^{with} the impression that they are great and able to mould the destiny of the younger generation.
7. Ask local authorities of the community to appoint teachers.

Recruitment of Participants

1. Guildsmen visit families and introduce themselves and the program.
2. List members of family who you are interested in recruiting in the education program.
2. Ask family if they know others who might be interested.
4. Collect pre-registration fee if applicable.
5. Contact businessmen to present adult education program.
6. Enroll their employees during working hours.
7. Ask businessmen for list of who else might be interested in education program.
8. Invite businessmen and their associates to watch part of demonstration program.



CONTEXTUAL EDUCATION- APPLICATIONS & TIME DESIGNS

Every local person in the most remote village needs a basic contextual education. This outline and course design for the curriculum of Contextual Education should be imaged as basic enough for the graduates of the Replication Schools to use as they plan educational programs for every person in the village including "the last fat lady" who cannot speak English, cannot read or write but can be a great human being.

Assumptions:

1. The curriculum is primarily for auxiliary persons as an aid for that person's functioning in project formulation, training and development.
2. Persons using the curriculum are literate.
3. The curriculum is to be understood as a tool to assist, and to be modified as needed.
4. A plan to develop a design should precede the use of any or all of its components.
5. The curriculum chart's blocks are not necessarily sequential and can be used in a random fashion.
6. Each of the blocks as well as the chart in total can be expanded or shortened to be in modules of 1 minute, 1 hour, 1 day, 1 week, 1 month, or 1 year as needed.
7. In blocks where only one word appears additional information is to be provided and filled in in the course of the training as one would use a worksheet.
8. Methods and tools listed are not exhaustive, needing appropriate additions from the project being developed.

Guidelines for Application:

1. The contextual Education Curriculum can be taught formally or informally for every person in the village.
2. The entire curriculum can be taught in a series of short courses by posters, in the midst of community events or at special programs, etc.
3. Longer sessions for training should also be planned for ones 6, 12, 36 sessions or longer if desired.
4. For 12-week training programs, 1 week could be spent on each of the blocks in the curriculum chart utilizing planning events, short courses, conversations, and decor suited for the group involved. For instance, a sewing class might study dress styles around the globe

when dealing with the block on "Global Context".

5. A 12 month training program (including stakes, guilds, schools, etc) could cover one curriculum block each month. Much of the material would need to be used immediately but depth reflection could be done later in the year.
6. If one session is held each week, each curriculum block would be covered over a period of one month.

Example:

Month One - Contextual Education for Stakes			HDP Model
Wk.1 Global Soc. Demonstration	Wk.2 Consult Story	Wk.3 Programs/ Tactics	Wk.4 Plan act. Toward Tactics
GSD Slide Show	Why we came here-What Consult is. Who came Methods/ Results (Look thru books, etc)	Look at Charts Discuss acts. of each prog. Ask where each excites Ask how each participates	How this stake/ guild will accomplish tactic

7. It is of particular importance that the curriculum is seen as a resource which needs the adaptation necessary to relate to the situation or project in which it is used.

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Global Research Assembly

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Meeting Format for 1 Year of Education Guild

THE EDUCATION GUILD MEETING

Weeks 1-12

Week 13

Songs/Accountability

5 min.

Song/
Accounta-
bility
.5 min.

CONTEXTUAL EDUCATION

Contextual
Education

Quarter

I

II

III

IV

Instruc-
tional
ThemeHuman Development
as Social ChangeCommunity Structures
Basis of Change
ProcessPast & Present Form
Life StyleSocial Change Through
the Teaching Process

25 min.

First Four
Weeks of
Quarter

Project Model

Planning Process

20th Century

Teaching Methods

Planning
for
Year/
Quarter2nd Four
Weeks of
Quarter

Project Action

Community Structures

Discipline Methods

Social Process

3rd Four
Weeks of
QuarterGlobal Social
Demonstrations

Learning Methods

Local Heritage

Caring Methods

150 min

REPORTS - ISSUES - MODIFICATIONS - NEW ASSIGNMENTS

Celebration

40 min.

SONG CLOSING TO AFFIRM WEEK SEND OUT "SOCIAL HOUR"

60 min.

60 min.

CONTEXTUAL EDUCATION CURRICULUM CHART

KNOW		DO		BE	
LEARNING METHODS		PLANNING METHODS		CARING METHODS	
Listening	Instructions Lectures Conversations	Grid	Make Boundrs Div.in Sestns Symbolic Grid	Body	Health Grooming Dress
Watching	Events Visual Aids Demonstrations	Model bldg.	Brainstorming Grouping Plan for Dng.	Mind	Global News Edge Research Quotes
Doing	Field Trips Projects Drama(RlePlay)	Time line	List tasks Steps to take Symblic. T/L	Spirit	Exps. of Awe Reflection Decision
TEACHING METHODS		ACTION METHODS		DISCIPLINE METHODS	
Art Form Conversa.	Objective Reflective Interpretive	Community Work	Workdays PSU'S Comm. Visits	Intention	Use of time Use of space Use of money
Curriculum Bldg.	Teachng Obj Teaching meth Teaching matls	Celebratn Events	Festivals Rites of Pass Holidays	Corpor- ate	Consensus bldg Team work Corporate sprt
Teaching Images	See(Viz Imag) Hear(stories) Do(Demonstra)	Regular Assnmts	Daily Weekly Quarterly	Iron Man	Does necessary Completes aasn Embodies style
THE 20th CENTURY		THE SOCIAL PROCESS		THE GLOBAL CONTEXT	
Scientiffic Sense	Technology Change Causation	Economy	Agriculture Industry Commerce	East	China India Sea Pac
Urban Style	Cosmopolitan Complex Corporate(Grp)	Sociality	Health Education Welfare	West	U.S. USSR Europe
Secular Symbols	Auth. roles Temporal Mdls Social Justice	Culture	Identity Unity Environment	South	Latin America Africa Middle East
THE LOCAL HERITAGE		THE PROJECT MODEL		COMMUNITY STRUCTURES	
People	Political hero Econo. heros Cult/Rel hero	Global/So Demonstra tion	Why needed GSD around gl Practical str	Stake	Grid Meeting format Activities
Time	Past Present Future	Consult	Who Participats Task & Method Product	Guild	Symbolic ritl Meeting format Task
Symbols	Story Song Symbol	The local HDP	Activated tac The Leadrshp Your role	Council	Decor Format Celebration

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LEARNING METHODS

LISTENING	WATCHING	DOING
Instructions	Events	Field Trips
Lectures	Visual Aids	Projects
Conversations	Demonstrations	Dramas

METHODS AND TOOLS:

Charting methodology instructions
Lecture methodology (4x4) etc.
Conversation models
Posters, Charts, Slides
Suggested Field Trips
Work projects
Role playing

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PLANNING METHODS

GRID	MODEL BUILDING	TIME LINE
Boundaries	Brain Storming Accept every answer, every one participate.	List task
Regions (stakes)	Grouping	Steps to take
Symbolic Grid	Planning for doing	Symbolic Timeline

METHODS AND TOOLS:

Decor: World grid, Projects grid...
Map: World, Nations, Counties, Villages map.
Tool: Newsprints, Filter pens.
Workshop: Planning for a idea village.

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CARING METHODS

PHYSICAL (body)	INTELLECTUAL (mind)	SPIRIT
Health	Global News	Experince of Awe
Grooming	Edge Research (any area) ex. solar power	Reflection
Dress	Quotes (reading)	Decision

1. Play music- or look at picture or object- or slides- or go on trip etc. and reflect on experience.
2. Read short items from news- or modern research- or famous quotations and reflect on them.
3. Pictures showing people sloppy dress- neat dress- reflect on how it makes you feel- and act- and how others respond to you.
4. Ask how do you care for yourself. Timeline for daily self care.
5. Accountabilities/ Absolution.
6. Tell what is needed and ask for decision.
7. Land- Riverg- Mountain - Sea

TEACHING METHODS

ART FORM CONVERSATION

OBJECTIVE

- What do you see?
- What is one word of phrase you rem?
- What is one thing that happened to you today?

CURRICULUM BUILDING

TEACHING OBJECTIVES

- What do people know?
- What need to know?
- Sequence for objectives
- Timeline

TEACHING IMAGES

SEE - Visual Images

- charts
- blackboard diagrams
- pictures
- movies, slides, etc.
- maps or grids

REFLECTIVE

- How make you feel
- What surprised, excited, worried pleased you?
- Where experienced in your life?

TEACHING MATERIALS

- pictures
- AV materials
- charts, maps, posters
- blackboard & chalk
- equipment for demons.
- handouts

HEAR - Stories

- or images such as "the last fat lady"
- "those who care"

INTERPRETIVE

- What name would you give to this picture, song, day
- What does this tell you about life?

TEACHING METHOD

- lecture, seminar,
- conversation
- demonstration
- participation
- skills practice
- trips, guests

DO - Demonstration

- Acting out drama
- demonstration as how to shift gears on a tractor.
- hand motions/song

1. Begin with an area where the people have something to teach. This could be content such as local heritage, or a skill such as handicraft. It does not help to teach teaching methods without an opportunity to put them into practice.

2. The people should define what they want to teach, and what the group needs to learn. This is the creation of a curriculum and can be placed on a timeline.

3. People begin with the image that all teaching is done by "telling". A variety of methods must be presented including conversations, lecturette, shortcourses, trips, activities, demonstrations, etc. These can be included in the curriculum plan.

4. Experiment with a variety of art forms. The group can then try to create questions. Ask them what out to do with particular question.

5. Explain the use of teaching images for the curriculum and make lists of images they might use.

6. Plan the Teaching plan for each session/ teach/evaluate.

ACTION METHODS

COMMUNITY WORK PROJ.	CELEBRATIVE EVENTS	REGULAR ASSIGNMENTS
Workdays	Festivals	Daily
PSU (Problem Solving Units) for research	Rites of Passage such as graduation	Weekly
Community Visitation	Holidays	Quarterly

Workdays can include community clean-up, beautification, painting, decor workshops, painting murals, etc.

Festivals can include fairs and the quarterly "congress" or assembly.

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DISCIPLINE METHODS

INTENTIONAL

CORPORATE

IRON MAN

Use of time:

- timeline
- daily rhythm
- gets up in the morning
- gets to places on time

Consensus:

- he participates in consensus building

Does necessary:

- he decides to do what's needed whether he likes it or not.
- ex. toilet cleaner

Use of space:

- clean
- decor
- room arrangement

Team work:

- he accepts corporate assignments.
- he works as a team.
- he accepts leadership roles.

Completes assignments:

- he finishes what he starts
- he never gives up.

Use of money:

- budget
- records

Corporate spirit:

- he builds corporate spirit with songs, rituals etc.

Embodies style:

- he is the symbol.

1. Tell stories of how a task was done because of discipline of team.
2. Discuss work that needs to be done-and ways to work together.
3. Visit spaces where space use is intentional: room arrangement, decor etc.
4. Ask how a particular space could be more intentionally arranged. Discuss home space.
5. Tell Iron-Man stories.
6. Songs and Rituals.

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THE 20th CENTURY WORLD

SCIENTIFIC SENSE	URBAN STYLE	SECULAR SYMBOLS
Technology (mechanic's)	Cosmopolitan-not parochial	Authentic Role
Dynamic (change)	Complex - not slow and simple	Temporal Models
Cause and effect - statistical causation	Corporate - not individual	Social Justice

METHODS AND TOOLS:

CS-1 4x4 lecture charts
Social Process Triangle Poster
Pictures of Urban Life
Picture of Secular Symbols
Moon rise picture
Movies, Slides
Discuss changes in last 20 years

THE SOCIAL PROCESS

ECONOMY	SOCIALITY	CULTURE
<p>Agriculture What plants and animals are raised here? How can these be improved?</p>	<p>Health nutrition, sanitation safely, first aid, preventative medicine adequate care structure (intensive training in some areas necessary)</p>	<p>Identity How do the people of this community show pride in their community?</p>
<p>Industry What industry now? What new industries would use available resources and manpower... and have ready markets?</p>	<p>Education What educational structures now? How can they better meet needs? What else do people need to know? New structures needed?</p>	<p>Unity How do people in this community work together?</p>
<p>Commerce How are food and industrial products distributed to the people? (business) How can the system be improved: (ex: corp buying, trans</p>	<p>Welfare Where do you see human suffering? How can public care structures and services be improved? ex: roads, water, elec. police, fire protec</p>	<p>Environment How can we improve our environment and living conditions?</p>

Display the poster of village development (social process simplified)
Display with photos of local activities in each part of triangle.
Have people discuss how they participate in each area of the triangle.
Discuss what happens when one activity is missing or weak.
Name weak and strong areas of model for your village and plans ways of correcting the imbalance.
Use photo displays, slide shows etc. to illustrate progress in each area
Community work days or special projects as response to needs found in the above areas.

GLOBAL CONTEXT

EAST	WEST	SOUTH
China:	United States:	Latin America:
India:	USSR:	Africa:
SEAPAC:	Europe:	North Africa Middle East (NAME)

Methods & Tools:

1. Global Grid:

-to let them know the differences between countries in terms of size etc.

2. Pictures that will enable them to know how the others people look, dress, their housing, religion, customs, holiday etc.
3. Celebrate international holiday.
4. Tape with people's voices speaking different languages and musics.
5. Display art facts.
6. Making montage
7. Visit from people from different nationalities.
8. Food.
9. Telling stories.
10. Movies, slides, filmstrips etc.
11. Learn about Social Demonstrations in that continent.

THE LOCAL HERITAGE

PEOPLE	TIME	SYMBOLS
Political Heroes	Past Where have our people come from?	Story The key traditional story or stories
Economic Heroes	Present What has happened that makes us who we are... in last several centuries.	Song/Dance Traditional and modern songs, dance, drama.
Cultural/Religious Heroes	Future What story do we tell ourselves about the future of our people?	Symbol/Celebrations Traditional and new symbols and crafts... Traditional and new celebrations of village cultural heritage, etc.

Creation of Heritage Curriculum:

1. Call meeting of elders and others with heritage wisdom.
2. Brainstorm areas of heritage every persons needs to know.
3. Share stories of where their people came from, heroes, import. events in their history, etc.
4. Collect songs that tell people who they are. Write new song.
5. Point out or recreate old symbols and artforms. Create new ones that hold the traditional and the vision of the future.
6. Elders pull together all this wisdom into a curriculum and plan timelines, structures, methods, materials to teach to all village

In order to teach this to every person in the village:

1. Use maps, grids, pictures, posters, slide shows, artifacts, etc.
2. Publish a book of songs, rituals and stories.
3. Teach songs in a variety of groups. Sing at public occasions.
4. Plan village events focusing on heritage. (celebrations)
5. Teach direct heritage curriculum in Preschools, schools, various training programs, stakes, guilds, etc.

THE PROJECT MODEL

GLOBAL SOCIAL DEMONSTR.	CONSULT	THE LOCAL HDP
Why Needed Meets local contradiction and stands as a symbol for the region, the nation, the world	Who Comes local people ICA staff International consultants	The Activated Tactics
Global Social Demon. Around the Globe	Tasks and Workshop Meth	The Leadership
Practical structures	Product of Consult	Your role

Show GSD slide show, movies, photographs, artifacts, etc.
Sing songs of other projects.
Create a chart of how HDPs develop
Invite consultants, guardians and other visitors to share impressions from other projects.
Display maps and grids with other GSDs marked.
Teach the tactical charts (the consult book)
Display photos taken during consult.
Publish a report of the consult in the local language, intended for local man to understand, with pictures and charts.

THE COMMUNITY STRUCTURES

STAKE	GUILD	COUNCIL
Stake Grid	Guild Symbols and Rituals	Council Decor
Stake Meeting Format	Guild Meeting Format	Council Format
Stake Activities	Guild Task	Council Celebration

METHODS AND TOOLS:

1. Display Grid all over town.
2. Put up Stake signs at boundaries.
3. Display Guild Symbols in work places.
4. Write stake songs- guild songs.
5. Write and use stake rituals-guild rituals.
6. Ask people what stake they live in.
7. At Council each stake and guild presents reports- songs- other entertainment.

HOW TO SET UP A SKILLS TRAINING PROGRAM

PROGRAM PLANNING	PROGRAM JOURNEY	PROGRAM PRACTICES	PROGRAM
<p>Job market for this skill is researched</p> <p>1</p>	<p>Trainer and Trainees plan and set goals.</p> <p>5</p>	<p>Trainees keep journals of notes and materials.</p> <p>9</p>	<p>Trainers and Trainees engage in daily reading, song, and conversation</p> <p>13</p>
<p>Basic skills to be mastered are listed</p> <p>2</p>	<p>Trainer and Trainees compose and sign contracts.</p> <p>6</p>	<p>Trainees take field trips and demonstrate skills.</p> <p>10</p>	<p>Trainer and Trainees have final conference assessing ability building 3-year vocational timeline.</p> <p>14</p>
<p>Necessary skill building events are listed</p> <p>3</p>	<p>Trainer and Trainees develop the skill through demonstration and performance.</p> <p>7</p>	<p>Trainees tap resources and materials pertinent to skill.</p> <p>11</p>	<p>Trainees receive certificate upon completion of training.</p> <p>15</p>
<p>Curriculum and methodologies are planned</p> <p>4</p>	<p>Trainer and Trainees evaluate progress in skill mastery daily and weekly.</p> <p>8</p>	<p>Trainees's accomplishments and journey are affirmed daily.</p> <p>12</p>	<p>Trainees plug into job placement services and community programs.</p> <p>16</p>

HOW TO SET UP A SKILLS TRAINING PROGRAM

The objective of this program is Replication. It provides a framework for local men and women to move from being untrained in a specific skill to being experienced and ready to be trainers in less than one year. Imaginal Education techniques will transform the skill training through life methods and life-stance training.

As the trainer plans the skill training program there needs to be a listing of basic techniques to be mastered by the trainees. The trainer then plans a timeline for development of the skill, listing major events or signal marks of accomplishment. The trainer plans the entire curriculum and methodologies for each stage of the trainees' learning journey. The trainer also begins to research the job market in preparation for village needs and job availability.

This program model enables the trainer and trainees to journey together as they decide on specific skills to be learned and the time needed. The trainer makes adjustments needed in the initial timeline and curriculum to achieve these stated goals. The trainer writes a statement such as, "At the end of six months the trainee will be able to assume the following responsibilities of carpenter...". The trainer and trainees will compose and sign a contract listing the responsibilities of each and checkpoints. For example: (1) Trainee will be at workshop from 9 a.m. until 5 p.m. Monday through Friday with tools provided. (2) Trainee will keep a looseleaf journal of observations, diagrams, and notes on conferences with the trainer. (A) Every Monday morning the trainer will give trainees list of skills to be stressed. (B) Trainer will have half-hour conference with trainee each day and provide written evaluation every Friday afternoon.

After the trainer demonstrates a skill, the trainee will be given opportunities to perform it. The trainer will end each training session with questions and answers on skills covered and an affirmation of the day. The trainer will take notes for weekly written evaluation of the trainees.

The program practices involve such things as the trainees keeping a loose leaf journal of notes. (It is not necessary to be literate to keep a journal.) The journal includes such things as observations, diagrams, and notes on conferences. The trainer will arrange field excursions to enable trainees to expand awareness of the field of their skill, their community and their world. These field excursions would be trips to the city, factories, libraries, vocational conventions, as well as others.



HOW TO SET UP A SKILLS TRAINING PROGRAM

p. 2

The trainees will begin to tap resources in their field at the local, national and international levels. One such resource would be Volunteers in Technical Assistance (VITA) which furnishes free pamphlets on caring for tools. Each session will end with the trainer affirming the trainees' accomplishments and journey.

To ensure depth quality of life and image building, the trainer will begin each training session with a reading (copy given to trainees to add to loose leaf journal). Readings and conversations will stress profound humanness and the underlying messages of Imaginal Education. The trainees close the session by reading a quote from a list of quotes the trainer has provided. The trainer has a final two-hour conference with each trainee to realistically assess each trainee's ability and potential. Each trainee will write down his dream for the future and construct a three-year timeline of vocational journey. The trainees will fill out a form evaluating the trainer and the training program. A graduation celebration will be held so the trainees may receive official certificates indicating their successful completion of the skills training program. The trainees will be enrolled in a Guild or other support structure where they will continue to rehearse Imaginal Education principles, have further outlets for creativity, enjoy working with colleagues, and have job placement services available.



HOW TO DEVELOP A WORK-STUDY CURRICULUM in CONSTRUCTION

ASSUMPTIONS	12-WK. W/S. CURRIC. PREP	LESSON PREP
<ol style="list-style-type: none"> Objective of the practical skills curriculum is to train potential project leadership in practical commercial skills. This page is the construction component of the practical skills program (others are machine tailoring & commercial) Project task is to build a model house. Recruitment and materials will be taken care of by the guild. Students in work/study participate in the guild. 	<ol style="list-style-type: none"> Think through the group. <ul style="list-style-type: none"> - Who are they? (age/background/occupation) - Why they need to know this? - What do they already know about it? Think through your arena (i.e., construction) <ul style="list-style-type: none"> - What are your products? - What skills are involved? - What are the steps to the final product (see construction list). Think through curriculum <ul style="list-style-type: none"> - What is the sequence of steps needed? - What are possible blocks to quality construction? (see list) - What do students need to know or practice to avoid these blocks? Lay out 12-week curriculum 	<ol style="list-style-type: none"> Decide objectives for this lesson Choose your activities Gather your materials.
		LESSON EVALUATION
		<ol style="list-style-type: none"> What happened? What's the next step? Leadership emerging.

SAMPLE LESSON: ONE

ORIENTATION	DEMONSTRATION	LANGUAGE
<p>OPENING CONVERSATION</p> <p>DISCOVER GROUP'S SKILLS AND EXPERIENCE</p> <p>INTRODUCE GUILD</p> <p>15 min.</p>	<p>FIELD VISIT TO CONSTRUCTION SITE</p> <p>INITIATE CONSTRUCTION</p> <p>TROUBLE-SHOOTING</p> <p>3 hours</p>	<p>SOCIAL RITUAL</p> <p>PATTERN DRILL</p> <p>DIALOGUE IMPROVISATION <small>45 min.</small></p>

STEP-BY-STEP MODEL HOME CONSTRUCTION LIST	ANTICIPATED BLOCKS
<ol style="list-style-type: none"> Draw blueprint Measurements and chalkline Clear area for using chalkline Dig foundation footing Pour concrete Put up frame Put on roof supports Put on roofing material Put on insulation Lay bricks Put up inside walls and ceiling Frame doorways and windows 	<ol style="list-style-type: none"> Obtaining materials Depth and breadth of foundation footing Mortar consistency and spacing of bricks Bracing of walls Construction of roof supports Anchoring of roof

HOW TO BUILD A WORK-STUDY PROGRAM FOR ELECTRICAL TRAINING

ASSUMPTIONS	12 WK. W/S CURRICULUM PREP	LESSON PREPARATION
1. Objective of the practical skills curriculum is to train potential project leadership in practical electrical skills. 2. Project task is to wire a building. 3. One experienced electrician a part of the group. 4. Recruitment and materials will be taken care of by the guild. 5. Students in the work/study program in the guild.	1. Think through the group. - who are they? (age/background, occupation) -why they need to know this -what do they already know about it 2. Think through your arena -what are your products? -what skills are involved -what are the steps to the final product? 3. Think through curriculum -what is the sequence of steps needed? -what are possible blocks to quality? -what do students need to know to avoid blocks? 4. 12 wk. curriculum	LESSON EVALUATION
		1. Decide objectives for lessons 2. Choose your activities 3. Gather your materials 1. What happened? 2. What's the next step? 3. What leadership is emerging?

SAMPLE LESSON		
Orientation	Demonstration	Language
Opening Conversation Discover group's skills & experience Introduce Guild 15 min.	Field visit to a building which is wired. Initiate wiring. Trouble-Shooting 3 hours	Social Ritual Pattern Drill Dialogue Improvisation 45 min.

STEP BY STEP LIST	ANTICIPATED BLOCKS
1. survey/locate switches & plan for wiring. 2. drill proper holes to make path for wiring. 3. begin wiring at main switch box. 4. connect wires to each light & plug 5. turn on & see if all switches work. 6. apply for final inspection.	1. when wire does not go through holes & path. 2. when turned on, lights do not work & short out. 3. connection from one outlet to another. 4. connection to main source.

