



ONE CORPORATE THRUST
FOR THE WORLD

**1982 CONTINENTAL
YOUTH SYMPOSIUM**

PROCEDURES
KANSAS CITY, MISSOURI
FEBRUARY 12-15, 1982

THE CONTINENTAL YOUTH SYMPOSIUM PROCEDURES

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THE JOURNEY OF THE PRESENT DECADE

SERIES I

THE WALL OF WONDER

TALK
THE WAVE OF THE FUTURE

TOUR
THE CITY: LEARNING LAB

LOCAL VIDEO PLUS

WORKSHOP
PRESENT JOURNEY STANDPOINT

WORKSHOP
THE EDUCATION CHALLENGE

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THE GLOBAL TRENDS
1

THE VOCATED LIFE
2

THE TOUR REFLECTION
3

THE CELEBRATION ANTICIPATION
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THE VOCATIONAL JOURNEY
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WORKSHOP

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TALK:
THE JOURNEY OF CARE

WORKSHOP

THE REGIONAL TEAM

THE CELEBRATION OF THE REGIONS

TALK
THE DESTINAL IMPLICATIONS

THE GLOBAL COMMISSIONING

THE JOURNEY TOWARD THE NEW CENTURY

CONTINENTAL
YOUTH SYMPOSIUM
KANSAS CITY, MO

SYMPOSIUM
TIME FLOW

FEBRUARY 12-15
1982

SERIES I: THE JOURNEY OF THE PRESENT DECADE

SERIES TITLE	DAY	SERIES COMPONENT	TIME
	FRIDAY	REGISTRATION: HORS D' OEUVRES	5:00
		DINNER DIALOGUE: THE GLOBAL TRENDS	7:00 7:30
		BREAK	8:00
		WORKSHOP: WALL OF WONDER	8:30
		INFORMAL GATHERING	10:00
	SATURDAY	BREAKFAST DIALOGUE: THE VOCATED LIFE	7:00
		BREAK	8:00
		TALK: THE WAVE OF THE FUTURE	8:30
		WORKSHOP: PRESENT JOURNEY STANDPOINT	9:00
		TOUR: THE CITY: LEARNING LAB	11:00
LUNCH ON THE ROAD			
WORKSHOP: THE EDUCATION CHALLENGE		3:00	
THE LOCAL DRAMA: DINNER: ARTFORM: INFORMAL GATHERING	6:00 7:00 7:45		

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SERIES TITLE	DAY	SERIES COMPONENT	TIME
SERIES II: THE JOURNEY TOWARD THE NEW CENTURY	SUNDAY	BREAKFAST DIALOGUE: THE VOCATIONAL JOURNEY BREAK TALK: THE JOURNEY OF CARE WORKSHOP: EDUCATION AS LIFE JOURNEY BREAK	7:00 7:30 8:00 8:30 9:00 12:00
		LUNCH DIALOGUE: THE JOURNEY TURNING POINTS BREAK WORKSHOP: THE REGIONAL TEAM BREAK	12:30 1:00 1:30 2:00 5:00
		THE CELEBRATION OF THE REGIONS LIGHT SUPPER: THE CONTEXT THE REGIONAL FEAST REGIONAL ENTERTAINMENT INFORMAL GATHERING AND CLEAN UP	5:30 8:00 9:00 10:00
		THE GLOBAL COMMISSIONING BREAKFAST DIALOGUE: THE SYMPOSIUM EVALUATION TALK: THE DESTINAL IMPLICATIONS COMMISSIONING RITE SEND-OUT FACILITY RESET	7:00 7:30 8:00 8:30 8:45 9:00

II A

II B

II C

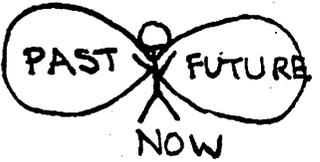
II D

WALL OF WONDER

FEBRUARY 12-15
1982

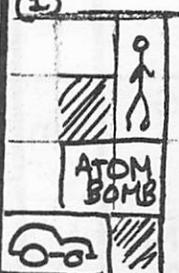
RATIONAL OBJECTIVE: TO PRESENT AN OVERVIEW OF THE PAST FOUR DECADES AND YOUTH'S ROLES IN DETERMINING THE DIRECTIONS OF SOCIETY.

EXISTENTIAL AIM: TO EXPERIENCE THE AWE THAT YOUTH ARE CREATING HISTORY AND TO STRUGGLE WITH THE LIFE QUESTIONS THIS RAISES FOR ME.

PRELUDE	MOVEMENTS			POSTLUDE
	I	II	III	
CONTEXT	RESEARCH ACTIVITY	ARTFORM CREATION	TEAM REPORT CREATION	PRESENTATION
<p>1. SING A SONG.</p>  <p>2. CONTEXT OF REVOLUTIONARY PERSON: ONLY SEE INTO FUTURE AS FAR AS LOOK INTO PAST.</p> <p>3. OVERALL IMAGE OF WORKSHOP</p>	<p>1. BREAK INTO 4 GROUPS</p> <p>2. EXPLAIN THE RESEARCH SCREEN</p> <p>3. LOCATE MATERIAL</p>	<p>1. PUTTING THE PIECES TOGETHER</p> <p>2. GLUE PICTURES</p> <p>3. OUTLINE THE MODULES</p>	<p>1. ARTFORM CONVERSATION</p> <p>2. NAME THE DECADE</p> <p>3. APPOINT REPORTER</p>	<p>1. SING A SONG</p> <p>2. TEAM REPORTS</p> <p>3. SPIRIT CONVERSATION</p>
5	25	30	10	20

KANSAS CITY, MO

SECTION	TIME	PRELUDE: CONTEXT	HINTS
SONG	5 min.	1. Sing a song.	WHOLE GROUP Board Image: Walk over to panels so can describe product a little.
CONTEXT	2 min	2. In this Symposium we will be looking at: -The journey of the present decade -The journey toward the new century -Youth's participation and role in history Humans only see into the future as far as they can look into the past -- so in this session, we are going to look at the last four decades and create a Wall of Wonder.	
OVERALL IMAGE OF WORKSHOP	3 min	3. We are going to use a collection of magazines and books to locate pictures, news events, etc. that typify each of the decades. The product of our workshop will be a panel for each decade with different size pictures and short phrases that describe each decade. We will be looking for data in four general categories: events, style, technology, and education.	
		MOVEMENT I: RESEARCH ACTIVITY	BY TEAM
BREAK INTO TEAMS	5 min	1. Get out your team assignment sheet. We will work by teams for the Symposium workshops. Let us now divide into the four teams by location (team I, II, III, IV). Introduce their workshop leader. Assign the team its decade.	I - '40s II - '50s III - '60s IV - '70s
EXPLAIN RESEARCH SCREEN	5 min.	2. We are going to be scanning materials for items that best represent the decade. <i>They may be a picture, a quote or short phrase that describes an event or item.</i> HAND OUT THE RESEARCH SCREEN <i>This screen is just an aid for jogging your mind to find relevant material.</i> - What are the four categories listed? - As you look at the examples which one surprises you? - Is there a category left out? (Add other categories the group suggests) The item you pick will need to fill at least one square on your decade panel. However an item can fill more than one	Panels already gridded with equal squares

SECTION	TIME	MOVEMENT I: RESEARCH ACTIVITY	HINTS	
EXPLAIN RESEARCH SCREEN (cont)		square, but it must fill the whole space so we have an <u>intentional artform</u> at the end.		
LOCATE MATERIAL	15 min	<p>3. As you find an item, either</p> <ul style="list-style-type: none"> - Cut it to size by using a template - Or copy the news event on precut squares in BIG BOLD LETTERS so they can be seen from a distance. example: <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>JFK IS SHOT</td></tr></table> - A picture can cover 1, 2, 3 or 4 squares - Quotes can also fill one or more squares - A few squares can be filled with solid colors as accent marks 	JFK IS SHOT	Materials: decade box with materials razor blades cardboard templates size of one square
JFK IS SHOT				
		MOVEMENT II: ARTFORM CREATION	TEAM	
PUTTING THE PIECES TOGETHER	10 min	1. Begin arranging pictures, quotes and news events on panel.	<p>ex. (3)</p> 	
GLUE PICTURES	10 min	2. Using rubber cement, put a thin layer on back of picture and glue in place on panel.		
OUTLINE MODULES	10 min	<p>3. When the items are all in place. Outline all the various squares with 1/2 inch black tape so that each space is bordered.</p> <p>[NOTE] If time runs short, go to next step and assign 2 or 3 people to finish taping at the end of workshop session.</p>		
		MOVEMENT III: TEAM REPORT	TEAM	
ARTFORM CONVERSATION	5 min	<p>1. Place panel at front of team space. Hold a short artform using these questions.</p> <ul style="list-style-type: none"> - What objects do you see? - What quotes or news events stand out for you? - What's the most unusual item up there - What's the most familiar - What is hardest to identify? 		

WORKSHOP I A: WALL OF WONDER

KANSAS CITY, MO

1982

SECTION	TIME	POSTLUDE : PRESENTATION	
		<p>- What is the <u>new</u> style (or mode of being we are creating for the future?</p> <p>- Write down the year when you will be 65 _____</p> <p>Now picture yourself sitting in front of a fireplace (or whatever source of heat available then) with a group of 14-18 years olds asking questions about the last part of the 20th Century. What will you tell them you were doing?</p> <p>- This has been quite an evening As other people arrive, what are you going to tell them we did tonight?</p> <p>Are there any announcements?</p> <p>Send out:</p> <p>Leader: These are the times Community: We are the people Leader: One corporate thrust for the world Community: Be it so</p>	

<p>WORLD EVENTS</p>	<p>Elections New countries World crisis - OPEC, famine World figures: Economic - Henry Ford Political - ex. F.D. Roosevelt, Indira Gandhi Cultural - ex. John Lennon Athletes - ex. Sonja Henie 40s, Bruce Jenner Newsmakers</p>
<p>CURRENT STYLES</p>	<p>Books, magazine, cartoon strip Images - T-shirts, buttons, posters, Key photos Clothing - "Uniforms" - alligator shirts Home/environment - fuel used, appliances, etc Entertainment - Movies, TV, Musicals, plays Music - top tunes, kinds of instrument Food gyros, pizzas Fast-foods Changing roles - male steward</p>
<p>EDUCATION TRENDS</p>	<p>News events: Little Rock school integration, Marva Collins in Chicago What were new courses offered. New ways of doing things that broke through in each age - open classroom, role playing What was most important thing people had to learn out of past? New educational tool, tools no longer used slide rule, computers, TV</p>
<p>TECHNOLOGICAL ADVANCES</p>	<p>Outer space - ex. Sputnik Under sea Transportation New products ex. computer chip Communication & satellite Medicine - penicillin, test tube.</p>

WHAT OTHER CATEGORIES WOULD YOU ADD?

