

A PROPOSAL FOR THE CENTRAL KANSAS COOPERATIVE IN EDUCATION
Mrs. Rhonda Bird, Northeast Region Coordinator

To create a demonstration classroom in service to Behavior Disordered students

Salina Central High School
Salina, KS

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Developed by:
Dr. William E. Salmon, Guide
Imaginal Educator

THE DRIVING CONCERN OF IMAGINAL EDUCATION

is to release individuals, groups, communities and organizations to operate out of their highest potential. When as facilitators, educators and *counselors we find ourselves in the position of responsibility* for a small part of this journey, it is possible to draw upon the practical tools of Imaginal Education and to engage in forging new tools that will contribute to this rich legacy.

Packard, K. Elise, *et al*, *The Evolving Resource of Imaginal Education*, "2009," pp. 21, 22.

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To create a demonstration classroom in service to Behavior Disordered students
using the methods of

IMAGINAL EDUCATION

ABSTRACT

Dr. William E. Salmon

B.A., Kansas Wesleyan University
M.Div., Perkins School of Theology
D.Min., Southern Methodist University

The pressing question is, "How can we change the behavior of Behavior Disordered students?" The question is painful because administrators, teachers and staff deeply care for these young people. Teachers dedicate themselves to walk this rocky road so that the BD students can reach their potential and find meaning and purpose in life.

This proposal answers this question by asking, "How can we alter the teaching environment to meet the BD students at the level of their deepest needs? This is the place where the screens through which they pull their wounded lives are transformed to images supporting a purposeful and satisfied life.

This paper acknowledges that our teaching methods are stuck in the Industrial Model in which compliance is the main goal. What is called for are Post-Modern methods that acknowledge that the defiant ones are closer to Awakening because they care enough to be angry, but teachers need new tools to meet them at these deep levels. Imaginal Education (IMed) offers the necessary tools.

The advent of the MRI gave us a method to examine the functions of the brain. This brain research supports the 50 years of practical experience of using IMed in the Chicago ghetto, and then exploding around the world in rural settings, business/industrial board rooms, and university PhD programs. Cradle-to-the-grave ventures continue to bring health and wholeness wherever these tools are employed.

Kenneth Boulding, an economist, philosopher, educator, and author of the book, *The Image*, observed in 1953 that images are first forged in infancy in the intimacy of the family. Whether these early images are nurturing or damaging, such experiences form perceptions about life that governs behavior. Boulding noted that wounded images can be challenged with the result in changed behavior.

Reviewed are assessments to determine the student's worldview that helps define how best to work with each individual student, and with the class as a whole. This document explains each tool in some detail by applying the principles of effectiveness.

Early workshops will be held to secure the insights of both the students and their parents to determine where to start this process of education. Teaching staff training and evaluation is described in some detail. Benchmarks regarding the student's progress of change are listed. Methods of Follow Up are described along with the necessary budget enumerations, and a proposed Time Line is presented.

Summer Camp is one unique feature of this proposal for a 4-night, 5-day off campus retreat staffed by those trained in IMed methods. This program is sketched in some broad strokes and can be considered as a "stand alone" event to evaluate the effectiveness of the IMed methods, or is the event to initiate a full production of this proposal.

As the author, I am grateful for the opportunity to present this to Mrs. Rhonda Bird, the Northeast Regional Coordinator of the Central Kansas Cooperative In Education.

Respectfully,

Dr. William E. Salmon
IMed Guide

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A PRE-TEXT

One of the first axioms of Imaginal Education is, "Assume everything is possible." What is shared here is just one plan among many possibilities. Nothing is written in stone. Perhaps it can be added that all that is presented here is in DRAFT form because this can be the starting point for more dialogue about the expectations of those in the Central Kansas Cooperative in Education (CKCIE), as well as others of interest.

As the author, what I heard voiced is, "What can the methods of Imaginal Education offer to transform Behavior Disorder (BD) students?" My answer is to transform the way in which we teach BD students rather than to expect compliance from students already wounded. Actually, the school system may be the last hope for our students, for positively influencing and supporting the development of behavior that enables a student to be successful, a child to gain confidence in herself, a family to increase its capacity to provide a nurturing environment.¹

Never again will BD students be in a structured environment that deeply cares for them as individuals. What our schools and their teaching staffs have attempted need our affirmation and gratitude. Up until now our tools for the job were sharpened by the times in which we live.

A POST-MODERN APPROACH

During the last 600 years society lived under the influence of Newtonian physics, the Scientific Method, the Renaissance, the Reformation and the Industrial/Urban movement. These inventions took place during the 15th to the 17th Centuries and given the sociological name, "The Modern Era." The focus during these 600 years was on the development of our *cognitive skills* supported by the *objectification, rationalization and application* of science and philosophy.

The paradigm shift to the Post-Modern Era---

An unbelievable 100 years ago an event initiated by Albert Einstein who, in 1909, first wrote the equation of $E=MC^2$ and then in 1918 published it as, "The Theory of Relativity." This theory gave birth to a new physics, a new philosophy, a new way to understand human beings, and begs for new ways to put these fundamental changes to work. Regarding Quantum Physics, in her paper, "The Evolving Resource of Imaginal Education," Dr. Packard

¹ Packard, K. Elise, *et. al.* "The Evolving Resource of Imaginal Education." p. 4

observes, “. . . that all matter is energy and that human beings are energy and that we live in fields of energy.”² Today’s sociologists name these new perceptions, the Post-Modern Era.

It is regrettable that it has taken us 100 years to awaken to the importance of this information. The focus shifted from the objectivity of our understandings of reality to our more intuitional experience of reality. Now the focus is *experiential, existential, and relational*.

The importance of this information is that the youth who attends our classes is a child of the Post-Modern Era. For the most part, the teaching staff is still using the tools of Modernism. Is it any wonder that there is a generation gap and our students are wondering “waz-happ’n?”

A CONTEXTUAL STATEMENT

Fifty years ago Bob Dylan could sing, “The Time’s they are a’chang’in.” The song is no longer relevant because the times have changed. The potential for conflict exists when those at their desks are asking themselves, “Why am I required to study this? When will I ever use it? Before I finish high school I am preparing for jobs that have yet to be invented.” In 1938 engineers threw a pebble named radar into the pool of history and watched as the winds of change caught up the ripples and become the tsunami of television, computers and cell phones. Today, what are the pebbles thrown in the pool of history?

How can students prepare themselves for the future that has yet to be developed? What kind of tools do teachers need to prepare our students, much less awaken them to their potential? The old rules of Modernism no longer apply, and the new tools of the Post-Modern Era are being invented on the run. It is like laying down the railroad tracks while the train toots around the corner into our future.

Bruce E. Levine, in his article, “Are we too demoralized to protest?” notes that from, A long list of school critics—from Henry David Thoreau to John Dewey, John Holt, Paul Goodman, Jonathan Kozol, Alfie Kohn, Ivan Illich, and John Taylor Gatto—have pointed out that a school is nothing less than a miniature society. What young people experience in school is the chief means of creating our own future society. Schools are routinely places where kids, through fear, learn to comply with authorities for whom they often have no respect and to regurgitate material they often find meaningless.³

THE PRESENT RESPONSE

The Industrial Model—

Today’s teachers are using the tools they learned and practiced for many years. These tools were forged in the 16th Century during the era of industrialization and urbanization; when the whistle blows—or the bell rings—we start to work and obediently move when we hear it ring again. Compliant students are the name of the game; Rule number One, “The Boss is always right. Rule number Two, “Read Rule number One.”

