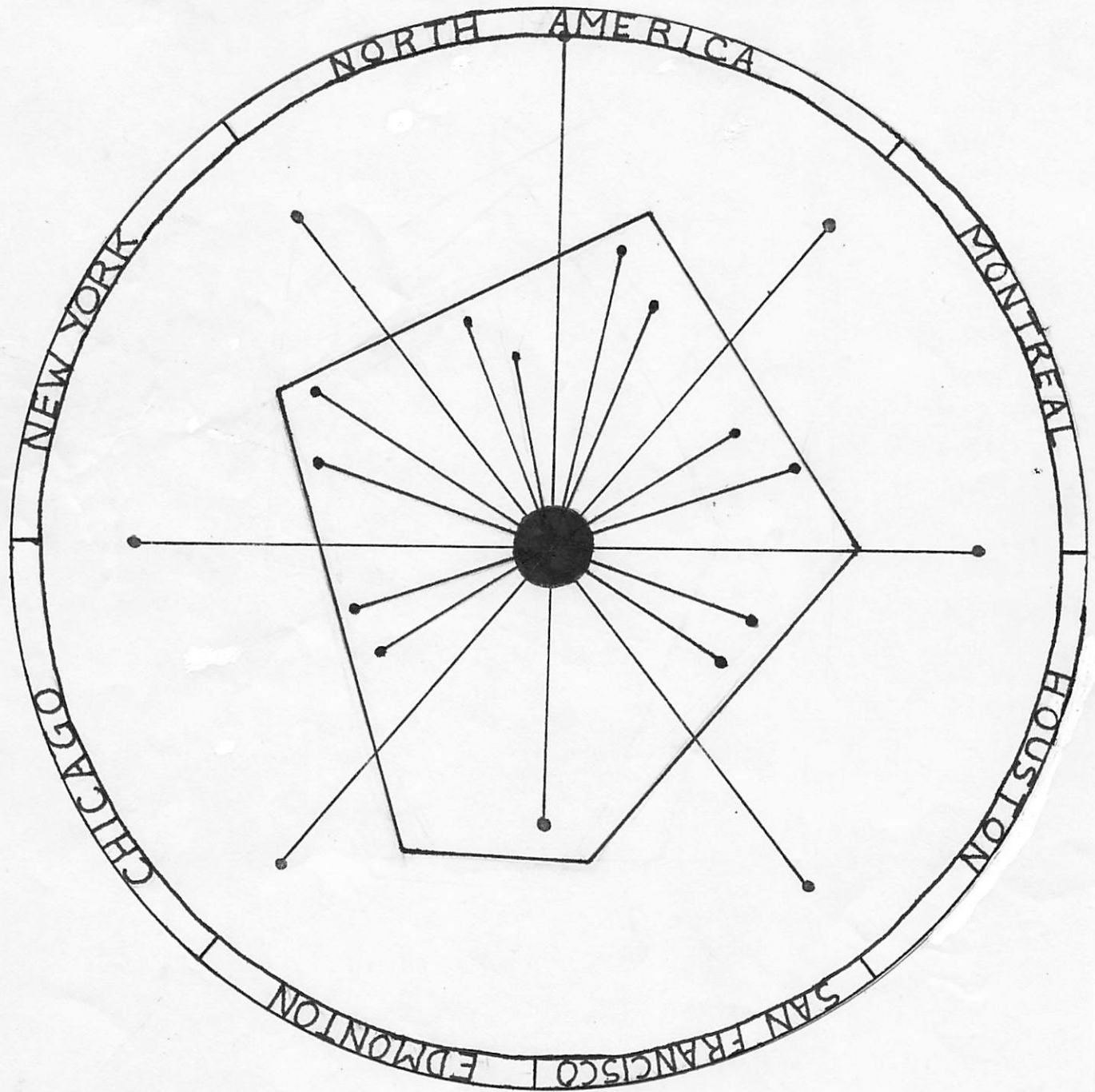


NORTH AMERICAN
HIGH SCHOOL
CLUSTER MODEL



NORTH AMERICAN HIGH SCHOOL CLUSTER MODEL

The intent of the North American Phase I cluster model is to intentionalize effective educational training and care structures. It has always been a question of the order of how you practically care for Junior and Senior High School students. Four years ago we brought forth, and are still experimenting with, the Student House program. It has proved to be a very positive and highly effective program in terms of building one's corporate consciousness, self integrity and future focus.

We now need to birth a new program where Phase I's potential will be tapped and plugged into history. The cluster model is a strategic way of doing this, where every student is physically and imaginably cared for, in every way, by his peers. It will give us a chance to practically engage our corporateness and creativity into the three campaigns of the global mission.

POLITYHOUSE/CLUSTER RELATIONS

In the past, it has been the tendency of Phase I students to be engaged in only mission, study, or nothing at all. Through the concept of the cluster model, we hope to build a helpful tension between mission and study. It is our intent that the cluster model facilitate the student's participation in order events while enhancing the student's journey through Phase I. Our hope is for the priorship and members of the cluster to decide on the most appropriate form of engagement for that cluster.