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THE WAVE OF THE FUTURE

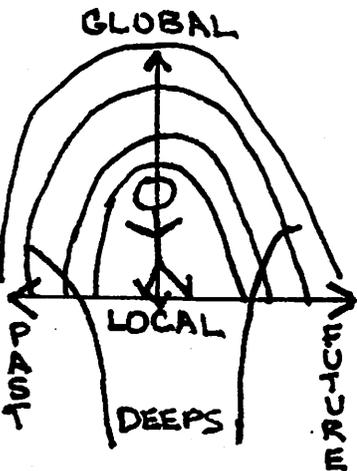
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THE TIMES AND THE REVOLUTIONS		THE JOURNEY OF THE MOVEMENT		THE JOURNEY OF PHASE I EXPERIMENT		THE CRITICAL EDGE OF THE DECADE	
POST IMAGES OF THE CULTURAL REVOLUTION	IN THE GAP	CFLC: UNIVERSITY ROOTS	BEGINNING IN EDUCATION	FIRST PRESIDUM AND BEFORE	UNIVERSITY HOUSE(WESTSIDE)	CURRENT GLOBAL ISSUES	THE EMPLOYMENT ECONOMY
	THE GREAT TRANSITION		EXPERIMENT WITH NEW METHODS		PSI - 5TH CITY AND CAMPS		WORLD HUNGER
	MUTATION OF CONSCIOUSNESS		EXPERIMENTAL CURRICULUM		UNIVERSITY GUILD		RESOURCES AND ENERGY
	THIRD WAVE		UNIVERSITY EXPERIMENT PROF. + STUD.		NINS-CONVOY 1981 SUMMER PRG. UNIV. STUDENT		WORLD PEACE STRUCTURE
THE SEVEN REVOLUTIONS GLOBAL TREND	MULTI-NATIONAL + EDUCATION	E.I. CHICAGO FOUNDATN	W.C.C. MEETING	PHASE I PROGRAM FORMATION	STUDENT HOUSE	THE AMERICAS CHALLENGE	NEW STRUCTURES (LOCAL RESPONSIB.)
	3RD WORLD AND MINORITIES		MOVE TO EVANSTON		HDP DEPLOYM'T EXPERIMENT		NEW VALUES (ETHICAL SCREEN)
	YOUTH AND WOMEN		MOVE TO 5TH CITY		ISENON NORTH AM TO AMERICA		NETWORK BUILDING
	LOCAL COMMUNITY		ACADEMY COMPREH. CURR.		YOUTH ASSIGNED TO TROIKA		SIGNIFICANT ENGAGEMENT
EMERGENCE OF A NEW GLOBAL IMAGE	END OF TRANSITION PERIOD	GLOBAL EXPANSION	'68 - RELIGIOUS HOUSES	PHASE I SOCIAL IMPACTS	JOURNEY OF PHASE I	YOUTH EDUCATION INTERFACE	? OF VOCATION
	NEW IMAGE OF POWER (MANY CENTERS)		'69 - FIRST ITI		CYF CONSTRUCT		? OF RELEVANT EDUCATION
	NEW IMAGES OF CHANGE FROM A TO B TO A (BETWEEN)		LCX		CYF TREKS		? OF EDUCATION FOR VOCATION
	NEW IMAGE OF CONTEXT: EVERY PART THE WHOLE		H.D. LABS		YOUTH CLUSTER EXPERIMENT		BEING IN CHARGE OF OWN EDUCATION
THE NEW EDGE OF THE REVOLUTIONS	WOMEN: IDENTITY TO SOCIAL RESPONSIBILITY	TURN TO WORLD	87H SOCIAL PROCESS + LENS	THE FOURTH CONTINENTAL SYMPOSIUM	NETWORK OF CARE	THE SYMPOSIUM IMAGE	NOW-NESS
	3RD WORLD: ACTIVE POLITICAL POWER MUST BE DEALT WITH		GCF CAMPAIGN + IMPACT ARSENAL		THE REGIONAL TEAM		PAST FUTURE
	LOCAL COMM. MOVE W/O GOVT - THEN PUSH INFRASTRUCT.		HDP BAND		THE INTENTIONAL LABORATORY		GLOBAL LOCAL
	YOUTH/EDUCAT'N INTERFACE		REPLICATION / CLUSTER EXPANSION		THE FOCUS OF THE 80'S		THE SPIRIT DEEPS

p. 11

RATIONAL OBJECTIVE: TO STATE THE BREADTH AND DEPTH OF ONE'S CONCERN FOR HISTORY AND CREATE A PRACTICAL SCREEN FOR STANDING PRESENT TO CARE.

EXISTENTIAL AIM: TO EXPERIENCE SOBER SURPRISE OVER THE INCLUSIVE-NESS OF ONE'S CARE AND TO DECIDE TO RELATE TO THIS CARE AS GIFT.

PRE	MOVEMENTS			POST
	I	II	III	
CONTEXT	1980-2020 CONVERSATION	TEAM CONCERNS BROODING	BUILDING THE ARTFORM SCREEN	TEAM REFLECTION
	<p>1. <u>REVIEW</u> FRIDAY EVENING'S INSIGHTS.</p> <p>2. <u>GAME:</u> WRITE HISTORY OF 1980-2020.</p> <p>3. WHAT WAS YOUR <u>ROLE?</u> WHAT WERE YOU <u>DOING?</u></p>	<p>1. <u>BREAK INTO 4 TEAMS.</u></p> <p>2. PASS OUT <u>CARDS AND POST QUESTIONS.</u></p> <p>3. <u>INDIVIDUAL CARD FILLING OUT.</u></p>	<p>1. <u>PLOTTING EXERCISE.</u></p> <p>2. <u>CONVERSATION ON CLUSTERS.</u></p> <p>3. <u>NAMING CONCERNS IMPACT.</u></p>	<p><u>ARTFORM SPIRIT CONVERSATION</u></p>
10	20	20	50	5

SECTION	time	PRELUDE - CONTEXT	hints
THE CONTEXT		<p>In our time people have struggled deeply with just what is a responsible stance. Last night we looked at one dimension of this--namely; our relationship to history itself--an affirmation of that which brought us to this moment. Today we're going to look at the future and the relation to the globe and our own local situation. The key to all of this is the relation we take to the deeps of our own journey as human beings.</p> <p>In this workshop we're going to talk about the future and our concerns as a group about the world.</p>	
		<p>MOVEMENT I: 1980-2020 CONVERSATION</p>	
TRENDS REVIEW FUTURE GAME		<ol style="list-style-type: none"> Pass out a typed copy of the insights on the trends from last night's conversation. <ul style="list-style-type: none"> *have one person read the list. *as you look at this, is there anything you'd like to add as a clear trend of the future? <u>Now let's play a game:</u> Get into a time machine and push the button that takes you to the year 2020. You are a historian and have been assigned to write a brief history of the key events which occurred between 1980 and 2020. What would you write about? Which decade? <ul style="list-style-type: none"> *what were the key world events? *what were the key technological breakthroughs?/ communication modes?/ etc. *what was the most important shift in style? *what were the revolutionary things that happened in education? <p>(NOTE: have several scribes take notes on colored cards and post on the future timeline)</p> What title would you give this picture (i.e. the whole timeline)? <u>Quick reflection:</u> Standing in the year 2020 what was your role in bringing this to be?/what was your unique role/contribution? (NOTE: invite teams to continue to add items to the timeline throughout the Symposium). 	<p>whole symposium group</p> <p><u>MATERIALS:</u> colored cards & markers & tape loops</p>

Kansas City, Missouri

SECTION	time	MOVEMENT II -- TEAM CONCERNS BROODING	hints
TEAM		<p>1. Let us now break into our workshop groups. Pass out the team assignment sheets. These will be our workshop groups for the rest of the Symposium. We will be looking together at our concerns for our times.</p>	NOTE: if anyone is not on the team list, come to the coordination office.
CONTEXT		<p>2. <u>Team context</u>: Our task this morning is to talk together about our concerns as youth in this decade and century, and to begin to see through these to the action called for.</p>	
CONCERNS		<p>3. Pass out five strips and marking pens to each person--have each number the cards from 1-5.</p> <p>4. Now post a piece of paper with the following questions on them. Each person is to write their response to question #1 on strip #1, etc. Please write your answers large in big bold letter in as few words as possible.</p>	MATERIALS: strips of paper about 1 x 8½ inches
QUESTIONS		<p>question 1: What is one of your deep concerns today that was not one of your parent's concerns when they were your age?</p> <p>question 2: In the year 2035 what will be the biggest issue you're struggling with?</p> <p>question 3: You're sitting with a group of friends in Shakey's Pizza Hut and you're talking about what worries you most about the next 10 years--what's one key thing you're discussing?</p> <p>question 4: What is one deep concern of yours that was also concerned your parents when they were your age?</p> <p>question 5: Finish this sentence "If _____ isn't dealt with, the world will go to hell."</p>	
FILLING OUT THE SLIPS		<p>5. Now give the group time to work on filling out their slips of paper--(about 5 minutes)--push them to be honest and to write down the first serious thing that pops into their mind.</p>	Post the large comprehensiveness chart during this time.

SECTION	Time	MOVEMENT III -- BUILDING THE ARTFORM SCREEN	hints
		<ol style="list-style-type: none"> 1. We are now going to plot these slips on the comprehensive brooding screen. Pass out printed comprehensiveness screens for each to take notes on. 2. <u>Context the Screen.</u> This is a tool for beginning to locate the key arenas of our concerns as a group. These titles are only to help us stand presnet to the comprehensiveness of our concerns--later we will re-name each box with your titles. 3. <u>Context the Plotting Process:</u> We're going to look at our slips and intuitively place them in these boxes. Now you've only got 5 slips and there are 10 boxes--but don't decide now where to put them--wait till I ask you then give me your cards. 4. Now look at your cards and give me any that come to you as "Someday I'm going to spend some time working on this." Tape these on the wall chart--encourage group to take notes on their individual charts. 5. Bounce around the chart to different kinds of boxes using the same procedure as above. (Suggested order IX, V, VII, VI, II, X, III, VIII, IV.) 6. Have any new concerns emerged for you in any of the arenas as you've heard us talking? If so make out a slip and we'll put it up here. 7. Now look at each box--read the swirl of concerns to the group and ask how we would title the <u>impact</u> these have you on (NOTE: this is <u>not</u> a gestalt category which names the data but a name of <u>the way the swirl of concerns address you or what kid of concerns are these.</u>) EXAMPLE: "long-range things to figure out" --Write this title in the space at the top of the box (Proceed as before to each of the other boxes).. 	<p>MATERIALS: Large chart on wall.</p> <p>Have tape loops ready, or have some make them as you proceed.</p>
		<p style="text-align: center;">POSTLUDE -- TEAM REFLECTION</p> <p>Context: Now step back for the exercise we've just been through and let's talk about what happened.</p> <ol style="list-style-type: none"> 1. What did we do? 2. Which was most fun? / hardest? / surprising to you (or unexpected)? 3. Where did you find yourself thinking about some new things? 	

Kansas City, Missouri

SECTION	time	PRELUDE (continued)	hints
		<p>4. Why is it important to take time to do this kind of brooding?</p> <p>5. How could you use this screen?</p> <p>6. How would you use the <u>method</u> of creating the screen?</p> <p><u>Announcements:</u> Point out the enablement assignments</p> <p><u>Send-out</u> the group to prepare for the next section.</p> <p><u>Closing Ritual:</u></p> <p>Leader: "These are the times." Community: "We are the people." Leader: "One corporate thrust for the world" Community: "Be it so!"</p>	

OPENING CONVERSATION RESPONSES

Kansas City, Missouri

ISSUES:

El Salvador
Assassination attempt on Pope & President
Kidnapping of Dozier
Drug bust in Monarch Park Secondary School
Martial law in Poland
Royal Wedding (2)
49 ers won the Superbowl
Plane crash in Washington
Assassination of Anwar Sadat (2)
Plane Crash
Parade for 49 ers
Air controllers strike
Drug traffic in Florida
Plane crash in Japan
Rape of woman by 30 men
Expected Royal Baby
Minister killed
Murder of black kids in Atlanta
Election of Reagan
70 people died in India
22 inches of snow in St. Louis
killing of 4 policemen in Chicago

TRENDS IN THE POLITICAL

Shift in Democratic Party from majority,
to complainers
People try to assassinate authorities
instead of finding a better way...
Loss of man who preached through music,
John Lennon

DIRECTIONS IN EDUCATION

Declining standards in college & university,
problems with tenure contracts
Uncertainty in college, university, due to
funding cutbacks
Target for spending cuts, abolish depts.
of education at state & federal levels

DIRECTIONS IN TECHNOLOGY

Columbia space shuttle - 10 more in 10 yrs.
to get us out of here
Advancement in nuclear arms; how far does it
need to go? (present amt. kills us 50x)
Mehtodist vs Baptist -uniting vs anti-Christ

WHERE PRESENT A PERSONAL CHALLENGE?