The efforts of our teachers—

There is remarkable dedication among today’s teachers, particularly so while living on the cusp experiencing the death of the old Modern Era and the confusion of the new Post-Modern Era. Teachers need our gratitude for a job well done. Honestly, for many teaching today, it is a thankless job that does not return much satisfaction. Some teachers enjoy their labors and this is a testimony to their resilience.

² Packard, K. Elise, *et. al.* “The Evolving Resource of Imaginal Education.” p. 6.

³ Email: 12/25/2009 from Jim Wheeler through Dr. Morton Skordin, MD. Living in Stillwater, OK, p. 3.

The goal of classroom work—

“Jonathan Kozol, writing in his book, *The Night Is Dark and I Am Far Away From Home* (1975), focuses on how school breaks us from courageous actions through a sense of disconnection.”⁴ What we demand of our students is compliance and Time Out rooms are everywhere. When compliance is not given then the student is placed in ever smaller boxes until compliance is achieved. For some students this might work, but for most this is a lost cause as this only makes them angrier.

The response of the BD student—

The frequent response is anger, passive resistant behavior, and obstruction. Educational researchers note that Oppositional Defiant Disorder (ODD) is an increasingly popular diagnosis. Among BD students how many are not on drugs for ADHD? What educators expect is a calm and compliant atmosphere so that some students can learn something at least some of the time.

Aldus Huxley predicted, “. . . it seems to me perfectly in the cards that there will be within the next generation or so a pharmacological method of making people love their servitude.”⁵

The phrase, “No Exit,” is the title of a book by Jean Paul Sartre, the French existentialist, who noted the hopelessness associate with getting through life without despair. In this book he notes three conditions and associates each with an appropriate response:

- *Immediacy:*

When you tell some people, “There is a fly on your nose,” their response is to faint.

- *Circumspection:*

When you tell some people, “There is a fly on your nose,” the response is to acknowledge that there is a problem, but they are capable of handling it because they will call a committee to discuss the appropriate response, and then build a twelve-step program for extending their insights to those with similar conditions. It is observed that most teachers and administrators are circumspect people!

- *Defiance:*

When you tell some people, “There is a fly on your nose,” the response is, “Get the hell out of my face before I bust you in the teeth!”

The interesting analysis is that the *defiant* person is closer to awakening. Those living in *immediacy* are unable to respond because they are largely unconscious most of the time. Those living in *circumspection* can’t respond appropriately because they want every one to be fond of them; these students are not the trouble makers, but they can be passive resistant and undermine the teacher’s effort by dragging their feet. Those who are *defiant* are self-conscious and are unwilling to put up with anything inauthentic, at least until there is an event that reaches underneath their wounded spirit and awakens them to new possibilities.

The need for Heroes—

Who are the students who can withstand the onslaught of the typical classroom teacher? Some teachers champion the need for Heroes! In the *Salina Journal*⁶ there is a report about Dr. Brian Kinnaird, a Salina South High graduate who went on to become the chair and professor of criminal justice at Fort Hays State University. The news article reports, In his research and experience, finding one’s heroic impulse comes down to people wanting to become something bigger than themselves,

⁴ Email: 12/25/2009 from Jim Wheeler through Dr. Morton Skordin, MD. Living in Stillwater, OK, p. 3.

⁵ Email: 12/25/2009 from Jim Wheeler through Dr. Morton Skordin, MD. Living in Stillwater, OK, p. 3.

⁶ “Salina Journal,” Sunday edition, “Life Section,” pp. B1, B3. March 14, 2010.

or other than themselves, Kinnaird said. "In my opinion, super-heroes are the most potent and strongest mythological translators of heroism in the modern age," he said.

As an observer of the educational scene, it is my opinion that the majority of teachers are hungry for the transformation of their students. It is not a lack of motivation that holds them back as they continue to rush into the burning embers of their BD students. What teachers need are effective tools to get the job done. Teachers are everyday heroes, but they are not the super-heroes of unreality. Many teachers are convinced that transformation does occur in the lives of their students.

The need for a breakthrough in Awakening—

I know this works. I'll share a couple stories about lives that are transformed. How long will they remain awakened? That is yet to be determined, but there is no doubt change was experienced.

The basketball player:

The importance of making a connection.

This young black girl had the street rep as a street fighter. She walked into the freshman BD program with a swagger and an attitude that could range from sweet to obstinate. One day I commented that I liked her hair in corn-rows, and this brief connection opened the door to frequent conversations that made it possible for me to work with her during her algebra lessons. Then, in the late Fall she went out for the Freshman Basketball program, and suddenly she was a different person. She gained confidence as she expanded her aerobic capacity, and she had success in playing; each time she was on the court she scored points. My wife and I made a special effort to attend each of her home games and to take lots of pictures and videos of her playing that were shared with her and her teammates.

At one point she announced to me, "I'm quitting the team!" In answer to my query of "Why?" she said, "The coach got after me for being late." I looked her in the eyes and said, "Who is in charge of you? Are you in charge or are you going to let the coach be responsible for your attitude?" She looked at me and said, "I'm in charge of my attitude." My followup question was, "Are you playing BB or not?" She replied, "Come and see!"

The Learning Disabled (LD) students in Art class:

Doing what is engaging and worthwhile makes all the difference.

Part of my assignment as a Para-educator was to mentor students in the Art Class. The Art teacher asked me to work with four Learning Disabled students whose attention span was extremely short. What intrigued me was the depth of their focus when they worked on their clay projects. There was an attitude shift; they got along with their peers, and they could be engaged in the instructions of the teacher. They respected me as a mentor and welcomed my working with them. What was true of the LD students was far more impressive with the BD student with whom I usually worked.

The conclusion is that when students are engaged in meaningful projects that captures their attention they no longer act out. They become respectful of their peers and of their supervising adults; *it can be said their behavior is transformed.*

So, what's next?

The truth of the matter is that we can not continue doing what we are doing. We are losing too many young lives. This is true not only of BD students but also with a majority of high school students.

A NEW RESPONSE

Imaginal Education Defined—

The history of this educational tool goes back to 1950 and to a group of people living in Austin, Texas. These college students created a curriculum of adult education to be used in Christian Adult Education. Later, these same students moved to the Chicago 5th City ghetto and used the methods of Imaginal Education with gangs, local residents, and pre-schoolers with the goal of rebuilding human community. The methods were aimed at transforming hopelessness into hopefulness.

Dr. Elise Packard, writing in an unpublished report of her work, notes the following history:

Those who developed the approach drew from the writings of Paolo Freire (1970), Soren Kierkegaard (1969), Jerome Bruner (1963), Thomas Kuhn (1962), Kenneth Boulding (1956) and other educators, scientists and theologians. Incorporated in the approach was the central value of addressing life questions, shifting negative perceptions, and shaping positive images in order to release human potential.⁷

The focus of Imaginal Education is to awaken students so that they can alter their behavior through a process of what Packard names as, "self-discovery learning that shifts and shapes images, perceptions and beliefs." "A shared core value . . . is finding a practical way of tapping into the innate wisdom of those who gather in learning settings."⁸

In the section of her paper titled, "The Premise of Image Theory," she summarizes the work of Kenneth Boulding who is an economist, philosopher, educator, and author of the book, *The Image*.