INTER-CLUSTER RELATIONS

Within the cluster, there will be a prior designated who will see himself responsible for keeping the team dynamic going in the midst of the house as well as taking responsibility for such things as reporting to other clusters and the Phase I post. The cluster will also be responsible for holding individual accountability and dealing with the care and individual spirit journey of each member.

ACCOUNTABILITY/REPORTING

In order to stress the importance of both house life and study life, the students will see themselves as being accountable to the whole house in both arenas. This will allow each student, as well as the rest of the house, to see what he is doing as being an important part of all that is going on. As well, in order to see themselves as part of a network, the cluster will be r

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as the rest of the house, to see what he is doing as being an important part of all that is going on. As well, in order to see themselves as part of a network, the cluster will be responsible for reporting to the other clusters what they have been doing in different arenas.

ASSIGNMENTS

While it is the hope that all members of the cluster work corporately, one person from each cluster must be symbolically assigned to deal with priorship issues, ie. accountability to house and academic engagement. Although the decisions of the cluster prior will be honored, it is the responsibility of the house prior to make all final decisions. The level of engagement in symbolic assignments i.e. priest, rabbi, Daily Office, etc., will be discussed corporately among the cluster members and then evaluated by the house priorship. To emphasise the cluster as an integral part of the house, students should be assigned to house enablement teams along with other members of the house.

IMAGINAL EXPLOSIONSSPIRIT LIFE

The maintaining of celebrative and discontinuous events is crucial to the ongoing spirit life of a Religious House. Both corporate celebrations with the total house and those among the cluster will help to bring this about. Occasional weekend trips or special events such as concerts would fall in this arena as well as participation in quarterly and special celebrations of the house.

SYMBOLIC LIFE

In the arena of symbolic life, it is necessary to create rituals, songs, and decor which will symbolize the team dynamic within the cluster, but would be common with other clusters. These songs and rituals would be used at cluster meetings, celebrations and other gatherings and the decor would be displayed in corporate space designated for the cluster.

SPACE

In the arena of imaginal explosion we submit that a space be designated for study and social life of the cluster. In these rooms, there will be the decor of Phase I and our symbol. We recommend that we have a room to study in so that Phase I will have the opportunity

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to take academic life seriously.

VENTURE '21

The Venture '21 course will be for the most part enabled and backed up by students in Religious Houses. Because of the number of troops it will be essential for the Phase I of the order to be trained in workshop leadership. We also will be responsible to see that recruitment and set-up is done. After the course is finished we will relay our insights back to Chicago so that appropriate modifications can be made.

HOUSE STRUCTURESTIME DESIGNS

We have found that a daily time design as well as a weekly one would allow students to participate in the house, mission, and school life. A quarterly design will motivate meetings with clusters of other houses for special events.

EXTERNAL LIFE

The cluster model intends to allow students to participate in the external mission of the order. Working as a team will enable students to develop a new role and to engage in Town Meeting set-up, GSD programs, and other areas of external life such as Area Councils and maneuvers.

INTERNAL LIFE

High School students are capable of assuming responsibility for the necessary functions of a Religious House, such as food or finances. The clustered students will be able to carry major responsibility in the house in these arenas, both to develop their own skills and release adults for the external mission. The function of these clusters is to train the youth in terms of skills and responsibility and is not envisioned as an enablement task force.

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PRACTICAL CAREPERSONAL CARE

One emphasis of the cluster model is to be concentrated on personal care, especially in the arena of hygiene and dress. The sophisticated style of the "new" student will enable him to operate adequately in any surrounding. For those students who have difficulty with this sophisticated style, it becomes the responsibility of the other cluster members to enable that student. Not only his appearance but also each individual's space is to be cared for. Upon arrival at each location, medical services and guardianship papers need to be attended to. Each student cares for himself and others.

STUDY

Since education has been designated as a major focus of the cluster model, it is important that study issues are seen as priority. Study time designs are to be created corporately to allow ample time for school work, but in co-ordination with house events. Study habits are to be looked at and movement methods applied where and if they can be helpful. Accountability is to be held among cluster members to see that assignments are completed and help available to those students who need it.

FINANCES

The students in each cluster will participate in their financial sustenance in relationship to their academic and spirit needs. Coinciding with their cluster sustenance, which includes such things as transportation, supplies, and celebration, they will also contribute to the house support. We suggest the employment of those eligible students. They need to create a budget, whereby it is decided the extent of the participation in house support, cluster sustenance and personal earnings. Along with financial earnings, the cluster can involve itself in developing an inkind model for both their special events and the daily life of the house. A common model is presently being worked on.

SOCIAL ENGAGEMENT

One of the most controversial issues in Religious Houses among youth and priors is in the arena of social activities. A time design needs to be consensed on by all members of the house relating to such items as curfew and extra curricular activities at school. It should

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be understood that students are accountable to the house-to the established model, but at the same time it is necessary that a certain block of time be allocated for social engagement outside of the Religious House.

The year 1977-1978 will be the beginning of an experiment in further training and engagement of the order High School students. This is a unique opportunity to demonstrate to the world what it means to engage Phase I creatively in the missional task.