HOW TO BUILD A WORK-STUDY PROGRAM FOR TAILORING

ASSUMPTIONS	12 WK. W/S CURRICULUM PREP	LESSON PREPARATION
1. Objective of the practical skills curriculum is to train potential project leadership in practical tailoring skills. 2. Project task is making blouses/shirts together. 3. One experienced tailor is a part of the group. 4. Recruitment and materials will be taken care of by the guild. 5. Students in the work/study program in the guild.	1. Think through the group. - who are they? (age/background, occupation) - why they need to know this - what do they already know about it 2. Think through your arena - what are your products? - what skills are involved - what are the steps to the final product? 3. Think through curriculum - what is the sequence of steps needed? - what are possible blocks to quality? - what do students need to know to avoid blocks? 4. 12 wk. curriculum	LESSON EVALUATION
		1. Decide objectives for lessons 2. Choose your activities 3. Gather your materials 1. What happened? 2. What's the next step? 3. What leadership is emerging?

SAMPLE LESSON		
Orientation	Demonstration	Language
Opening Conversation { Discover group's skills & experience Introduce Guild 15 min.	Field visit to a local tailor Initiate making clothes Trouble-Shooting 3 hours	Social Ritual Pattern Drill Dialogue Improvisation 45 min.

STEP BY STEP LIST	ANTICIPATED BLOCKS
1. measure person 2. select pattern, adjust 3. prewash material 4. lay out, cut out 5. pin pieces together 6. baste 7. try garment on, adjust 8. sew darts, seams 9. try on for final adjust, hem marking 10. final adjustment, iron 11. handwork - hem, tack, buttons.	1. Where & how to measure. 2. How to adjust pattern. 3. How to adjust clothes after basting. 4. Sewing machine manipulation.

HOW TO BUILD A WORK-STUDY PROGRAM FOR AUTO REPAIR

ASSUMPTIONS	12 WK. W/S CURRICULUM PREP	LESSON PREPARATION
1. Objective of the practical skills curriculum is to train potential project leadership in practical auto repairing skills. 2. Project task is auto repairing. 3. One experienced mechanic a part of the group. 4. Recruitment and materials will be taken care of by the guild. 5. Students in the work/study program in the guild.	1. Think through the group. - who are they? (age/background, occupation) -why they need to know this -what do they already know about it 2. Think through your arena -what are your products? -what skills are involved -what are the steps to the final product? 3. Think through curriculum -what is the sequence of steps needed? -what are possible blocks to quality? -what do students need to know to avoid blocks? 4. 12 wk. curriculum	LESSON EVALUATION
		1. Decide objectives for lessons 2. Choose your activities 3. Gather your materials 1. What happened? 2. What's the next step? 3. What leadership is emerging?

SAMPLE LESSON		
Orientation	Demonstration	Language
Opening Conversation	Field visit to local garage	Social Ritual
Discover group's skills & experience	Initiate repairing	Pattern Drill
Introduce Guild	Trouble-Shooting	Dialogue Improvisation
15 min	3 hours	45 min.

STEP BY STEP LIST	ANTICIPATED BLOCKS
1. get operator's opinion 2. locate source of problem 3. trace for possible cause 4. adjust, repair or replace part 5. try motor out 6. adjust if necessary	1. function & repair of carburetor 2. function & component parts of fuel system. 3. function & repair of cooling system 4. function & repair of distributor, coil, points.

FORM SAMPLE

ICA
Global Research Assembly

TOTAL EDUCATION MANUAL
TASK FORCE R. TOTAL EDUCATION

July 77
Chicago

HOW TO BUILD A WORK-STUDY CURRICULUM IN _____
(name practical skill)

ASSUMPTIONS	12 WK. W/ CURRICULUM PREP	LESSON PREPARATION
1. Objective of the practical skills curriculum is to train potential project leadership in practical _____ skills.	1. Think through the group. - who are they? (age/background, occupation) - why they need to know this - what do they already know about it	1. Decide objectives for lessons 2. Choose your activities 3. Gather your materials
2. Project task is to _____	2. Think through your arena - what are your products? - what skills are involved - what are the steps to the final product?	LESSON EVALUATION 1. What happened? 2. What's the next step? 3. What leadership is emerging?
3. One experienced _____ a part of the group.	3. Think through curriculum - what is the sequence of steps needed? - what are possible blocks to quality? - what do students need to know to avoid blocks?	
4. Recruitment and materials will be taken care of by the guild.	4. 12 wk. curriculum	
5. Students in the work/study program in the guild.		

SAMPLE LESSON		
Orientation	Demonstration	Language
Opening	Field visit to _____ (give location of place to be visited for demonstration)	Social Ritual
Discover group's skills & experience	Initiate _____ (practical skill activity)	Pattern Drill
Introduce Guild	Trouble-Shooting _____ (possible anticipated blocks)	Dialogue Improvisation
(15 min)	(3 hours)	(45 min)

STEP BY STEP LIST	ANTICIPATED BLOCKS
(have experienced person give you step-by-step procedures of how to do this activity)	(have experienced person give you all known obstacles to successfully completing project activity)
<p style="text-align: center;">**(ASSUMPTION IS MADE THAT THE TEACHER OF THIS WORK-STUDY PROGRAM MAY NOT BE EXPERIENCED OR SKILLED IN THE PARTICULAR PRACTICAL SKILL)</p>	

COMMERCIAL EDUCATION

A vocational training program will be designed to provide employable skills in clerical accounting and typing to enable job placement for unemployed and underemployed men and women. Initial training for persons new to office procedures and typing will be conducted as well as upgrading skills for persons with previous office and typing experience.

A "simulated office" approach will be used, stressing the practices of office skills. Supplemental individualized instruction in grammar, spelling, punctuation, and math is provided through general office procedures, style workshops, methods on how to find and apply for a job, and field trips to local corporations, primarily to receive exposure to the many possible applications of the basic skills taught.

A major emphasis will be placed on the job placement component. It will involve public relations, counseling, career focusing, knowledge of employment trends, and special post-training follow-up programs.

BOOKKEEPING AND OFFICE PROCEDURES			
GENERAL OFFICE	ACCOUNTING THEORY OFFICE MACHINES	PRACTICAL BOOK- KEEPING EXPER.	JOBS IN ACCOUNTING
Simulated office curriculum in A/R & A/P involves maintaining customer ledger, sales, purchases, cash receipts, cash payments, journals, and check book	Basic accounting equation and terminology. Electronic calculator.	Simulated packet for accounting clerk. Involves double entry bookkeeping with combined cash journal, general ledger, petty cash, and professional records.	Evaluation of skills and goals in light of job market possibilities.
Weeks 1-4	Weeks 5-6	Weeks 7-10	Weeks 11-12
TYPING			
KEYBOARD LEARNING	PRODUCTION TECHNIQUES	OFFICE SIMULATION	JOB FINDING
Keyboard letters Rein- Numbers force- & ment Symbols	Business letters, corrections, centering, proofreader marks, Tabulation, Word Division	Application Inter-office memos Letter composition pricing table price list, form letters voucher checks, reports resolution, itinerary, travel expense	Past job assessment, present capabilities, future goals, Resume writing, Interview Techniques,
Weeks 1-4	Weeks 5-6	Weeks 7-10	Weeks 11-12

The following materials are available in the repository:

- Sample packets of the simulated office sets
- Work book for section on job finding
- Proposal for funding
- Brochures and publicity for Fifth City Commercial School and Training, Inc.

GUIDELINES FOR TEACHING A SECOND LANGUAGE

Briefly described here are minimum essentials which would be found in the teaching of English as a second language.

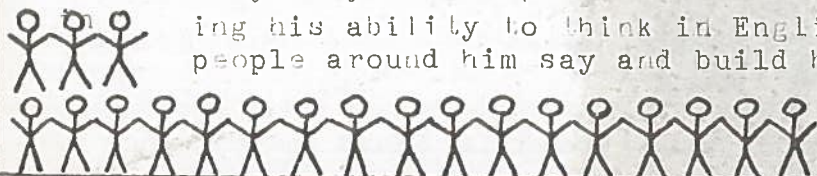
1. Instructions should be given in a clear and consistent manner, try not to change the words or sentence patterns you have been using for another set.
2. Comprehension is more important than speed, hence, constant repetitions by the students allow them to really use the pattern.
3. Vocabulary has to be used more than twenty times to be available to a person
4. Speak at a normal rate, build up the sentences backwards by words.
5. Pick an image for the week out of your experiences as a class.
6. Create imaginal decor centered around the image and place it near the black board as a means of reinforcement.
7. For additional clarity, very briefly translate new phrases in the native language after the student is using them.
8. Beware - your students will find it difficult not to depend on translation instead of listening.
9. The use of rituals and songs is an aid to language learning as well as context. (Have students compiled a file on pictures of objects learned in English)

CONTEXT:

When deciding what pattern to teach when, two values have to be held. One is teaching sentence patterns in a logical, orderly progression so that each grammatical step builds on the ones they already know. But people also need to know how to say useful phrases long before they are presented sequentially. When students are confused and the problem is not vocabulary or hearing the sounds, then check the grammar and build up the parts. For example, the students know "I am a man". You can easily teach "I am working", because it is similar and the questions are also similar. ("Am I a man?, Am I working?") To teach the present "I work" before "I am working" can confuse the students by introducing a totally different kind of question ("Do I work?").

By teaching in sequence for the most part, you rarely need to translate. You demonstrate the meaning by building on what they already know, then use it in a situation (see Introduction), then drill the forms, (see Drill page) then apply them to a new situation in a dialogue or role-play.

Always introduce sentence patterns in conversation (listening and speaking exercises) and practice them before reading or writing them. In that way they become patterns that the student can use. By building his ability to think in English he can learn from what people around him say and build his own skill in every situation.



DYNAMICS OF AN ENGLISH CLASS
(can be adapted to other languages)

DYNAMICS	EMPHASIS	HOW TO'S
LISTENING	Producing sounds	Sound and intonation exercises; songs; phrasing (see sound page)
	Understanding meaning	Tell joke, short story, or summarize skill training session and build up understanding Art form conversation; summaries; radio.
SPEAKING	Sentence patterns aim at coherent expression	Drills (from repetition to meaning) Directed conversations Learned dialogues
	Question patterns aim at thinking in English	Role - playing realistic situations; Question series too fast to translate; Improvised dialogues
READING	Alphabet, parts of words, words, sentences aim at literal meaning	Phonics games; Sentence games; Reading aloud and silently; <u>Questions on content</u>
	Comprehension of sentences and paragraphs aims at drawing conclusions	Story, newspaper, song lyrics, practical skills manual; Art form them; inference
WRITING	Letters and words	Alphabet - writing the letters; connecting them into words (print, script, type if appropriate ; fill in forms, charts
	Sentences and paragraphs	Answering questions; write conversations; write steps in order; organizing ideas; writing paragraphs; correspondence

VOCABULARY (Chosen for group needs)

Ask yourself these questions about your particular group:

1. Who are they?
2. Why are they learning English?
3. What do they already know?
4. What do they need to know?

Choose vocabulary for class sessions from class needs and use in sentence patterns, conversations, dialogues.

TIME FOR ACTIVITIES BY ENGLISH LEVEL

LEVEL	LIST/SPK	READING	WRITING
BASIC	80%	15%	5%
INTERMEDIATE	60%	30%	10%
ADVANCED	40%	40%	20%

If the students have studied grammar and reading but can hardly speak or understand English, then spend 70-80% of time on conversation.

JULY 1977
CHICAGO

[illegible]

SAMPLE DRILL METHODS

To master a sentence pattern or new vocabulary, a student must use it at least 20 times. Therefore a teacher needs to find all kinds of ways to get the students to do 80% of the talking. Drills work more effectively if the student has clues (instructions) such as "listen", "repeat", "answer". Drills need to be modeled clearly by the teacher several times and then paced fast, building the more mechanical ones into a game by timing them and building toward communication of the students ideas. Working as a small group, then as subgroups, then as pairs gives everyone more time to talk. Practice new patterns first with familiar words, then add new vocabulary.

DRILL TYPES	HOW TO'S	EXAMPLES
Repetition	Students repeat as whole group, as subgroups, as individuals. Use for words, for sentences. When the sentence is long, have the students build it up backwards.	T: Listen: _____. Repeat. S: _____. Repeat: On Saturday; The Preschool workday is on Saturday.
Substitution	Students put another word of the same kind in the place of a word or group of words in the sentence. Show the object, or tell what word to put in, or use a picture.	I have a hoe. (Show a shovel) I have a shovel. (Show a pick) I have a pick.
Question & Answer	From easy to difficult. Teachers ask, students ask, pairs ask each other. Short answer: Yes, I do. Long answer: Yes, I like to sing new songs.	YES Q: Is this a _____? Yes, it is. NO Q: Is this a _____? No, it's not. CHOICE Q: Is this a _____ or a _____? It's a _____. WH.Q: What's this? _____
Transformation	Change from present tense to past; for example, combining short sentences	I am repairing the motor. I was repairing the motor. I'm learning English. I'm learning sewing. I'm learning English and sewing.
Free Replacement	Ask as many questions as possible on an object or activity	(Hold up an apple) Is it a banana? Is it a mango? What is it? What color is it? How big is it? Is it sour? How does it taste? Do you like it? Where is it? When do you usually eat one? etc., at their level.
Controlled Conversation	Saying something more simply. Adding details (expand) Saying the main idea (reduce) Start off a sentence that everyone can finish (completion)	He is a man. He is a big man. He is a handsome, big man. You and I are learning to make patterns and sew them and fit them. We are learning to sew. When I got here, I _____.
Directed Conversation	Use open-ended questions to reflect on something.	Art form object or experience.

TEACHING SOUNDS

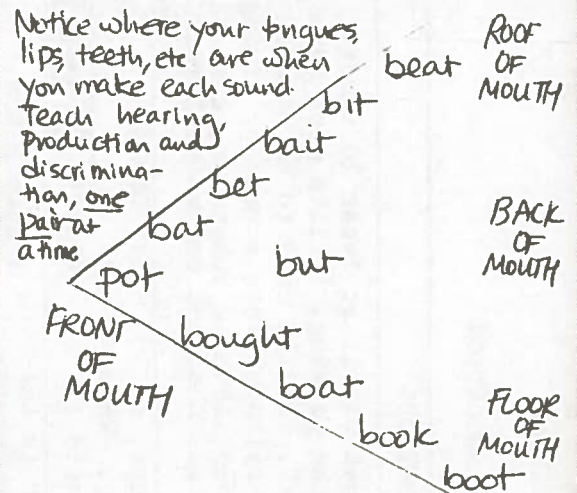
OBJECTIVES

- 1 Can recognize each sound
- 2 Can produce sound - use mouth to make an understandable sound
- 3 Can tell the difference between easily confused sounds

LANGUAGE SOUNDS (not letters)

VOWEL TRIANGLE



VOWELS	DIPHTHONGS	CONSONANTS	BLENDS
eat it ate any at up on book boat own awning	aite out ou	pie buy fie die kite guy which witch file vile thigh thy	sip zip lip rip ship measure chip gyp hip mine nine singer yark



Keep list of sound problems —
at BEGINNING of word or syllables
in MIDDLE of word or syllables
at END of word or syllables

for a sound which tends
to confuse meaning, not
accent

SAMPLE SOUND MODULE lock - rock

PRESENT SOUNDS	<ol style="list-style-type: none"> 1. Present objects or pictures and say words. 2. Match pictures and sounds 	 It's a lock.  It's a rock
DRILL PAIRS	<ol style="list-style-type: none"> 3. Repeat "l" words and then "r" words 4. Discriminate between sounds in word pairs with <u>only one</u> sound different. 	lock rock light - right long - wrong flute - fruit tile - tire
PRACTICE SENTENCES	<ol style="list-style-type: none"> 5. Build up a sentence backwards for each sound. 6. Sentences with both words. 7. Sentences with no clues 8. Apply throughout lesson 	— lead. — read. — to lead. — to read. He wants to lead. He wants to read. The light isn't working right. Don't step on the glass. Don't step on the grass. May I have the bill? May I have the beer?



WAYS TO INTRODUCE NEW VOCABULARY WITHOUT TRANSLATION

METHOD	WHEN TO USE	HOW TO USE	EXAMPLE (Can be basic or advanced)
NAMING	For things , numbers, people, actions, verbs, adjectives, prepositions that can be dramatized.	Point to things; Show relationships with actions; Use local pictures.	(Pointing) This is a <u>tractor wheel</u> .
ASSOCIATION	When they know similar words.	Through the negative; Through the positive.	Do you get a train at your house? No. Do you get a train at the bus stop? No. Do you get a train at an airport? No. I get a train at the <u>station</u> .
IN A QUESTION	When you can generalize a concept from words they know or things you can demonstrate.	Insert the word in a question after several other questions that they can answer, so that the meaning of the new word is clear.	Is this a hammer? No, it's not. Is it a shovel? No, it's not. What <u>tool</u> is it? It's a shovel. Then a shovel is a <u>tool</u> , right? Right.
CONTRAST	When students know the opposite.	Ask them about the one they do know, then supply the one they don't.	I came to the Guild Meeting tonight. Will I come home, too? (Shake head) No, I'll <u>go</u> home.
CREATE AN URGE TO KNOW	When a new word or phrase can easily be tied into an intense role-play using words they do know; to teach obvious responses.	Set up an extreme situation and supply the obvious response or expletive. Ask questions to build suspense and supply awaited word.	Eat this <u>paper</u> , please! <u>I won't</u> .
IMAGINATION	When students can imagine a situation and guess what might happen.	Use images to set the stage and build on their imagination.	Yesterday I saw a <u>man</u> coming out of a bar and he wasn't walking straight. <u>I bet he'd been drinking</u> .
SUBSTITUTIONS	For teaching new ways to say the same thing; building larger sentences out of short ones; simplifying long sentences.	Replace a part of a sentence with something else (for ex. a noun with a pronoun).	(Point to 3 fingers as you say) I am ____. (Cross your fingers as you say) I'm ____; and point to 2 My sister has 2 children. She has 2 childr.

6 Weeks Literacy Rationale

I. NEWS CONVERSATION:

- A. Sing the song: Free, free, free to decide
 What this world is going to be
 I can plan this day and everyday
 Free, free, free to decide
- Ritual: Everyday is a new day
 This is the day to decide
- B. Read the headlines, have them translated and discuss the major event.
- C. Questions:
1. Where is this place located on the map?
 2. Have you heard people talking about this? What is being said?
 3. What are the issues?
 4. What are the implications?

II. CONVERSATIONAL ENGLISH (See rationale chart on conversation)

- A. Using the suggested phrases, arrange mini skits with everyone having a conversation in English.
- B. The key is that everyone talks in a conversational tone and not in isolated lines.
- C. Correction is done after the skit. Correct only one thing in each conversation or they will be overwhelmed.
- D. The class needs the sentences interpreted but they are concerned with being in a conversation and not learning the sentence.
- E. Each skit begins and ends with:
- | | |
|------------------|--------------------|
| <u>Teacher</u> | <u>Student</u> |
| Good Morning. | Good Morning |
| How are you? | Fine. How are you? |
| Fine, thank you. | |

Insert the question and sentence for the day here. Example,
 Who are you? I am Mary Wambui.
 What do you want? I want to sing.

It was good to see you. Thank you. Goodbye
 Goodbye

- F. Each person will have to be told his line and practice it before each skit. You may not get beyond the "Good Morning, goodbye" the first several days.
- G. The construct is arranged for a class 3 days a week. You are only interested in engaging them in a conversation, not in memorizing these sentences. Some will learn them anyway. You want them to hear and peak in common sentence patterns.

III. WRITING EXERCISES (See writing rationale chart)

- A. If possible, use a blackboard or magic markers before you start a new class with pencils. It is easier to do and will dismiss some initial fear.

6 Weeks Literacy Rationale

- B. When beginning a new class, stress the fluidity of movement and not the exact copy of the exercise.
- C. If some know how to write, they can practice writing their vocabulary words or they can help others to write.

IV. MATHEMATICS

- A. Since many will have some knowledge of counting and money exchange, this class will be on many levels. You might use math problems for the advanced group, particularly the speed answer quiz that demands you memorize combinations of numbers. Example: write the answer as fast as possible: $3+7 =$, $6-2$, $4 \times 7 =$, 9 divided by 3 =
- B. For beginners, it is crucial to learn the first week totally before moving on.
- C. The method for teaching the first week is:
 1. Bring me as many objects as I have chalk (3)
 2. Where do you see this same group in this room (3 chairs, 3 books)
This is to train the eye to see in patterns and not in the traditional isolated numbers 1 2 3 4 5
 3. On the blackboard: This pattern 0 0 0 is called three. We write it 3 when we use it to count and three when we use it as a word. Have the class repeat and write it if possible.
 4. Do the same for 4 and 5
 5. Put the patterns on the board with numbers below to match.

00	000	000	0	00	0000
00	00		0000	0	
<u>3</u>	<u>4</u>	<u>5</u>	<u>3</u>	<u>5</u>	<u>4</u>

- 6. When that can be totally understood, the second exercise is to write the number under the pattern by memory. 00000 0000 000
- 7. When that can be done, have them write the patterns and the number.
- 8. The last step is to learn to recognize but not to write the words.
- 9. Numbers should be taught in the series of: 3,4,5...6,7,8...
8,9,10...1,2,0...
- 10. Other pattern exercise that can be used in this first week are:
 - a. Give the number or name and have student create pattern.
 - b. Have a group of items in which they circle the correct number

000000
 000000
 000000

3

V. METHODS (See Methods Chart Rationale)

VI. PRONUNCIATION (See pronunciation rationale chart)

This is a drill of sounds to be conquered. The key is a rapid rhythm and not one word at a time. Example, repeat after me: make, fate, make, fate
You are after sounds and not a translation. Both group and individual drills are necessary.

VII. READING (See the reading rationale chart)

- A. This consists of a workshop, vocabulary drill, recognition of words, and basic sentence patterns. Large charts of vocabulary are needed.
- B. Reading Method for the first week.
1. Use the word in one of the basic sentences.

I am _____ (John)

I have _____ (a) book, tea

I want _____ (milk)

This is (a) _____ (Kawangware)

2. Translate the sentence
 3. Write the sentence on the board
 4. Have the class repeat the sentence rapidly and then one word at a time with your finger on each word as it is spoken.
 5. Write the vocabulary word separately and translate the word.
 6. The teacher says the word, the class repeats, each one repeats it.
 7. Have a conversation on the sentence. When would you use this sentence. How often would you use it. What tone of voice, etc.
 8. Drill the class on the words in order by having them repeat after you. On the first week you are after both recognition and meaning of the word by drilling more than you will later need.
- C. Follow this procedure each week with the additional method outlined in the reading rationale chart.