- a. We operate out of images (or perceptions, or as Peter Senge would say, mental models)
- b. These images govern our behavior
- c. Images are created by messages
- d. Images can change
- e. Changed images create changed behavior.⁹

Brain function and development—¹⁰

Perhaps, for the first time, the development of the MRI has given educational researchers a look into how the mind/brain functions. As an educator I'm way out of my expertise here, and I depend on the work of others for this explanation. However, from what I do know about the various premises, this makes sense and is useful to support answers to why and how behavior can be changed for individuals, organizations, and communities.

As classroom teachers, our focus is on changing the behavior of BD students in order that these students can fulfill their own promise of living productive lives. Our purpose is to change how we teach BD students so as to activate those parts of their brains that enable such transformations. The brain is a powerful instrument that processes data in three ways: the neocortex, the limbic system, and the reptilian complex.

- The neocortex is the thinking brain that we recognize as consciousness. This part of the brain is able to reflect and to forecast. It is understood to be slower and more deliberate while analyzing data and it influences how we act. This part of the

⁷ Packard, K. Elise, et al, "The Evolving Resource of Imaginal Education," p. 4.

⁸ Packard, K. Elise, et al, "The Evolving Resource of Imaginal Education", p. 5.

⁹ Packard, K. Elise, et al, "The Evolving Resource of Imaginal Education," p. 5.

¹⁰ Editor: I'm indebted to Dr. Packard for the following information.

complex brain moves cautiously by assimilating data and then organizes it into patterns that relate the part to the whole.

- The limbic system is important in the learning process. It is responsible for interpreting our intuitions. This part of our brain never closes down but operates 24/7 and instantly processes information that relates to the space we occupy, body language, and feeling level responses.
- The reptilian complex is considered our natural brain. All of our involuntary systems such as breathing, swallowing, etc., are located in this part of our brain

As an educator, it can be observed that our ordinary curriculums do not plan for developing our intuitions. Evidence for this observation is by asking adults to draw the human face. The result is very similar to what a 6th grade child will draw. By the end of the 6th grade our educational system essentially denies our students the use of their spatial and intuitional abilities.

This is doubly unfortunate. Not only do we effectively use only half of our brain power, but we deny students their natural ability to make the necessary changes in behavior. Consequently, our students come to us with these two strikes against them in addition to all of their family history, birth order, gender, social, psychological, and economic considerations.

How images shift---

Perhaps there is no more important question than, "How does Imaginal Education work?" An illustration may suffice. During the 1950's, in the West Side Chicago ghetto a team of teachers developed a comprehensive educational model that included teaching the children to sing,

Chicago is a wonderful place, Chicago's where I live.

Chicago is a wonderful place, Chicago's where I live.

So sing all you people—Chicago's where I live.

So sing all you people—Chicago's where I live. Yeah!¹¹

Now anyone living in the Chicago ghettos knows there are few places on earth that are more dirty, crime-ridden, and hopeless. This is true UNLESS WE DECIDE THAT CHICAGO IS A WONDERFUL PLACE. The lesson: it is not our situation that determines our relationship to life. Rather, it is our decision that makes it so!

Is Chicago still a wonderful place? It is if we decide it is. Our decision makes all the difference. Are the BD students at Salina Central High School wonderful kids? They are when we decide they are, and it makes no difference what these students think about themselves or about us. For good or ill we are the sum total of our decisions.

Our infant days of image formation---

It is a forgone conclusion that our first three years of human life are crucial to shaping our life-long attitudes and self-images. It is during these years that our various brain functions become aware. In particular our intuitional and spatial brains are highly influenced by our environment and interpersonal relationships. Our sub-conscious images are forged by our eyes and ears as well as the movement and sensations that surround us. Provided that these inputs are supporting, caring and nurturing, then our innate development is influenced to think well of ourselves and our place in our social scheme.

By age of four, young children have locked in their responses to her/his early environment. What parents, siblings and the familial society demonstrate in their

¹¹ "5th City Preschool song," The ICA Song Book. Used by permission for the use of the author.

interpersonal relationships forges the patterns of how to respond in almost every situation. When this early environment wounds instead of nurtures then the result is a "wounded bird." These wounds often are worn on their sleeves but represent the iceberg surface of a much deeper hurt.

Each of these dynamics is complicated by human interactions. When our early environment is not nurturing, positive and caring then we are left with distortions that eventually stand in our way of becoming healthy and whole persons. Unfortunately, every family is dysfunctional. The result is that all of us carry unhelpful baggage. For some of us, this baggage is devastating to our future, productivity, and self-actualization. It is these "images" that need to be re-tuned. These images clarify, or blur, our decision making, creativity and critical thinking. It is our ability to be self-reflective that colors our beliefs and alters our behavior.

It can not be emphasized enough that "wounded birds" do not need more wounds from teachers, peers or the school environment. These students, frequently the class bully, need the possibility of inner transformation so that they can grasp a new and significant way of fulfilling their potential.

Applying the Principles that define the classroom purpose---

At a workshop held on June 23, 2010 at the office of CKCIE, in a workshop of seventeen people—school administrators, classroom teachers, para-educators, and pre-school administrators—identified five principles to be applied when working in classrooms of BD students. It would be helpful to make a poster for the BD classroom that will remind those who are teaching to keep these principles in mind and make continual use of them.

These principles are:

1. Connecting All Learners
Plan an emphasis on interaction and communication.
2. Building Relevant Environment
What is done in the classroom is clearly associated with the Real World. This is accomplished through "hands on" learning, empowerment of each student, and meaningful assignments.
3. Building Positive Relationships
Mutual respect is key! Respect is taught by example.
4. Empowering Student Success
The curriculum needs to be structured and rigorous, employ hands-on engagement, and be flexible in the methods used.
5. Developing Successful Citizens
Plan for clear expectations that are self-evident with no hidden agendas. Mutual accountability is to be expected.

Aiming the Arrows---

At this same workshop, those present took the work from a previous workshop of eleven people, held on May 25, 2010, in which they identified three "Arrows" to be directed to hit the targeted "Hopes and Dreams" for building an effective classroom to meet the needs of BD students. At the same time these Goals were defined against the Anticipated Barriers preventing such relevant work.

These three "Arrows," and their related "Barriers" are:

1. Aiming the Arrow of Curriculum and Training.
Barrier A: *The lack of relevant curriculum and training*

If the goal of developing a demonstration classroom is to better serve Behavior Disorder students, one crucial arrow in our quiver is the creation of an Imaginal Education curriculum that results in students changing their behavior.

Without this kind of a curriculum—and the training necessary to implement it—the job will not get done.

Barrier B: Educating Underdeveloped Instructors.

The Arrow of Curriculum and Training needs to focus on understanding the role of the classroom environment and create a consistent model for classroom management of behavior. Along with this plan is the key activity of parental involvement. Working to understand and appreciate the student's home environment, and developing methods to "educate parents" is crucial to our success.