I want university study; I only have one
chance, yet \$ and future are shaky -
Where should I go to school?
How do we defend access to information? i.e.
stop book censoring?
Cops shot in Chicago; I live there; what does
this mean for me as I walk in the streets - who do I give my life for???

MOVIES

Modern Problems
Arthur
On Golden Pond (2)
Reds
Taps
Heavy Metal
Raiders of the Lost Ark
Absence of Malice
Night Crossing
The Prince
The Silent Running
The Heartland

BOOKS

The 3rd Wave (2)
The Outsider
Revelations (Bible)
A Woman of Substance
Much Ado About Nothing
The World Challenge(3)
The Sand Pebbles
The Bourne Identity
Covenant
The Mote in God's Eye
Mother Night
In Search of Man Alive
The Scarlet Letter
The Jesus Incident
Tale of Two Cities
Separate Piece
Son of the Black Stallion
House of Stairs
To Kill A Mockingbird (2)
Of Mice & Men
The Ninth Mind
Meine Kampf
The Drifters
Shogun
Becoming Visible
The Great Gatsby
The Clan of the Cave Bear

WHICH RELEVANT TO YOUTH?

El Salvador - youth being drafted
Tax Levy - or our schools will close
Has Reagan cut educ \$ to encourage enlisting?
"I've got to register by end of month "
Lack of interest in grades, classes
Space shuttle gives me hope for the future
Ocean exploration

THE SCREEN OF COMPREHENSIVENESS

(towards inclusive brooding on the profound task of care)

I. "Some day I'm doing to spend some time working on this."

II. "I feel that this is one of the keys to the 20st century."

III. "I feel I need to build a plan to deal with this now."

IV. "I must do something about this in my lifetime."

V. "Every time I experience this I get very angry."

VI. "If I could spend all my time dealing with this, I would."

VII. "I've wondered what would happen if this was dealt with."

VIII. "I worry about this lots, but don't what to do about it."

IX. "Almost every time I'm by myself I think about this."

X. "Sometimes I think if this was solved lots more would be."

RATIONAL OBJECTIVE: TO GAIN A NEW UNDERSTANDING OF THE CITY AS A VAST LABORATORY FOR LEARNING IN TODAY'S NEW WORLD.

EXISTENTIAL AIM: TO BECOME INTRIGUED WITH THE DISCOVERY OF A NEW EDUCATIONAL RESOURCE AND TO DECIDE TO EXPLORE AND USE IT IN THE FUTURE.

MOVEMENTS

PRELUDE	MOVEMENTS			POSTLUDE
CONTEXT	I	II	III	REFLECTION
<p>1. SING A SONG TO GATHER THE GROUP AS ONE.</p> <p>2. THE PURPOSE OF THIS TREK IS TO EXPLORE THE POSSIBILITIES OF THE CITY AS AN EDUCATIONAL RESOURCE.</p> <p>3. PASS OUT THE TREK DESCRIPTION SHEET AND EXPLAIN. (PERSONAL PREP. PRACTICES)</p>	<p>• PAST FUTURIC PLANNING OF KANSAS CITY (KANSAS CITY PARKS + BLVD.)</p> <p>• THE CULTURAL EDGE OF TIMES PAST (COUNTRY CLUB PLAZA)</p> <p>• APPROPRIATION OF THE PAST HISTORY (WESTPORT SQUARES)</p>	<p>• A RESPONSE TO THE EDUCATION REVOLUTION (THE LEARNING EXCHANGE)</p> <p>• EXPOSURE TO A NEW URBAN STYLE (THE CROWN CENTER)</p>	<p>• ADDRESS OF THE URBAN SUFFERING (TROOST AVENUE)</p> <p>• THE GLOBALIZ. OF THE ARTS ON THE CITY (NELSON ART GALLERY)</p> <p>• PREPARING FOR THE NEW AGE (THE UNIV. OF MISS. K.C./M.R.I.)</p>	<p>1. GATHER BACK FOR A SNACK AND SING A SONG.</p> <p>2. TREK CONVERSATION</p> <p>* WHATS ONE THING YOU SAW? / COLORS / SMELLS / SOUNDS</p> <p>* WHAT SAW THAT SURPRISED YOU?</p> <p>* NEW EDUCATIONAL IDEAS / POSSIBILITIES THAT OCCUR TO YOU?</p> <p>* GAME: SOMETHING JUST HAPPENED THAT HAS PERMANENTLY CLOSED ALL THE SCHOOLS IN THIS COUNTRY. HOW ARE YOU GOING TO CONTINUE YOUR EDUCATION? WHERE GO? WHAT DO? (MOVE IMMEDIATELY INTO THE WORKSHOP ETC.)</p>
10 MIN.	45 MIN.	90 MIN.	30 MIN.	30 MIN.

The City Learning

Kansas City, Missouri

MOVEMENT
I

1. Boulevards - Kansas City's Parks & Boulevards were planned in the late 1800's by futuristic city planners
2. The Plaza - America's first suburban shopping center - begun in 1922
(Plaza Walking Tour #1,2 &3)
3. Westport - Kelley's - Built in 1851 by grandson of Daniel Boone as a trading post for wagon trains starting on the Santa Fe, California and Oregon trails. (Scenic tour # 26 & 27)

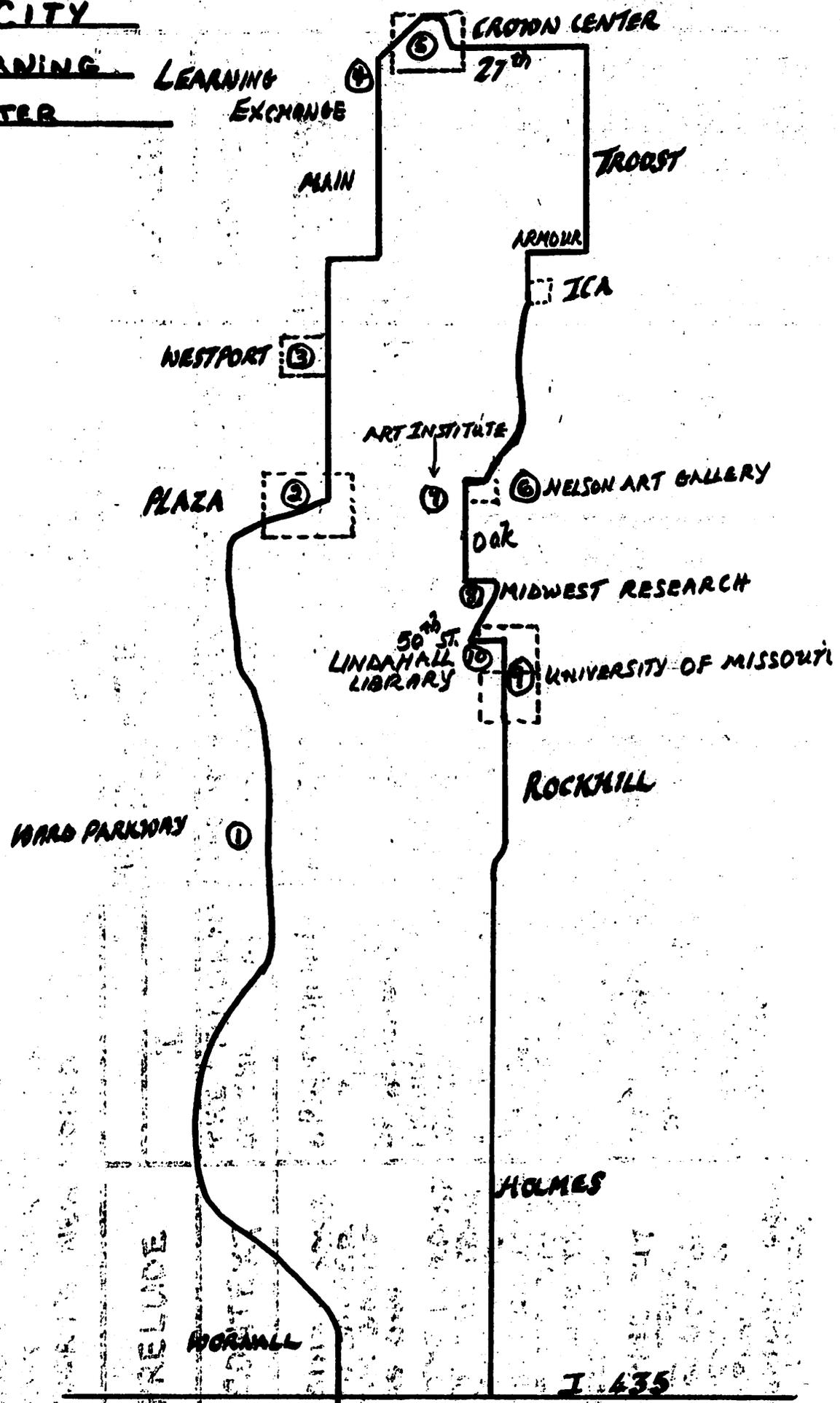
MOVEMENT
II

4. The Learning Exchange - A resource center for teachers and students. The "exchange city" is a small city operated by students.
5. Crown Center - A unique city within a city located on 100 acres in midtown Kansas City. (Scenic tour # 18 & 19)