VIII. REFLECTION

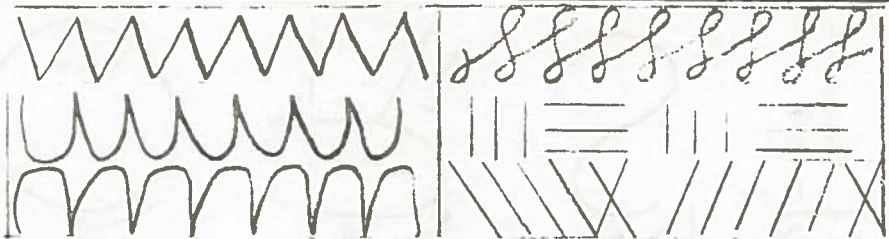
- A. End the day with
1. What did you learn today
 2. What was the most important thing we did
 3. What do you need to do to prepare before the next lesson
 4. How would you name this day
- B.. End with the song and ritual

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
10	News Conversation in Swahili →				
20	CONVERSATIONAL ENGLISH →				
	(WRITING EXERCISES AT END) →				
40	MATHEMATICS	WRITING	MATHEMATICS	WRITING	MATHEMATICS
15	PRONUCIATION →				
45	READING	READING	METHODS	READING	READING
10	CONVERSATION →				

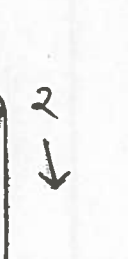
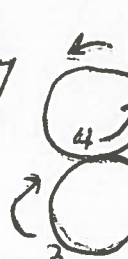
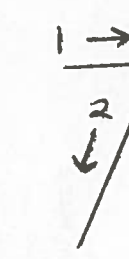
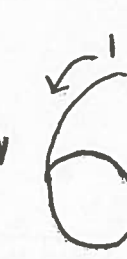
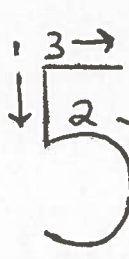
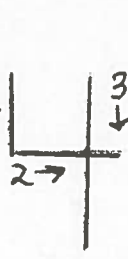
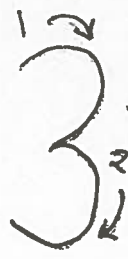
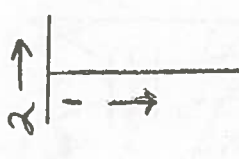
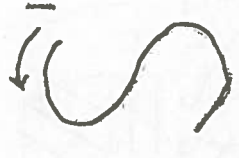
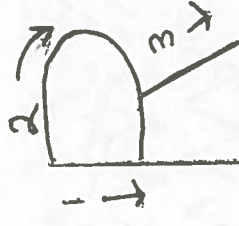
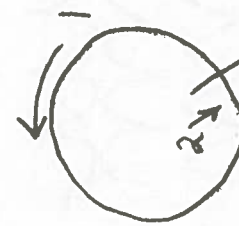
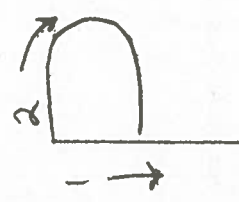
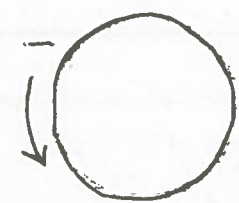
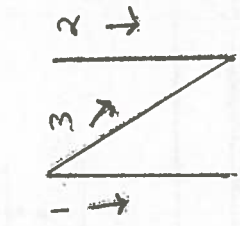
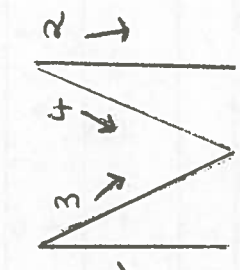
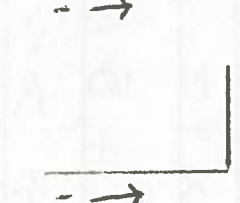
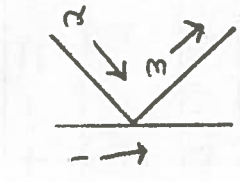
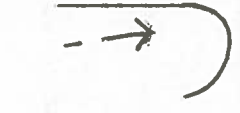
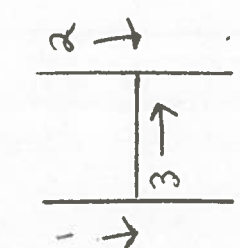
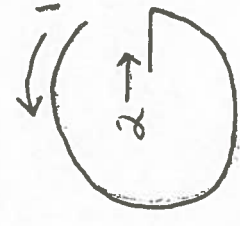
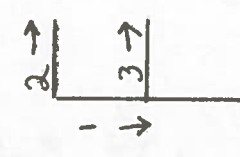
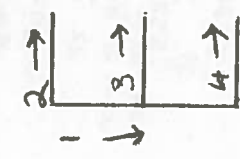
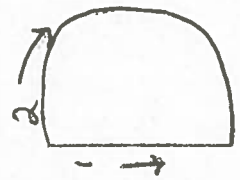
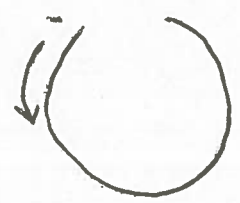
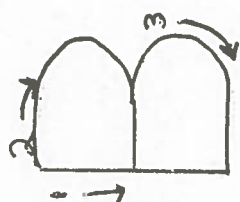
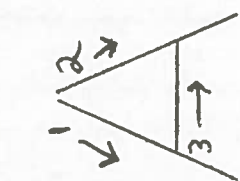
	1	2	3	4	5	6
TODAY	<p>I Am Mary Wambui</p> <p>You are a farmer</p> <p>He is a teacher</p> <p>She is a wife</p> <p>We are neighbours</p> <p>They are friends</p>	<p>I want to sing</p> <p>You want to laugh</p> <p>She wants to plan</p> <p>He wants to learn</p> <p>We want to work</p> <p>They want to play</p>	<p>I am going to the store</p> <p>You are going to the market</p> <p>He is going to the bus stop</p> <p>She is going to the school</p> <p>We are going to the market</p> <p>They are going to the meeting</p>	<p>I have a house</p> <p>You have a book</p> <p>He has a watch</p> <p>She has a suit</p> <p>We have a picture</p> <p>They have a car</p>	<p>I Am not hungry</p> <p>You are not Angry</p> <p>He is not sad</p> <p>She is not happy</p> <p>We are not tired</p> <p>They are not ready</p> <p>Afraid</p> <p>Worried</p> <p>Concerned</p>	<p>I do not want cold water.</p> <p>You do not want a severe illness</p> <p>He does not want foolish mistakes.</p> <p>She does not want extended failures</p> <p>We do not want simple tools</p> <p>They do not want food.</p>
YESTERDAY	<p>I was at the Market</p> <p>You were at home</p> <p>He was at the meeting</p> <p>We were with a friend</p> <p>They were in Nairobi</p>	<p>I wanted tea</p> <p>You wanted milk</p> <p>He wanted maize</p> <p>She wanted flour</p> <p>We wanted greens</p> <p>They wanted meat</p>	<p>I was going to see you</p> <p>You were going to see him</p> <p>He was going to see her</p> <p>She was going to see them</p> <p>We were going to see you</p>	<p>I had a good time</p> <p>You had some shoes</p> <p>He had some money</p> <p>She had it yesterday</p> <p>We had the right amount</p> <p>They had enough</p>		
TOMORROW	<p>I will be working</p> <p>You will be cooking</p> <p>He will be singing</p> <p>She will be learning</p> <p>We will be talking</p> <p>They will be meeting</p>	<p>I will want a job</p> <p>You will want a table</p> <p>He will want a chair</p> <p>She will want a stove</p> <p>We will want a plate</p> <p>They will want a cup</p>	<p>I will be going to my job</p> <p>You will be going to your family</p> <p>He will be going to his car</p> <p>She will be going to her store</p> <p>We will be going to their home</p> <p>They will be going to our meeting</p>	<p>I will have something for you.</p> <p>You will have nothing for him</p> <p>He will have many things for her</p> <p>She will have a few things for us</p> <p>We will have nothing for them</p> <p>They will have something for me</p>	<p>I Am going to the bank on Monday</p> <p>You are going to the office on Tuesday</p> <p>He is going to the petrol station on Wed.</p> <p>She is going to the post office on Thurs.</p> <p>We are going to the bookstore on Friday</p> <p>They are going to the police station on Sat</p> <p>I Am going to the hospital on Sunday</p>	<p>I do not have any time.</p> <p>You do not have some money.</p> <p>He does not have enough food</p> <p>She does not have many books.</p> <p>We do not have several bottles</p> <p>They do not have a few problems.</p>




6 Weeks Literacy Rationale

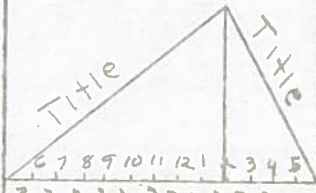
WRITING RATIONALE

Weeks	ONE	TWO	THREE	FOUR	FIVE	SIX	Week 4 Vocabulary
Rationale	holding a pencil	tracing letters	writing letters	printing alphabet	printing numbers	printing sentences	a Africa b book c clinic d doctor e Egypt f farm g glass h house i ice j jar k Kawangware l Lusaka m Market n Nairobi o office p pencil q question r river s store u under v village w world x exit y yesterday z Zambia
	writing exercises	puzzles diagrams		capital letters	math signs	punctuation	
	Week One exercises						
	Week Four capitals	A B C D E F G H I J K L M N O P Q R S T U V W X Y Z					
	Week Five numbers	0 1 2 3 4 5 6 7 8 9					
	Week Six punctuation	+ - = x ÷ > < ! , . ? :					
	Week Six Sentence	THE KING OF THE HILL JUMPS OVER THE LAZY WILLOW DOY					
	Week Four Puzzle	30 31 29 32 26 28 33 23 25 24 23 6 5 4 22 7 21 20 15 14 9 8 19 16 13 10 18 17 12 11					

WEEK 3



TITLE	The LANGUAGE of Mathematics			The SYNTAX of MATH		
RATIONAL	Learning to use Mathematical Shorthand		Provide foundation for logical thinking	Using Numbers	Providing Patterns	Providing Practical Experience
SUBJECT	Quantity, Number, & word for Number	Signs And Symbols	Times Tables Addition Multiplication	How to carry a number	logical Thinking	Making Change
METHOD	<p>00 → 3 0</p> <p>THREE</p>  <p>3 2 4</p>   <p>3 3</p>	<p>IS THE SAME AS "="</p> <p>> < + -</p> <p>÷ ×</p> <p>5 = FIVE</p> <p>00 = Δ + □</p> <p>00 = 3 = THREE</p>	<p>ROTE Times Tables</p> <p>2 × 2 =</p> <p>3 × 3 =</p> <p>10 × 10 =</p> <p>Rote Addition tables</p> <p>3 + 1 =</p> <p>3 + 2 =</p> <p>3 + 3 =</p>	<p><u>BASE 10</u></p> <p>12 + 1 =</p> <p>15 + 5 =</p> <hr/> <p>0 1 2 3 4 5 6 7 8 9</p> <p>2 + 1 = 3</p> <hr/> <p>0 1 2 3 4 5 6 7 8 9</p> <p>2 + 2 = 4</p> <hr/> <p>10 11 12 13 14 15 16 17 18 19</p> <p>12 + 3 = 15</p>	<p>Problem Solving</p> <p>If you have 5 books And A friend gives you 2 more, how many books do you have?</p>	<p>Money Problems</p> <p>100/- = Ksh.</p> <p>I go to town with 100/-. The bus costs 2/-, my tie costs 60. I must TAKE the bus back. I want to buy a drink for 8/-. How much change will I have?</p>

KHDP 6 Weeks Literacy - Methods						
	1	2	3	4	5	6
CONCEPTS	Newspaper Headlines	SEAPAC - SubAsia News items	NAME - Euro - S.A. News items	Economic Trends	Political Trends	Cultural Trends
METHODS	Brainstorm GESTALT	Living Environment WORKSHOP	Family Budget	Chart the Day	Plan the Week	Community's Timeline
RELATIONS	Alternative Thinking	Symbol Creation	Financial Responsibility	Rhythm of Day	Individual Role in History	Societal Role in History
STRENGTHS	All insights are Accepted - Best.	Symbols remind you of decisions made	There are no fixed expenses so decide your priorities	Reflection on your day enables you to focus your direction for the future.	A week is eaten up by small items unless you can plan what you want to accomplish	Your daily and weekly activities have significance when seen in light of the needs of the community.
CONNECTIONS						
CONTENT	Problemmat 1. Eco 2. Pol 3. Cul 4. Contradict Sentences 5. Challenges	1. Create Family Symbol 2. Montage 3. Family decor model 4. Design living space of Kawangware house. 5. Design Community Space	1. Discern operational costs - rent, food, transp. 2. Discern Future Savings - Edu, Trips 3. Discern personal expenses - celebra, care 4. Discuss % 5. Create budget by % and actual	 This is the great day of	1) Discern the roles you play during the week. e.g. planner, organizer, family decision, worker, etc. 2) Establish rhythm of week e.g. 5 days work 1 day culture 1 evening - educ 2 days - family 3) Plan week with 4 sections to each DAY	1. Study Document on Vision 2. Contradict 3 Programmes 4. Tactics 5. Create Timeline

TITLE	BECOMING FAMILIAR WITH ENGLISH				Developing Sophistication	
Rationale	English Pronunciation Becomes Second Nature through Repetition.		Developing An "AT EASE" style in speaking English.		Understanding English is to know how he says it is as important as what he says.	
Subject	Pronunciation of Consonants	Pronunciation of Vowels	Reading And Special Words	Reading Exercises	Intonation	Attitudes in Speaking
Method Examples	Consonant Chart	Vowel Chart	Word Jingles	Read From Book	Poems	Saying Phrases
	<u>Ba</u> <u>ba</u> by <u>Be</u> <u>be</u> e <u>Bi</u> <u>bi</u> cycle <u>Bo</u> <u>bo</u> at <u>Bu</u> <u>bea</u> uty <u>BA</u> <u>ba</u> r <u>BE</u> <u>be</u> t <u>BI</u> <u>bi</u> t <u>BO</u> <u>bo</u> ok <u>BU</u> <u>bu</u> y (See Chart)	<u>A E I O U</u> <u>Day Bee Die hoe blue</u> <u>Bay Bee Bi Bo Bu</u> <u>Cay Cee Ci Co Cu</u> <u>Day Dee Di Do Du</u> <u>Fay Fee Fi Fo Fu</u> <u>Gay Gee Gi Go Gu</u> <u>H</u> <u>J</u> <u>K</u> <u>L</u> <u>M</u> <u>N</u> <u>P</u> <u>Q</u> (pronounced as k) <u>R</u> (See Chart) <u>S</u> <u>T</u> <u>V</u> <u>W</u> <u>X</u> (pronounced as z) <u>Y</u> <u>Z</u>	She said at <u>once</u> You are a <u>dunce</u> - I saw the <u>sand</u> And found an <u>island</u> - I never <u>knew</u> That I liked <u>Blue</u> - The quick <u>RAIN</u> Gives me <u>pain</u> - He put a sack On His Back	1. Translate a line 2. Read a line 3. Repeat a line	"IF Once you have slept on An Island, you'll never be quite the same. Oh, you don't know why and you can't say how this change upon you came. But once you have slept on An island, you'll never be quite the same."	With different emotions. Anger Joy Surprise laughter Sadness Resentment Scorn Satisfaction Fear "I don't know" "I like it" "I AM ALONE"

CONSONANT CHART

A	H	foot, book out, doubt cow, now	W
make, fate care, there hat, back arm, far ask, bath all, talk was, what ate duplicate caught, taught law, lawn	home, behave historical, hereditary	P	we, twice write, wren which, when
B	I	pay, happy Stephen, nephew	X
boy, robber thimble, timber	ice, child bit, ill cabin, famine possible, policy basin, civil fertile, hostile bird, fir	Q	box, exclaim exact, exist anxious, luxury anxiety, xylophone
C	J	R	Y
civil, force ocean, vicious can, cry muscle, scene child, chin machine, mustache chart, echo	project, jar	S	sky, defy ready, money year, beyond
D	K	see, so is, has ships, cats mansion, censure vision, measure sharp, bush issue, mission	Z
day, hard	L	T	zeal, hazy seizure, grazier
E	M	note, matter listen, soften thin, smooth bathe, mouth Thomas, Esther nation, patience	
eve, feet here, fear end, pet enlarge, esteem kitchen, women maker, perform heart, sergeant there, where evade, create angel, system freshen, fallen righteous, ocean deer, cheer their, heir	N	U	
F	O	beauty, queue union, youth assume, resume duty, tune include, fluent rule true pull, bull sun, under urn, hurt hurry, worry insular, nature circus, gracious guard, guess quite, language	
fame, fly	old, note pork, door fought, broad moral, sorry hot, odd often, loft move, prove wold, women work, worse obey, biology compact, conform nation, lemon button, pardon	V	
G	oil, boil flood, blood floor, door	vivid, live	
go, egg ghastly, ghost			

PRONUCIATION EXERCISE


READING EXERCISE

KHD

	AT	ET	IT	OT	UT	NEW WORD
B	BAT	BET	BIT	bot	BUT	boy
C	CAT	cet	cit	COT	CUT	cat
D	dat	det	DIT	DOT	dut	dog
F	FAT	fet	FIT	fot	fut	food
G	gat	GET	git	GOT	GUT	goat
H	HAT	het	HIT	HOT	HUT	hen
J	jat	JET	jit	JOT	jut	joke
K	kat	ket	KIT	kot	kut	kin
L	lat	LET	LIT	LOT	lut	laugh
M	MAT	MET	mit	mot	mut	mother
N	nat	NET	NIT	NOT	NUT	no
P	PAT	PET	PIT	POT	PUT	plan
Q	qat	qet	qit	qot	qut	quick
R	RAT	ret	rit	ROT	RUT	river
S	SAT	SET	SIT	sot	sut	sun
T	tat	tet	TIT	TOT	tut	table
V	VAT	VEL	vit	vot	vut	visitor
W	wat	WET	WIT	wot	wut	wet
X	xat	xet	xit	xot	xut	xerox
Y	yat	YET	yit	yot	yut	yes
Z	zat	zet	zit	zot	zut	zoo

A	E	I	O	U
day	he	lie	low	you
say	she	die	Joe	clue
Kaye	me	high	row	sue
hay	free	sigh	so	hue

6 Weeks Literacy - Reading Rationale

Rat. Obj.	Recognize AND Read a Sentence with understanding					
Exist. Aim	Self-Story becomes "I AM Educated And Independent"					
Rationale	OBJECTIVE		REFLECTIVE		INTERPRETIVE	
Component	Symbols	Nouns	Logical Pattern AND Plurals	Pronouns AND Numbers 1-10	Sentence Patterns	Prepositions
Intent	Symbols Point to Reality	Words Are Symbols	Logical Arrangement of words create meaning	Differentiate Personal and Impersonal Relationships	Word Arrangement communicates a thought	Shows spatial Relationships And focuses Meaning
Method 3w	Workshop And Conversation	Flash Cards	Diagrams - Logic Games	Diagram with Pronouns	-Capital letters -Full stop -GARBLED sentences	Money and Tree Diagram
Vocabu- LARY 60 WORDS	(NAME) ⁽⁵⁾ Kawangware Milk Tea Book Sentences I have... This is... I am... I want...	WOMAN ⁽¹⁵⁾ Bread Pencil Store Sugar Building Table School Nairobi MAN ⁽¹⁵⁾ BAR BUS Clinic Kenya Child	Potatoes ⁽¹⁵⁾ Chicken Flour Plate Shirt Sheet Spoon Rice Beans ⁽¹⁵⁾ Cups Dress Bed Goat Soap Shoes	I ⁽¹⁵⁾ she he we they you one two three Four Five Six seven eight nine ten	AM ⁽⁵⁾ ARE WANT GO Going	On ⁽⁵⁾ UNDER IN BY WITH
Steps	Symbol Conversation on flag - Draw a symbol - Show common products with names on	-Pronunciation -Discuss Meaning -Use Flash Cards	-Diagram a sentence -GAME I went to town and bought A ____ Each one	Diagram using different pronouns and numbers. -Make sentences with I see	-Flash cards for Word Review. -Garble sentence I to Kenya. Go	Put the money <u>on</u> the tree <u>under</u> <u>in</u> <u>by</u> 

ELEMENTARY MATHEMATICS SPIRAL SCOPE AND SEQUENCE CHART

KHDP

TOPIC	PRESCHOOL KINDERGARTEN	I	II	III	IV	V	VI	VII
SETS LOGICAL REASONING PATTERNS	Concept - sets (objects- numbers) Cardinal Number of sets	Comparing Equivalent Addition Subtraction Sets of Ten Cardinal Numbers	Addition Subtraction Sets and Multiplica- tion	Fractions Comparing Whats my rule Multiplication Division sets Product sets	Division Product Sets of equivalent fractions	Logic & Sets Patterns Sets of ordered pairs	Logical Reasoning Patterns Fractions and sets Repeating Decimals	
NUMERATION PLACE VALUE	More or less 1 to 1 match Recognition of number set Numerals and Cardinal Num. 1-10	Ten Grouping by Tens Counting to 100 Writing-Num. Greater- Lesser	2,3 Digit Num Greater-Lesser Expanded notation Regrouping Roman Numeral	Grouping by Tens to 4 digit Inequalities Negative Numbers	Place Value 4-5-6 Place Numerals Reading numb. to 9 places	Fraction Numerals Integers	Billions Rounding Numbers	
ADDITION SUBTRACTION OF WHOLE NUMBERS	Add.-Subtr. sums to 9 Order of numbers 1-10	Add.-Subtr. sums to 18 Inverse relation Sums of ten Zero Princ. Missing addends	Basic Princ. With/Without regrouping	Add-Subtr. related Differences and missing addends Add-Subtr. 2-3 digit Basic Principles	Inverse relation Add and regrouping Subtr. and regrouping	Solving equations Review of add-subtr. basic facts	Review Computation Writing and solving equations	
MULTIPLICATION OF WHOLE NUMBERS			Multipl- cation Concept Facts 1,2	Basic Principles Facts 1-5 Algorithm (process) Pairing & X Concept of Division X with multiples Division by 1	Facts 1-10 Multiples of 10, 100, 1000 used as factors and products Division by tens Solving equations	X 2-3 digit Div 2-3 digit Money problems Facts 1-12 Inverse relation of X by tens Div. by 100's	Facts 1-20	
FRACTIONAL NUMBERS		Introduction $\frac{1}{2}$ $\frac{1}{4}$ $\frac{1}{3}$	halves fourths thirds eighths	Concept	Measurement Equivalent Comparing obj. Lowest Terms Inequalities Addition of mixed numerals	Meaning Subtr.-add. Decimal Multiplication Division	Improper Mixed numerals Reciprocals Decimal names Ration-Percentage	

PROBLEM SOLVING APPLICATIONS		Money and picture stories Picture stories	Money problems Add. and Subtr Story Problems with/without regrouping	Story Problems Science Measure. Social Studies Picture				Proport Invers Compon Div Sign in:
ESTIMATION				Measurement (not exact) Estimating Areas Estimating Products	Estimating: length perimeter 1000 things sim-diff. products quotients to find quot.	Rounding Numbers Measurement	Inequalities Story problems Decimal Rounding decimals	
NUMBER THEORY	Counting Skip Counting 2,5,10	Skip Counting 2,3,5,10 Counting and Adding	Odd and Even Numbers Skip Counting 2,3,4,5,10	Multiples and Factors Prime Numbers	Greatest Common factor Factors and Products	Lowest Common multiple (denominator) Prime Factors	Square roots Squares	
MEASUREMENT	Size Comparison Classification by size	Concept of length Centimeters	Time Centimeters Meters	Concept of measurement Area (square cm.) Time	Volume & space Area Perimeter Linear Weights	Angles Decimals - metric syst Temperature	Circumference Using ratio	
GEOMETRY NUMBER LINE GRAPHS PIE CHARTS	Discriminating likeness and differ. Recognition of simple shapes	Number line - add-subtr. Open & closed curves Same size figures Symmetry	Segments Similarity Triangles Rectangles Squares Circles	Geometric shapes Angles-triangles Parallel lines Angles Polygons Symmetry Circles Graphing	Space figures Points, angles, line segments Simple closed curves Bar graphs Charts Maps as scale drawings	Congruent figures and segments Angles Graphing integers Graphing points Ratio and scale drawing drawings	Geometric construction Circumference Graphing numbers Statistical graphs	Area Solids Triangle Quadrile Angles Scale drawing
FORMULAS AND BRACKETS BASIC ALGEBRA						Numbers for letters Formulas Brackets Fractions in Simple algebra	Mult-Div algebra Substit val equati	

④

How many 3's? How many 1's

1 3 1 3 1 3 1 3 1 3 1

1 3 1 3 1 3 1 3 1 3 1

•	•
•	•

Count the spots

--	--

Draw as many
as you need

XXX

1 2 ~~3~~ 4

5. WRITING NUMERALS $\downarrow 1 \quad 2$
Draw sticks for each numeral

1	1	1	3
---	---	---	---

	6
--	---

Write the numeral

$$\begin{array}{ccc} \textcircled{\times \times \times} & & \textcircled{\times \times} \\ \square & > & \square \end{array}$$

XXX □

Match the numeral and the set

$\frac{1}{\text{X}}$ + $\frac{1}{\text{XX}}$ = $\frac{2}{\text{XXX}}$
 $\frac{1}{\text{XX}}$ + $\frac{2}{\text{XXX}}$ = $\frac{3}{\text{XXXX}}$
 $\frac{2}{\text{XX}}$ + $\frac{3}{\text{XXX}}$ = $\frac{5}{\text{XXXXX}}$

$\frac{1}{\text{X}}$ + $\frac{1}{\text{XX}}$ = $\frac{2}{\text{XXX}}$
 $\frac{1}{\text{XX}}$ + $\frac{2}{\text{XXX}}$ = $\frac{3}{\text{XXXX}}$
 $\frac{2}{\text{XX}}$ + $\frac{3}{\text{XXX}}$ = $\frac{5}{\text{XXXXX}}$

$\frac{1}{\text{X}}$ + $\frac{1}{\text{XX}}$ = $\frac{2}{\text{XXX}}$
 $\frac{1}{\text{XX}}$ + $\frac{2}{\text{XXX}}$ = $\frac{3}{\text{XXXX}}$
 $\frac{2}{\text{XX}}$ + $\frac{3}{\text{XXX}}$ = $\frac{5}{\text{XXXXX}}$

$$3 + 2 = \square \qquad 2 + 2 = \square$$
$$3 + 2 = \square \qquad 2 + 2 = \square$$
$$2 + \square = 3 \quad \square + 4 = 4$$
$$\begin{array}{r} 2 \\ +1 \\ \hline \square \end{array} + \begin{array}{r} 1 \\ \square \\ \hline 4 \end{array}$$

24 23 22 21

24 23 22 21

100 99 98 97

Write the numeral

Write the numeral

2 - 1

Write the numeral

$$2 - 1 =$$

Write the numeral

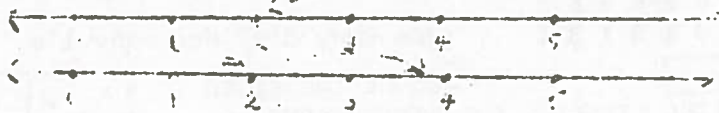
$$4 - 3 = \boxed{1}$$

SUBTRACTION AND ADDITION

Draw the move on the number line. Write the numeral in the

$2 = \square$

$2 + 2 = \square$



INVERSE OPERATION

Write the numeral in the \square

$3 + 1 = \square$

$4 - 1 = \square$

$3 + \square = 4$

$4 - \square = 3$

SUBTRACTION FACTS TO 5

Write the numeral in the \square

$5 - 2 = \square$

$4 - \square = 2$

$4 - 2 = \square$

$4 - \square = 1$

$$\begin{array}{r} 5 \\ - \square \\ \hline 3 \end{array}$$

$$\begin{array}{r} 5 \\ - 4 \\ \hline \square \end{array}$$

16. WRITE EQUATIONS FOR:

$\square + \square = \square$

$\square + \square = \square$

$\square + \square = \square$

$\square + \square = \square$

$\square + \square = \square$

$\square + \square = \square$

GROUP BY TENS

Write the numeral

Write the numeral

Write the numeral

Tens	Ones		
1	1	= 10 +	\square
1	2	= 10 +	\square
1	3	= 10 +	\square

Write the numeral in the \square

$10 + 1 = \square$

$10 + 2 = \square$

$10 + 4 = \square$

18. Review 10 and 15

19. SIZE COMPARISON

Mark the longest X

Check the shortest!