2. Aiming the Arrow of Orchestrating Changed Lives

Barrier C: Unimproved Emotional Behavior

Overcoming this barrier is what we are about. Student lives are transformed into more humane treatment of others and then of themselves. This is the end goal of all that we do.

Barrier D: Learning Essential Self-Worth

The deep underlying problem exhibited in our BD students is that there is a hidden humane person under a lot of garbage. Our task is to call forth this humane being.

How do we do this? We bring our own wounded-ness and our willingness to be heroes in building a "connection" to each student. Next we illuminate for our students that it is not our wounds that defines us, rather it is the revelation of our own wholesome humanity that is the role-model. In other words, we are not afraid to be vulnerable, yet we demonstrate the internal strength to stand before each student and call them forth to living the humane and gracious life in spite of their wounds. This is what it means to be a fully functioning human being. Also, this is not a bad definition of what an Imaginal Educator looks like.

Barrier E: Overcoming Self-Centered Thinking

The associated Hope and Dream, "Learning Empathetic Perceptions," really clarifies this Barrier. The venue for developing appropriate behavior, and the environment for practicing alternative ways to build community, is in our classroom. Students and teachers are a community; we are a social entity that is differentiated only by the task and role; i.e., some of us are students and some are teachers, and each of these roles can be different at different times. We'll respect our separateness as well as our corporate-ness.

3. Aiming the Arrow of Testing and Benchmark Identification.

How do we know we are making progress?

I wish there was a magic bullet to determine when lives are changed; however, Mother Nature hates wish-dreams when reality is sufficient. Consequently, what is the new reality by which we can mark the progress of wounded birds behaving in more appropriate and sociable ways? As we put into practice any kind of curriculum, or create any kind of environment, we need to know the "mile-markers" that guide us on the journey from *Behavior Disorder* to living humane lives. The shaping of this arrow is an important activity to be completed as we create a wholesome plan to shape and change the lives of students.

Specific guidelines are featured below in the section, "Bench Marks of Success."

Tools necessary to shift images—

Teachers often remark, "That student is a bundle of energy." This statement reveals the truth that a student is very active. This also reveals that there are certain "bundles of

energy” that can be applied to any study, topic, or curriculum in order to shift the unproductive energy of a student toward something that the student can use to reach his or her potential. The application of the following bundles of energy is crucial. For one thing these activities activate the intuitional or spatial brain that quickly assesses new and positive information. In addition, the learning brain begins the slower process of assimilation by reflecting on what is happening. When these two activities take place the process of image shift is underway.

- Learning takes place in interactions:

Practice asking open-ended questions. It is helpful to assume that everything is meaningful provided that the teacher is willing to begin where the student is.

Encourage student stories that are true, imaginary, or fanciful. Class play, puppetry, word games, and appropriate competition are all helpful tools to structure interaction into the curriculum.

- Use what the student values:

Show and tell. Provide occasions to explore the things that are meaningful to the student and the student’s home and social environment. Ask leading questions that allow the student to share reflections on what they hold dear. When studying American history ask for reports on interviews with grandparents or the oldest person in the block. Use whatever the student brings to the classroom as the grist to make learning meaningful. Don’t be afraid to explore controversial topics provided the student brings them to the table. Schedule a trip to a Nursing Facility.

- Use patterns that relate the parts to the whole:

Make use of diversity. We live in a diverse world. Parochialism prevents an understanding and/or appreciation of other people and traditions beyond the tiny world of the student. Use presentations by people of other countries and beliefs. Explode the operating context of the students. It is helpful for them to see that they have a meaningful part in a much larger world.

- Use occasions to develop intuitions:

Expand the learning dynamics. Every day plan some activity that requires the use of both right and left brains. Create occasions to practice drawing with the left hand while the right hand is tied behind their back. Engage in bouncing a handball by alternating hands, and then expand the process to using two balls. Learning to juggle can also be a left-brained intuitive and spatial activity.

- Provide time everyday for evaluation:

Learning our learn. Every lesson needs to have a time for evaluation of what is learned. I call this time, “Learning our learn.” There is a formula for leading reflective conversations. First always begin with **Objective** questions that ask for lists, move on to **Reflective** questions to explore feelings, emotions and qualities. Next ask **Interpretive** questions to discover the meaning and learnings. Last ask **Decisional** questions that help each student to take responsibility for what they learn.

- Relate things to other things:

Build the ability to think relationally. Read a story or teach a new concept and then have the students explore what would happen if other alternatives had taken place. Read fanciful stories and ask reflective questions. Explore another culture, invite representatives to share their history and beliefs, and then ask students to share how their backgrounds are similar and/or different.

Tools necessary to change perceptions—

There is a teaching pallet on which there is a variety of “colors” to mix and match. These colors address the emotional interests of the student and develops a stimulus to

address the student's intuitions. These are vital applications, and they are effective in the work of changing perceptions of reality.

- Classroom environment:

The room itself can teach as much as the teacher.

Every lesson needs a "WOW" factor, and usually it is the teaching space that can produce it. Some teachers prefer kinesthetic arrangements in which all of the chairs and desks have been removed, or the tables arranged so that they aid the teaching plan. Often it is helpful to establish a theme that is big enough to inform the lessons for a week or more, and the theme to carry the content of the teaching. Think out of the box to really make the environment engaging in order to announce to the students, something is going to happen here, and it going to be something new. Be elaborate and wild when necessary.

The classroom environment teaches as much as the content of the lesson plan. When the environment is treated as a lesson tool then the students are quickly drawn into the lesson by addressing their unconscious intuitions. Every lesson needs to use the teaching space to enhance the lesson.

- The Lesson Plan:

Create a one-page plan in order to see the whole thing at once.

My lesson plan always includes these S.T.E.P.S. :

Space: How will I use the space to teach?

Time: It is important to know how much time to spend on any one part of my plan.

Where is the important thing I need to get to, and then budget the plan accordingly.

Experience and the Existential Aim: What experience do I want the students to have during the lesson? Sometimes this is called the Existential Aim.

Product: This is the most important element of a lesson plan. What is the product I want to leave with my students? How many classes, or meetings, have I sat through that did not have a product, and how boring was this event because this was left out?

Souvenir: Every product needs to have a physical souvenir. Each lesson is a journey, and like a trip to Washington D.C., what kind of item do I buy to remind myself of the trip? Every lesson needs some kind of physical reminder.

The Rational Objective: There is one additional question to answer. What is the One Thing I want the student to learn? Sometimes this is called the Rational Objective.

The Orchestration: Work in three Movements, in addition to a Prelude and a Postlude. Any plan divided into five sections is going to be manageable.

Time and Tools: Every "tool" that is necessary for the lesson is noted for each orchestration movement. It is important not to forget something during a teaching segment.

Concerning the "time" allowed for each segment, I plan the lesson so that I get to the most important thing without getting distracted by something less important.

- Provide a daily "surprise element."

Start fresh by using a Surprise event.

What would happen to the classroom emotional tone if suddenly the school principal opened the door and crashed a Japanese Gong: 'BONG-G-G-G,' and then simply turned and left?