MOVEMENT
III

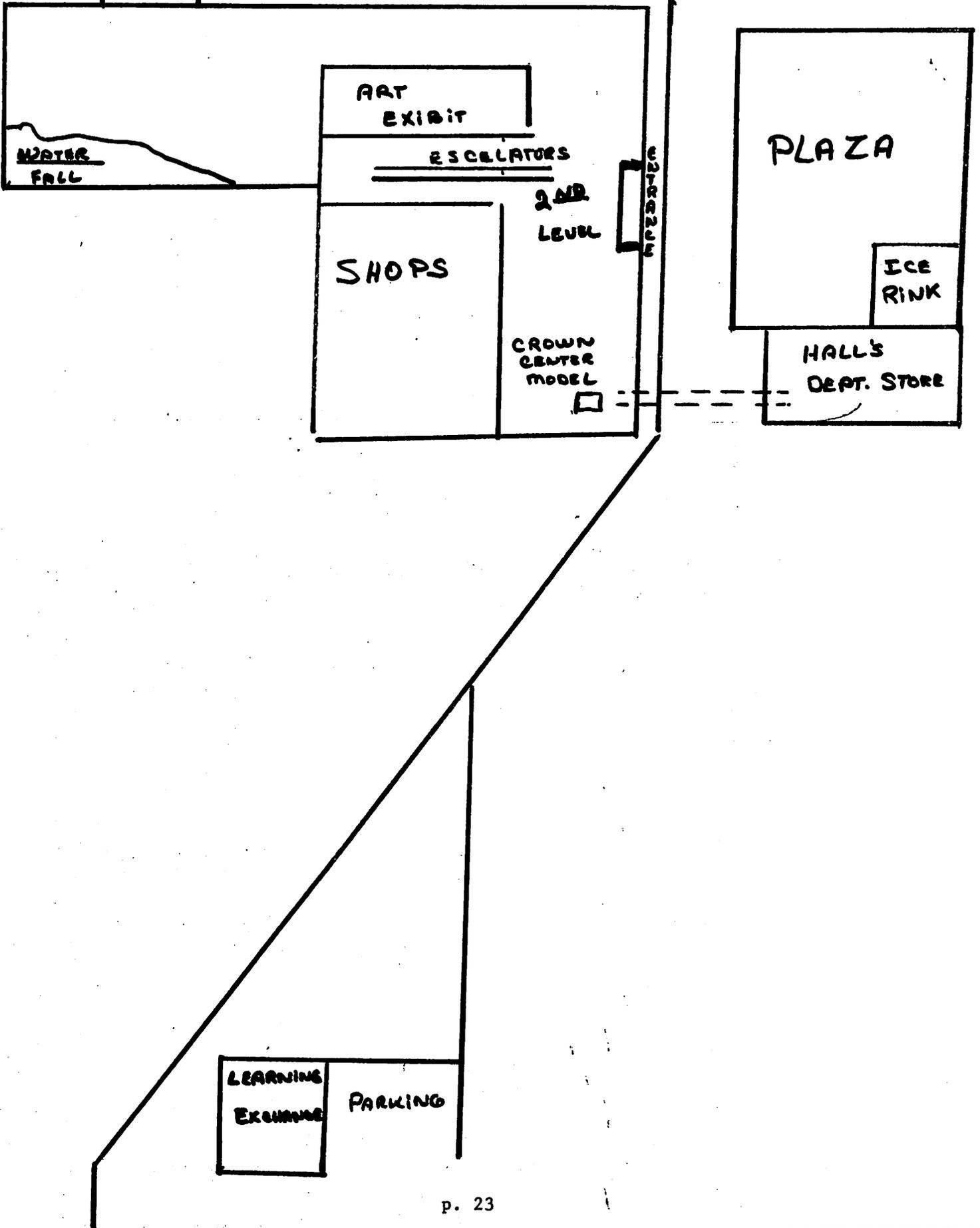
6. Nelson Art Gallery - Contains one of the world's most distinguished collections of oriental art. (Scenic tour # 43,44,45)
7. Art Institute- A renowned private art school established in 1885
(Scenic tour #46)
8. Midwest Research Institute - One of the country's largest, private research organizations. (Scenic tour # 42)
9. University of Missouri - In Kansas City - 85 acre campus
(Scenic tour # 40)
10. Linda Hall Library - One of the two largest private, scientific libraries. (Scenic tour # 41)

THE CITY
LEARNING
CENTER



MAP OF CROWN CENTER

ENTRANCE TO LOBBY



THE EDUCATION CHALLENGE

FEBRUARY 12-15
1982

RATIONAL OBJECTIVE: TO STATE A
VISION OF EDUCATION FOR CENTURY
21 AND TO NAME THE KEY CHALLENGE
FACING THE ED. REVOLUTION IN THE 80's.

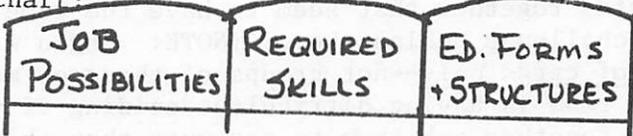
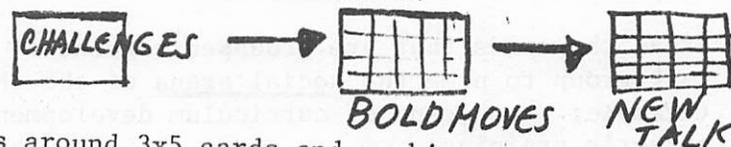
EXISTENTIAL AIM: TO BE EXCITED BY
THE NEW POSSIBILITY FOR EDUCATION
IN OUR TIMES AND TO DECIDE TO
EXPERIMENT WITH GIVING FORM TO THE
NEW IN THIS DECADE.

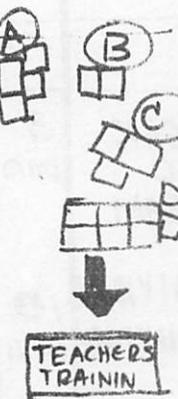
PRE	MOVEMENTS			POST															
	I	II	III																
CONTEXT	FUTURE EDUCATION PROFILE	THE CHALLENGE OF THE 80's	THE BOLD MOVES OF RESPONSE	CORPORATE REPORTS/REFLECT'N															
<p>1. HISTORICAL EDGES OF HIGH SCHOOL EDUCATION.</p>  <p>2. REVIEW OF 81 PRESIDUM</p>	<p>1. <u>GAME</u>: (WHOLE GRP) HIGH SCHOOL/ UNIVERSITY COURSE OFFERINGS FOR YOUR GENER- ATION'S CHILDREN.</p> <p>2. <u>Mini-workshop</u></p> <table border="1" data-bbox="504 1039 861 1274"> <thead> <tr> <th>JOB</th> <th>SKILLS</th> <th>ED FOR</th> </tr> </thead> <tbody> <tr><td>_____</td><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td><td>_____</td></tr> </tbody> </table>	JOB	SKILLS	ED FOR	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	<p>1. BREAK INTO THE FOUR WORKSHOP GROUPS.</p> <p>2. INDIVIDUAL BRAINSTORM THE CHALLENGES FACING EDUCATION IN THE 80's.</p> <p>3. CORPORATE CLUSTERING OF BRAINSTORM DATA.</p>	<p>1. NAME THE CHALLENGES OF 80's.</p> <p>2. BRAINSTORM BOLD MOVES OF MEETING THE CHALLENGE.</p> <p>3. CREATE 4x4 TALK</p>	<p>1. REPORTS</p> <p>2. REFLECTION ON WORKSHOP (ARTFORM)</p> <p>3. WHAT CAN WE DO: - IMMEDIATELY - ONE YEAR? - BY 1990?</p>
JOB	SKILLS	ED FOR																	
_____	_____	_____																	
_____	_____	_____																	
_____	_____	_____																	
_____	_____	_____																	
15	30	45	45	30															

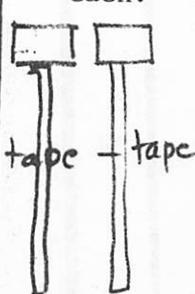
P. 25
P. 22

SECTION	TIME	PRELUDE: CONTEXT	HINTS
THE CONTEXT	5 min	<p>1. That was quite a trip, let's sing a song before we move into this afternoon's workshop.</p> <p>2. We've looked at the city as a learning lab and this afternoon we're going to look at <u>our vision of education for Century 21</u> and name the <u>key challenges</u> facing the <u>education revolution</u> in the '80s.</p> <p>Kenneth Boulding has suggested that there have been <u>three major shifts of consciousness</u> in history. He named them <u>precivilization, civilization and post-civilization</u>. Alvin Toffler way we are in the third period or <u>The Third Wave</u>, the first two being <u>agricultural, and industrial</u>. He did not finally name the Third Wave, but some have suggested it might be called the age of the computer.</p> <p><u>Education</u> also has gone through <u>transitions</u>. If we look at the <u>high school dynamic</u> on this continent. We see three major shifts. In the <u>Colonial period</u> the main job of the school was <u>to teach Latin</u>, because Latin was the language of scholarship. The schools were <u>private</u> and were called Latin grammar schools.</p> <p>In the period from the <u>Revolutionary War to the Civil War</u> the curriculum became more comprehensive and some vocational training was added. These <u>Academies</u> were <u>privately supported</u> most often by churches. Scholarships were rare. Education beyond grade school was a privilege for the wealthy.</p> <p><u>After the Civil War</u> schools began to be tax-supported and eventually were <u>opened to all</u>. The struggle remains. As recently as the decade of the '60s the Little Rock schools were integrated.</p> <p>As we stand <u>in 1982, in the midst of the Third Wave</u> you and I find education in flux. Many of our courses seem unnecessary and irrelevant. The whole question of <u>what education needs to be is open</u>. Your are asking hard questions. And, around the continent youth are beginning to <u>provide some of the answers</u>.</p>	<p>Whole group</p> <p>Use wall chart for image</p>  <p>Walk thru chart of transitions</p>  <p>Use wall chart for image</p> 
REVIEW 1981 PRESIDIUM DECLARATION	10 min	<p>3. Last year about 75 people met in Chicago to discuss the state of the Youth Revolution, to look at trends and new directions, and to discern the role of youth in society.</p> <p>We are going to review their declaration, as part of background for our work today.</p>	<p>HAND OUT DOCUMENT</p>

SECTIONS	TIME	PRELUDE: CONTEXT (cont.)	HINTS
		<p>Now, just flip quickly through the document.</p> <ul style="list-style-type: none"> -What words or lines jump out at you? -Where did you find yourself reading a little longer? -Where did you say to yourself that's right, or of course. -Where surprised? -If you were going to say what the major sections of this declaration are what would they be? <p>4. Let's look at the third arena of major concern, titled EDUCATION FOR VOCATION.</p> <ul style="list-style-type: none"> -What did the 1981 Presidium were the challenges and issues in the arena, education for vocation. <p>5. Now, lets look at the other arenas. Will all those in team 1 look at the arena FAMILY STRUCTURE. team 2 , ECONOMIC STABILITY team 3 RITES OF PASSAGE team 4 INDIVIDUAL ENGAGEMENT</p> <p>As you read, look to see HOW DOES THIS ARENA CHALLENGE EDUCATION? What is this document saying about what's needed in education</p> <p>Now go through each arena and get a few responses Family structures?, Economic stability...? Rites of Passage?..... Individual Engagement..?</p>	<p>Give them time to find the page</p>
		<p>MOVEMENT I: FUTURE EDUCATION PROFILE</p>	
<p>GAME</p>	<p>10 min</p>	<p>1. <u>Futuric Curriculum Game</u>: We're going to begin looking at the education challenge by playing a little game. Pretend that you have a very small child in your pocket and that this child will be entering high school or university in the year 2020. On a piece of paper jot down some of the course offerings that will be available for this child then that aren't available now. (give them a few minutes to write.)</p> <ul style="list-style-type: none"> * have several people read their lists. * ask if anyone had something on their list that hasn't been mentioned yet? * which of these new courses would you really like to take? * what course offerings that we have today will still be offered then? 	<p>WHOLE GROUP</p>

SECTION	time	MOVEMENT I continued. . .	hints
MINI WORKSHOP	20 min	<p>2. Now let's push ourselves in one other way before we get into our workshop groups. Take a couple of minutes and jot down a few ideas that come to you for this chart:</p> <div style="text-align: center;">  </div> <p>(NOTE: ask this in terms of this small child who will be struggling with these arenas at that time)</p> <p>*after a few minutes of individual work, get out a list of 7-10 things for each column (write on the wall chart)</p> <p>*now reflect:</p> <ul style="list-style-type: none"> -what's the most mind blowing thing up here? -what are you looking forward to? / what scares you? -what's the biggest change this will require of education as you compare the new education with what we have today? <p>3. Let's move into our teams now to look further at these challenges.</p>	post the wall chart while they are working
MOVEMENT II: THE CHALLENGE OF THE 80s			
BREAK INTO TEAM INDIVIDUAL BRAINSTORM CORPORATE CLUSTER	3 min 10 min 30 min	<p>1. Break into the four workshop group and quickly context the work of the afternoon.</p> <div style="text-align: center;">  </div> <p>2. Pass around 3x5 cards and marking pens to everyone. Have each person write their 3 best insights to the question: "WHAT ARE THE KEY CHALLENGES FACING EDUCATION IN THE '80s?" (NOTE: a challenge is a new opportunity that has presented itself OR a pressing issue that really cannot be avoided.)</p> <p>3. Give each person time to think individually. (NOTE: go around the room and help any that seem to be having trouble or don't quite understand the question.)</p> <p>4. Now have 5 different people give you their 3 cards. Put these on the wall or board at random, reading each</p>	TEAMS tape cards title cards markers Write this question on the board.