20. SKIP COUNTING

2, 4, 6,

5, 10, 15

10, 20, 30

21. CONCEPT OF LENGTH

How many will it take to match the longest one

INTRODUCTION $\frac{1}{2}$ $\frac{1}{3}$ $\frac{1}{4}$

Color one half

Ring one half of the set

23. TENS

Write the numeral

24. ORDER OF NUMBERS

Write the numeral in the \square

21			24	
----	--	--	----	--

Write the number words for each numeral 1 - 10

1 - one 2 - two

25. GREATER THAN - LESS THAN

Write the numeral in the \square

1 less

1 greater

$$\begin{array}{r} \square < 16 \\ \square < 29 \end{array}$$

$$\begin{array}{r} 17 < \square \\ 11 < \square \end{array}$$

Write $>$ or $<$ in the \square
(greater) (less than)
than

$3 > 2$

$8 < 9$

$26 < 28$

26. Review 9, 12, 10, 15

27. FACTS OF 6 AND 7

$$\begin{array}{r} 3 \\ + 3 \\ \hline \square \end{array}$$

$$\begin{array}{r} 4 \\ + 3 \\ \hline \square \end{array}$$

$$\begin{array}{r} 3 \\ + 4 \\ \hline \square \end{array}$$

$$\begin{array}{r} 6 \\ - 1 \\ \hline \square \end{array}$$

$$\begin{array}{r} 6 \\ - 5 \\ \hline \square \end{array}$$

$$\begin{array}{r} 7 \\ - 4 \\ \hline \square \end{array}$$

$4 + \square = 7$

$7 - \square = 4$

28. THREE ADDENDS

Write the numeral in the \square

$2 + 2 = \square$

$1 + 3 = \square$

$2 + 2 + 1 = \square$

$1 + 3 + 2 = \square$

$$\begin{array}{r} 3 \\ 1 \\ + 2 \\ \hline \square \end{array}$$

$$\begin{array}{r} 4 \\ 1 \\ + 2 \\ \hline \square \end{array}$$

$$\begin{array}{r} 4 \\ 1 \\ + 2 \\ \hline \square \end{array}$$

29. FACTS OF 8 AND 9

Write the numeral in the

$4 + \square = 8$

$8 - 4 = \square$

$4 + \square = 9$

$$\begin{array}{r} 5 \\ +4 \\ \hline \square \end{array}$$

$$\begin{array}{r} 9 \\ -3 \\ \hline \square \end{array}$$

$5 + \square = 8$

$8 - 7 = \square$

$9 + \square = 5$

$4 + \square = 9$

$9 - 2 = \square$

30. INVERSE OPERATIONS

Write the numeral

$7 + 1 = \square$
 $7 + \square = 8$

$4 + 5 = \square$
 $4 + \square = 9$

$8 - 1 = \square$
 $8 - \square = 7$

$9 - 5 = \square$
 $9 - \square = 4$

Write the numeral

$5 + \square = 9$

$9 - 5 = \square$

31. INEQUALITIES

Write $>$ or $<$ in the

$5 + 4 \text{ } \square \text{ } 7$
 $6 \text{ } \square \text{ } 2 + 5$

$7 + 1 \text{ } \square \text{ } 9$
 $5 \text{ } \square \text{ } 5 + 4$

32. SUMS OF TEN

Write the numeral



$3 + 7 = \square$
 $3 + \square = 10$

$10 - 6 = \square$
 $10 - \square = 4$

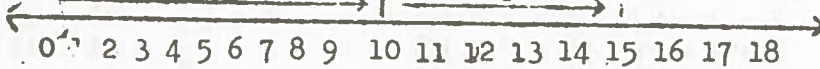
Write the numeral



$6 + 4 = \square$
 $6 + \square = 10$

$10 - 4 = \square$
 $10 - \square = 6$

Use the number line to solve the equations



$10 + 5 = \square$

33. FACTS OF TEN

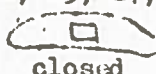
Write the numeral

$5 + \square = 10$
 $6 + \square = 10$

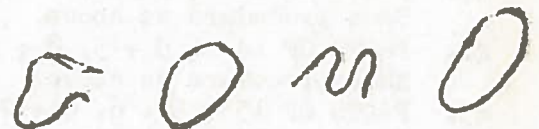
$10 - 5 = \square$
 $10 - 6 = \square$

34. Review 10, 15, 27, 28, 32

35. CURVES



Mark the curves that are closed



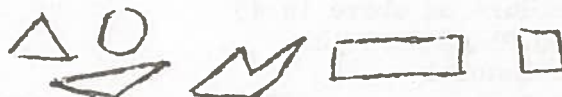
36. SHAPES

Match the shapes



Draw a figure out of shapes and have the students color the circles green, triangles red, squares blue, and rectangles yellow

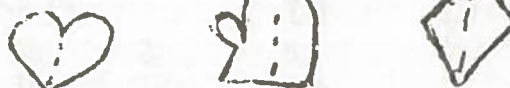
Mark the triangles red
Mark the rectangles blue



Write S inside the squares

SYMMETRY

Mark the shapes that would match if folded



37. MEASUREMENT - CENTIMETERS

Measure

Write the numeral



3 centimeters



centimeters



centimeters

38. TWO-PLACE ADDITION

Write the numeral

3 tens	2 ones
+ 2 tens	4 ones
<input type="text"/> tens	<input type="text"/> ones

30	2
+ 20	+ 4
<input type="text"/>	<input type="text"/>

40. Write the numeral

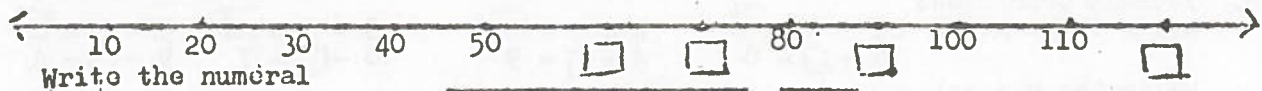
$$\begin{array}{r} 54 = 50 + 4 \\ + 23 = 20 + 3 \\ \hline 70 + \square = \square \end{array}$$

$$\begin{array}{r} 54 \\ + 23 \\ \hline \square \end{array}$$

41. TWO PLACE ADDITION - SHORT FORM (no carrying)

Write the numeral step 2 \rightarrow $\begin{array}{r} 32 \\ +55 \\ \hline \end{array}$ step 1 \leftarrow $\begin{array}{r} 61 \\ +15 \\ \hline \end{array}$ $\begin{array}{r} 43 \\ +25 \\ \hline \end{array}$

42. ORDER OF TENS
Write the numeral



150		170	
250			80

43. TWO PLACE - SUBTRACTION 9 (no borrowing)
step 2 \rightarrow $\begin{array}{r} 65 \\ -24 \\ \hline \end{array}$ step 1 \leftarrow

$\begin{array}{r} 36 \\ -12 \\ \hline \end{array}$ $\begin{array}{r} 55 \\ -21 \\ \hline \end{array}$ $\begin{array}{r} 76 \\ -42 \\ \hline \end{array}$

44. TWO PLACE ADDITION AND SUBTRACTION

$\begin{array}{r} 46 \\ +21 \\ \hline \end{array}$ $\begin{array}{r} 37 \\ +32 \\ \hline \end{array}$ $\begin{array}{r} 45 \\ -21 \\ \hline \end{array}$ $\begin{array}{r} 65 \\ -24 \\ \hline \end{array}$

45. FACTS OF 11 (9 + 2, 7 + 4, 8 + 3, 6 + 5)

Write the numeral

+ =
 + =

Write the numeral in the

$6 + 1 = \square$ $7 + 1 = \square$ $8 + 1 = \square$
 $6 + 2 = \square$ $7 + 2 = \square$ $8 + 2 = \square$
 $6 + 3 = \square$ $7 + 3 = \square$ $8 + 3 = \square$
 $6 + 4 = \square$ $7 + 4 = \square$
 $6 + 5 = \square$

$\begin{array}{r} 9 \\ +\square \\ \hline 11 \end{array}$ $\begin{array}{r} 7 \\ +\square \\ \hline 11 \end{array}$ $\begin{array}{r} 11 \\ -9 \\ \hline \square \end{array}$ $\begin{array}{r} 11 \\ -4 \\ \hline \square \end{array}$
 $1 + \square = 11$ $11 - 1 = \square$
 $2 + \square = 11$ $11 - 2 = \square$
 $3 + \square = 11$ $11 - 3 = \square$
 $4 + \square = 11$ $11 - 4 = \square$
 $5 + \square = 11$ $11 - 5 = \square$

46. FACTS OF 12 (9 + 3, 7 + 5, 8 + 4, 6 + 6)

Same procedure as above in 45

47. FACTS OF 13 (9 + 4, 7 + 6, 8 + 5)

Same procedure as above in 45

48. FACTS OF 14 (9 + 5, 8 + 6, 7 + 7)

Same procedure as above in 45

49. FACTS OF 15 (9 + 6, 8 + 7)

Same procedure as above in 45

50. FACTS OF 16 (9 + 7, 8 + 8)

Same procedure as above in 45

51. FACTS OF 17 (9 + 8)

Same procedure as above in 45

52. FACTS OF 18 (9 + 9)

Same procedure as above in 45

53. REVIEW TWO PLACE ADDITION

Write the numeral

$\begin{array}{r} 30 + 2 \\ +40 + 2 \\ \hline \square + \square = \square \end{array}$ $\begin{array}{r} 32 \\ +42 \\ \hline \square \end{array}$ $\begin{array}{r} 50 + 3 \\ +40 + 2 \\ \hline \square + \square \end{array}$ $\begin{array}{r} 53 \\ +42 \\ \hline \square \end{array}$

Write the numeral

$\begin{array}{r} 38 \\ +21 \\ \hline \end{array}$ $\begin{array}{r} 36 \\ +51 \\ \hline \end{array}$ $\begin{array}{r} 48 \\ +31 \\ \hline \end{array}$ $\begin{array}{r} 32 \\ +57 \\ \hline \end{array}$ $\begin{array}{r} 41 \\ +35 \\ \hline \end{array}$

54. REVIEW TWO PLACE SUBTRACTION

Write the numeral

$\begin{array}{r} 56 = 50 + 6 \\ -32 = 30 + 2 \\ \hline \square + \square = \square \end{array}$ $\begin{array}{r} 56 \\ -32 \\ \hline \square \end{array}$

Write the numeral

$\begin{array}{r} 37 \\ -24 \\ \hline \end{array}$ $\begin{array}{r} 57 \\ -34 \\ \hline \end{array}$ $\begin{array}{r} 56 \\ -42 \\ \hline \end{array}$ $\begin{array}{r} 84 \\ -31 \\ \hline \end{array}$

55. TELLING TIME

Write the numeral in the



o'clock



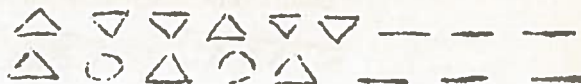
past 38

Discover the pattern. Name the next 3 numbers

0, 3, 6, 9, , , ,
20, 18, 16, 14, , , ,

10, 20, 30, 40,
11, 12, 10, 11, 9, 10, , , ,

- Draw the next three figures in each pattern



57. ORDINAL CONCEPT

Write the number

The triangle you count as 1 is called the (first) triangle.
The triangle you count as 2 is called the (second) triangle.

Mark the correct object

first from left ☒ ☐ ☐ ☐ ☐ ☐
fifth from right ☐ ☐ ☒ ☐ ☐ ☐

Tell the missing word for each

first, , third, , fifth, sixth, , , ninth,

Write the number word for each numeral (1-20)

12 twelve

8

58. Review addition facts (9 - 18)

2 + 9 = 9 + 7 = 4 + 8 =

59. Review subtraction facts (10 - 18)

11 - 5 = 12 - 7 = 16 - 9 =

60. ADDITION WITH REGROUPING

Find the sums (Expanded notation)

$$\begin{array}{r} 49 = 40 + 9 \\ + 32 = 30 + 2 \\ \hline 70 + 11 = 82 \end{array}$$

$$\begin{array}{r} 37 = 30 + 7 \\ + 18 = 10 + 8 \\ \hline + = \end{array}$$

Find the sums

Tens	Ones
1	
2	4
+ 5	7
8	1

Tens	Ones
1	
3	1
+ 1	9
5	0

Find the sums

24	74	56	32
+ 38	+ 18	+ 27	+ 49

61. SUBTRACTION WITH REGROUPING

Find the differences

Tens	Ones
2	
3	2
- 1	7
1	5

Tens	Ones
5	
8	1
- 3	9
2	2

Find the differences

30	37	22	94	43
- 15	- 28	- 8	- 87	- 34

62. ADDING AND SUBTRACTING 2 DIGIT NUMERALS

65	84	32	51
+ 19	- 19	+ 19	- 19

63. MISSING ADDENDS

$$\begin{array}{r} 65 \\ + \square \\ \hline 89 \end{array}$$

$$\begin{array}{r} \square \\ + 18 \\ \hline 36 \end{array}$$

$$\begin{array}{r} 4\square \\ + \square 3 \\ \hline 71 \end{array}$$

$$\begin{array}{r} 86 \\ - \square 7 \\ \hline 24 \end{array}$$

$$\begin{array}{r} \square\square \\ - 26 \\ \hline 28 \end{array}$$

$$\begin{array}{r} \square 4 \\ - 5\square \\ \hline 26 \end{array}$$

64. MULTIPLICATION

Joining equivalent sets

Count the objects in each set



3 sets of 2 objects make one set of 6 objects

3 sets of 2 objects make
one set of 6 objects

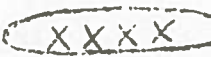
Joining equivalent sets to repeated addition

Complete each sentence

$$\left(\begin{array}{r} 2 \\ 4 \end{array} + \begin{array}{r} 2 \\ 4 \end{array} \right) + \begin{array}{r} 2 \\ 4 \end{array} = \begin{array}{r} 6 \\ 12 \end{array}$$



$$\left(\begin{array}{r} 4 \\ 8 \end{array} + \begin{array}{r} 4 \\ 8 \end{array} \right) + \begin{array}{r} 4 \\ 8 \end{array} = \begin{array}{r} 12 \\ 24 \end{array}$$



Repeated addition

$$2 + 2 + 2 = 6$$

Complete each sentence

2 has been added 3 times
3 times 2 equals 6

$$4 + 4 + 4 + 4 = 16$$

4 has been added 4 times
4 times 4 equals 16

Repeated addition and Multiplication

Complete each sentence

$$2 + 2 + 2 + 2 = 8$$

$$4 \times 2 = 8$$

Four 2's = 8

$$3 + 3 + 3 = 9$$

$$3 \times 3 = 9$$

Three 3's = 9

Complete each sentence

X X X X X X

X X X X X X

$$2 \times 6 = 6 \times 2 = 12$$

* * * * *

* * * * *

$$2 \times 5 = 10 \quad 5 \times 2 = 10$$

65. ONE IN MULTIPLICATION

Write the numeral

X X X X

$$1 \times 4 = 4 \times 1 = 4$$

$$1 \times 6 = 6 \times 1 = 6$$

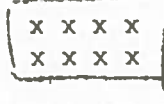
% % % % %

$$1 \times 5 = 5 \times 1 = 5$$

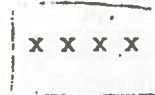
66. ZERO IN MULTIPLICATION



$$3 \times 4 = 12$$



$$2 \times 4 = 8$$



$$1 \times 4 = 4$$



$$0 \times 4 = 0$$

Write the numeral

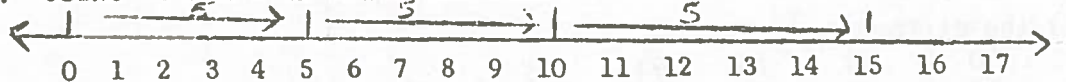
$$0 \times 7 = 7 \times 0 = 0$$

$$0 \times 3 = 3 \times 0 = 0$$

$$0 \times 9 = 9 \times 0 = 0$$

$$0 \times 2 = 2 \times 0 = 0$$

67. USING 4 and 5 IN MULTIPLICATION



$$3 \times 5 = 5 + 5 + 5 = 15$$

68. MULTIPLICATION BY 1, 2, 3, 4, 5

Complete the multiplication table

Start with zero, count by ones 0, 1, 2, 3, ...

Start with zero, count by twos 0, 2, 4, 6, 8, ...

Start with zero, count by threes 0, 3, 6, 9, ...

Start with zero, count by fours 0, 4, 8, ...

Start with zero, count by fives 0, 5, 10, ...

Find the product (1-5)

$$\begin{array}{r} 2 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 3 \\ \hline \end{array}$$

X	0	1	2	3	4	5
0						
1						
2						
3						
4						
5						

69. SKIP COUNTING

Write the numeral in the next 5 places

2, 3, 4, 5, 10, 20
 2, 4, 6, 8, _____
 3, 6, 9, _____
 4, 8, 12, _____

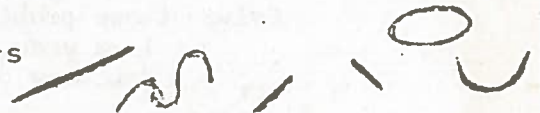
5, 10, 15, 20, _____
 10, 20, 30, 40, _____
 20, 40, 60, _____

70. ADDITION AND SUBTRACTION IN PROBLEM SOLVING

Example: John put 12 crayons, 4 erasers, and 7 pencils in a box
 How many objects did he put in the box?

71. LINE SEGMENTS

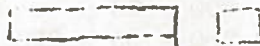
Which of these figures are line segments
 Mark them with a ring



72. Rectangles, Triangles, Squares, Circles.

Draw a triangle. Connecting line segments

Mark the squares
 with an S



Mark the rectangles with an R



Which of these figures are circles



73. NUMBER PATTERNS

Discover the pattern. Complete each row.

0, 3, 6, 9, _____
 70, 65, 60, _____
 84, 82, 80, _____

15, 20, 25, _____
 13, 12, 14, 13, 15, 14, _____
 10, 13, 12, 15, 14, 17, _____

74. RENANING TEN TENS IN ADDITION

Find each sum

$$\begin{array}{r} 8 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 80 \\ +20 \\ \hline \end{array}$$

Think
 8 tens
 +2 tens
 10 tens

Write
 80
 +20
 100

$$\begin{array}{r} 7 \\ +3 \\ \hline \end{array}$$

$$\begin{array}{r} 70 \\ +30 \\ \hline \end{array}$$

Think
 7 tens
 +3 tens

Write
 70
 +30

Find each sum

$$\begin{array}{r} 9 \\ +6 \\ \hline \end{array}$$

$$\begin{array}{r} 90 \\ +60 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ +7 \\ \hline \end{array}$$

$$\begin{array}{r} 70 \\ +70 \\ \hline \end{array}$$

$$\begin{array}{r} 60 \\ +50 \\ \hline \end{array}$$

$$\begin{array}{r} 60 \\ +90 \\ \hline \end{array}$$

Renaning Tens or Ones

Find each sum

Hundreds Tens Ones

 6 7
 + 4 3

H T O

 9 3
 + 59

H T O

 7 2
 + 3 8

75. RENANING HUNDREDS OR TENS IN SUBTRACTION

Find the differences

$$\begin{array}{r} 100 \\ -20 \\ \hline \end{array}$$

Think
 10 tens
 -2 tens

Write
 100
 -20

$$\begin{array}{r} 110 \\ -36 \\ \hline \end{array}$$

Think
 100 + 10
 -30 + 6
 70 + 4 = 74

Write
 110
 -36

76. SUMS AND DIFFERENCES

Find the sums and differences

36	64	57	117	120	133
+64	+36	+80	-39	-63	-75

77. ADDING WITH 3 DIGIT NUMERALS

Find each sum

250	Think	Write
+320	200 + 50	250
	+300 + 20	+320

Find the sums (no carrying)

701	222	403	715
+107	+444	+6	+84

Solve these problems

In a year, 241 days had passed and 124 days were left.
How many days were in the year?

78. SUBTRACTING WITH 3 DIGIT NUMERALS

Find the differences

570	Think	Write
-320	500 + 70	570
	-300 + 20	-320
	200 + 50 = 250	250

749	Think	Write
-135	700 + 40 + 9	749
	-100 + 30 + 5	-135
	+ + =	

Find the differences
(no borrowing)

568	778	678	528
-45	-225	-155	-5

Solve this problem

Dan made a necklace with 113 beads. If only 68 beads were white,
how many were not white?