Would each student promptly forget all of the garbage-of-the-day they brought with them? The daily surprise can be the tool that awakens each student to leave behind their troubles and to become alert to the present moment.

Instead of surprise visits by the Principal, think of a traveling troubadour quartet from the Music Department walking down the hallway singing a Madrigal.

Next, plan on a local personality, or notable athlete, to pop in the door with a positive message for the class. Become creative about this wonderful tool that ignites the student's awakening brain.

- **Assess the needs of the student:**

Appropriate Associations of methods to needs.

When the class first meets it may be wise to take one of the "association tests" to determine their personality types. While there are many such tests available, it is my recommendation that the "World View Test," supported by the book, *Congregation: Stories and Structures*. This book is written by James F. Hopewell and uses a simple 27-question instrument to determine the various strengths of four dimensions of our worldviews. This "test" identifies the relative strengths shared between four dynamics: Empiric (Irony), Charismatic (Romantic), Canonic (Tragic) and Gnostic (Comic).¹²

You'll recognize these forms as Shakespearian archetypal categories. The instrument is easy to administer and quick to self-grade. The results are quickly made visible to the participants on a double-matrix chart.

It is important that the Teaching Team take the "test" when the students do it. This reveals to everyone both their individual categories as well as the active worldview of the class as a whole.

A similar test is named True Colors that use different color associations such as Gold, Blue, Orange and Green to characterize personality formations. Such instruments categorize personalities rather than the active worldviews, and they do not provide for the big picture of what the class as a whole looks like.

What is achieved through the use of the World View Test is that the Teaching Team can tailor their lesson plans so as to address the strengths and/or weaknesses of the individual students.

What is it that initiates change for any of us?

The following five criteria are helpful to rehearse in order to explain this phenomenon:

1. Students change because of a *Challenging Curriculum*;
2. Students change because of the *Impact of the Classroom environment*;
3. Students change because of the *Structure of the Teaching Methods*;
4. Students change because of the *Team Building for Mutual Support*;
5. Students change because of *Students experiencing themselves as a part of a larger society*.
6. Students change because of a *High degree of independence and resiliency*.

The teaching tools:

1. Kinesthetic Learning:

The emphasis here is to keep the students moving, standing, sitting/laying on the floor, using the white board, etc. Desks and chairs can be appropriate at test times and on other occasions helpful to the learning event. Standing students are more alert students, particularly when they are engaged in doing projects that quickly moves from one team member to the next. Also, traveling games can move students at their own pace from project to project.

¹² Hopewell, James F. *Congregation: Stories and Structures*. Philadelphia: Fortress Press. 1987. pp. 201 – 211.

2. Appropriate competition:

The role of competition is qualified by the adjective "appropriate." The best kind is a win-win situation. It is suggested that the winning team is given a reward to be shared with the losing team. This kind of competition never pits the best against the less than the best, and a deeper lesson is learned about sharing and caring.

3. Active bulletin boards:

All time is learning time. Use hallway posters for Word Search games to engage students while they wait for classes to start. Interactive games can be useful for this purpose. Bulletin Boards are teaching tools and can actively engage and challenge participation.

4. Focused Field Trips:

The key word here is "focused." Before a field trip is taken, both the students, sponsors, volunteers and parents are prepared for the teaching task. Even those who are to be visited can be prepared for those who will visit. Every trip ends with the opportunity to reflect on what has been experienced and learned. Meaningful follow-up projects can be assigned as written/verbal reports and/or artwork.

5. Open to Global Diversity:
Overcome parochialism.

The world of the BD student is too small. Because of the degree of dysfunction in their family life the BD student comes to us with their conscious brains already wired to respond in self-protective ways. The student's "small world syndrome" is supported by the Industrial Model of teaching and classroom organization that requires compliance. To overcome this insufficiency, it is important to expose our classes to the world in which they live.

Hold news-of-the-day Conversations. At the beginning of each day a video copy of a current news story can be viewed followed by a structured news conversation. At some point it may be appropriate to divide the class to "debate" various points of view. The teams can be divided by interests, or they can be arbitrarily assigned to defend an assigned point of view.

There are many ways to expand the consciousness of the students. The important point is that they begin to see themselves as a part of a much larger self-consciousness.

6. Apply a variety of techniques:
Use many teaching tools.

Take into consideration that the use of variety helps to keep the "WOW" experience fresh. Often it is helpful to consult the "Class Worldview" to decide which tool can best be used to address the needs of the class and/or any particular individual. When teachers are working one-on-one with a student, then the "World View" of that particular student needs to be consulted in order for the lesson to be easily assimilated by the student.

Remember, the teacher brings with her/him their own world view screen too. Many times this screen can get in the way of how the student perceives the lesson to be learned. Those teachers with a more diverse worldview than the student need to be self-conscious about teaching students with the opposing means to assimilate the data.

7. Use meaningful Word Pictures:

Remember Alice lives in Wonderland.

Confucius says, "A picture is worth a thousand words." In creating the lesson plan it is helpful to make liberal use of that corner of your paint pallet that mixes metaphor, simile, allegory, fable, and parables. These word pictures strike very deep into the subconscious mind to make active the conscious brain that can relate the data and addresses the intuitional/spatial mind. Adding a reflective conversation to the plan helps to anchor the material where the student can access the pattern and begin to apply it to the student's own life.

8. "Charting" encourages spatial/intuitional development:

There are two kinds of reading methods. One method is word-by-word reading, and other is spatial reading.

The first is adding together each word, sentence and paragraph; *this is word-by-word reading*. But what happens when the telephone rings? In order to get back into the reading it is necessary to assume we remember what was read.

The second is *spatial reading*. For instance, the longer we are in a classroom we become aware of more details. Most of this "awareness" comes through our intuitions, and this can be called "spatial awareness." The same can be said for the way we read most written materials. Learning the techniques that utilize our intuitions is a powerful tool that supports awakening the full use of our brain power.

In Appendix # 1 is a detailed illustration and description of "charting" as a teaching tool using the nursery rhyme of, "Little Miss Muffet." The value-added experience to charting is the amount of alertness that is created in the process. This is particularly so during the "reflective" work.

THE BENCHMARKS OF SUCCESS

Tangible evidence

Base evidence on a continuum of

1 (Not at all) 25% 75% 5 (Does all the time)

- a. Grade average increases commensurate with expectations
- b. Decrease in "write ups"
- c. Improved results of IEP expectations
- d. Increase in daily participation expectations

Intangible evidence

Base evidence on a continuum of

1 (Not at all) 25% 75% 5 (Does all the time)

- a. Student increases positive productivity
- b. Student begins to be forward looking
- c. Student gives evidence of respect for peers
- d. Student demonstrates increased respect for teaching instructions
- e. Classroom behavior becomes age appropriate
- f. The Teaching Team ends the day feeling good about their accomplishments

WHAT ARE THE FIRST STEPS TO TAKE?

1. A youth consultation workshop

This workshop is crucial to the success of this whole effort. Without the input of the youth who are involved, then the integrity of what we want to accomplish is on the line. This event needs to take place during the first week of school. The timeline calls for a 90 minute workshop. The purpose is to identify the Hopes and

Dreams the students have for an ideal classroom experience. Like the previous adult workshop, this one identifies the Anticipated Barriers preventing the Hopes and Dreams from becoming reality. The Barrier titles are then regrouped by asking, "What is the future direction that unblocks these barriers?" The result is the naming of 3 to 5 Future Directions.

