

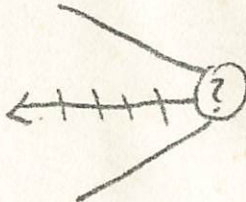

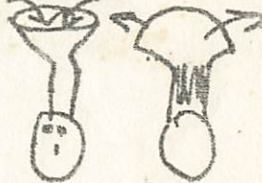


RATIONAL OBJECTIVE: To explain how (and why) the education and training of the village deals with basic images and life decisions in every situation

EXISTENTIAL AIM: To decide that as a self I am always deciding about my relationship to my relationship to my environment and that the people of my village will also have the opportunity to make this decision

TITLE	Life Images	Giving Lectures	Leading Workshops	Planning Lessons	Imaginal Pedagogy
					
TOPICAL THEME	How the "self" operates	Dramaturgy of presentation	Solving a task issue	Teaching to life, not from paper	I am always working with images
RATIONAL OBJECTIVE	Changing image of "self" is basic task of education	Show lecture as one thing	End product is the key	Method as ordered series of life questions	Images are what its all about
EXISTENTIAL AIM	Am I going to be the imaginal educator?	Deciding to present new material for a decision	I can figure out how my group can design what to do	Submitting my intuitions about the spirit to a disciplined form	Am I going to be the imaginal educator

ICA

Week 4 Day 1

RATIONAL OBJECTIVE

FASTER IMAGE

EXISTENTIAL AT

Grasp a basic of the "self" and see how changing image of self is basic task of education



"Am I going to dare to be the imaginal educator of my village?"

I

IMAGE EDUCATION

1. Crisis in education
2. Practical - "show them how" - give skill not sufficient in a dynamic world - situation changes
3. Theoretical - "give them idea" Not sufficient - demand for practice
4. Imaginal - Bridge motivity gap between theoretical idea and practical action

II

AN ADEQUATE IMAGE OF SELF
THE SPIRIT GROUND OF THE IMAGE OF THE SELF

5. Key image to "educate" (change) is self image. The 20th century image of the self.
6. Basic relational polarity = self/other = I/Environment
Relationship to that = being that polarity
8. Relationship to that relationship = The great yes/no of

III

HOW IMAGES CHANGE

9. my life
Radical intrusion to break loose new image
10. I = Environ. = change environment = change how "I" is related to env. (skill training)-not total imaginal ed.
11. Relationship to basic polarity = change the ideas a person has about his "situation (theoretical ed.) focus on know not total imaginal educ.
12. Relationship to relationship to basic polarity change to basic "yes" to life, to self. This (and the above) is imaginal ed.

IV

IMPLICATION FOR VILLAGE EDUCATION

13. Education of village is in village's hands
14. How does village ensure all 3 "levels" of education are available to village
15. How does a villager train to be an imaginal educator
16. How do all the villages get educated?

RATIONAL OBJECTIVE

MASTER IMAGE

EXISTENTIAL AD

To show the dramaturgy of giving a lecture - about one thing



The life decision is that I can always decide to present new material so that it calls for a life decision

I

FOCUS THE TOPIC

1. "Here is my lecture assignment" What will I do?
2. What is it about? Use example - town meeting? "our new farm?"
3. Who, where, when?
4. Why is this important to them?

II

ORGANIZE THE WISDOM (E.O.)

5. Think through one single statement
6. Brainstorm a long list of stories illustrations etc.
7. Select four principal sub-topics
8. Organize the other illustrations around these 4.

III

MASTER IMAGE (E.A.)

9. What is key life question?
10. What is contradiction? (What happens if not?)
11. How show effect on persons? Drama? Dialogue?
12. What single image?

IV

PLANNING TO PRESENT IT (DRAMATURGY)

13. Time plan - balance and emphasis
14. Board plan - imaginal effect
15. Opening - start from life situation
16. Closing - leave with life question

HUTS

Title:

LEADING WORKSHOPS

FACULTY/COLLEGIUM
CAMPUS NEGRO

ICA

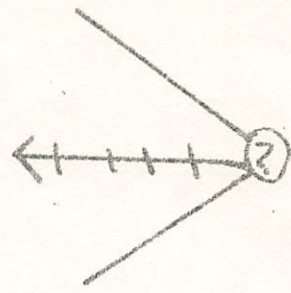
RATIONAL OBJECTIVE

Week

4 DAY 3
MASTER PAGE

EXISTENTIAL AT

To describe the method by which a group can build the solution to an issue in its task



"I can always figure out how to lead/(help) my group in designing what to do"

I

TASK - DERIVED FROM LIFE SITUATION

1. Task: Is to build the answer to a task question from the life situation --
2. People: -- of the people who will be involved in the workshop
3. Corporate: by wiring together their wisdom to create new answers
4. Yourself: is in charge and responsible for task and workshop

II

OBTAINING THE PRODUCT YOU NEED (R.O.)