79. USING SIX AND SEVEN IN MULTIPLICATION

Find each product

6 x 7 = 7 + 7 + 7 + 7 + 7 + 7 =

7 x 6 = 6 + 6 + 6 + 6 + 6 + 6 =

Find each product

0 x 0 = 0 x 6 =	7 x 0 = 0 x 7 =	8 x 0 = 0 x 8 =
6 x 1 = 1 x 6 =	7 x 1 = 1 x 7 =	8 x 1 = 1 x 8 =
6 x 2 = 2 x 6 =		

80. USING EIGHT AND NINE IN MULTIPLICATION

Find the product

8 x 9 = (9 + 9 + 9 + 9 + 9 + 9 + 9 + 9 =)

4 x 8 = 8 + 8 + 8 + 8 =

9 x 8 =

Find the product

8 x 0 = 0 x 8 =	9 x 0 = 0 x 9 =
8 x 1 = 1 x 8 =	9 x 1 =
8 x 2 = 2 x 8 =	9 x 2 =

81. BASIC MULTIPLICATION FACTS

Complete each row of numerals

Start with zero, count by sixes 0, 6, 12,
Start with zero, count by sevens 0, 7, 14, 21,
eights
nines

Complete the multiplication table

X	1	2	3	4	5	6	7	8	9
1									
2									
3									
4									

38
W

DIVISION AND SETS

Circle 2 equal groups of the set of 4

(5) (3)

Circle 2 equal groups of the set of 8

○ ○ ○ ○ ○ ○ ○ ○

Circle 2 equal groups of the set of 10

x x x x x x x x x x

Circle 2 equal groups of the set of 6

○ ○ ○ ○ ○ ○

$$6 \div 2 = 3$$

83. DIVISION AS REPEATED SUBTRACTION

How many 2's in 6? 3

$$6 - (2) = 4 - (2) = 2 - (2) = 0 \quad \boxed{3}$$

How many 2's in 8? 4

$$8 - 2 = 6 - 2 = 4 - 2 = 2 - 2 = 0 \quad \boxed{4}$$

How many 2's in 10? 5

$$10 - 2 = 8 - 2 = 6 - 2 = 4 - 2 = 2 - 2 = 0 \quad \boxed{5}$$

$$10 \div 2 = 5$$

$$24 \div 4 = 24 - 4 = 20 - 4 = 16 - 4 = 12 - 4 = 8 - 4 = 4 - 4 = 0$$

There are 6 fours in 24.

$$24 \div 4 = \boxed{6}$$

84. DIVISION AND MULTIPLICATION INVERSE OPERATION

$$3 \times 2 = 6$$

$$2 \times 3 = 6$$

$$4 \times 2 = \boxed{8}$$

$$2 \times 4 = \boxed{8}$$

$$6 \div 3 = 2$$

$$6 \div 2 = 3$$

$$\boxed{8} \div 4 = 2$$

$$\boxed{8} \div 2 = 4$$

85. DIVISION FACTS (1 - 10)

$$2 \times 1 = 2 \quad 2 \div 2 = \boxed{1}$$

$$2 \times 2 = 4 \quad 4 \div 2 = \boxed{2}$$

$$2 \times 3 = 6 \quad 6 \div 2 = \boxed{3}$$

$$2 \times 4 = 8 \quad 8 \div 4 = \boxed{2}$$

$$2 \times 5 = 10 \quad 10 \div 2 = \boxed{5}$$

86. MULTIPLICATION FAMILY

$$7 \times 3 = 21$$

$$42 \div 7 = 6$$

$$7 \times 4 = 28$$

$$3 \times 7 = 21$$

$$\div =$$

$$\times =$$

$$21 \div 7 = 3$$

$$\times =$$

$$\div =$$

$$21 \div 3 = 7$$

$$\times =$$

$$\div =$$

86. ORDER

Arrange in order beginning with the largest

315, 513, 135, 153, 351, 531,

87. MULTIPLICATION AND TENS

Expanded from

Find the products

$$23 = 20 + 3$$

$$69 = 60 + 9$$

$$42 = 40 + 2$$

$$\begin{array}{r} \times 2 \\ 23 \\ \hline 40 + 6 = \end{array}$$

$$\begin{array}{r} \times 7 \\ 69 \\ \hline 420 + 63 = \end{array}$$

$$\begin{array}{r} \times 4 \\ 42 \\ \hline 160 + 8 = \end{array}$$

Find the products

$$\begin{array}{r} 23 \\ \times 6 \\ \hline 18 = 6 \times 3 \\ 120 = 6 \times 20 \\ \hline 138 \end{array}$$

$$\begin{array}{r} 85 \\ \times 9 \\ \hline 45 = \times \\ 720 = \times \\ \hline 765 \end{array}$$

$$\begin{array}{r} 113 \\ \times 5 \\ \hline 15 = 5 \times 3 \\ 50 = 5 \times 10 \\ 500 = 5 \times 100 \\ \hline 565 \end{array}$$

Short form

2

$$\begin{array}{r} 32 \\ \times 2 \\ \hline 64 \end{array}$$

$$\begin{array}{r} 46 \\ \times 4 \\ \hline 184 \end{array}$$

88. DIVISION

Divide

$$\begin{array}{r} 10 + 1 = 11 \\ 2 \overline{) 22} \\ 20 \quad 2 \times 10 \\ \hline 2 \end{array}$$

$$\begin{array}{r} 10 + 6 = 16 \\ 4 \overline{) 64} \\ 40 \quad 4 \times 10 \\ \hline 24 \end{array}$$

30

Complete these expanded forms.

$$\begin{array}{lcl} 37 = \underline{\quad 3 \quad} \text{ tens and } \underline{\quad 7 \quad} \text{ ones} & 37 = 30 + 7 \\ 48 = \underline{\quad \quad} \text{ tens and } \underline{\quad \quad} \text{ ones} & 48 = \\ 82 = \underline{\quad \quad} \text{ tens and } \underline{\quad \quad} \text{ ones} & 82 = \end{array}$$

Write a numeral in each blank

$$\begin{array}{lcl} 314 = \underline{\quad \quad} \text{ hundreds, } \underline{\quad \quad} \text{ tens and } \underline{\quad \quad} \text{ ones} & 300 + 10 + 4 \\ 543 = \underline{\quad \quad} \text{ hundreds, } \underline{\quad \quad} \text{ tens and } \underline{\quad \quad} \text{ ones} & 543 = \underline{\quad} + \underline{\quad} + \underline{\quad} \\ 203 = \underline{\quad \quad} \text{ hundreds, } \underline{\quad \quad} \text{ tens and } \underline{\quad \quad} \text{ ones} & 203 = \end{array}$$

Write a numeral in each blank

$$\begin{array}{lcl} 1250 = \underline{\quad} \text{ thousands } \underline{\quad} \text{ hundreds } \underline{\quad} \text{ tens } \underline{\quad} \text{ ones} & 1250 = 1000 + 200 + 50 \\ 3262 = \underline{\quad} \text{ thousands } \underline{\quad} \text{ hundreds } \underline{\quad} \text{ tens } \underline{\quad} \text{ ones} & 3262 = \end{array}$$

90. ADDITION FAMILY

These 4 sentences form an addition family

$$2 + 3 = 5 \quad 3 + 2 = 5 \quad 5 - 3 = 2 \quad 5 - 2 = 3$$

Complete these families

$$8 + 7 = \quad 13 + 13 = \quad 12 + 15 = \quad 30 + 4 = \quad 23 - 5 =$$

91. ADDITION REVIEW

Find the expanded forms for these numerals.

$$\begin{array}{lcl} 36 = 30 + \underline{\quad} & 47 = \underline{\quad} + \underline{\quad} & 28 = \\ 47 = \underline{\quad} + \underline{\quad} & 59 = \underline{\quad} + \underline{\quad} & 85 = \end{array}$$

Add using expanded forms

$$\begin{array}{lcl} 38 = 30 + 8 & 44 = 40 + 4 & 27 = \\ + 21 = 20 + 1 & + 29 = 20 + 9 & + 32 = \\ \hline & & \end{array}$$

$$\begin{array}{l} 243 = 200 + 40 + 3 \\ + 324 = 300 + 20 + 4 \\ \hline \end{array}$$

$$\begin{array}{l} 458 = \underline{\quad} + \underline{\quad} + \underline{\quad} \\ + 234 = \underline{\quad} + \underline{\quad} + \underline{\quad} \\ \hline \end{array}$$

Using brackets to show expanded forms.

$$\begin{array}{l} 37 + 48 = (30 + 7) + (40 + 8) = 70 + 15 = 85 \\ 64 + 17 = (\quad) + (\quad) = \quad + \quad = \quad \\ 24 + 37 = (\quad) + (\quad) = \quad + \quad = \quad \end{array}$$

Add using short form

$$\begin{array}{r} 1 \quad 46 \\ + 27 \\ \hline 93 \end{array} \quad \begin{array}{r} 33 \\ + 27 \\ \hline \end{array} \quad \begin{array}{r} 18 \\ + 19 \\ \hline \end{array} \quad \begin{array}{r} 14 \\ + 39 \\ \hline \end{array}$$

92. SUBTRACTION REVIEW

Write the numeral

$$\begin{array}{lcl} 19 - 4 = & 12 - 7 = & \\ 11 - 4 = & 17 - 8 = & \\ & 11 - 3 = & \end{array}$$

Subtracting using expanded forms (without regrouping)

$$\begin{array}{lcl} 78 = 70 + 8 & 65 = & 84 = \\ - 24 = 20 + 4 & - 23 = & - 26 = \\ \hline 50 + 4 = & & \end{array}$$

Subtracting using short form

$$\begin{array}{r} 38 \\ - 22 \\ \hline \end{array} \quad \begin{array}{r} 73 \\ - 41 \\ \hline \end{array} \quad \begin{array}{r} 89 \\ - 36 \\ \hline \end{array} \quad \begin{array}{r} 76 \\ - 23 \\ \hline \end{array}$$

Subtracting using expanded forms (with regrouping)

$$\begin{array}{lcl} 47 = 40 + 7 \text{ rename} & 47 = 30 + 17 \\ - 29 = 20 + 9 \text{ like} & - 29 = 20 + 9 \\ \hline & \text{this} & 10 + 8 = \end{array}$$

Rename these numbers to Subtract

$$\begin{array}{lcl} 48 = 40 + 8 = & 38 = & 42 = \\ - 19 = 10 + 9 = & - 19 = & - 23 = \\ \hline & & - 25 = \end{array}$$

Find the differences using the short form

$$\begin{array}{r} 3 \quad 45 \\ - 27 \\ \hline 18 \end{array} \quad \begin{array}{r} 45 \\ - 26 \\ \hline \end{array} \quad \begin{array}{r} 83 \\ - 26 \\ \hline \end{array} \quad \begin{array}{r} 74 \\ - 25 \\ \hline \end{array} \quad \begin{array}{r} 53 \\ - 38 \\ \hline \end{array}$$

93. ADDITION AND SUBTRACTION PROBLEM SOLVING

Complete.

Njeri bought a blouse for 14/= , a shirt for 22/= and a pair of shoes for 18/= . How much money did she spend altogether.

A farmer has 35 cows, 87 pigs and 252 chickens. How many animals does he have?

Kioko had 5/=. He bought one 30 cent stamp, one 50 cent stamp and one 70 cent stamp. What change did he get?

Kimani is reading a book containing 276 pages. He has read 179 pages. How many more pages must he read to finish the book.

94. MULTIPLICATION AND DIVISION FACTS REVIEW

Find the product

$8 \times 3 =$

$2 \times 3 =$

$3 \text{ eights} =$

$9 \text{ nines} =$

$5 \text{ fours} =$

$4 \text{ fives} =$

$5 \times 2 =$

$2 \text{ tens} =$

$6 \text{ fours} =$

$3 \text{ tens} =$

How many?

How many threes?

How many sixes?

How many tens

$1 \text{ ten} = \underline{1} \times 10 = \underline{10}$

$3 \text{ tens} =$

$5 \text{ tens} =$

$6 \text{ tens} = \underline{\quad} \times 10 = \underline{\quad}$

$4 \text{ tens} =$

$8 \text{ tens} =$

Find the missing number

$3 \times 2 = \underline{\quad} \quad \underline{\quad} \times 3 = 1$

$4 \times \underline{\quad} = 16$

$18 - 3 = \underline{\quad} \quad \underline{\quad} - 5 = 3 \quad 16 - \underline{\quad} = 4$

Complete the family

$3 \times 7 = 21$

$7 \times \underline{\quad} = 21$

$21 \div 3 = \underline{\quad}$

$21 \div \underline{\quad} = 3$

Make this sentence true $18 \div 6 =$

By repeated subtraction

By looking at multiples

$$\begin{array}{r} 18 \\ - 6 \quad -1 \\ \hline 12 \\ - 6 \quad -2 \\ \hline 6 \\ - 6 \quad -3 \\ \hline 0 \end{array}$$

3 sixes in 18

$1 \times 6 = 6$

$2 \times 6 = 12$

3 sixes

$3 \times 6 = 18$

made 18

$54 \div 9 =$

$72 \div 12 =$

$96 - 24 =$

$72 \div 6 =$

$64 \div 8 =$

$56 \div 7 =$

95. MULTIPLICATION AND DIVISION PROBLEM SOLVING

Complete

A man works 8 hours a day. How many hours would he work in 24 days?

A bus has 45 seats. There are 5 seats in each row. How many rows of seats are on the bus?

96. MULTIPLICATION AND TENS (2 digit multipliers)

$12 \times 13 = 12 \times (10+3) = 120 + 36 =$

$89 \times 61 = 89 \times (\quad) = \quad + \quad =$

$53 \times 48 =$

$39 \times 59 =$

Find the product using expanded form

$$\begin{array}{r} 63 \\ \times 45 \\ \hline 15 = 5 \times 3 \\ 300 = 5 \times 60 \\ 120 = 40 \times 3 \\ 2400 = 40 \times 60 \\ \hline 2835 \end{array}$$

$$\begin{array}{r} 43 \\ \times 98 \\ \hline \end{array}$$

$$\begin{array}{r} 76 \\ \times 38 \\ \hline \end{array}$$

$$\begin{array}{r} 48 \\ \times 39 \\ \hline \end{array}$$

$$\begin{array}{r} 29 \\ \times 96 \\ \hline \end{array}$$

Short form. Find the product.

$$\begin{array}{r} 36 \\ \times 34 \\ \hline \end{array}$$

$$\begin{array}{r} 79 \\ \times 55 \\ \hline \end{array}$$

$$\begin{array}{r} 28 \\ \times 36 \\ \hline \end{array}$$

$$\begin{array}{r} 63 \\ \times 45 \\ \hline 315 = 5 \times 63 \\ 2520 = 40 \times 63 \\ \hline 2835 \end{array}$$

Divide.

$$\begin{array}{r} 20 \overline{) 60} \\ \underline{60} \\ 0 \end{array}$$

$$\begin{array}{r} 10 \\ 60 \overline{) 780} \\ \underline{600} \\ 180 \\ \underline{180} \\ 0 \end{array}$$

$30 \overline{) 120} \quad 40 \overline{) 820}$

KREUZBERG-OST BASIC ENGLISH CURRICULUM
(THE FIRST 12 SESSIONS)

General Remarks:

The above curriculum represents the first half of a 13-week course teaching English as a 2nd language. The 13th session will be a halftime session of evaluation, repetition, and celebration. During this session the procedure for the next half will be determined. There will be another 12 sessions dealing with further items of basic English grammar and with written texts more complex in structure and vocabulary. The 26th session will be a festive final celebration (class either goes out or has a buffet dinner in decorated classroom).

The topics of newspapers, situational dramas, and halftime shows are the original topics of the Kreuzberg-Ost language class. Concerning the newspaper items you have to find your own ones. We mentioned ours to give you an idea of what might be used. We found it very helpful to use children's newspapers published for American schools, e.g. 'Stars and Stripes'. Their articles are short, simple, and informative. Length and complexity of articles increase with the number of sessions and with the progress of your class.

Procedures:

- 1) Timeline: gives an approximate estimate of the length of the different sections. If it is necessary borrow additional from other sections.

- 2) Constant Parts of a Session: a) Slogan

Each lesson starts and ends with this slogan:

We speak English.
We understand English.
We sing English.
English is easy!

The slogan is written on the blackboard, each line is read by the teacher and repeated by the group.

- b) Repetition of Vocabulary

Before reading the newspaper we repeat some of the new words we learned the lesson before and try to use them in sentences.

- c) Favorite Word

At the end of each lesson everybody chooses his favorite word among those he has learned that evening and tries to use it in a sentence.

- 3) Introduction: serves 3 main purposes

- a) the students get to know each other
 - b) they learn to use certain question/answer patterns and communicate at the same time
 - c) it can be used for building up to contextual education.
- At the beginning of your lesson introduce the question/answer patterns necessary for the special topic of your introduction. Begin with yourself, then ask every student in the group. Write the answers on the blackboard.

- 4) Newspaper: Pass out vocabulary lists; they contain the words you want to repeat and leave space for the new words of the session. After the repetition pass out the newspapers. For your newspapers use real articles. If they are too difficult cut out the complicated or irrelevant parts and paste the rest into shape again. Use different kinds of arenas: politics, economics, culture. Use different points of origin: local, national, international. Use different kinds of texts: articles, ads, announcements, comics, jokes, schedules, etc. Use all kinds of illustrations. For the first 3-4 lessons use very, very short newspaper items. (1st lesson: a picture with a one-sentence caption will be more than enough.) Begin by reading one of the items aloud. Ask your students to take a glimpse at the article and to name all the words they know. List them on the blackboard in a chart like this: yes no After having collected all the 'yes-words' work on the 'no-words'. Use sign language, drawings, mimics etc. to explain the meaning. Translation should be the last possibility. When your students already know quite a few words make use of similarities (friend - friendship - friendly) when they come up. Every new word is repeated by the group as a whole as well as individually. Take special care of difficult sounds. When the content of the item is clear read it altogether at least twice, ask for volunteers who would like to read alone. From the 4th lesson on you can start asking questions about the content of the article. In the beginning, students will answer with just one word. Lead them gradually towards answering with a complete sentence.
- 5) Halftime Show: It should always be a surprise, so keep the things you brought hidden. Begin with telling a little context story. If you brought groceries, for example, begin with drawing a grocery store, introduce yourself as being the grocer. Pass out the things you brought one by one naming them. Students repeat the words several times before you write them on the blackboard. Everybody should touch, smell, or taste the things you brought, it's a good opportunity to teach several adjectives: cold, sweet, sour, hot etc. Collect the things you brought, pick up one, ask: What's this? Other questions: Which of these do you like most?
Where is the _____?
Show me the _____?
- 6) Grammar Exercises: Pass out the grammar sheets. The first half contains all the sentence patterns you want to teach in this section. The other half is a kind of work sheet containing sentences with a blank and/or questions. Read the examples, write some of them on the blackboard, indicate the principle of your sentences (word order, changes in questions and answers, persons etc.) Read the examples together, then fill out the work sheet together. After that, students read the examples on their work sheet. Make sure that everyone participates.

For grammar exercises use only familiar words.

- 7) Dialogue: Read the text once, see whether your students understood it, if not, use again the yes/no-list.
Read the text again, then split up the group into smaller groups, one for each part in the play, and read it together. Ask for volunteers who would like to act the different roles.
If there is any time left, ask questions about the play. What happen What would you like to change, how could it go on?
- 8) Song: Write the lyrics on the blackboard, explain the words, read the lyrics together. If necessary, teach the tune first. Then sing together.

Basic Material: You need 4 sheets of paper per lesson
1 vocabulary list
1 newspaper
1 grammar sheet
1 dialogue text sheet
Blackboard, chalk, pencils, paper

Additional material: tape recorder, slides, photographs, records, diction airies.

KREUZBERG-OST BASIC ENGLISH CURRICULUM (FIRST 12 SESSIONS)

T I M E L I N E

Session	15 min	30 min	15 min	25 min	25 min	10 min
	Introduction	Newspaper	Halftime Show	Grammar Ex.	Dialogue	Song
I	My name is ____ What's your name?	Picture of a child living under bad conditions. Caption: Where there is hope, there is life. A Holiday Inn ad.	Things we can see in this room. (Stick word cards to every item) This is a ____.	This is a ____. What's this? That is a ____. What's that?	Situational Drama 'What a mess' (The oven exploded and everything has to be cleaned)	Berlin is a wonderful place.
2	My name is ____ I live in ____ Where do you live?	Headline: What people need today: Initiative Ad: Better trucks make better drivers Cartoon	Groceries	Singular/Plural This is ____ These are ____ That is ____ Those are ____ What are these/ what are those?	Situational Drama 'Something's Burning' (Brother and sister making breakfast for the family)	Berlin is a wonderful place.
3	Our professions What is your job? Where do you work? I am a ____. I work in/at ____	Article with pictures: The Circus is in Town. A short comic strip	What do we need to set the table	Personal Pronouns 2 sentence patterns I am happy. I am a woman. You are ____ He is ____ etc.	Sit. Drama In a Restaurant (Dialogue Waiter/Customer)	Are you sleeping?

KREUZBERG-OST BASIC ENGLISH CURRICULUM (FIRST 12 SESSIONS)

TIMELINE

Session #	15 min Introduction	30 min Newspaper	15 min Halftime Show	25 min Grammar Ex.	25 min Dialogue	10 min Song
4	Our families I am married. I am not married. I have ___ children. I have ___ sisters I have ___ brothers	Article on coffee prices. Cartoon	Stationery and office supplies	Present Progr. I am ___ing. You are ___ing. etc. What are you doing? What is he doing? etc.	Sit. Drama Mother and Son Shopping for School	Are you sleeping?
5 (special)	Teams of 2 write down every English word they know. (Use big sheets of paper, stick lists to the walls, compare)	Each team gets a newspaper page, scissors, paper, and glue. Task: Cut out every word you know and glue them on paper in sentences. (Add missing words)	How to make cookies. Prepare the dough together and bake cookies	Choose about 20 different words (nouns, pronouns, verbs, adjectives etc.) your stud. know. How many sentences can we make with these 20 words. Write sent.	Celebration C o o k i e s !	Celebration
6	What do you like to do in your vacations? In my vacations i like to _____	Article on Queen Elizabeth's Silver Jubilee Ad: Travel Sickness Remedy	Women's and Men's Apparel	Questions and Answers using Where, what, who	Sit. Drama Packing for Vacations (Son and Daughter pack all of their toys but none of their clothes)	Old MacDonald (3 verses)

KREUZBERG-OST BASIC ENGLISH CURRICULUM (FIRST 12 SESSIONS)

TIMELINE

Session	15 min Introduction	30 min Newspaper	15 min Halftime Show	25 min Grammar Ex.	25 min Dialogue	10 min Song
7	If you were the mayor of Berlin for I day, what would you like to do? I'd like to _____	Article on the situation of Berlin 1947 A very short funny story	The parts of the body (Teacher is talking about her baby daughter)	Possessive Pron. My, your, his, her, its, our your, theif	Sit. Drama Visit Relative in Hospital	Old MacDonald (3 more verses)
8	What is your favorite place in Kreuzberg? My favorite place is _____	Ad: Visit the Berlin Zoo	Tools you need in the house (hammer, saw, screwdriver, etc.)	Repitition of all sentence patterns.	Sit.Drama The Sink is Leaking (Conversation with the plumber)	I don't know why
9	What is your favorite pastime activity? In my pastime I like to _____	Article on an art exhibition in Berlin	Children's toys	Some prepositions: under, at, on, in O/A: where is where are	A humourous dialogue taken from a BBC English lesson (written and on tape)	I don't know why

KREUZBERG-OST BASIC ENGLISH CURRICULUM (FIRST 12 SESSIONS)

T I M E L I N E

Session	15 min Introduction	30 min Newspaper	15 min Halftime Show	25 min Grammar Ex.	25 min Dialogue	10 min Song
10 (special)	Pronunciation Ex. (tape recorder)	Let's read all our newspapers and see what we remember.	Cut out some big colorful pictures Every stud. picks one and describes what he sees. Let them make up stories.	Write ca. 20 sen- tences on strips of paper, cut them into halves and shuffle each heaps of halves. Stud. find the right halves and put sent. together. Are there possi- bilities f. variat.	Celebration P u n c h	Celebration
11	Name some of the people you admire most. I admire _____.	Article on a total strike in France. A joke	We have a guest from the U.S.	The verb: to have I have, you have, he has etc.	Sit. Drama At the Post Office	Oh, when the Saints
12	Name some of the places you'd like to see. I'd like to see _____	Article on drinking water resources TV-Guide	What's in a sewing kit? Sew a button and explain what you are doing and using.	Adverbs: Some, any, no Are there any There are some There aren't any _____ I have no _____	Interview The World's Fair in Kwang Yung Il	Oh, when the Saints

COMMUNITY NIGHT SCHOOL

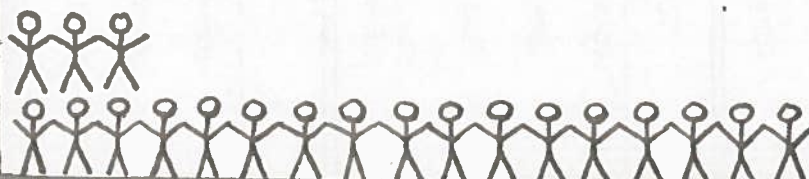
The night school is a part of the total community education programme which is very closely related to the practical on-site training which happens as part of the daily guild work.

The components of the night school programme are intended to be used by both youth and adults as supplementary to the rest of their training programme.

There are three groups who would participate:-

1. Guild members who undertake vocational courses which are directly related to their daily guild involvement.
2. Community people who are interested in participating in craft classes or classes concerned with family life. These are not directly related to daily guild work.
3. Those who have decided to improve their basic educational level to allow them to participate more fully in both daily work and the total planning and building of the community.