Camp Experience

In the event that a 5-Day Camping experience becomes a part of this plan, the Youth Consultation can be a part of the camp curriculum. Also, this is the ideal time to administer the Worldview Test. More about the camping experience is explained later in the "Camping" section of this proposal.

2. A Parent's consultation workshop

Because it is anticipated that the first class of BD students may be hand-selected for this experiment, it may be necessary to pick those whose parents can be motivated to be more involved in their student's educational goals. Under any circumstances, Parent's need to be encouraged to do the following:

- a. To attend a Town Meeting style workshop to receive a presentation on this experiment;
- b. To gather their Hopes and Dreams for the kind of educational experience for their youth, as well as what they believe will be the barriers to the success of the program.

Parent Management is a weak link in the process—

This proposal recommends that the Coordinator/Facilitator be charged with developing a plan for working directly with the parents. This work can be done in conjunction with the Social Worker. The commitment to develop this element of the proposal is very important as this is the weak link in the process. When this element is strengthened we will be addressing the very heart of the student's potential for transforming their old images into new possibilities.

There may be other ways to gather this data that can be explored. It may be that the Coordinator for this experiment be assigned to do a home visit on each student, and methods increased so that the parents get positive feedback on their student's progress. During this visit, the program can be explained and a conversation held to reflect on the parent's anticipations for the education of their youth. These visits could be in addition to any parent-teacher session to develop the IEP goals.

3. Teacher/Staff Development

Teaching Team development is the crucial element; the success or failure of this proposal depends on staff training. As stated from the very beginning, the only way we can transform the behavior of our youth is to change the way we teach them. The following goals are fundamental to the success of the effort to change the students operating images.

The importance of the Symbolic:

People die for their symbols. During the Revolutionary War the first soldiers into battle were those playing the fife, the drum and carrying the American flag. As soon as they were killed, the flag never touched the ground before the next soldier picked it up only to meet a similar fate.

I am not suggesting that our Teaching Team, nor our students, die in the effort to carry the symbols of Imaginal Education. I am reporting that a lot of students died of boredom in classes where the symbolic was not a part of the teaching core.

The Teaching Team will spend considerable time in thinking about the development of appropriate symbols that will be the glue holding together this class throughout the year. In another curriculum I once proposed the use of a "Scholar's Stole" that was ceremoniously presented to each student at the beginning of the school year. Then, each day, with a proper ritual, these stoles were redistributed as a sign of the student's commitment, and the symbol of the Teaching Team, to work as a team. Such symbols will be created through a workshop of the students and Teaching Team.

This step is not to be neglected. It IS the glue that insures the success of the school year!

Training in the methods of Imaginal Education (IMed)---

It can be noted up front that the methods of IMed are not secret, rather they are based on the common experience of the teacher. It is not necessary to be a certified teacher in order to use them. In fact, these methods are used in hundreds of rural areas in the most destitute countries of the world. Ordinary villagers with little or no formal education are taught these methods and then sent out into the cities, country, forests, and out-backs to employ their new found skills to teach children, youth and adults useful skills.

The word is that there is nothing new here. There are, however, new ways in which these tools can be used. Teachers will find a renewed motivation to teach again because they appreciate that the power of what they are now doing results in the success of the young lives they touch. There is no better motivation.

1. *The purpose of the training sessions:*

The focus of the training sessions is on a particular set of tools. It is assumed that professional teachers and trained para-educators know more about the curriculum than the IMed Coordinator/Facilitator. Consequently, these sessions are not aimed at curriculum development. That will take place later by the Teaching Team.

2. *Using the IMed tools to implement the teaching curriculum:*

What the Teaching Team will do later is to develop their usual curriculum pulled through the addition of applying the various IMed tools.

3. *Recommended training sessions:*

The initial training workshop explores the dynamics of Imaginal Education. In order to properly initiate training in IMed methods it will take four 7-hour days.

I. **The First 2-Day session** is dedicated to a review of the IMed tools and the various ways these tools enable students to re-image themselves. It is anticipated that IMed tools can be utilized to change the student's perceptions of themselves and their environment. This will involve becoming familiar with the following:

- a. *Contextual Reeducation* on how IMed tools impact students.
- b. *Structural Reformulation* to demonstrate the IMed Facilitation methods.
- c. *Spirit Remotivation* or the identification of symbol systems, and how rituals are used to address the intuitions of students. The term "Spirit" is used here in the same sense of the phrase *School Spirit*, and it addresses the energy and soul of the school.

II. The Second 2-day workshop is a practicum giving each member of the Teaching Team the opportunity to practice and ground each method. Each of the workshops are planned for seven classroom hours of instruction.

Orientation for School Counselors, Social Workers, and other adjunct workers:

So that everybody on the traditional school team understands what is going on, the Coordinator/Facilitator will hold an information session with the people who act in support roles. Also, the necessary School administrators will be visited to answer any questions and to describe the goals to be achieved.

SUMMER CAMP

The concept of the Summer Camp can be viewed two ways.

First, *the camp is the tool that sets the stage for a full-blown demonstration classroom.* During this experience, the campers and staff can be introduced to each other and then are introduced to the methods of IMed. The camp program is the fast start for the transformation of wounded youth on their way to achieving positive goals for themselves.

Second, *the camp can be considered an introduction to the future development of a demonstration classroom.* Because the camp would be four nights and five days long (Monday afternoon through Friday lunch), the added intensity of a residential program makes it possible to achieve in a short time about the same progress of an entire semester! It is possible to demonstrate progress using only the camp program as the initial instrument.

The Camping Program

The Coordinator/Facilitator is expected to develop the camp curriculum in cooperation with the Teaching Team. Together, the team is responsible for the life of the camp. It may be necessary that additional supervising adults attend in order to meet school and/or camp rules.

The parents need to sign off on liability and each student is required to have in hand a health certificate signed by a health professional. Also, it is necessary to secure a camp nurse to serve on this staff.

Perhaps, one of our coaches can be included, and/or Senior Class Students who would like to serve as Junior Counselors to lead games, etc.

The goals for the camp experience are:

- Getting introduced to each other
- The Youth "Hopes and Dreams" workshop
- The "World View" test can be administered
- Team Building exercises (i.e., a ropes course and appropriate games)
- A demonstration of the IMed methods
- The Teaching Team would serve as staff while pulling the camp curriculum through the IMed methods
- The location is far enough away from Salina (Junction City—"Rock Springs 4-H Camp," or Arkansas City—"Camp Horizon") that the student is put into an existential situation. This provides for a safe environment for the students to try on supplemental personalities and alternate means of interpersonal communications.
- To experience Left Brained activities: art, music, puppetry, drama
- Time and space is provided just to have fun: swimming, canoeing, volleyball, and a time of quiet reflection in which to become acquainted with themselves
- A time to live **WITHOUT** cell phones and Twitter.

FOLLOW UP

A. *The Role of the Coordinator/Facilitator*

The individual who is assigned to this role is charged with working together with the Head Teacher of the BD division in the school. The Coordinator/Facilitator will hold her/his accountability with this individual.