SECTION	time	MOVEMENT II continued. . .	hints
CORPORATE CLUSTER		<p>to the group as you put them up.</p> <p>5. After these <u>15</u> cards are up, as the group to put two cards together that seem to have the same underlying challenge behind them. (NOTE: begin with <u>pairs of cards only</u>--not groups of three or more). If the team is having difficulty deciding if two cards belong together ask them to say what they think the challenge is that holds them together.</p> <p>6. Now have everyone look at their own cards again and give you any that seem to be <u>completely different</u> than the challenges being talked about by the pairs already on the board.</p> <p>7. As they give you the new cards, proceed in the same fashion as before--random then looking for pairs. However, this time some of the new cards may really go with one of the pairs you've already got. You will also get a number of new pairs. (NOTE: after this, all of the cards on the board should be grouped with another card or cards.)</p>	 <p>□ □ □ □ □ □ (15) □ random cards ↓ PAIRED CARDS □ □ □ □</p>
NAME THE CHALLENGES	45 min	<p>MOVEMENT III: THE BOLD MOVES OF RESPONSES</p> <p>1. Now let's quickly look at what we've got here. Put a letter (A,B,C,D,E, etc) beside each emerging cluster. Move through <u>each</u> of the clusters in the following way:</p> <ul style="list-style-type: none"> *read the cards that are grouped together. *ask group to name the <u>social arena</u> of the challenge (example: the arena of curriculum development, or teacher's training) *when the social arena is clear either write it on the board beside the related data, or write it on a larger piece of paper and tape it up. <p>2. Have each person look at the cards they have left and decide which cluster they fit in. Then have them come to the board and plot their cards in the appropriate cluster.</p> <p>3. Very quickly divide the <u>team into smaller groups, one for each cluster</u>. The task of these groups is to look through the data in their given social arena and to state the underlying or depth challenge facing education in the '80s in this arena. Ask yourself: "What is the real issue or question that is being</p>	 <p>TEACHERS TRAINING</p> <p>MARK indiv. cards with A, B, etc. Put loops of tape on back Plot</p>

SECTION	time	MOVEMENT III continued. . . .	hints
NAMING THE CHALLENGE	15 min	<p>addressed to our present educational system?"</p> <p>4. <u>Pass out the challenge writing formats:</u></p> <p>"THE HISTORICAL CHALLENGE FACING EDUCATION IN THE '80s IN THE ARENA OF _____ (social arena) RAISES THE QUESTION OF _____ (questions/issues) SOME PRACTICAL EXAMPLES OF HOW THIS CHALLENGE IS BEING RAISED ARE _____, _____, _____."</p> <p>5. Have each smaller group post the challenge statement on the board so all can see. Then have one person from each group read the statement to the whole team.</p> <p>6. <u>Context for bold moves work:</u> Now there are just 8 years left in this decade. The real question behind these challenges is "How can we meet the challenges?" Let's play a little game to come at this question: You have just been elected as THE DIRECTOR OF EDUCATION FOR NORTH AMERICA. What would your four bold new moves (or strong four point plan for change) be that would respond to these challenges? (NOTE: a bold new move <u>might</u> be the reform of an existing structure, a new policy that must be introduced, a new curriculum offering than must be created)</p>	<p>Challenge writing formats</p> <p>NOTE: turn these in to coordination after the workshop</p>
BRAIN STORM BOLD MOVE	5 min	<p>7. Have each person work with the person next to them to create these plans. Give them 5 minutes to work on this. Don't write one for each challenge--rather looking at all of the challenges what bold new moves will deal with them all? Write your four points on 3x5 cards (one idea per card).</p> <p>8. Now pick <u>3 groups of two people</u> to bring their cards to the front and stick them up (<u>NOT on the columns but beside them</u>) and then explain their plan.</p>	<p>during this time set up the columns on the board or wall with a piece of paper at the top of each.</p>
CREATE TALK (4x4)	25 min	<p>9. Ask the other groups of two to look at their cards and present other ideas that are <u>totally new</u> from what is already on the board. Add these to the list.</p> <p>10. Now let's pretend that as the DIRECTOR OF EDUCATION FOR NORTH AMERICA you've been asked to give a talk on Continent-wide TV on the topic "The New Directions of Education in the '80s". As you look at this list of bold new moves, what would be the four main point of the talk? (What you are really doing is a simple, quick, intuitive gestalt of the</p>	

SECTION	time	MOVEMENT III continued. . .	hints
		<p>list. You may want to put some of the cards together that are similar if this seems helpful, but don't take too much time on this) As soon as the group has decided on one of the main points--write it on the paper at the top of one of the columns you have prepared earlier.</p> <p>11. Now have each group of two people decide which column their remaining cards go in. If they've already given you some of their cards, they must still decide which column unless it was obvious in step #10 above. As soon as they've decided this, have them come to the board and put the cards in the appropriate column.</p> <p>12. Divide the team into four smaller groups and assign each group a column. Their task is to gestalt all of the data (the cards) in that column into 4 main points related to the column title. Have them come to the board and actually take the cards to their group. (NOTE: if after working on gestalt-ing the cards they feel they need to rename the column this is fine.) <u>On 4 larger sheets of paper, have each team write the four point they decide and post these on the master chart on the board. If they change the column title they will need one additional sheet of paper for this.</u></p>	<p>MASTER CHART</p> <pre> □ </pre>
<p>Total -</p>	<p>30 min</p> <p>10 min</p> <p>15 min</p>	<p>POSTLUDE: CORPORATE REFLECTION</p> <ol style="list-style-type: none"> 1. Pass out a blank 4x4x4 sheet so each can take notes on the groups work. 2. Have one person from each team very quickly report on the four points they created. After each report as the team if they have any questions of clarity or understanding. 3. <u>Corporate team reflection:</u> <ul style="list-style-type: none"> *which of these boxes on our 4x4x4 especially catches your attention? *which do you personally find most exciting? *which part of this is most bold? *which part would the teachers you have today find most interesting? / most challenging? *if you were actually going to give this talk what practical examples/illustrations/images/stories would you use to help people see more 	<p>TEAM</p> <p>Blank 4x4x4</p> <p>Be sure that a full copy of this work is turned in to coordination</p>

SECTION	time	POSTLUDE continued. . .	hints
	5 min	<p>clearly what you've talking about? (you might write some of these on the lowest level of the 4x4x4 as we talk).</p> <p>*what would be your "one liner" on what the whole talk is really about? / what is the one thing we are out to get communicated?</p> <p>*finally, what are some of the realistic, practical things you can do as a youth and student to begin working on these bold moves?</p> <p>4. <u>Announcements</u>: Let's go back to the center tables for our celebration context and assignments.</p> <p>5. <u>Send-out and ritual (done by plenary leader)</u>:</p> <p style="padding-left: 40px;">Leader: "These are the times." Community: "We are the people." Leader: "One corporate thrust for the world." Community: "Be it so."</p>	<p>challenge within for me?</p> <p>NOTE: turn these in to coordinators after the workshop.</p> <p>this occurs as a total Symposium group</p>

THE HISTORICAL CHALLENGE FACING EDUCATION IN
THE '80s IN THE ARENA OF _____
(SOCIAL ARENA)

RAISES THE QUESTION OF:

(QUESTIONS, ISSUES FOR PRESENT SYSTEM)

SOME PRACTICAL EXAMPLES OF HOW THIS CHALLENGE
IS BEING RAISED ARE:

1. _____

2. _____

3. _____

RATIONAL OBJECTIVE: TO CELEBRATE
THE EXPANDING JOURNEY INTO
VOCATION.

EXISTENTIAL AIM: TO EXPERIENCE
IDENTIFICATION WITH THE STYLE OF
QUESTIONING AS A PATHWAY TOWARD
INCLUSIVE VOCATION.

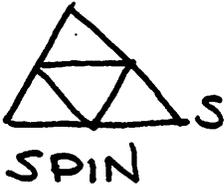
PRELUDE	MOVEMENTS			POSTLUDE
	I	II	III	
CELEBRATION CONTEXT	THE DRAMA OF PREPARATION	THE CORPORATE FEAST	THE ARTFORM EXPERIENCE	INFORMAL FELLOWSHIP DYNAMIC
1. EVERYTHING'S UP TO DATE IN KANSAS CITY - SONG 2. SPIN: THE WESTERN HERITAGE (BARBEQUE OUT ON THE RANGE) 3. THE LOCAL MOVIE HOUSE (ASSIGN THE TEAMS)	1. SET THE STAGE 2. GATHER THE PROPS 3. THE ACTORS PREPARE (PERSONAL PREP)	1. THE EVENT BEGINS 2. THE GRAND BUFFET 3. THE MUSIC OF MISSOURI	1. PREPARE THE CINEMA (CONTEXT FOR FILM) 2. THE GREAT SHOWING ("LITTLE BIG MAN") 3. THE CASUAL REFLECTION	1. STRIKING THE SET 2. THE CAST PARTY 3. THE SURPRISE ACT
10 MIN.	30 MIN.	45 MIN.	2 HOURS	45 MIN.

THE JOURNEY OF CARE

THE IMAGE OF LIFE AS JOURNEY		THE CLASSICAL JOURNEY MODELS		THE PROFOUND VOCATION OF TWC		THE CARE FOR THE JOURNEY	
MODEL OF AUTHENTIC SELFHOOD	Tension between finite - eternal	THE MODEL of HISTORICAL CHANGE 	Those who care	FAITH BEYOND FAITH	Songs: Believe Top of World	THE SYMBOLIC CARE	Common identity and spirit
	Self is relation to itself		Builds a plan		Daring to trust life (TWLI)		Myths
	In saying "yes" to what it is		Educates the masses		Affirming one's lucidity		Rites
	it is grounded in the deeps		History changes		My awareness		Symbols
LIFE'S KNOWING-DIMENSION <small>p. 35</small>	Who am I?	THE JOURNEY OF THE PHASES	Phase I - 0-20 Emerging generation	LOVE BEYOND LOVE	Songs: New Comments All World looking For a Song	THE INTELLECTUAL LIFE	Common context and methods
	The question of identity		Phase II - 20-40 Rising generation		Daring to engage history's challenges		Theoretical base
	The Word		Phase III - 40-60 Established adults		Affirming one's expenditure		Practical base
	All is good		Phase IV Detachment/Wisdom		My death		Operational base
LIFE'S DOING-DIMENSION	What do I?	THE JOURNEY OF PHASE I	Imagination (0-2)	FAITH BEYOND FAITH	Songs: Raindrops/ Nevertheless	THE DISCIPLE CARE	Common covenant
	The question of vocation		Appropriation (3-5)		Daring to embody Mystery		Political/economic discipline
	The Deed		Preparation (6-8)		Affirming one's election		Symbolic/Intellectual discipline
	On behalf of		Interiorization (9-11)		My vocation		Task/Time/Accountability/Abolition
			Experimentation (12-14)				
			Invention (15-17)				
			Vocation (18-20)				
LIFE'S BEING-DIMENSION	How be I?	THE JOURNEY TO THE CENTER 	Initiation	THE NEW PRESENCE	Concerned with human factor	THE MISSIONAL CARE	Common thrust
	The question of style		Maturation		Symbols of profound care		Manifestation (Demonstration)
	The Transparency		Resolution		Catalyzers of the deeps		Declaration (Awakening)
	Life of Service		Abandonment		The key to history's future		Formation (Engagement)

RATIONAL OBJECTIVE: TO GRASP THE FACT THAT THERE IS A RELATIONSHIP BETWEEN ONE'S LIFE VOCATION AND ONE'S EDUCATIONAL VOCATION.