The staff of the night school would include at different times the education advisor, members of the education guild, guild leaders with skill in specific arenas and guest teachers with needed expertise.



ICA

TOTAL EDUCATION MANUAL

JULY 1977

Global Research Assembly

TASK FORCE: TOTAL EDUCATION

CHICAGO

Components of Community Night School

Basic Literacy	Functional Emphasis	Educational Trips
Library Skills Development Library Book Pool Directed Individual Tutoring Supplementary School Lessons	Compiling local program manuals Making Audio-Visual Aides Newspapers - read and art form Communications Skills	Heritage sites Education Centres Other Communities Different Cultures
Vocational Training	Business Expertise	Craft Skills
Audio-Visual Materials Local Experts Visit Visit outside resources Theory related to Implementary Timeline	Budget Writing Book-keeping Administrative Procedures Relating to outside agencies	Craft Teacher Demonstration Elders teach traditional Craft Audio-Visual Resources Creating Finished Products
Family Life	Community Celebration	Contextual Education
Pre-Marital Planning Marriage Enrichment Family Roles Child Development	Enriching Relationships Celebrating Achievements Symbolizing Graduations Community Festivals	Global Awareness Community Understanding Heritage Transmission Leadership Training

COMPONENTS OF COMMUNITY NIGHT SCHOOL

BASIC LITERACY: To initiate and intensify the training education of the communities, continuing education will be provided in library skills which would teach them the use of a library. Another feature would be a book pool for supplementary reading. Individual tutoring will be undertaken for specific objectives like attaining specific levels of achievement. Supplementary school lessons will be given to special cases to further their range.

FUNCTIONAL EMPHASIS: In order to maintain a functional emphasis, students will be responsible for compiling manuals for each local program. They will make use of audio visual materials. Using the Art Form method students will engage in deriving significance from the daily/local newspaper. Communication skills will be encouraged so that students can most effectively express what they know.

EDUCATIONAL TRIPS: In order to intensify the education program in the community, imaginative excursions will be scheduled to sites of cultural or national heritage, a variety of educational centers, other communities and exhibits or activities introducing other cultures.

VOCATIONAL TRAINING: In order to best facilitate any vocational training programs it is suggested that the curriculum include use of audio visual materials, hosting of local experts as resource person, trips to various related projects/businesses/training programs and relating basic theory for each vocational skill being used in the daily implementation of the HDP programs.

BUSINESS EXPERTISE: To increase employment and living standards of the local citizens training in various business methods like budget writing, bookkeeping, administrative procedures and how to relate to outside agencies will be taught.

CRAFTS & SKILLS: To make the best use of the natural resources and materials available locally, crafts and skills will be demonstrated to the participants. Community elders will come in on a regular basis to teach traditional crafts. Participants will be engaged in making audio-visual materials and creating finished products like dresses, baskets, and other items.

FAMILY LIFE: In order to enrich family life it will be necessary to define and study the individual and the family in its many aspects within the community. Channels for premarital planning will be developed. Educating community residents in the areas of marriage enrichment and structures for clarifying family roles are necessary. Also education on child development will be provided.

COMMUNITY CELEBRATIONS: To celebrate the community's uniqueness, to rehearse its identity and to enrich relationships, regular celebrations will be held. An initial celebration will be planned to encourage new relationships. Achievements in crafts and talents will be celebrated to motivate the community. The graduations and accomplishments will be symbolized by a formal celebration. Special festivals, national holidays or fiestas will be scheduled as community celebrations to highlight community life.

CONTEXTUAL EDUCATION: Community education in many forms on all levels will be taught to bring about global awareness. Community understanding will be imparted along with heritage transmission to bring about a new sense of consciousness to the community. The participants will have an opportunity to undergo leadership training to enable them to take over.



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AFTER-SCHOOL PROGRAMME NEEDS FROM HDP's

This list represents activities which could be used at various levels of after-school programme from age 6 to 13. It is not comprehensive but it does express the youth needs as they appear in the tactical systems of H.D.P. documents

PHYSICAL ACTIVITIES	SKILLS TRAINING	CULTURAL EXPLORATION	SERVICE PROJECTS	SYMBOLIC LIFE	BASIC EDUCATION
Rally Day	Knitting	Trips	Baby Sitting	Making Decor	Heritage Stories
Games	Basket Weaving	Community Surveys	Community	Writing Songs and Rituals	After-School Tutorials
Swimming	Raising Rabbits	G.S.D. Projects	Clean Up	Grids	Science Club
Skating	Forms Work	Theatre Visits	Guild involvement	Accountability	Dental Hygiene
Hunting	Gardening	Museum	Elders Visitation	Slide Show	Debating
Boating	Cooking	Dances	Walk-a-thon	Flags	Library
Basketball	Carpentry	Mass Media	Toy Making	Reflective Conservations	Leadership Training
Ping Pong	Heritage Crafts	Letter Exchange with other projects	Public Safety Campaign.		
Soccer	First Aid	Youth Town Meet.	Newspaper Distribution		
Rugby	Bicycle Repair	Talent Show	Building		
Netball	Art		Renovation		
Track and Field			Community Informed Noticeboard		

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COMPONENTS OF AFTEP SCHOOL PROGRAM
JETS Ages 6-13

PHYSICAL ACTIVITIES	SKILLS TRAINING	SERVICE PROJECTS
<p>Organized sports Games Rally day Physical fitness</p> <p>To ensure that comprehensive physical activities are made available to this age group within the project it is crucial to organize sports and game activities.</p>	<p>Heritage crafts Project farming Home skills Handyman experience</p> <p>In order to broaden the experiential base of students, manual labor skills as well as creative skills will be developed.</p>	<p>Guild involvement Environmental care Fund Raising projects Community services</p> <p>To broaden the scope of student participation in the community, project work will be organized emphasizing care for all ages and the total community.</p>
CULTURAL AWARENESS	SYMBOLIC LIFE	EDUCATION EXTENSION
<p>Heritage teaching GSD exchange Youth Town Meeting Trips</p> <p>In order to enable young people to see themselves as related to the entire globe, programs will be developed to enhance their understanding of different life styles.</p>	<p>Creating songs and rituals Building decor Celebrative slide show Accountability structures</p> <p>In order for students to remind themselves of who they are and their possibilities they will be encouraged to develop symbols through songs, rituals and decor.</p>	<p>After school tutoring Community structures Global impact Leadership methods</p> <p>To ensure total education of students supplemental activities such as leadership methods or after school tutoring will be made available to broaden their educational base.</p>

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TOTAL EDUCATION - PRESCHOOL SECTION

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PRESCHOOL SET UP

The following setup model is designed to begin one week after the Consult in order to be a sign to the community. Section IV, Organize Teacher Training Sessions, was planned with this in mind. With this short preparation time it is suggested that the initial training session be flexible and designed around a time-line to suit a particular situation. For example, it may consist of three 2-hour sessions. After that the daily teachers' meeting will contain the rest of the method learning.

Preschool should involve as many of the local citizens as possible. The men perhaps can make safety-conscious toys and the women help with decor. Everyone can participate in trips.

Please keep in mind that this model is flexible. Some time-lines and parts of the model may not fit into a particular local situation. The model is intended as a guideline.

I. HOLD INITIAL RECRUITMENT MEETING

- A. Announce meeting at Consult; recruit people for meeting
- B. Hold meeting to rehearse decision made at the Consult
- C. Meeting consists of
 - 1. using the Consult document
 - 2. Contexting Imaginal Education
 - 3. Asking for volunteers
 - 4. Planning for recruiting children door-to-door, flyers
- D. When appropriate organize a Parent's Advisory Board which will significantly participate in making decisions

II. DESIGN PHYSICAL SET-UP

- A. Locate building with particular thought about future cleanliness and safety.
- B. Inkind furniture, tools, equipment
 - 1. local schools
 - 2. have children bring crayons, coloring book, wooden or plastic toys, pencil. These items become corporate property
- C. Locate separate space for teachers' daily meetings
- D. Designate area for kitchen with attention to sanitation

III. BUILD TEACHING MODEL DESIGN

- A. Initial curriculum planning
 - 1. use 4-week construct in this manual
 - 2. following two months use tactics from Consult document
- B. Evaluation model for teachers and pupils

IV. ORGANIZE TEACHER TRAINING SESSIONS

- A. Hold initial training sessions to acquaint the teachers with basics. Make your time design for the sessions. Talk through: rituals/songs, time design, what to expect from parents, discuss and set fees. Plan first week curriculum and hol celebration to mark transition into first week.
- B. Hold daily meeting with teachers to plan curriculum, trips, method training and discuss day-to-day problems.
- C. Hold demonstration teaching sessions emphasizing how to create

Preschool Set up
Page 2

- a teaching image for daily sessions using Principles of Image Change (see Contextual Education section).
- D. Honor teachers participation frequently and have celebration once a week during daily meeting time.

V. CREATE SCHOOL ADMINISTRATION RECORDS

- A. Enrollment/Registration forms
- B. Emergency Procedures (medical statement authorizing first aid if needed, fire drill plan)
- C. Medical forms
- D. School schedule (e.g., holidays)
- E. Teachers' schedules and personnel policies
- F. Set up filing system

VI. HEALTH/SAFETY CARE STRUCTURES

- A. Check with local personnel on local emergency procedures
- B. Nutrition is an extremely vital area in these communities. It is strongly suggested that half-day preschool programs always include lunch in order to provide needed nutrition. A special place is needed which is kept clean and where food is prepared and cooked off the floor. One of the chief roles of the preschool for the first six months is to feed children properly in order to combat malnourishment. The area of nutrition is far too broad to be covered here. Please refer to the Health section of this document.
- C. The importance of cleanliness cannot be overstressed in prevention of illnesses like scabies and diarrhea. The school should be thoroughly cleaned each day. Toys and mats should be washed frequently using a bleaching agent with soap/water. Soap must be part of supplies, however it is obtained.
- D. Common Emergencies
 - 1. nose bleed - tip head back, squeeze nose at the bridge
 - 2. cuts - wash immediately with soap and water
 - 3. sting - if child has reaction to a sting oxygen intake must be kept to a minimum so keep child as still and quiet as possible.
 - 4. fever - give aspirin to bring fever down and make sure child is taken to health structure to diagnose fever
- E. The most effective method of minimizing accidents and possible infections resulting from these is by insuring the facility is as safe as possible.
- F. Hold regular fire drills

REGULAR TASKS OF THE PRESCHOOL TEACHER

I. CARE FOR THE CHILDREN

- a. Teach and supervise activities as a team.
- b. Greet and dismiss children
- c. Prepare and serve meals and snacks
- d. Give careful attention to sanitation to prevent sickness
- e. Counsel and discipline of children
- f. Have functional knowledge of emergency procedures.
- g. Report to parents of child's progress

II. ON-GOING TRAINING

- a. Daily staff meeting
- b. In-Service learning activities
- c. Parent-teacher conferences
- d. Materials preparation and maintenance.



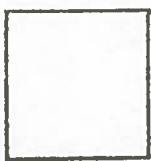















III. PHYSICAL CARE OF THE FACILITY

- a. Unlock and lock the doors of the preschool at specified times.
- b. Clean the facility daily (sweep floors, wash tables)
- c. Make and arrange decor which provides an appropriate atmosphere which is conducive to learning

IV. KEEPING RECORDS

- a. Daily attendance of pupils
- b. Build lesson plans that consist of suggested activities for the day.
- c. Following daily schedule of the day's task and assignments
- d. Check-in and check-out sheets for all workers
- e. Maintain a Learning Accomplishment Profile for each child

WHOLE DAY PRESCHOOL SCHEDULE

8:00	9:00	9:10	9:45	10:00	10:15	10:45	11:15	11:30	11:50	12:00	2:00	2:15	2:30	3:00	3:15	4:00	5:00
																	
CALIMAG- INAL	RIT- UAL	BASIC	BATH ROOM	SNACK	RELATION- AL	CALI MAGL	BATH ROOM	LUNCH	BATH ROOM	NAP	BATH ROOM	CALIM AGINL	PSYCHOL- OGICAL	SNA- CK	IMAGINAL	RIT- UAL	CALIMA- GINAL

ST (D) (S)

BASIC	RELATIONAL	PSYCHOLOGICAL	IMAGINAL
<p>Basic Curriculum deals with the development of logical thinking and communication through:</p> <ul style="list-style-type: none"> . . . Math . . . Reading . . . Language . . . Writing 	<p>Relational Curriculum deals with the scientific, secular and urban world as it relates to:</p> <ul style="list-style-type: none"> . . . Family . . . Community . . . Nation . . . World 	<p>Psychological Curriculum deals with an individual's creative thrust in terms of:</p> <ul style="list-style-type: none"> . . . Physical Needs . . . Social Relation . . . Love . . . Meaning 	<p>Imaginal Curriculum deals with one's relationship to his:</p> <ul style="list-style-type: none"> . . . Limits . . . Possibility . . . Life Style . . . The Unknown

THE WHOLE DAY IS TEACHING TIME

Special Songs

Rituals

Games

Art Activities

Calimaginal

Bathroom

Snack

Lunch

-ARE USED DURING-

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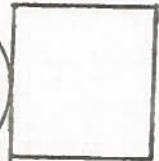

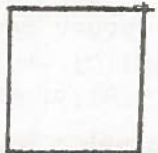




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HALF-DAY PRESCHOOL DAILY TIME DESIGN

8:00	8:30	8:40	9:15	9:30	9:45	10:00	10:20	10:50	11:15	11:30	12:00
											
CAL- IMAGINAL	RITUAL	BASIC	BATH ROOM	SNACK	RELAT- IONAL	CAL- IMAGINAL	PSYCH/ IMAG- INAL	CAL - IMAGINAL	BATH ROOM	LUNCH	RITUAL

THE HALF-DAY PRESCHOOL OPERATES BASICALLY ON THE SAME TIME DESIGN AS THE
WHOLE DAY PRESCHOOL IN THE BASIC, RELATIONAL, PSYCHOLOGICAL AND IMAGINAL

WITH SHORTER TIME ALLOTMENTS

SPECIAL SONGS

CALIMAGINAL

RITUALS

BATHROOM

GAMES

SNACK

ART ACTIVITIES

LUNCH

-ARE USED DURING-

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DECOR RATIONALE

	BASIC	RELATIONAL	PSYCHOLOGICAL	IMAGINAL
C U R R I C U L U M	1 - 10 (numbers) Aa Bb (alphabet) Names of children Basic shapes () Colors (Primary/National)	School Community Nation World One or more pictures	Abstract print	"I can't" man (bag)
	HALLWAYS & ENTRY	CLASSROOMS	BATHROOMS	OFFICE
S P A C E	Mural Community grid World Ur Grid	Time Design Children's work Curriculum Decor	Bathroom sequence 1 - Use toilet 2 - Flush Toilet 3 - Wash hands 4 - Dry hands 5 - Throw towel away in wastebasket (Pictures or sketches)	Time Design Curriculum Design Pictures from other Demonstration Preschools
	LOCAL COLOR	IMAGINAL EDUCATION	SYMBOLIC	20th CENTURY
U N I Q U E N E S S	Local art	Visual symbol	Songs Rituals Local symbols Iron Man	Earthrise

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Preschool Songs

I'M THE GREATEST

I'm the greatest, you're the greatest;
That's the way life is.
When you know it, when you show it,
You are free to live.

I'm a ____ man, you're a ____ man,
That's the way life is.
When you see it, when you be it,
You are free to live.

UNIVERSE MAN

We are the Black Man
We are the Red Man
We are the Brown Man
We are the Yellow Man
We are the Tan Man
We are the White Man
This is the land for you and me.
(Chant:)
Black Man! Red Man! Brown Man! Yellow Man!
Tan Man! White Man! Universe Man!

VOOM, VOOM, ASTRONAUT

Voom, voom, Astronaut! Are you having
fun
With the moon and the stars and the
very large sun?
Do you like it, being all alone?
Or would you rather be back home?
Voom, voom, Astronaut! Are you having
fun
With the moon and the stars and the
very large sun?

ABC Song

Abcdefg, hijklmnop, qrstuv, wxyz, z
Now I've said my A-B-C's
Tell me what you think of me.

PRESCHOOL CHANT (To march to)

Hold your head up,
Hold it up high,
(name) Preschool is
marching by!

1, 2 (Chanted)

1, 2, Buckle my shoe
3, 4, Shut the door,
5, 6, Pick up sticks
7, 8, Lay them straight
9, 10, Big fat hen (let's start again.).

THE UNIVERSE SONG

We live in the universe,
We live in the universe,
On the planet Earth,
On the planet Earth;
We look up above in the sky so blue,
And down in the ocean for something new,
Look at the the world we have on our
hands,
Oh, what shall we do?
Oh, what shall we do?

THE WHEELS ON THE BUS

The wheels on the bus go round & round
Round & round, round & round,
The wheels on the bus go round & round
All through the town.

The people on the bus go up & down,
Up & down, up & down
The people on the bus go up & down,
All through the town.

The horn on the bus goes beep, beep,
beep,
Beep, beep, beep, beep, beep, beep,
The horn on the bus goes beep, beep,
beep,
All through the town.

The wipers on the bus go swish, swish,
swish,
Swish, swish, swish, swish, swish, swish,
The wipers on the bus go swish, swish,
swish,
All through the town.

I AM ALWAYS FALLING DOWN
I am always falling down
But I know what I can do,
I can pick myself up and say to
myself,

I'm the greatest too.
It doesn't matter if I'm big or
small

I live now if I live at all,
I am always falling down, but
I know what I can do!

What can you do?
I can pick myself up!

____ IS A WONDERFUL PLACE

____ is a wonderful place,
This is where we live;

____ is a wonderful place,
This is where we live.

So sing all you people
Life is here to love;
So sing all you people,
Life is here to live.
(Repeat...)

WHEN IRON MEN GO MARCHING IN

When Iron Men go marching in
When Iron Men go marching in,
When Iron Men go marching in,
There'll be a new day tomorrow
When Iron Men go marching in.

When City Five has come alive
When City Five has come alive,
When City Five has come alive,
There'll be a new day tomorrow
When City Five has come alive.

O when the trend begins to bend,
O when the trend begins to bend
There'll be a new day tomorrow,
When the trend begins to bend.

O when the world picks up the sign,
O when the world picks up the sign,
There'll be a new day tomorrow,
When the world picks up the sign.

For Iron Men it's never done,
For Iron Men it's never done,
There'll be a new day tomorrow,
When Iron Men go marching in.

For Iron Men it's just begun,
For Iron Men it's just begun,
There'll be a new day tomorrow,
When Iron Men go marching in.

I'M THE ONLY ONE LIKE ME
I'm the only one like me,
I'm the greatest can't you see
I like to be the great one that
I am
'Cause I'm the only one who can.

MEAL OPENING RITUAL

Leader:	Response:
Food is good. Right?	Right.
Life is good. Right?	Right.
All is good. Right?	Right.
What do you say?	It's OK.
What do you say?	It's OK.
What do you say?	It's OK.
Now we may eat & drink.	

MEAL CLOSING RITUAL

Who are you?	I'm the greatest.
Where do you live?	In the universe.
Where are you going?	To bend history.

NAP SONG

No more bread and butter
No more food to eat.
Let's all close our eyes now
And go to sleep.

IF YOU'RE GREAT & YOU KNOW IT

If you're great and you know it, clap your hands,
If you're great and you know it, clap your hands,
If you're great and you know it
Then your life will surely show it
If you're great and you know it, clap your hands!

If you're great and you know it, stomp your feet,
Repeat...
If you're great and you know it
Then your life will surely show it
If you're great and you know it, stomp your feet!

If you're great and you know it, shout hoo-ray,
Repeat...
If you're great and you know it
Then your life will surely show it
If you're great and you know it, shout hoo-ray!

If you're great and you know it do all three*
Repeat...
If you're great and you know it
Then your life will surely show it
If you're great and you know it do all three!
*clap your hands, stomp your feet, shout hoo-ray!

FOUR BY FOUR

(Chant:)
Four by four, four by four,
We can order with a four by four!
(Sing to "Frere Jacques")
One, two, three, four,
One, two, three, four,
Four by four, four by four,
We can order chaos,
We can order chaos,
Four by four, four by four.

THIS IS THE DAY

This is the day we have
This is the day we have
We can live this day,
Or throw it away
This is the day we have
So, let's pick up this day and live.

GOODBY, EVERYBODY

Goodbye, everybody,
Goodbye, everybody
Goodbye, everybody,
We'll see you Tuesday (in the) morning.

OPENING RITUAL

This is the drum of the village
This is the drum of the village
It says to us that we can live
Let's be the drum of the village.
Yeah!

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Program VII LORNE DE L'ACADIE IDENTITY PROJECT

Chicago
July 77

	Monday	Tuesday	Wednesday	Thursday	Friday
Rational Aim	In old days people lived a different life style	Bilingualism is a unique quality of the people of Lorne.	Extended trips broaden your vision.	The Acadians knew how to make use of what they had.	Festivals allow people the opportunity to celebrate their heritage together.
Existential Aim	We are part of a new life style.	I am proud of being bi-lingual.	It's O.K. to be away from my family for an extended time	I know I'm an Acadian and I'm proud of it.	As a great pre-schooler I can join in the celebration
IMAGE	OLD TIMES	BI-LINGUAL PEOPLE	EXTENDED TRIPS	HERITAGE HOUSE	FESTIVALS
RATIONAL AIM			EXISTENTIAL AIM		
Lorne has a unique heritage.			I am proud to be a Lerner.		

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CURRICULUM WRITING METHOD - PRESCHOOL

- I. **ANTICIPATION BRAINSTORM** (Relating curriculum to present situation)
A. What's the curriculum rationale for next week? (Check P. 10 & 11)
B. What holiday, seasonal, and special events are coming up?
C. What are the needs of the child which need to be addressed in the curriculum?
- II. **CURRICULUM CONTEXT** (Sharing the research so that all can creatively participate)
One staff member is prepared to talk in detail about the content behind the curriculum rationale for the week. For example, if the event is to be about Inyan Wagakapi, teachers need to know things like how to pronounce the name, what the name means, what people do that children can experience; e.g., ride horses, have rodeos, have pow wows, beat drums, do the Indian dance (step, hop, step, hop) to drum music with women wearing shawls and carrying feathers. Having one of the staff members do this research prior to the writing of curriculum is crucial.
- III. **COMPONENT CREATION** (Creating components allows "crawling inside" the coming week.)
The total staff brainstorms the activities for each of the curriculum blocks, beginning with relational and ending with basic. Taking the image of the day from the rationale, brainstorm in the following fashion: 1. The image for the week is **WORLD**. What about the world do the children need to be exposed to at this time? Get out about ten and consense on five--one for each day of the week. 2. For each of the five ask, "What physical needs, social relations, understandings of love or meaning need to be explored in the psychological curriculum?" Choose one for each day. 3. For each of the same five for relational, ask, "What activities can we do with the children that will relate them to their relationships to limits, possibilities, life style, and the unknown?" 4. Using the Basic Skills Rationale, page 10, create the basic curriculum to enhance the image or theme of the day.
- Example: Image for the Week - **WORLD**
Image for one day - **WATER IN THE WORLD**
Relational - Local body of water
Psychological - I am made of water too
Imaginal - Drought - decisions involved in being limited by not having sufficient water
- IV. **WRITING THE CURRICULUM** (Writing the curriculum allows the thinking through of the objectives, activities and practical preparation.) Divide into groups to fill out the event sheets, sample page 17. Two to five members make the best writing group size. Assigned groups will write one or more full days of curriculum. Refer to page 10, the additional basic concepts, to see how the additional concepts may be woven into the day. The staff writing an event needs to think through how the materials and tools may be available when needed. Finally, fill out the "This is the day we have" sheet so that the whole day may be seen at a glance. See page 16.
- V. **FOLLOW-UP PROCEDURES** (Following up what has been done insures that the creativity is shared, remembered and available for future reference.) Material is gathered, reproduced, distributed and filed appropriately.