The responsibilities for this position are to do the following:

Coordinator—

This person is to oversee the entire experiment and to coordinate the day-to-day operation of the program and is considered in equal rank to the Head Teacher of the Division. In addition to working with the Teaching Team, this individual also takes responsibility to develop a program of working with the Parents.

Facilitator—

This person is to continue the training of the Teaching Team, and to provide guidance when necessary to solve problems and to suggest solutions and future directions.

Other duties—

The Coordinator/Facilitator is charged with the responsibilities of developing an appropriate budget in cooperation with the CKCIE and/or USD 305.

Contract: For the purposes of this proposal, it is recommended that the position of the Coordinator/Facilitator be of the same rank as the Head Teacher of the BD Division. This rank takes into consideration any degrees held at the time for the individual involved. In the event that this person is NOT a certified teacher, then an appropriate Consultation Contract can be negotiated.

B. *Staffing*

Initially, for purposes of anticipating the development of the program details, it is recommended that a Teaching Team of three certified teachers and three Para-Professionals form the team. As the details of the exact parameters of this experiment are defined, then appropriate recommendations can be made. The Coordinator/Facilitator and the Head Teacher are to be a part of this decision.

This initial Teaching Team will be appointed by the appropriate school authorities after consultation with those chosen for this work.

NOTICE: This proposal recommends that the Teaching Team be given eleven month contracts with the expectation that the summer months are used to develop the appropriate curriculum and to define the roles of the various members of the Team.

Also, when the Teaching Team has been finalized, it is expected that the team members attend four 7-hour workshops and to be paid accordingly.

C. *Care for the Teaching Team*

In order to support the Teaching Team in their effort, the Coordinator/Facilitator is charged with developing a program to care for the team members. In this way, the team can experience refreshment and understand that their welfare is important to the students, their peers, and to the school system. One of the goals is to prevent "burn out," and to handle any unforeseen circumstances so that the program runs smoothly.

D. *Student Selection*

Initially, the students chosen to participate are assigned by the appropriate school authority. It is assumed that the Head Teacher and the Coordinator/Facilitator will be

consulted and agree to those assigned. The agreement of the Teaching Team needs to be considered as well.

E. *Evaluation Process*

1. *Student evaluations:*

No change is anticipated in the evaluation of the student's academic progress according to the IED.

The evaluation of the student's progress to measure the anticipated tangible and intangible progress is described elsewhere in this document. These measures of progress are not written in stone. When other evaluation tools are suggested that appear to be a better measure of progress, then these suggestions are welcomed.

2. *Teacher evaluations:*

While the Coordinator/Facilitator has input into this evaluation, the Head Teacher is expected to complete whatever role is required.

3. *Para-Educator evaluations:*

While the Coordinator/Facilitator has input into these evaluations, the usual Lead Classroom Teacher continues to make this evaluation. There is no change in what already is done.

4. *Coordinator/Facilitator evaluation:*

As stated above, this position is answerable to the Head Teacher.

F. *Estimating the Budget*

The budget that is attached here is for the purpose of illustration only. The author of this document is not familiar with the pay structures at Salina Central High School, nor of the usual attendant costs for materials, etc. Any completed budget will be put together in coordination with USD 305, and the Salina Central High School and CKCIE administrations. The Coordinator/Facilitator is expected to be a part of this conversation.

G. *Funding for this experiment*

The funding for this experiment is to be determined in consultation with CKCIE.

H. *Some budgeting dynamics*

Camp expenses

Transportation

Supervisory

Teaching Team

Coordinator/Facilitator

Campers

Support Staff: nurse, Jr. Staff, games, music

Two 2-Day Training and Facilitation events

Is there the possibility of a professional ToP ("Techniques of Participation")¹³ trainer for the two Teaching Team training events? The alternative is to contract with the Coordinator/Facilitator, or some other trained individual in the methods of Imaginal Education.

¹³ ToP ("Techniques of Participation") is a registered Trade Mark.

Student Workshop
Parent Workshop
Usual support materials

I. *A suggested Time-Line* (For illustration purposes only.)

NOTE: When the final details of this proposal have been accepted, then an actual time-line can be developed.

The assumption is made that during the Fall semester of 2010 that the plans are finalized and the team assigned.

Christmas Break 2010 — (Paid and CE credit): The first two-day Teaching Team Workshop is held for the initiation into the methods of Imaginal Education. The value-added benefit is that the assigned teachers can begin to use the methods of IMed.

Spring Break 2011— (Paid and CE credit): The second two-day Teaching Team Workshop is held as a Practicum for the application of the methods of Imaginal Education. Again, the value-added benefit is that the assigned teachers further develop their use the methods of IMed.

Summer 2011— (Beginning of the 11 month contract). The assigned Teaching Team meets regularly in a variety of configurations to develop their school curriculum so that the IMed methods can be applied. While the Teaching Team works independently, the Coordinator/Facilitator is present to answer questions and provide direction

Late Summer 2011— The initial Summer Camp is held over a 5-day period. This is an off-site camp and is a residential experience. The pre-selected students are expected to attend and their camp expenses are covered.

Late Summer or Early Fall 2011— The Student Consult is held either in school or during the Camp prior to the start of school.

Early Fall 2011— The Parent Consult is held at some alternative and neutral site to begin the creation of an effective Parent Program. A place to consider is the local VFW Hall.

CONCLUSIONS

Is change really possible?

Not only is change possible, but change takes place all the time. It is resistance to change that is to be overcome. The methods of Imaginal Education reach into the images created by our intuitions. This is the place where the images of resistance were formed during the early years of emotional development. Breaking loose these old operating images is not an easy task. Teachers of BD students are dedicated to bringing about this change so that students can reach their potential and find meaning and purpose for living.

Much of what teachers already do is effective toward this purpose; they are doing things that stimulate change. The methods of Imaginal Education want to do more than meet the goal of enlightenment. Imaginal Education seeks to transform the student's potential to awaken and to learn. IMed offers the teacher specific tools honed to assist students to re-image who they are and what they are capable of doing.

This proposal will do this work.

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POSTER QUOTATIONS

The Teacher's Maxim

(Created as a poster and repeated daily)

Each day I will develop an interest in each student as a unique individual with whom teachers and peers share their wisdom and then learn from each other.

The Student's Maxim

(Created as a poster and repeated daily)

I am a person of worth who has an important contribution to make concerning the direction of my future. I can work as a team with my peers and my teachers. I will do my best to teach as well as to learn. Through thick and thin we will stay the course together.

A card for the teacher's desk

"The impulse to control the behavior of others can be confused with the concern for positively influencing and supporting the development of behavior that enables a student to be successful. . ."

Packard, K. Elise, *et al*, *The Evolving Resource of Imaginal Education*, "2009," p. 4.

Classroom Poster

The 5 Principles for applying the methods of Imaginal Education

1. Connecting All Learners
Plan for an emphasis on interaction and communication.
2. Building Relevant Environment
What is done in the classroom is clearly associated with the Real World. This is accomplished through "hands on" learning, empowerment of each student, and meaningful assignments.
3. Building Positive Relationships
Mutual respect is key! Respect is taught by example.
4. Empowering Student Success
The curriculum needs to be structured and rigorous, employ hands-on engagement, and flexible in the methods used.
5. Developing Successful Citizens
There needs to be clear expectations that are self-evident with no hidden agendas. Mutual accountability is to be expected.