EXISTENTIAL AIM: TO DECIDE TO TAKE CHARGE OF MY EDUCATIONAL JOURNEY AS A TOOL FOR VOCATIONAL PREPARATION

PRELUDE	MOVEMENTS			POSTLUDE
	I	II	III	
CONTEXT	MY SKILLS DOSSIER	NEW EDUCATIONAL OPTIONS	EDUCATION JOURNEY & VOCATION	TEAM REFLECTION
LIFE  SPIN	1. SKILLS PROFILE SHEET 2. PAST LEARNING RESOURCES 3. PRESENT SKILLS SUMMARY RESUME	1. CHART EDUCATION PLANS 2. COMMON WISDOM Δ EXERCISE 3. CREATING NEW RESOURCE CATALOGUE	1. CHART FUTURE VOCATIONAL JOURNEY 2. DIALOGUE BETWEEN EDUCATION PLAN AND VOCATIONAL TIME 3. WRITE MEMOS-NEXT STEP	1. SHARING 2. DISCUSS HOW KEEP VOCATIONAL RESOLVE ALIVE
10	30	30	60	15

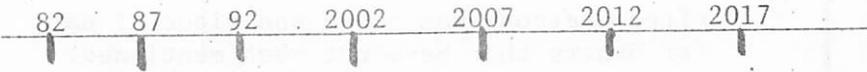
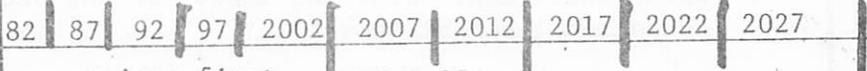
Section	Time	PRELUDE - CONTEXT	Hints								
LIFE SPINS	10 min	<ol style="list-style-type: none"> 1. Begin the workshop with the singing of a couple of songs. 2. WORKSHOP CONTEXT: In this mornings workshop, our concern is seeing our education and life journey as one. Key to this is a way to see the whole of life. We need what we call the life triangle to do this (point to them on the wall). There are three parts- the <u>practical</u> dealing with skills you learn, the <u>theoretical</u> - the foundations of your knowledge, and the <u>spirit</u> - dealing with experiences of the unknown or mystery in life. These are important because your education only gives you one part of this. What might it mean to build a comprehensive curriculum which deals with all of life? 3. We're going to get into our team groups now and explore this issue in a variety of ways. 	Whole Symposium group								
		MOVEMENT I - MY SKILLS DOSSIER									
SKILLS PROFILE SHEET	10 min.	<ol style="list-style-type: none"> 1. <u>In the team groups lay out the plan of the workshops:</u> we will first analyze our own educational journey to date, then look at new educational options, then look at our future educational plan. 2. Have everyone get out a sheet of paper. Title it: "SKILLS PROFILE OF _____" 3. Draw 4 columns and label each as follows: <table border="1" data-bbox="446 1533 1209 1848" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th data-bbox="446 1533 673 1638">INTELLECTUAL SKILLS</th> <th data-bbox="673 1533 852 1638">SOCIAL SKILLS</th> <th data-bbox="852 1533 1031 1638">SPIRIT SKILLS</th> <th data-bbox="1031 1533 1209 1638">OTHER SKILLS</th> </tr> </thead> <tbody> <tr> <td data-bbox="446 1638 673 1848">(related to study and teaching)</td> <td data-bbox="673 1638 852 1848">(related to planning and action)</td> <td data-bbox="852 1638 1031 1848">(related to motivity care & depth)</td> <td data-bbox="1031 1638 1209 1848"></td> </tr> </tbody> </table> 4. Now <u>for each column</u>, list as many as possible but <u>at least 10 practical things</u> you know how to do or skills you possess -- (examples: <u>intellectual</u> - creating and giving a talk; <u>social</u> - organizing a work project; <u>spirit</u> - song leading; <u>other</u> - driving 	INTELLECTUAL SKILLS	SOCIAL SKILLS	SPIRIT SKILLS	OTHER SKILLS	(related to study and teaching)	(related to planning and action)	(related to motivity care & depth)		
INTELLECTUAL SKILLS	SOCIAL SKILLS	SPIRIT SKILLS	OTHER SKILLS								
(related to study and teaching)	(related to planning and action)	(related to motivity care & depth)									

Section	Time	MOVEMENT I - MY SKILLS DOSSIER (cont'd.)	Hints																
PAST LEARNING RESOURCES	10 min.	<p>a tractor).</p> <p>5. Give individuals time to work on their lists...Walk around the room offering help as it's needed.</p> <p>(NOTE: You may need to have several "memory jogging" questions if people are having trouble thinking of things -- for example: What skills did you pick up when living in the Kemper building?)</p> <p>6. Now we're going to move on but keep that list beside you and keep adding to it as other things come to your mind. Take a second sheet of paper and list all the educational experiences you have had up to the present moment that have taught you these skills include both formal and informal experiences. Don't forget such things as summer camp experience, trips you've taken, films you may have seen, people you've lived with, etc. as well as courses you've taken in school.</p> <p>7. Give time for making a list of between 20 - 25 things. Now draw a timeline of your life from birth till the present moment and plot these experiences as close to their actual date(s) as possible.</p> <p>example: <table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td>66</td><td>67</td><td>68</td><td>69</td><td>70</td><td>72</td><td>73</td><td>74</td><td>75</td><td>76</td><td>77</td><td>78</td><td>79</td><td>80</td><td>81</td><td>82</td> </tr> </table></p> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid black; padding: 2px; text-align: center;">worked on farm</div> <div style="border: 1px solid black; padding: 2px; text-align: center;">lived in Italy</div> <div style="border: 1px solid black; padding: 2px; text-align: center;">read book</div> </div>	66	67	68	69	70	72	73	74	75	76	77	78	79	80	81	82	
66	67	68	69	70	72	73	74	75	76	77	78	79	80	81	82				
PRESENT SKILLS JOURNEY RESUME	10 min.	<p>8. <u>Reflection:</u></p> <p>*As you look at both of these sheets, what really strikes you?</p> <p>*What surprises you most on either of your lists?</p> <p>*What's the <u>strangest</u> thing you wrote on the first list?</p> <p>9. <u>Pass out the skills resume sheet:</u> This sheet is similar to the kind of thing people need to create to get a job - they write a resume or summary of their educational and work experience for a prospective employer. We are going to use it to summarize where we are on our educational journey so far. Walk through the various categories explaining any that aren't clear. (Use the previous brainstorming to help do this.)</p>																	

Section	Time	MOVEMENT I - MY SKILLS DOSSIER (cont'd.)	Hints
		<p>10. <u>Reflection on skills profile:</u> *How did you find doing this helpful? *What did you discover new about yourself?</p>	

Section	Time	MOVEMENT II - NEW EDUCATIONAL OPTIONS	Hints										
CHART EDUCATION PLANS	10 min.	<p>1. Now we're going to look at some of our future educational plans. Quickly make a list of all the educational experiences (both formal and informal) you are planning on getting sometime in the future - near or far. Jot a short note to yourself on why you feel this is needed.</p> <p>2. Draw a timeline of your future education plans to the best of your ability. Include on the timeline the education you are presently in the midst of.</p> <p>example: <table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td>82</td><td>83</td><td>84</td><td>85</td><td>86</td><td>87</td><td>88</td><td>89</td><td>90</td><td>91</td> </tr> </table></p> <p style="margin-left: 150px;">trip to India</p> <p style="margin-left: 350px;">2 yrs. at Community College</p>	82	83	84	85	86	87	88	89	90	91	
82	83	84	85	86	87	88	89	90	91				
COMMON WISDOM EXERCISE	10 min.	<p>3. <u>Context wisdom</u> : Now that we've looked at our educational journey -- Let's spend a bit of time trying to blow our minds out to consider the whole range of educational possibilities. The common wisdom triangle from the social process gives us a helpful tool to do this. Post the butcher paper picture of the wisdom triangle and quickly walk through the dynamics: <u>useful skills</u> = skills needed to effectively engage in your job; <u>accumulated knowledge</u> = the wisdom humankind has gathered together over the past ages, and <u>final meanings</u> = wisdom having to do with responsible and authentic living.</p> <p>4. Now let's do a brainstorm to practically ground this triangle. Put the following chart on the board and corporately plot particular disciplines/skills/ life understandings/etc. to clarify the categories for yourself.</p> <p>examples: <table border="1" style="display: inline-table; vertical-align: middle;"> <thead> <tr> <th>Useful Skills</th> <th>Accumulated Knowledge</th> <th>Final Meanings</th> <th>Other</th> </tr> </thead> <tbody> <tr> <td>-account. -computer skills</td> <td>-reading -writing</td> <td>-theology -religion -care for society</td> <td>(things they can't fit elsewhere)</td> </tr> </tbody> </table></p> <p><u>NOTE:</u> Your concern here is to help the group feel they understand these categories and can use them as a helpful screen.)</p>	Useful Skills	Accumulated Knowledge	Final Meanings	Other	-account. -computer skills	-reading -writing	-theology -religion -care for society	(things they can't fit elsewhere)			
Useful Skills	Accumulated Knowledge	Final Meanings	Other										
-account. -computer skills	-reading -writing	-theology -religion -care for society	(things they can't fit elsewhere)										

Section	Time	MOVEMENT II - NEW EDUCATIONAL OPTIONS (cont'd.)	Hints
CREATING NEW RESOURCE CATALOGUE	15 min.	<p>5. Now, using these categories as a jumping off place, but <u>NOT</u> as a limit, we are going to create an educational options catalogue which <u>goes beyond</u> (but includes) traditional structures of formal education.</p> <p>*Working individually, write down <u>10 things</u> you could do to get yourself educated in the arenas we've been talking about in our brainstorm. (NOTE: these are to be beyond and in addition to your normal high school/ univ./ voc. tech. types of training experiences the ICA can provide.)</p> <p>*Now get out a corporate list of these. Go around the room and get one from each person - push for no repeats in the data the first time around. (Write on board or butcher paper.)</p> <p>*After everyone has given one piece of data -- ask for others that have not been mentioned.</p> <p>6. <u>Reflection on the list.</u></p> <p>*Which of these really intrigues you as something you'd never really considered before?</p> <p>*Which of these would be most exciting to your friends and acquaintances in school?</p> <p>*Which would most "blow the minds" of the present educational establishment?</p> <p>We now want to classify and organize this list by the particular type of educational experience it is.</p> <p>*Go through the list and do a traditional straight rational gestalt using (O, X, Δ, □, * etc.) to locate those educational experiences or options which go together by <u>type of experience.</u></p> <p>*Name each set of symbols so the focus of the educational option is clear (example: overseas work exposure, work study situations, apprenticeship experiences, volunteer experience).</p> <p>*Assign one person to relist the brainstorm data under the gestalt categories and take a copy of this to coordination.</p>	

Section	Time	MOVEMENT III EDUCATION JOURNEY IN RELATIONSHIP TO VOCATION	Hints
<p>CHART FUTURE VOCATIONAL JOURNEY</p>	<p>20 min.</p>	<p>1. <u>Context:</u> In this last part we are going to throw our educational journey plans over-against our current understanding of our vocation and evaluate it..</p> <p>2. On your paper write down a realistic estimate of how long you expect to live. In accord with this, write down the year in which you expect to die.</p> <p>(NOTE: Tell the group we are assuming there will be no major world calamities which destroy the earth before this.)</p> <p>3. Now draw one last time line of the years between 1982 and the expected year of your death in 5 year periods. (NOTE: you may have to go around and help some with this. ---</p> <div style="text-align: center;">  </div> <p>4. Make a list of the concrete things you intend to do or accomplish in terms of serving history in this time period. Place them on the timeline in the appropriate time slot. (NOTE: don't forget to think about marriage possible assignments to other parts of the world, etc.)</p> <div style="text-align: center;">  </div> <p><u>EX.</u> marriage first child serve as doctor in Air Force</p> <p>5. Look at your vocational timeline and write a short paragraph which starts with "The unique contribution I intend to make to my world is..." Give them about 5 minutes for this.</p> <p>6. <u>Quick reflection:</u></p> <ul style="list-style-type: none"> * What are some of the things you wrote on your future journey timeline? * Did anything you wrote surprise you?/What? * What title would you give your chart? <p>7. Now lay your vocational journey timeline and your future educational plan side by side and compare them:</p> <ul style="list-style-type: none"> -what strikes you as you look at them together? -how do they support each other? -where are they in conflict? (how can you resolve this?) -where is the educational weak in relation to your vocational picture? 	<p>It helps if you have an example time line to hold up and show them.</p>