BASIC SKILLS RATIONALE - PRESCHOOL

BASIC SKILLS RATIONALE - PRESCHOOL																							
BASIC CURRICULUM		M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F		
	Numbers (0-9)	1	2	3 1,2,3	4	5 4,5	Sing a Counting Song																
	Letters (Basic Forms)	1	2	3	4	5	1	2	3	4	5	6	7	8	9	0	0-9	0-9	0-9	0-9	0-9		
	Colors (Primary/Nat'l)	Red & Blue					Red/Blue/Yellow					National Colors					Red/Blue/Yellow/ All national colors						
	Shapes	O					O/□					O/□/△					O/□/△/□						
	Concepts	Sit	Stand	In	Out	Re-view	Big	Little	open	shut	Re-view	Under	On	Loud	Soft	Re-view	Up	Down	Front	Back	Re-view		
ADDITIONAL BASIC CONCEPTS	Body Parts	Head	Eyes	Ears	Nose	Mouth	Legs	Knees	Feet	An-kles	Toes	Arms	El-bows	Wrists	Fingers	Finger-nails	Tor-so	Ribs	Spine	Neck	Sto-mach		
	Senses	Touch					Taste					Smell					See/Hear						
	Children's Names	Saying Names					Recognizing Name					Finding Name in a Group of Names					Noticing name in many locations - chair, wall...						
	Following Directions	Basic Instructions					Games					Imitating Rhythms					Imitating Sounds						
	Sentence Formation	Repeating full Sentences "My name is _____"					Negative Statements "This is <u>not</u> a book - this is a Pencil"					"I like to _____." Sing-sleep-eat,...					Making simple Sentences.						
	Practical Life Skills	Proper use of toilet.					Proper use of eating equipment; table setting & serving					Put on & take off Clothing.					Care for space and equipment						
	Self-Image	Recognize picture & image in mirror.					His great racial heritage.					Identity as boy or girl - great.					Willingness to try new things & accept things.						

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OVERALL RATIONALE: One Month (RELATIONAL, PSYCHOLOGICAL, IMAGINAL)

	WK.	I. SCHOOL	II. COMMUNITY	III. NATION	IV. WORLD
R E L A T I O N A L	M	The Human Body	Elders of the Village	The Village as Part of Country	Creation
	T	Daily Rhythm (what)	Services: Water	Natural Resources	Planet Earth
	W	Daily Rhythm (time)	Marketplace	Landmark of Capitol City	Local Body of Water
	T	Village Life	Transportation	Political System	Mountain
	F	Layout of Village	Important People and Places	Uniqueness: Customs	Ur Image
P S Y C H I C A L	M	Happy, Sad Faces	Traditional Roles	My Country (pride)	"At Home"/ Away from Home
	T	Sharing	Caring for the People	People as Natural Resource	How Other People See Us
	W	Sleeping	Caring for the Property of Others	Flag of the Nation	The Human Body is 85% Water
	T	Arriving at School	How Do I Get to School?	Leadership Qualities	Feeling Happy/Sad; High/Low
	F	Pride in Being a Student	When I Grow Up	Small is Important	Ur Dance
I M A G I N A L	M	"I"	Activities	Expanding Awareness of Nation	Universe Dance
	T	Today in School	Water Disappears and Reappears	Stages of Growth	People of the Earth
	W	Sun	Marketplace	Historical Events	Drought
	T	Ordering of Space	Transportation	Leaders Make Decisions	Mountain Climber
	F	Demonstrating Pride	Community	Local Fairy Tale or Folk Songs	Creation Story (Own Ur)

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Week I

Image For Week

School

Image For Day		M	T	W	T	F
		Who am I?	What do I do?	When do I do?	Where do I do?	Why do I do?
BASICS	Numbers	1	2	3 ^{1,2,3}	4	5 ^{4,5}
	Letters	ABC Song I (shape) trace with finger	ABC Song —	Song /	Song /	Review
	Colors	Red & Blue naming: the color of	Red & Blue Recognizing	This is a red color, blue using red, blue	Pick up the blue color. Make 4 blue circles	make 5 circles to take home. color one side blue "other" red
	Shapes	this circle is — ○ Repeat after me	○ ○	○ ○	○ ○	
	Concepts	sit/stand	sit/stand	in/out	in/out	Review
Relational	Activity	Trace outline of each child's body other children work w/clay	Looking at time Design of day	Relating symbols of time design to school day	Locating streets in village	Going to school - roles of other people in village
	Tools or Materials	Butcher paper Magic marker Clay	Picture	Role Play	Grid	Collage
Psychological	Activity	Make happy/sad faces. one for each child or one big one	Sharing	sleeping, emotion about	Arriving at school. (How?)	Being a student, pride
	Tools or Materials	Song "If you're happy + you know it" pre-cut circles, crayon	Teacher's skit	Painting or Drawing	Conversation	School bag with child's name
Imaginational	Activity	Color bodies made in A.M.	Acting out school day	learning about sun coming up & going down	Ordering of space place for every thing	Demonstrating Pride
	Tools or Materials	Song "I'm the only one like me" colors or paint	Teacher's skit	Story	4 x 4 Song	chant about school. eg. "Hold your head up, hold it up high"

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Week II

Image For Week Community

Image For Day		M	T	W	T	F
		People	Village	Bussiness ^{1, 2, 3}	Transportation	Religious Places/ Civic Leaders ^{4, 5}
BASIC	Numbers	1	2	3	4	5
	Letters	U	U	C	D	Review
	Colors	Red/Blue/yellow	Red/Blue/yellow	Red/Blue/yellow	Red/Blue/yellow	Red/Blue/yellow
	Shapes	O/□	O/□	O/□	O/□	O/□
	Concepts	big/little	big/little	open/shut	open/shut	Review
Relational	Activity	Have 3 people in from phases 2, 3, 4	See services in village.	Show bussinesses in village.	Explain movement of people and resources.	Brainstorm important people & places.
	Tools or Materials	Storytelling (Elders experience, ect.)	Walk to water source; (Have policeman to visit)	Role play market, -buying & selling	Walk to see modes of transportation.	Markers & Butcher paper
Psychological	Activity	Act out traditional roles in the community.	Tell about care for village (water, etc.)	Take responsibility for others property.	Talk about "How do I get to school?"	Talk about "What I can be when I grow up."
	Tools or Materials	Pantomime roles	Story and conversation	Teachers skit caring and not caring.	Song: "The Wheels on the Bus Go Round and Round: Conversation	Play game.
Imaginal	Activity	Draw activities of people.	Explain the water cycle.	set up market place & hold a mock market	Show images of transportation.	Draw known Community Religious place.
	Tools or Materials	mural	Bill water and see it disapper.	Boxes, stones for money.	make a transportation mobile.	use any material

Week IIIImage For Week Nation

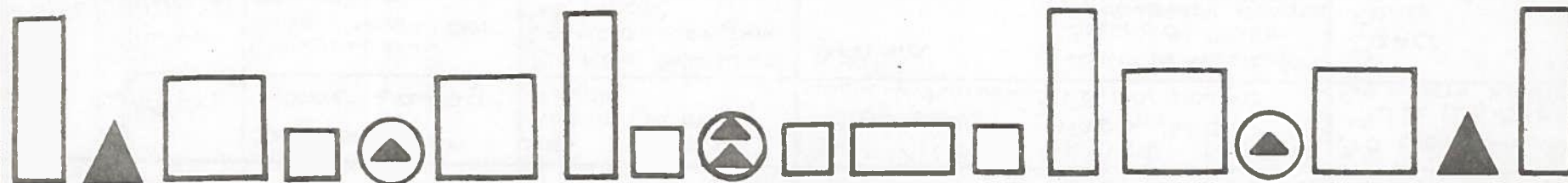
Image For Day		M	T	W	T	F
		State or Country	Natural Resources	Capital City	National Leader	Custom Uniqueness
BASICS	Numbers	6 ¹⁻⁶	7 ¹⁻⁷	8 ¹⁻⁸	9 ¹⁻⁹	0 ⁰⁻⁹
	Letters	—	1	/	\	Review
	Colors	Red/Blue/Yellow one national color	Red/Blue/Yellow one national color	Red/Blue/Yellow one national color	Red/Blue/Yellow one national color	Red/Blue/Yellow one national color
	Shapes	○/□/△	○/□/△	○/□/△	○/□/△	○/□/△
	Concepts	under/on	under/on	loud/soft	loud/soft	Review
Relational	Activity	Locating, marking village & seeing it as part of country	Observing natural resources, how, where it grows	Coloring teacher's drawing of recognized landmarks from capital city.	Seeing how the country is run.	Illustrating customs unique to the area.
	Tools or Materials	Map, magic marker	Bring local samples (e.g., sugar cane). Chart of seed's growth.	Crayons, Paper	Hold classroom election.	Collage
Psychological	Activity	Seeing self as part of state or country, & developing pride	Seeing people as natural resources.	Becoming aware of nation's flag.	Being aware of of potential leader in each of us.	Illustrating that small is important
	Tools or Materials	Grid, story	Conversation: Bathroom habits, washing hands, cleanliness.	flag	Song: "I'm the Greatest..."	Fairy Tale
Imaginal	Activity	Expanding awareness of state or country.	Acting out stages of growth.	Reading about national historical event.	Seeing that being a leader takes a decision.	Painting or drawing while listening to folksongs of area.
	Tools or Materials	Song: "_____ is a wonderful place, this is where we live."	Drama: with clouds, sun, seeds, young plants.	Story	Story	Paint, records Paper, record player,

Week IVImage For Week World

Image For Day		M	T	W	T	F
		In the Universe	Planet Earth	Water	Mountains	Six Continents
BASICS	Numbers	6 ¹⁻⁶	7 ¹⁻⁷	8 ¹⁻⁸	9 ¹⁻⁹	0 ⁰⁻⁹
	Letters	U	U	C	D	Review
	Colors	Red, yellow, Blue, National colors	Red, yellow, Blue, National colors	Red, yellow, blue, National colors	Red, yellow, blue, National colors	Red, yellow, blue, National colors
	Shapes	O/□/△/□	O/□/△/□	O/□/△/□	O/□/△/□	O/□/△/□
	Concepts	up & down	up & down	front & back	front & back	Review
Relational	Activity	Tell creation story - Greek.	Create corporate picture of earth	walk to body of water - river, sea, pond. (salt water clear, muddy)	climb a mountain - make a mountain	Place small paper dolls of different images on continent
	Tools or Materials	Paper Maché spheres.	Crayons, or paint, paper.	walking trip.	Trip architecture - construct mountain	Paper dolls world map or grid.
Psychological	Activity	Discussion on Home & away	Ask "How do we appear to other people"	Teacher drama "I am 85% water and so are you"	Feeling - high/low happy/sad Finger paint	Do a creative dance "I am a great Red man in history"
	Tools or Materials	Conversation Song: "Voom Voom Astronaut"	Picture "Earthrise" (earth as seen from the moon)	Drama	Paint to music from "Sound of Music - my favourite things" climb every mountain"	Dance Song
Imaginational	Activity	Dance the Universe dance - revolve round & round.	Do drama on peoples of the earth	Tell a story about a drought (limits)	Tell story of a mountain climber Act out	Tell creation story from own ur (origin)
	Tools or Materials	noise makers, strips of cloth, etc.	cut out pictures of different people. Paste round picture of earth	Chalk Talk Story	(possibilities, climb as a team) Rope to tie together during pretend climb	Story - Tell in dark room with candle

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THIS IS THE DAY WE HAVE..... The Day of "Who Am I?"




8:00								11:30									5:00
Cal- imaginal	Ritual	BASIC	Bath- room	Snack	RELATIONAL	Cal- imaginal	Bath- room	Lunch	Bath- room	Nap	Bath- room	Cal- imaginal	PSYCHO- LOGICAL	Snack	IMAGINAL	Ritual	Cal imaginal

RATIONAL OBJECTIVE: Familiarize the children with the body they live in and go to school in.

EXISTENTIAL OBJECTIVE: To experience the uniqueness of one's body, as well as the sameness.

TEACHING IMAGE:
"Who Am I?"

CALIMAGINAL	BASIC	RELATIONAL	CALIMAGINAL		PSYCHOLOGICAL	IMAGINAL	CALIMAGINAL
1st day greet the children & parents; show child- ren new surround- ings	Simple intro- duction to basic skills - #1 line form red & blue circle shape concept sit/ stand	Give children a basic aware- ness of the body. Trace outline of child's body. 	Review sit/stand games	Exerciess using all parts of the body- Jumping Stretching Crotching	Give child an awareness of different emotions his being exper- iences. Make happy & sad faces.	Give child an awareness of his individual- ity. Color bodies made in the morning. Teach song "I'm the only one like me."	Hopscotch game
DAILY REFLECTION 1. What did we do at Pre- school? 2. What did you like best? 3. What will you tell mommy and daddy about?							

(L1917)

CURRICULUM EVENT SHEET

RATIONAL OBJECTIVE (ONE THING YOU WANT THEM TO KNOW)

To introduce children to five basic skills

EXISTENTIALIST (WHAT YOU WANT THEM TO EXPERIENCE)

Learning and school is fun

AREA: BASIC

(BASIC, RELATIONAL, PSYCHOLOGICAL, IMAGINAL)

ATTENTION
LETTER

EVENT

DRAMATIC
CLOSING

Stand up, Sit down

Exercise

1. Have the children hold up one finger and make the figure "1"
on the table or ground.

2. Sing "ABC" song - Children clap while teacher sings

Make stick shape of number 1 with finger in the air

3. Teacher has bag with red and blue blocks - pull out
blocks and name colours

4. Make circles in the air, identify circles in the room

Stand up, sit down

Exercise

TIME

2 minutes

1. - 4 minutes, 2 - 5 minutes, 3 - 4 minutes , 4 - 3 minutes

2 minutes

CURRICULUM PLANNING

ABC Song, Bag of Red and blue coloured blocks

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CURRICULUM EVENT SHEET

RATIONAL OBJECTIVE (ONE THING YOU WANT THEM TO KNOW)
his body
To introduce child to the uses of different part of

EXISTENTIALIST (WHAT YOU WANT THEM TO EXPERIENCE)
The uniqueness of self

AREA: IMAGINAL (BASIC, RELATIONAL, PSYCHOLOGICAL, IMAGINAL)

ATTENTION LETTER	EVENT	DRAMATIC CLOSING
Stretching Exercise	Teacher says "Remember drawing outline of body?" Have child follow outline of own body with finger Have children repeat names of body parts. Sing song "I'm the Only One Like Me"	Stretching Exercise
TIME 3 minutes	15 minutes	3 minutes

CURRICULUM PLANNING
Song "I'M the Only One Like Me"

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CURRICULUM EVENT SHEET

RATIONAL OBJECTIVE (ONE THING YOU WANT THEM TO KNOW)

To show how a face can move

EXISTENTIALIST (WHAT YOU WANT THEM TO EXPERIENCE)

to introduce the child to the concept of emotions

AREA: (BASIC, RELATIONAL, PSYCHOLOGICAL, IMAGINAL)

ATTENTION
LETTER

EVENT

DRAMATIC
CLOSING

Teacher has model
of Happy/Sad Clown
Faces. Puts over
own face and says
"I'm happy/sad"

Sing "If you're happy and you know it"
Add new verse "If you're sad and you know it"
Draw happy/sad faces from teachers model, paste or glue up on wall
somewhere.
Teachers and several children tell about some time when they were
happy or sad

Sing "If you're
happy and you
know it"
Teacher again
puts happy mask
over face

TIME 2 minutes

16 minutes

2 minutes

CURRICULUM PLANNING

Paper models (pre made). paper, pencils, paste/glue
Song "If you're happy;....."

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CURRICULUM EVENT SHEET

RATIONAL OBJECTIVE (ONE THING YOU WANT THEM TO KNOW)

To introduce children to their own bodies

EXISTENTIALIST (WHAT YOU WANT THEM TO EXPERIENCE)

The wonder of the body

AREA: RELATIONAL (BASIC, RELATIONAL, PSYCHOLOGICAL, IMAGINAL)

ATTENTION
LETTER

EVENT

DRAMATIC
CLOSING

Teacher stands up
spreads arms and
says " Hey, this is
me, here I am, this
is my body"

Teacher and children trace outline of their body with their
hands. Let children verbalize what their body feels like.
Each child in turn lies down on butcher paper and teacher
traces out line of body on paper. (During this exercise,
the other children play with clay)
Tape paper to wall and write each child's name on paper,
making sure he is aware this is his own body

Teacher and children
stand up, spread
arms and say "Hey
this is me, here I
am, this is my
body"

TIME 2 Minutes

16 Minutes

2 Minutes

CURRICULUM PLANNING

Butcher Paper, marker, clay

70(PA)

CALIMAGINAL ACTIVITIES

Creative Freeplay

Creative Calisthenics

GROSS MOTOR	FINE MOTOR	GAMES
<p>Jump off boxes Rolling ball "Big Game Hunt" Hop Scotch Balancing books on head Walking while holding yardstick in both hands Walking backwards Running in place Skipping Somersaults Jumping - both feet together Drum with both hands to music March to music Jump rope Rolling & crawling under obstacles Jumping Jacks Hop right foot to left foot Running Duck walking Dressing up Acting out different roles Catching & throwing a ball Brush painting</p>	<p>Constructing shapes - building blocks Tracing on chalkboard Finger painting Cutting or tearing paper Reproducing simple designs with tiles Recognizing familiar objects from pictures Playing with dolls Making puppets Washing toys Putting puzzles Doing finger plays Coloring Looking at books Woodworking Using play dough Brush painting</p>	<p>Hokey Pokey Ring Around the Rosy Farmer in the Dell London Bridge is Falling Down Counting games Duck, Duck, Goose Local games Little Annie Walker Dumb school Dropping clothes pins in a bottle Rhythm bands Water play Simon Says Racing Kick ball Dodge ball</p>

(What it's out to do)

 IMAGINAL EDUCATION -

Presuppositions of Imaginal Education	Objectives of Imaginal Education	Dynamics of Image Change	Practices of Imaginal Methods
<u>For all the People</u> The concept of a spiral curriculum is based on the awareness that a person is capable of learning any subject at any point in his life journey	<u>Create Adequate Images</u> Imaginal Education enables each person to image himself as a 20th Century human being, a global citizen, a corporate revolutionary and an IRON MAN	<u>All operate out of Images</u> We live out of the images we have of ourselves, our situation, the world, and the times in which we live	<u>Based on Life Experience</u> The source of imaginal education is not a lecture or a book about life - but our own life experience itself.
<u>For the Total Person</u> Each person needs to know basic academic skills; how to relate to his community; to develop creative psychological responses to his situation; to develop images releasing depth engagement	<u>Reorder Life Experience</u> Through Imaginal Education, each person begins with his own life experience, reflects on it, and decides to take a relationship to it so that he can face new situations	<u>Images Determine Behavior</u> It is these images of our situation and of our relationship to it that determine our behavior - rather than our basic abilities, our training, or our ideas about life	<u>Uses the Art Form Method</u> The Art Form allows us to experience our own experience through objective, reflective interpretive and decisional questions
<u>Deals with Depth Human Problem</u> - Curriculum must take into account underlying images out of which people are living and should enable each person to live creatively in the midst of his struggle	<u>Call Forth Decision</u> Imaginal Education calls each person to stand in his particular situation, to build a model for the future and to make a decision about his life and what he needs to do	<u>We can Discern Underlying Images</u> We study the behavior of a person or group (not their words) to discover their basic operating images.	<u>Gives Visual and Verbal Images</u> The Imaginal Method leaves people with visual and verbal images that express the depths of life concretely - rather than with abstract ideas about life
<u>Enables social change</u> The curriculum must deal with the major contradiction in the community, releasing people to participate responsibly within and for their local community and the globe	<u>Release Depth Motivity</u> Imaginal Education develops a consciousness of caring and gives people ways to expend their lives on behalf of all	<u>Images can be Change:</u> New messages or images impact a person, calling old images into question and allowing the possibility of creating new images	<u>Rehearses Image Using Symbols Songs and Rituals</u> The Imaginal Educator continually rehearses humanizing images through the use of songs, symbols and rituals

ART FORM METHOD CONVERSATION * RATIONALE, ART FORMS AND QUESTIONS

CONTEXT: 1. Not talking about good or bad art; are talking about life. 2. Use the artform as an objective means to encounter and reflect on human experience. 3. From a corporate conversation, people are enabled to experience profound humanness, recognizing themselves as a responsible group. 4. Use movies, slides, painting, pictures, T.V. songs and poems

	FILMS, SLIDES	PAINTINGS, PICTURES	SONGS, POETRY, READINGS
O B J E C T I V E	<ol style="list-style-type: none"> 1. What scene do you remember? Others? 2. What indoor/outdoor scene comes to mind? 3. What object did you notice? 4. What lines of dialogue do you recall? 5. Who were some of the characters in the movie? 	<ol style="list-style-type: none"> 1. What do you notice about this picture? 2. What object jumps out at you? 3. What shapes stand out? 4. What colour do you see? 5. What do you see in the distance? 	<ol style="list-style-type: none"> 1. What words do you remember? 2. What phrases did you hear? 3. What rhythm caught your attention? 4. What changes in rhythm did you hear? 5. What scenes from the past came to mind?
R E F L E C T I V E	<ol style="list-style-type: none"> 1. Where did you see emotion on the screen? 2. What emotions were you aware of in yourself? 3. What mood did you experience at the end of the film? 4. What music would you play? 5. What objects became symbols for you? 	<ol style="list-style-type: none"> 1. What colours would you add? 2. What music would you play as background? 3. What feeling do you experience when you see this? 4. Where would you hang it? 5. What would you leave out? 	<ol style="list-style-type: none"> 1. What lines were most powerful? 2. How would you sing (read) this differently? 3. How did this song (reading) make you feel? 4. Who would you sing (read) this to? 5. What setting could you use this in?
D E C I S I O N A L	<ol style="list-style-type: none"> 1. What was this film about? 2. How does it talk about humanness? 3. What title would you give it? 4. What personal experiences are you reminded of? 5. What did you learn about your future? 	<ol style="list-style-type: none"> 1. What is this picture telling you? 2. What title would you give it? 3. Where would you stand in it? 4. What life experiences come to your mind when you look at it? 5. What would you say to this art form? 	<ol style="list-style-type: none"> 1. What is this poem (song) about? 2. What was going on in this song (Poem)? 3. What does it say about humanness? 4. What are some life experiences you recall? 5. What title would you give this?

I. CONTEXT

- ## II. APPLICATIONS

III. SONGS (ILLUSTRATIONS)

1. Men of the Spirit
2. The Earth Belongs to all
3. Local Man Shall Rise Again
4. To Care For All
5. I Am The One
6. Building With Demonstration
7. Universal Man
8. When Iron Men Go Marching In
9. Chicago is a Wonderful Place
10. Hello Kelapa Dua
11. Hey, Delta Pace
12. The Sign

IV. ONE DAY TIME LINE

WAKE UP	BREAK-FAST	PLEN-ARY	WORK-TRAINING SESSIONS	BREAK	LUNCH	WORK-TRAINING SESSIONS	BREAK	BREAK	SUPPER	WORK-TRAINING SESSIONS				
6	7	8	9	10	11	12	1	2	3	4	5	6	7	8
Songs	Songs	Songs		Songs		Songs	Songs		Songs			Songs	Songs	
On a Clear Day	On the street Where you Live			Sudtonggan		Top of the World	When you are Aware		Local Man			More	Create the New Day	
				To Care For All					Shall Rise Again			Kawangware		
									Cano Negro					
Man of spirit		Building with Demonstration				When Iron Man						Nam Wai		
	Hello Kelapa Dua										The Sign			
		Kwangyung Il					Hey, Delta Pace							

COMMON RITUALS FOR H.D.P.

I. CONTEXT

1. Ritual marks the time and space
2. Ritual brings self-consciousness
3. Ritual is the symbol of group
4. Ritual creates corporate image
5. Ritual articulates individual decision towards a common thrust
6. Ritual reminds group of local heritage
7. Ritual maintains global image

II. RITUALS

a. Wake up.