From a workshop held on June 23, 2010 at the office of CKCIE

The definition of an Imaginal Educator

We bring our own wounded-ness and our willingness to be heroes in building a "connection" to each student. Then we illuminate for our students that it is not our wounds that defines us, rather it is the revelation of our own wholesome humanity that is the role-model. In other words, we are not afraid to be vulnerable, yet we demonstrate the internal strength to stand before each student and call them forth to living the humane and gracious life in spite of our wounds. This is what it means to be a fully functioning human being.

Learning Empathetic Perceptions

The venue for developing appropriate behavior, and the environment for practicing alternative ways to build community, is in our classroom. Students and teachers are a community; we are a social entity that is differentiated only by the task and role; i.e., some of us are students and some are teachers, and each of these roles can be different at different times. We'll respect our separateness as well as our corporate-ness.

APPENDIX # 1

A Four-Level Chart of "Little Miss Muffet" (Usually only two-level charts are necessary)

Teachers using the methods of Imaginal Education
are "Spiders" in the lives of their "Miss Muffets."

2. Overall Reflective Summary	It is appreciated that the ordinary is made extraordinary by the introduction of dread. The common result is that Miss Muffet reacted by running away for it.					
2. Reflective Sub-Parts	A young girl is engaged in a daily ritual involving the ordinary activity of living.			As in daily life there are happenings to bring the extra-ordinary into the ordinary events of life. The common reaction is angst.		
1. Objective of each paragraph	Miss Muffet	Sat on Tuffet	Eating Curds and Whey	Spider	Sat beside Her	Frightened Miss Muffet
Par. #	1	2	3	4	5	6
3. Interpretive sum of each paragraph	Within each of us is a little child	We are engaged in everyday activities	Some of these activities are necessary to sustain us	While we are so engaged, an event can happen that profoundly awakens us	Many of these events are intimate	The most common reaction is to get away from the threat
3. Interpretive sum of each Sub-Part	This story is not about gender, but it is about what happens to us while we are going about the daily activities of living.			The emphasis here is on the reaction to the events that we experience as angst. The image of the "spider" immediately invokes the element of dread.		
3. Interpretive Summary	This story is about how we ordinarily image ourselves until something is introduced into our human existence that profoundly awakens us to the reality in which we actually live. Many times the Awakening Events are experiences of dread, the things that threaten our existence, that alter our self-images, and challenge our emotional existence. We are called to live in reality rather than in illusions.					
4. Existential experience of each paragraph	Within each of us is a Behavior Disordered youth.	We get so caught up in the illusion of living that we lose touch with reality.	The existential question is, "What is it that really sustains us?"	Most of our living is unconscious until we are confronted with a new possibility.	If this new possibility is confrontational enough it can be experienced as dread.	While our initial reaction is to run, our new awareness can be a new moment of self-actualization.
4. Existential experience of each Sub-Part	While this story is not about gender, it is about the illusions that we embrace that overtake us in our most ordinary moments while we live our ordinary lives.			The common reaction is to dread the confrontation, but the deeper lesson is that unless we are challenged to awaken to the nature of our full potential our lives continue to be stunted.		
4. Existential summary	Teachers of Behavior Disordered youth have a unique opportunity to provide the Awakening Challenge providing the transformation necessary for these youth to desire to work toward their full potential. In this regard, we need to be "Spiders" in the lives of our "Miss Muffets."					

Charting: A dialogue with the author

The first act— An objective stage.

Be certain you hear what the author has to say. Actually, it is best to skim read and look for “word clues” such as highlighted, underlined and italicized words. Also contextual statements and hints such as “next,” “again,” “and again.” The push here is to use as much of our *intuitions* as possible.

The second act— A reflective stage. (*This is an intuitional exercise*)

This is where the reader and the author begin their dialogue. The process is to group (or gestalt) material that shares a single theme or thought, and then for the reader to give a name (a word or short descriptive phrase) to this theme or thought.

Continue building upward the various groups until you give the entire assignment your own descriptive summary name or phrase. At this point you have a good grasp on what the author is saying and we make the author’s thought our own by summarizing it in our own words.

Two-level charts are usually all that is necessary!

There is a third act— An interpretive stage, works on the bottom of the chart and turns each “reflective stage” statement up-side-down. Here the process is to write interpretive statements.

Three-level charts are infrequently used but are great for teacher preparation.

Also, there is a fourth act— An existential stage that again reverses the boxes and develops personal statements that are emotional, philosophical and/or psychological in nature.

Four-level charts are seldom used except for grounding our human existence through the material.

THE VALUE OF CHARTING AS AN EDUCATIONAL TOOL

A teaching outline

Kenneth Boulding: *The Image*, 1953

An educational philosophy

To change behavior is to change operating images

Ghetto experience of those in Chicago's 5th City

Linear Learning:

Add words, phrases, sentences and paragraphs

Deductive and Rational

What happens when the telephone rings?

Spatial Learning:

Capture the big picture and then add details

Inductive and Intuitive

Building the chart is prayer time

Now, what happens when the telephone rings?

Synergistic use of the Group Mind

Advantages

Discovers the author's method of writing

The charter dialogues with the author

Use while distracted

Always know where we are

Get the Big Picture

Four levels of dialogue ("Little Miss Muffet")

Objective

Reflective

Interpretive

Decisional



Trinity United Methodist Church

Not Your Ordinary Church

October 18, 2010

Dear Friends,

On October 24, we will celebrate Generosity Sunday in worship at Trinity and will consecrate our commitments for the coming year. A few weeks ago you received an estimate of giving card and a puzzle piece. If you have returned your card and piece then I personally want to say thank you. I appreciate your commitment to the community of faith at Trinity. If you have not returned your card and puzzle piece to the church, I would like to encourage you to do so by October 24. You are important to the vision for ministry that God has placed before us. If you have misplaced either your card or puzzle piece, please contact the office and we will be glad to replace them.

Generosity changes us. We were created to be generous, and our generosity can be a great blessing in our lives. I pray that through your giving, you will find that blessings flow back into your life—blessings that you're not even expecting and that surprise you. I pray that you will find that your generosity changes the world as it changes one person at a time. This is my prayer for you—for our entire congregation.

Over the past weeks, we've been walking with Moses and the Israelites out of Egypt, through the wilderness and into the Promised Land. We have watched them step out of captivity and oppression, through a journey of challenges and difficulties, and into a future placed before them by God. It is a reminder that God often uses the journey to transform our lives and to lead us toward the Kingdom of God. I believe that God is taking Trinity United Methodist Church on a transforming journey toward that beautiful kingdom.

My hope is that you will find yourself blessed as you experience joy in your generosity. Again, thank you for all that you do to make possible the ministry of our church. You make a difference here!

In Christ,
Barry Dundas

*You did this for me, didn't you!
At least you got it correct—
Good for you—
Bill*

*They are to do good, to be rich in good works, generous, and ready to share,
thus storing up for themselves the treasure of a good foundation for the future,
so that they may take hold of the life that really is life.
(1 Timothy 6:18-19)*