SECTION	time	MOVEMENT III continued	hints
<p>DIALOGUE BETWEEN EDUCATNL PLAN AND VOC. PLAN</p> <p>MEMOS ON NEXT STEPS</p>		<p>8. Look back at the aducational options/resources cata- logue we created earlier:</p> <p>*what kinds of things do you need to add to your educational plan that will better equip you for your life's vocation? (go ahead and add them to the page)</p> <p>*are there any things that are part of your plan that need to be dropped because they aren't needed when you see your vocational thrust?</p> <p>9. Now our time is really up--but we could obviously spend a lot more time on this. However, before we quit--write a few memos to yourself on the next steps you think are needed to get your educational journey and vocational journey coordinated.</p>	
<p><i>Sharing</i></p> <p><i>Discuss Keeping Vocati'l Resolve Alive</i></p>		<p>POSTLUDE--TIME REFLECTION</p> <p>1. <u>Closing reflection:</u> *what did we do in this workshop? *as you thing back on the whole morning's workshop, what really stands out in your mind? *whihc part was most interesting? Most fun? most helpful? *who are some other people or groups you'd like to put through a workshop like this?</p> <p>2. Obviously the key to this whole morning has been the vocational question--"what do I?" with my one life and death. What are some things and ways you 've discovered for keeping your vocational decision alive and fresh?</p> <p>3. <u>Announcements:</u> break till lunch time then gather in here as the total body.</p> <p>4. <u>Closing Rite.</u></p>	

p. 45							

RATIONAL OBJECTIVE: To begin discerning the key arenas of strategic action in relation to manifestation/declaration/formation as it relates to the work of the Symposium for the next year

EXISTENTIAL AIM: To experience a corporate-ness in deciding to assume responsibility for the continent and to begin struggling with my own, particular engagement modes in relation to the emerging consensus

MOVEMENTS

PRELUDE	MOVEMENTS			POSTLUDE
CONTINENTAL CONTEXT	I THE REGIONAL PANEL	II THE CONTINENTAL THRUSTS	III TOWARD STRATEGIC INITIATION	CORPORATE REPORTS
<p>1. <u>Context</u> for afternoon's work symposium implications</p> <p>2. <u>The Grid</u> (Decision to care for whole) </p> <p>3. <u>This Movements Strategy</u> - Manifestation - showing/demonstrating <u>Declaration</u> - telling others <u>Formation</u> - training/involving others</p>	<p>1. <u>Context</u>: practical look at ways M/D/F are taking place</p> <p>2. <u>The Four Regions</u> Introduce people & have their presentation</p> <p>3. <u>The questions</u> and further sharing from other regions.</p>	<p>1. Divide into 3 groups Manif/Declar/Form.</p> <p>2. <u>The Question</u>: What are the practical implications of the work of this Symposium over next year in these three arenas</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p>Each team name 3 implications: practical & durable</p> </div> <p>Values to consider: - able to be done in every region - realistic & cont'l priorities - catalytic of youth engagement</p>	<p>In relation to your practical implications Answer 3 questions</p> <p>1. Make a list of what it's going to take to act on these? (How do we do it?)</p> <p>2. What are your suggestions on when to get started? (Before/sum./after summer)</p> <p>3. What do to stay in touch with each other?</p>	<p>1. Have each team report its 3 thrusts/directions and its list of brooding on what it will take to move on them</p> <p>2. <u>quick reflection on reports</u></p> <p>3. Have each group share its thinking on possible initiation timing</p> <p>4. Total group conversation on "staying in touch"</p>

PANEL: YOUTH ENGAGEMENT OPTIONS

Kansas City, MO

PANELISTS:

1. Describe THE YOUTH ENGAGEMENT ACTIVITY that you have been involved in including the INTENT and DESIGN (formal & informal)
2. Describe WHAT YOU ACTUALLY HAVE DONE (your role)
3. What have been your KEY LEARNINGS from this?
4. How does what you've been doing APPLY TO OTHER SITUATIONS?

IMAGES

1. 5 minute initial report
2. second person answers first round of questions from the symposium
3. total time for panel is 45 minutes

CELEBRATION OF THE REGIONS

Kansas City, MO

A TOAST TO THE REGIONS						
SET UP GREAT HALL & LOUNGE 6:00	PERSONAL PREP 7:00	H O R S O D ' S O E U V S		B U F F E T 8:00	REGIONAL ENTERTAINMENT (songs, skits relating to your region) 8:15	CONTINUE TO CELEBRATE 9:00

THERE WILL BE 8 SKITS TONIGHT

- 1) Everyone from Kansas, Iowa, Nebraska
- 2) St. Louis and Minneapolis
- 3) Montreal and Toronto
- 4) Boston
- 5) Chicago
- 6) The Western Regions
- 7) Memphis and New Orleans
- 8) New York and Philadelphia

Set-Up & Decor of Great Hall Teams I & II Kevin W. Randy W.	Set-Up & Clean-Up Lounge Team III Debra G	Re-Set Great Hall Team IV Louanne L.	Set Breakfast Units O & E Carrie W. Cindy B.
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Kansas City, Missouri

SECTION	time	PROCEDURES	roles
<p>THE OPENING RITES</p>	7:00	<p>1. <u>The Corporate Singing</u>: The Symposium gathers with singing of three songs-- *<u>New Communities</u> - p. 4 *<u>Never Gonna Have That Chance Again</u> -p.4 *<u>Believe</u> - p. 6</p> <p>2. <u>The Ritual of Accountability</u>: "Let the Fourth Continental Youth Symposium account for its presence symbolically by teams. Team I." <u>team leader</u>: "Team I assumes responsibility for the care of its members and reports that all are present." <u>hostess</u>: "Team II." <u>team leader</u>: "Team II assumes . . ."</p> <p>3. <u>The Ritual of Absolution</u>: "On the other-side of the past three and one half days, we are both overwhelmed by the task we have seen and renewed by the glory of our calling. We long for the courage to stand in this tension. Life confronts us with the "good news" that really humanness is found precisely in this tension and we have indeed been given the possibility of living this reality."</p>	
		<p>4. <u>The Meal Ritual</u>: We will use the quote printed on your placemats. I will read it once and then let us read it together.</p> <p>5. <u>The Meal Context</u>: "Let us eat this meal on behalf of our colleagues in the missional task around the world and in particular for</p> <hr/> <p>6. <u>The Corporate Welcoming</u>.</p> <p>7. <u>The Corporate Feasting</u>. "Let us feast!"</p>	
	7:30	<p>1. <u>The Report's Context</u>: As a symbol of our work together in this Symposium let us hear the reports from the workshop groups.</p> <p>Workshop I-- Eric Mann Workshop II-- Tamara Norman Workshop III--Larry Chavez Workshop IV--Tricia Mueller</p> <p>(After each report let us sing one verse of <u>March Onward Now</u>-p. 4)</p>	

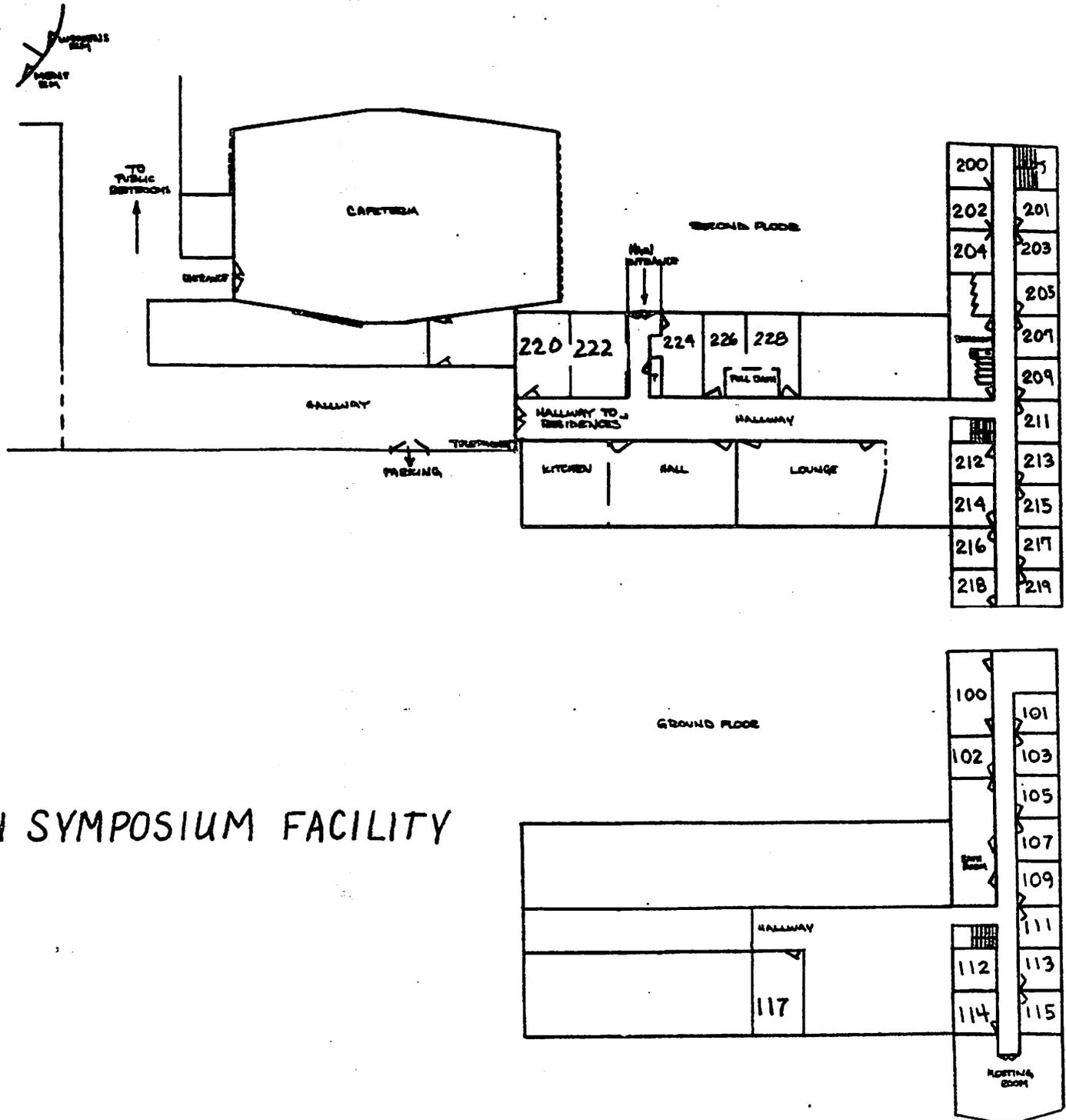
THE
SYMPOSIUM
REPORTS

SECTION	time	PROCEDURES	roles
		<p>2. Now as a symbol of our life together in this Symposium, let us hear the corporate life report--by Kristen Kramer.</p> <p>(After the report let us sing <u>Kwangyung Il</u> p.5)</p>	
<p><i>THE DOCUMENT PRESENTATION</i></p>	<p>7:45</p>	<p>1. Let us now receive the Symposium document which represents our corporate expenditure.</p> <p>2. <u>The Document Presentation</u>--Ray Knutsen comes forward and present the document to the body by laying it on the front table. He then makes a few appropriate comments about its significance.</p> <p>3. <u>The hostess</u>--"I receive this document on behalf of the Symposium and on behalf of the youth of future generations."</p>	
<p><i>THE DOCUMENT REFLECTION</i></p>	<p>7:55</p>	<p>1. The hostess passes out the document to the group.</p> <p>2. Matt Hockley leads the body in a reflective conversation on the document and Symposium:</p> <ul style="list-style-type: none"> *quickly tumb through the document--what do you notice about it? *find a line or a phrase that catches your attention and read it out loud. *turn to the table of contents--have someone read it. *which part would be most interesting to you as a youth if you had not been at the Symposium? *which part is most interest as one who's been here? *in a sentence, what is the declaration we are making to this Continent as a body? *who in particular do you think needs to hear what we've written and about the Symposium? (both individuals and groups) *in a few words, what has this Symposium meant to you? how are you different now than on Friday evening? *when I see you one year from now what do you think you'll tell me you've been doing in relation to the plans of the Symposium? 	