- L. Good morning. This is a new day.
L. A new day is dawning, rise and greet the new day
L. Dawns the world of joyful living
C. Wonderous things are done through me (from Maliwada)

h. Meals

- L. Repeat after me - Those who care live in faith beyond faith,
Those who care live in hope beyond hope,
Those who care live in love beyond love.
- L. We stand before the world and its needs
- C. Let us give ourselves to the task

c. Community and Guild Meetings

- L. This is the time
C. We are the people (repeat 3 times)

L. Bokera	Tomorrow
C. La	No
L. Bokera	Tomorrow
C. La	No
L. Bokera	Tomorrow

Together: Halen, halen, halen Now, now, now (from El Bayad)

- L. The future is open
C. We can decide
L. Right
C. Right



Common Rituals for the H.D.P. Page 2

c. Community and Guild Meetings continued

- L. Kitco
- C. Sells local products
- L. Kitco
- C. Invests in the future
- L. For Oombulgurri
- C. For the World (from Oombulggurri)

- L. Who builds the new _____
- C. We do for every man
- L. Who decides the future?
- C. We do for every man
- L. Who lives the new life style?
- C. We do for every man

- L. Are we not the awakened ones called to bring the
awakenment to the last corners of the earth
- C. Yes, we are the awakened ones called to bring the
- L. Right
- C. Right (engagement, humanness)

d. Pre-school - see Pre-school section

e. Courses and Training Sessions

- L. Repeat after me - We have arrived at a historical vantage point...
where the wasteland ends and...human wholeness and fulfillment begins
(Theodore Roszak)
- L. Repeat after me - The task before us now, if we would not perish,
is to shake off our ancient prejudices, and to build the earth
(Teilhard de Chardin)
- L. Repeat after me - At the edge of history, the future is blowing
wildly in our faces, sometimes brightening the air, and sometimes
blinding us. (William Irwin Thompson)
- L. Repeat after me - What appears to be a breaking down of civilization
may well be simply the breaking up of old forms by life itself
(Joyce Carol Oates)

..... 3



Common Ritual for H.D.P. Page 3

III. One day time line

5:30 WAKE UP - Good morning. This is a new day.

6:00 BREAKFAST - Are we not the awakened ones, called to bring
the awakening to the last corner of the earth?

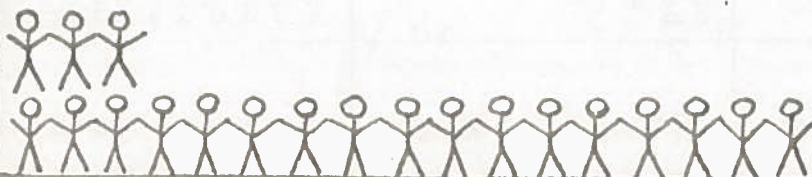
8:00 WORK TRAINING - Bokera-la x 3
SESSION Halen, halen, halen

12:00 LUNCH - Are we not the engaged ones, called to bring the
engagement to the last corner of the earth?

1:00 WORK TRAINING - The future is open. We can decide.
SESSION

6:00 SUPPER - Are we not the human ones, called to bring the
humanness to the last corner of the earth?

7:00 WORK TRAINING - This is the time. We are the people x 3
SESSION



AUDIO-VISUAL AIDS-RURAL AREAS

EXURBAN	SUGGESTED MATERIALS	WHERE TO GET	SUGGESTIONS FOR USE
C L A S S R O O M	blackboard/charts hand chalkboards pictures maps of community/ nation/world role playing	public schools, churches, community buildings magazines, try schools etc. should be brought by project leaders, try schools etc.	Walls speak. Whatever is on the wall says something and would relate to the subject matter planned. It should also signify importance as well as beautify the setting. Visual activity as role play or drama enable emphasis and involvement of total group.
M E E T I N G	posters/pictures bedsheet banners maps of community/ nation/world flowers, greenery	Ask villagers to provide for decorating materials. Posters and pictures will probably have to be brought by the team. Materials for bedsheet banners could be secured from hospitals of community members.	Posters, pictures etc. give information about the purpose of the meeting. Maps symbolize that all meetings are global. The quality of your decor will influence your expectations of the meeting.
S P E C I A L	bedsheet banners decor items rocks/flowers/greenery cultural artefacts from countries around the world tools & equipm't used in agriculture, auto mechanics, carpentry... charts & equipment used in health care	Local artefacts could be contributed by community members, those from other coun- tries will have to be brought by the team. Either bring them yourself or try to get them from governmental agencies.	Articles of decor used on special occa- sions should not only reflect the life of the people for whom the event is held but also honor the contribution of their lives to history, e.g. artefacts. In practical trainings authentic tools, materials, machineries, etc. should be used for greater efficiency of the training.

AUDIO-VISUAL AIDS - URBAN AREAS

URBAN	SUGGESTED MATERIALS	WHERE TO GET	SUGGESTIONS FOR USE
CL A S S R O O M	blackboards/charts feltboards pictures maps of comm./nation/ world films/slides 16mm movie projector slide projector overhead projector tape recorder TV recorder role playing	schools, churches, community buildings, etc. libraries government and community services org. libraries, services org. schools, churches, rental agencies try to inquire them from distributors or manufacturers (outdated models)	Walls speak. Whatever is on the wall says something and would relate to the subject matter planned. It should also signify importance as well as beautify the setting. Don't confuse your student by using too much audio-visual equipment. Visual activities as role play or drama enable emphasis and involvement of the total group.
M E E T I N G	posters/pictures bedsheet banners maps of comm./nation/ world flowers, greenery sound equipment TV recorder	see above ask housewives or guardians for cloth local or state chamber of commerce florists, funeral parlors schools, churches, rental agencies	Posters, pictures, etc. give information about the purpose of the meeting. Maps symbolize that all meetings are global. The quality of your decor will influence your expectations of the meeting. When sound equipment is used, it should be in good condition and be tested in advance. Otherwise it can do more harm than good. Record important meetings for later referral.
S P E C I A L	decor items cultural artefacts (local and international) bedsheet banners tools and equipment used in auto mechanics, gardening, carpentry... charts & equipment used in health care	make use of the variety of international shops ask community members for contributions see above vocational training schools neighborhood shops governmental agencies	Articles of decor used on special occa- sions should not only reflect the life of the people for whom the event is held but also honor the contribution of their lives to history, e.g. artefacts In practical training authentic tools, materials, machineries, etc. should be used for greater efficiency of the train- ing.

THE DOCUMENT STUDY PLAN FOR LOCAL AUXILIARY

	PROLOGUE	VISION	CONTRADICTION	PROPOSALS	TACTICS	PROGRAMS	EPILOGUE
STUDY METHOD	Chart Whole	Read paragraph 1 carefully Skim other paragraphs	Read all Par. Fill out the Contradictions Content Chart	Study paragraph 1 Skim prose, Plate 3 and Plates 3A-F	Divide into small groups by paratactics Study assigned tactics listing subtactics for each on chart	Divide into groups according to major divisions of Plate 5 Study P.1, Part V Study P. 1, 2, & 3 or each assigned program	Divide into groups according to sections of the Epilogue Chart the sections
TEACHING METHOD	Seminar Study	Art Form (Plate 1)	Corporate W/S of chart in relation to Plate 2 Add other illustrations	Art Form the sub proposals Chart (Plate 3)	Workshop brood picture noting relationships Focus on one paratactic to demonstrate interval relationships B/S implementaries	Workshop Images of program in operation Identify Components What local expertise & organization is implied?	Seminar Study
FOCUS	Philosophical Presupposition (Section III)	The Operating Vision Chart (Plate 1)	* Key section The Underlying Contradictions Paragraphs	Sub proposals Chart	*Key section Plate 4 Key paratactic column	Relating components back to Plate 4 (tactics)	Replication Schemes
	To ground the philosophy of community development	To illuminate operative vision held by the community prior to the consult	To ground the underlying contradictions and illustrate them out of own encounter with community.	To illustrate the proposals level of the method	To set context for comprehensive implementation	To demonstrate the function of the programs in relation to local forces To relate programs to tactics chart	To illustrate funding replication, forces, & support system strategies

IMAGINAL EDUCATION COURSE

(See I.E. Spin, page 72 of this Manual)

Every person operates out of images. These images determine his behavior. The teacher can discern what images a student is operating out of and give him new messages and an opportunity to change his image. These images can change through the person's own decision of the impact of new messages which cause his former image to be called into question. Change fully depends on the student's decision to change. The teacher cannot force an image change, but he can give messages and give student the opportunity to change.

IMAGINAL EDUCATION COURSE				
THE REVOLUTION IN EDUCATION	MODELS FOR EDUCATION			THE TASK FORCE FOR EDUCATION
	EDUCATION: AS LIFE DYNAMIC	EDUCATION: AS LIFE METHOD	EDUCATION: AS SOCIAL CHANGE	

CONVERSATIONS	INTRODUCTIONS	POETRY	EDUCATED MAN	GUERNICA	DEPTH PROBLEM
LECTURES	THE CRISIS IN EDUCATION	THE TRANSPARENT CURRICULUM	THE PEDAGOGICAL DYNAMICS	THE SOCIAL IMPORT	THE ENABLING FORCES
WORK-SHOPS	YOUR SCHOOL	YOUR DISCIPLINE	CHARTING	MANIFESTO	LOCAL SCHOOL DYNAMIC
SEMINARS					

Introduction:

5 Sessions:

Lay out the course, with careful explanation of methods to be used.

Times of Radical Change

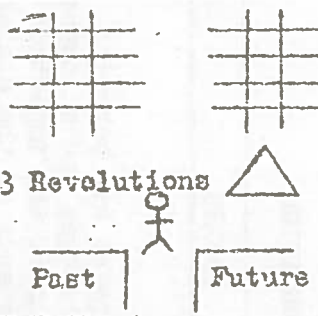
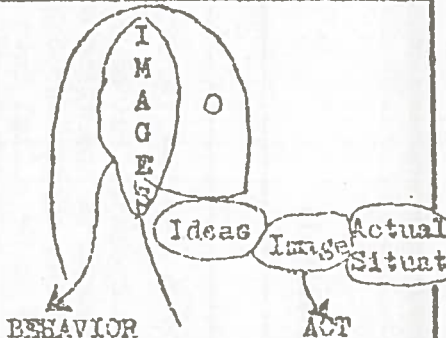
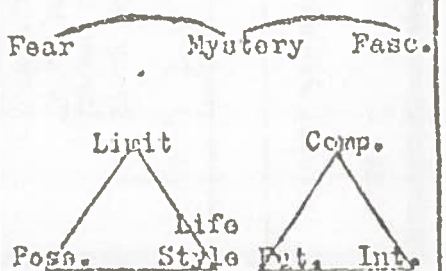
The Revolution in Education	Models for Education			The Task Force for Education
	Ed. as Life Dyn.	Ed. as Life Method	Ed. as Social Change	

10 min.

Art Forms: "The Snout" p. 49 Immense Journey by Loren Eiseley.

Image: Like you to meet one of my friends.

Lecture:



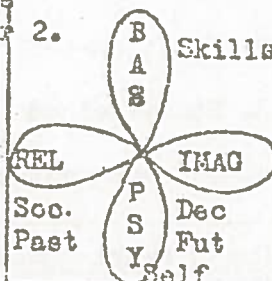





Time	Points	Intent	Images
	<u>Cultural Revolution</u> 1. Centuries of revolution. 2. Scientific 3. Urban 4. Secular	Provide a screen on times by describing shifts in sense, style, and symbol (as in CS-1) with heavy illustration from educatn.	 3 Revolutions Fast Future CS-I Charts
20 mins.	<u>Crisis in Education</u> 1. Unclear objectives (Sci.) 2. Ineffective methods (Sci.) 3. Crisis in authority (Sec.) 4. Shift from 1:1 to mass education (Urb.)	This can be done in conjunction with point 1 and emphasizes where the cultural revolution is raising questions in education most seriously.	Same as first line. Emphasize key points in shifts.
10 mins.	<u>Boulding's Theory of Image</u> 1. Image is key to behavior 2. Images can change 3. Change is a decision 4. Imaginal Education	Illustrate that images are who we are. The decisional dimension and educational implications.	 BEHAVIOR ACT
5 mins.	<u>What Are Adequate Images Of Humans?</u> 1. Mystery < Fear Pecination 2. Limits, possibility, life style. 3. Comprehensive, futuristic, intentional. 4. Social implications	Indicate that every educator has to decide what it means to be a human being and to make some suggestions.	 Fear Mystery Fasc. Limit Comp. Pos. Style Ext. Int.

Introduction: Where we are in course. Review timelines.
Education has to make sense out of life--out of our suffering.
What is it we need to know to live great lives?

5 mins.

Art Form: "The Prince and the Magician" from The Magus by John Fowles.

Lectures:

Time	Points	Intent	Images																									
15min	<u>What Do We Need To Know</u> 1. Curriculum symbol all of life 2. Life  practical spiral curriculum 3. Basic, psychological, relational, imaginal 4. From to tomb	To indicate that an adequate curriculum relates you to all of life for your whole life.	1. Life  2.  Skills 																									
10min	<u>Comprehensive Forms</u> 1. Conversation 2. Lecture 3. Seminar 4. Workshop	To lay out the content, function, dynamic and address of each form and to show the necessity of each one.	<table><thead><tr><th></th><th>Conv</th><th>Lec</th><th>Sem</th><th>Wks</th></tr></thead><tbody><tr><td>Cont</td><td></td><td></td><td></td><td></td></tr><tr><td>Func</td><td></td><td></td><td></td><td></td></tr><tr><td>Dyn</td><td></td><td></td><td></td><td></td></tr><tr><td>Addr</td><td></td><td></td><td></td><td></td></tr></tbody></table>		Conv	Lec	Sem	Wks	Cont					Func					Dyn					Addr				
	Conv	Lec	Sem	Wks																								
Cont																												
Func																												
Dyn																												
Addr																												
5 min	<u>Instruments Related to Life</u> 1. Sculpture & Painting-Space 2. Literature - Events 3. Dance - Forces 4. Music - Time	This is Susanne Langer's insight that different art forms relate us to different dimensions of life and that teachers need to use all the art forms.	List the 4 points																									
10min	<u>Art Form Process</u> 1. Art form method 2. Dangers of missing out steps 3. Act out knowing 4. Be comprehensive	The art form method is a life method that enables us to relate to all of life. Not a gimmick but a journey in consciousness with practical use in discipline, testing, conversations, etc.	1. Obj. "It"  2. Refl. It & Me  3. Interp. It, Me, & Everything else  4. Decision It, Me Everything toward decision 																									

Introductions: Lay out course.


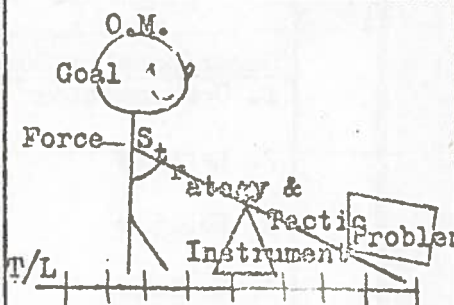
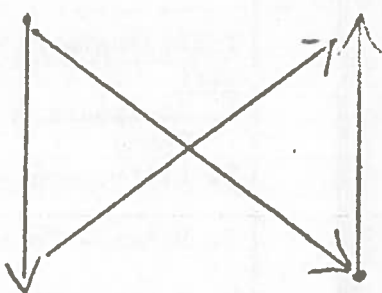
We're in the practical revolution. In the first part of this century the pioneers were thinkers, writers. In our time the pioneers are in the classroom—all of us.

5 mins.

Art Form: Happy Birthday by Dr. Seuss.

(At beginning of line "So we'll go to the top of the topmost blue space" stand on your chair and read rest of it.)

Lecture:

Time	Points	Intent	Images
5 min	<u>Human Study Method -</u> Observation 1. Life method 2. Decision-making process 3. Study method 4. Teaching method	Charting enables one to discern key issues and to study whole paper before deciding its worth, dialoguing and grounding it in own life.	A PICTURE 
15 min	<u>Human Problem Solving Method-Model Building</u> 1. Function 2. Brainstorm-Gestalt-Test 3. Battleplanning 4. Application	Ordinary people can deal with complex situations and invent solutions.	
10 min	<u>Human Journey Method-Course Construction</u> 1. Curriculum deep & wide 2. Course is rational pattern 3. Comprehensive scope 4. Applicable to particular class	To get out the image that a course is a s/c journey and we decide where we're headed.	
10 min	<u>Human Teaching Style-Class Formation</u> 1. Teacher preparation 2. Time design 3. Space plan (decor) 4. Teacher style	To highlight time, space and relationships as keys to the class's journey.	

Introduction: Lay out course.

1. In these times, I wake up angry, demanding change.
2. Also conscious that change is global dynamic and I'm glad I've the chance.

5 mins.

Art Form: Antigone by Anouilh "There had to be one man who said 'yes'."

Lecture:

Time	Points	Intent	Images
10 min	<u>Revolution & Education</u> <ol style="list-style-type: none"> 1. Key to change 2. Stalin model 3. New images/new behavior 4. Teacher as catalyst of change 	Change is dependent on a body of people who offer the grassroots new images of self and society.	
10 min	<u>New Social Vehicle</u> <ol style="list-style-type: none"> 1. Social process 2. Global vision—all the earth 3. Cultural key to change 4. 6 Urs 	It's only a global vision that gets you out of bed.	
15 min	<u>New Local Community</u> <ol style="list-style-type: none"> 1. Breakdown of community everywhere 2. 5th City—decisional city 3. Presuppositions 4. Local sign & global problems 	The potential of any local community as social demonstration to the world.	<p>5th City</p> <ol style="list-style-type: none"> 1. Delimited geography 2. All problems 3. All people 4. Depth problem 5. Symbol is the key <p>Local Sign to World</p>
5 min	<u>New Man</u> <ol style="list-style-type: none"> 1. Decisional 2. Moral 3. Free 4. Lives on edge 	Social change dependent on solitary decisions to care for the world.	<p>IRON MAN</p>

Introduction:

Import

Journey of course

How

What

WHO?

Despair over losing.
Despair over winning.
Everyone has their 3 good reasons why it's impossible.
What's yours?

Situation
5 mins.

Art Form: Kazantzakis: "Burn your houses..."

Lecture:

Time	Points	Intent	Images
10 min	<u>The Teacher</u> 1. Detached 2. One thrust 3. Engaged 4. Global	Question of resolve to do what is necessary.	<p>Global → Struct Reform</p> <p>Grassroots</p> <p>Detached One Thrust Engaged</p>
20 min	<u>The Collegiality</u> 1. Corporate power 2. Task new images new models 3. Nurture symbol study 4. Discipline resolve	Describe the power of a task-oriented covenanted group.	<p>Symbols</p> <p>New Images</p> <p>Nurture Discipline Action</p> <p>Study</p> <p>New Models B/P</p>
5 min	<u>Structural Arena - School</u> 1. Identify self with structure 2. Work where access - classroom 3. Honour first 4. Then demand change tactically	Requirements of obedience and honour to work for change within a social structure.	<p>Pupils</p> <p>HONOUR LOCAL SCHOOL DEMAND</p> <p>Staff Community</p>
5 min	<u>Sustaining Movemental Network</u> 1. Trans-estab stance 2. Continuing training 3. Data interchange 4. Encourage - celebration	A network of trans-estab colleagues sustains and encourages us to do the vision.	<p>Establishment</p> <p>Dis-establishment Trans-</p>

Intro.

5
mins.

Lectures: In this course, lectures are not most important part; workshops are heart of course. Lecture merely gives us a common context for our brooding.

Workshops: work by getting out wisdom of group. Everyone has insights to contribute.

Method:

1. Brainstorm - write down, get it on board
2. Gestalt - Take list of what everybody knows, find images, relationships, patterns.

Assignment

20
mins.

1. List 16 things your school is intending to do.
 - a) 4 from your perspective
 - b) 4 from teacher/administrator perspective
 - c) 4 from student perspective
 - d) 4 from community perspective
2. List 4 concrete images of your school (one from each perspective).
3. List 4 ways the world is impinging on your school.
4. List 4 ways your school responds to the impingement.




Procedure

50
min.

1. Do No. 2 above orally. Get out 5 or 6 images. (5 min.)
2. Put up No. 1 (a, b, c, d - 4 columns, $\frac{1}{2}$ blackboard) Gestalt each column with holding image (phrase). (10 min.)
3. Put up No. 3. (15 min.)
4. Put up No. 4. (10 min.)
5. Relate No. 1 to No. 4 (intends to doing).
Relate No. 3 to No. 4.
Relate them to all. (10-15 min.)

School Intending				World Impinging	Response
You	Tchr./Ad.	Students	Comnty.		
(Images - - - - -)					

When you know where you are then you can say where you need to go.
The man who can name the contradiction has the possibility to change the future.
The crisis is not the problem.

Intro. 20 mins.	<div>1. Hand out Life  's. way of organising or by subjects.</div> <div>2. Establish groups of   3-10 to work on a discipline. (Teachers in junior schools need to choose a particular discipline within a given age group.)</div> <div>3. Corporately brainstorm the component parts of a discipline as a demonstration.</div> <div>4. It <u>is</u> possible to plan for a year using life questions.</div>																																																				
Assignment 60 mins.	<div>1. Move into groups. Brainstorm component parts of your discipline and gestalt down to 3. (5 min.)</div> <div>2. Brainstorm the Life Questions that your discipline addresses. Gestalt down to 3. (30 min.)</div> <div>3. Construct a one-year curriculum over 12 months with 3 terms for the sake of a common exercise. Relate tools, content, to life question. (25 min.)</div> <div>Note: A life question or existential address is discovered by asking "What human need demanded the invention of your discipline?" Example: Math - counting - How do I keep track of my belongings or of time? Or measuring - How far to go? How long will it take? Will we reach the river before our water is gone? Story: Geometry was invented by the Egyptians as a way to re-establish boundaries after the annual flood of the Nile River.</div>																																																				
Procedure 20-30 mins.	<table><tr><td>Life Question</td><td colspan="12"></td></tr><tr><td>Content</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Tools</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Month</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr></table> <div>Get curricula up. Push for clarity with emphasis on life question - its relationship to content and tools.</div>	Life Question													Content													Tools													Month	1	2	3	4	5	6	7	8	9	10	11	12
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<p>Intro.</p> <p>5 mins.</p>	<ol style="list-style-type: none"> 1. Charting is a human study method, not a gimmick. 2. Allows one to be changed. 3. There are no secrets. It is necessary to struggle to articulate all corporate wisdom. 4. You are charting the mind of the author, looking for structure.
<p>Work Chart Breaks</p> <p>15 mins.</p>	<p>As in mathematics, show all the steps to make it as clear as possible. Get cut <u>first two words</u> in each paragraph plus <u>one key word</u>. Discern breaks as you go along. (What's he doing here?)</p>
<p>Gestalt Holding Chart</p> <p>15 mins.</p>	<p>Draw lines. Content or topical content titles for sections. Gimmick - Word "image" in each section title.</p>
<p>Work Chart Sections Internl. Rel.</p> <p>10 mins.</p>	<p>Chart each section as a whole (as though it were the only thing that existed). (What's this section, paragraph, here for?)</p>
<p>Sections Content</p> <p>20 mins.</p>	<p>What's this about (Grounding - light)? (Do 1st fact and focus on the 2nd.)</p>
<p>Key Paragraph (usually # 18)</p> <p>10 mins.</p>	<p>Choose key. Chart - breaks - <u>structure</u>.</p>
<p>Gestalt Sentences</p> <p>10 mins.</p>	<p>In your own words, What is he saying in this section? Write one sentence for whole paper.</p>
<p>Self- Conscious Reflections Questions</p> <p>30 mins.</p>	<p>The last 30 mins. are for the group to talk about the implications of the paper for education. What advice is he giving teachers? Deal with the issue of designing and sending messages. Everyone sends messages - the question is deciding what messages are necessary?</p>

IMAGE AS A KEY TO CHANGE

Dynamics of Message & Images															Dynamics of Image & Value							His Epistemol- ogy				
Behavior Depends on Images					How Messages Influence Images										Value Screens Guard Images				Reception of Images							
Content	Time	Relations	Nature	Attributes	Knowledge	Messages Change Edge Images	4 Effects of Message on Image								Value System		Internal Consistny									
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27

- 3 min. each on separate sheets.
Collect in separate stacks & sort

(30 mins.)

Use Call to Area as send-out

LOCAL SCHOOL BATTLEPLAN

Intro.

1. All of us sense need to care for world = vocation or "What DO I?" is a question that is being asked.
2. Maybe the way we answer it is by intentional model building.
3. Divide into groups by schools or types of schools (primary, comprehensive, etc.)

10
mins.

Assignment

As groups:

1. List 25 concrete problems in your school.
2. Gestalt to 5.
3. Flip to goals.
4. 2 strategies each goal.
5. 2 tactics each strategy.
6. Put tactics on 1 yr. timeline.

60-75
mins.

Each group report battleplan on blackboards or butcher paper.

Procedure

Problems	Goals	Strategies	Tactics by Quarter			

The pushing after battleplans are up must include reflection on the model building methodology (while BP is going up) and clarity on the BP itself.

20-30
mins.