Kansas City, Missouri

SECTION	time	PROCEDURES	roles
		<p>*what have you decided it necessary to have going on in your region on year from now in light of what we've decided here? *what would you name this whole Symposium: "The Great Symposium of _____"</p> <p>2. Let us celebrate our work by again singing <u>Believe</u> p.6</p>	
<p>THE COMMISSIONING Drama</p>	<p>8:15</p>	<p>1. Kevin Balm comes forward to conduct the ritual of commissioning:</p> <p>*the participants from each region will rise together when their regional name is called. *the following litany will then occur:</p> <p><u>leader</u>: "The Fourth Continental Youth Symposium sends you back to the _____ Region to be the vocated presence there. We sen you forth to manifest, declare and give form to the new style of the new youth--responsible for history itself. Do you receive this commissioning?"</p> <p><u>group</u>: (they answer in unison) "We do, as one corporate thrust for the world."</p> <p>(Kevin proceeds through all of the regions then calls for one person to stand on behalf of the regions that have left--they are then symbolically commissioned.)</p> <p>2. The hostess--"Let us symbolize our corporate calling by singing, <u>All the World is Looking for a Sign</u>--p5</p>	
<p>THE CLOSING RITES</p>	<p>8:30</p>	<p>1. <u>The Necessary Announcements</u>. The hostess calls on Fred Lamphear to make announcements.</p> <p>2. <u>The Send Out</u>: Kendra McClesky comes forward and asks the body to rise, then send them forth to the task of care for the world.</p> <p>3. The Closing Rite: <u>Leader</u>: These are the Times. <u>Community</u>: We are the people.</p>	

APPENDIX



1982 YOUTH SYMPOSIUM FACILITY

QUOTES

What a culture thinks
its future will be
Has an enormous impact
on its actual future
Nell Eurich

Just as all education springs
from some image of the
future, all education creates
some image of the future
Alvin Toffler

We can find meaning
in life,
short and perilous
as it is, only through
devoting ourselves to
society.
Albert Einstein

If I am not for myself
Who will be for me?
And if I am only for myself
What am I?
And if not now, when?
Hillel

The needs of the planet
are the needs of the person.
The rights of the person
are the rights of the planet.
Theodore Roszak

All children must look after their own
upbringing. Parents can only give good
advice or put them on the right paths,
but the final forming of a person's
character lies in their own hands.
Anne Frank

Kansas City, Missouri

1. Singing: The host/hostess gathers the body with the singing of 2-3 songs. (Remember--the best contexts for singing are helpful comments on how to sing the song so it is event-full.)

2. Accountability: "Let the Fourth North American Continental Youth Symposium account for its presence at this meal by teams. Team I."

Team leader: "Team I assumes responsibility for the care of its member and reports that all are present, OR absent and checked on is _____, OR on special assignment is _____, and the rest are present."

Host/hostess: "Team II."

Team leader: "Team II assumes responsibility for. . .etc."

THE

3. Absolution:

OPENING

Friday evening--The strange fact of life is that in every moment life is new--life in fact recreates itself. This occurs in spite of the individual and corporate brokenness we experience. Many of our colleagues are still on the road and many others across the Continent and world aren't even coming. It is in the midst of this situation we are given back the possibility of embracing our real lives in the newness of this moment.

RITES

Saturday morning--We show up as rebellious people; we say "no" to our given lives; we continually look for life on some other terms. But in spite of this, we are forever given anew the possibility of a "yes" to our lives. And this "yes" is finally the only important decision any human being makes. Let us move into this day in gratitude for this possibility which is our in this very moment.

Sunday morning--The mystery, depth and greatness of our lives appears whenever we dare to face our real situation as we have just done. We are shocked by our separation from ourselves and from each other and from the very foundations and purpose of our existence. Nevertheless, separation is not the final word, for we are given the possibility of rejoicing in and celebrating the givenness of our lives.

Sunday lunch--Humanness is a journey into the deeps of the struggle with questions of identity, vocation and style--the questions of "Who am I?", "What do I?" and "How be I?" We are those who try to escape from the deeps; we flee from the struggle; we refuse to accept the promise of the struggle. And yet, life continues to open us to the raw possibility of the journey. Those who say "yes" at this point are renewed and transformed in the midst of the struggle.

Kansas City, Missouri

Monday morning--On the otherside of the past three and one half days, we are both overwhelmed by the task we have seen and renewed by the glory of our calling. We long for the courage to stand in this tension. Life confronts us with the good news that real humanness is found precisely in this tension and we have indeed been given the possibility of living this reality.

4. Meal Ritual: We will use the quote printed on our place-mats as the rite for the meal. I will read it once and then let us read it together as a corporate body.

5. Meal Context: "Let us eat this meal on behalf of _____ (this needs to be given a particular grounding and focus).

Friday evening--youth from past generations who participated in forging new directions for society.

Saturday morning--those who have given their lives and deaths to the task of education.

Sunday lunch --those who have pioneered in creating futuristic artforms in society.

Monday morning--our colleagues in the missional task around the world.

6. Welcome of guests and new arrivals.

7. "Let us feast!"

THE
VOCATIONAL
DIALOGUE

The assigned person will lead the group in the vocational dialogue and conversation.

THE
CLOSING
RITES

1. Announcements: Call on coordination to make any necessary announcements for the good of the Symposium.

2. Send-out: Have the Symposium rise and send them forth to the work of the next session on behalf of the future.

3. Closing Ritual:

Leader: "These are the Times!"

Community: "We are the People!"

Leader: "One corporate thrust for the world!"

Community: "Be it so!"

TEAM ASSIGNMENTS

FEBRUARY 12-15
1982

TEAM I		TEAM II		TEAM III		TEAM IV	
A	B	E	F	I	J	M	N
KEVIN WOODWARD	ERIC MANN	CINDY BOOHER	RANDY WHITE	KENDRA McCLESKY	ANNE VOSLER	HEIDI ZAHRT	TRICIA MUELLER
JANA SALMON	SUE BARKONY	MATT HOCKLEY	KYLE DILLINGER	ROB ADDINGTON	KAREN KUCERA	TINA HANSON	COLIN MURPHY
STUART HARPER	JOHN POWELL	JULIET JAYASAKERA	KRISTEN CRAMER	RIENZIE JAYASAKERA	MARK REBSTOCK	DAVID CHEWINIE	ROBERT LANPHEAR
WENDY LAYDAHL	LAURA MARSHALL	TODD MUELLER	SARAH HAMJE	LARRY CHAVEZ	MATT WOLFE	KURT DAHLKE	LORNA JOHNSON
JESSIE DRISCOLL	HEIDI SHARP	ASHER ERTTEL	KYLE KNUTSON	ALICE ROSE	ED DILLINGER	PETER BORGEN	ERIC DILLINGER
LARRY HOLCOMB	JAY ZAHRT	TAMARA NORMAN	MANTHRI WICKRAMARATNE	BROOKE TIPPITT	ANITA JAMES	SHARON RAFOS	CHRIS KUCERA
C	D	G	H	K	L	O	P
JIM SLOTTA	KYLE KNUTSON	ROB WHITE	DEBRA ELIZONDO	JULIE POWELL	DEBORAH GRIFFIN	GEOFF HARPER	LOUANNE LACHMAN
RAY KNUTSON	SUZIE STAJCAR	CARRIE ROUNDTREE	MARY ENNIS	PETER CLEMENTS	ROBERT SHEPHERD	CARRIE WINTERDOD	FLOYD ELLIOT
BEVIN INNES	BRUCE LANPHEAR	JIM HAMJE	BRUCE ELLSWORTH	KEVIN WALTERS	KEN KUCERA	MICHELLE JINKS	JILL SHELDON
BECKY O'BOYLE	SUSIE SEATON	SHARON BLACKLEDGE	SHEAHAN PAUL	ELENA HARPER	STUART FERRAR	JEROME JAYASAKERA	BRIAN HAWLEY
LAURA DILLINGER	ABEDNEGO BARNES	KEVIN BALM	JULIE HOOK	PAUL BORGEN	GRETA HANSON	JANE ST. JOHN	RUTH GIBSON
PUTHRI MOONESINGH	KIM JENKINS	ALICIA GILES	AMY GOLODETZ	MISTY HOOK	BRIDGETT WALKER	STEVEN BREHM	THOMAS LORD

SYMPOSIUM FACILITATION

COORDINATION:

GAIL WEST
MARIE SHARP
DAVID LAZEAR
BARBARA BARKONY
FRED LANPHEAR
RUSSELL WHEELOCK

PRACTICS:

JUDY DICKSON
DOROTHY HACKMAN
BOB DICKSON
DALLAS ZIEGENHORN
BARBARA BROWN

JAN SANDERS

K.B. WINTERDOD
TIM KARPOFF
OLIVE ANN SLOTTA
GLENDA SILVERMAN
RUBY TRIBHAWAN
AL ROBERTS

DONNA

ZIEGENHORN
CRAIG WEBB

CONTINENTAL
YOUTH SYMPOSIUM
KANSAS CITY, MO.

ENABLEMENT RATIONALE

FEBRUARY 12-16
1982

		SAT.	SUN.	MON.
BREAKFAST	SET + SERVE	A, G	H, N	O, E
	CLEAR + SNACKS	B, H	I, O	P, F
LUNCH	SET + SERVE	SACK LUNCH ↓	J, P	TEAMS CLEAN AND RESET SCHOOL FACILITY
	CLEAR	↓	K, A	
DINNER	SET + SERVE	C, I	REGIONS ↓	
	CLEAR + SNACK	D, J	↓	
MEETING SPACE RESET	MORNING	E, K	L, B	
	AFTERNOON SNACK	F, L	M, C	
TRASH		G, M	N, D	

MEAL SET AND SERVE: WASH TABLES; SET DISHES AND FOOD.

MEAL CLEAR: ALL DISHES AND FOOD TO KITCHEN; WASH TABLES; SERVE ALL SNACKS UNTIL THE NEXT MEAL.

MEETING SPACE RESET: RETURN SNACK DISHES TO KITCHEN AND RESET ALL 4 TEAM SPACES AFTER MORNING AND AFTERNOON SESSIONS.

TRASH: COLLECT ALL TRASH IN BATHROOMS, LOUNGES, HALLS, GREAT HALL, MEETING SPACES IN PLASTIC BAGS AND TAKE TO KITCHEN.