5. Study the end-product and understand why needed
6. MUT III- See how it does the work to get this product
- MUT II- What think through or discuss, to arrive at MUT III
8. MUT I- Questions raised or data out to get started

USE
SAMPLE
PROCEDURES
OF HEALTH
WORKSHOP

III

FORMING THE GROUP'S WISDOM (METHODS)

9. Objectively collect the (blackboard) wisdom
10. Brainstorm - we always know enough - honor every insight
11. Gestalt from complexity to simplicity
12. Write - state your results to yourselves

IV

WORK WITH THE GROUP (E.A.)

13. Context and task come first
14. Share your plan (method and timeline) - or build it together
15. Build spirit as you go - singing, (perhaps share methods clues)
16. With group, decide - What now? (eg. timeline and assignments)

HOTS

Title:

PLANNING LESSONS

FACULTY/COLLEGIUM

ICA

Week 4 Day 4

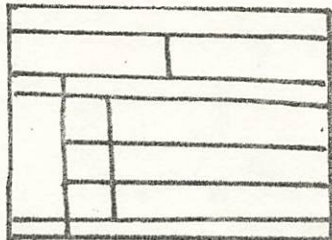
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RATIONAL OBJECTIVE

MASTER IMAGE

EXISTENTIAL AIM

To show the seminar method as an ordered series of life-related questions



Submitting my intuitions about the spirit to a disciplined form

I

THE CORPORATE EVENT

1. Educational setting is a "happening"
2. A tri-a-logue students - teacher = objective material
3. Students = objective material is the basic tension
4. Pedagogue is the discontinuous which when interjected into basic polarity insures creative tension

II

THE LESSON PLAN

5. Begin with your course construct, (and your larger curriculum) ...
6. Bounced off of the students - where they are today
You are brooding this through
7. And then you dare submit this to a form and a structure
8. This is way to check yourself that you are "on-top-of" objective material and students

III

THE QUESTIONS METHOD

9. Focusing on the students from the stand point of objective material
10. Opening and closing - How you put up and take down your "circus tent" - get students inside material
11. Orchestration of material - movements
How you control the flow of material
12. Art form method basic - objective, reflective, interpretive

IV

THE LIFE METHOD

13. Focusing on the objective material from the standpoint of the students
14. Rational objective - what of the objective material "grids" the students being
15. Existential aim - the question that is the core of the happening
16. Teaching image - the image that holds the happening and permits the student to put his ideas into practical action.

III. LIFE METHODS

RATIONAL OBJECTIVE -- Every situation is an educational situation.

EXISTENTIAL AIM -- All can be an educator (there are no secrets)

1. Key to education is methods
 - a. Education methods are not static/abstract
 - b. Education methods not abstracted from life content
 - c. Education methods are appropriate to intent and content
 - d. Education methods are grounded in life
2. Lecture and seminars
 - a. A lecture forges consciousness of situation and relationship to it
 - b. A lecture sets context for decision
 - c. A seminar relates other's wisdom to own wisdom
 - d. A seminar introduces new images
3. Workshops
 - a. Multi-logic within a group of people
 - b. A sharing of all wisdom related to a topic that the group possesses
 - c. Forms the corporate mind of the group
 - d. Moves to decision and action on the part of the group
4. Conversations
 - a. Dialogue
 - b. Share reflections
 - c. Expose person's own depths
 - d. Enables resolve of individual

IV. LIFE CURRICULUM

RATIONAL OBJECTIVE -- The form and content of education must be decided in every situation

EXISTENTIAL AIM -- A curriculum can be created for the whole village.

1. What is curriculum
 - a. Curriculum is more than basic -- skills, data
 - b. Curriculum is not "Holy" -- it is created
 - c. Curriculum deals with whole man
 - d. Curriculum gives framework for life experience
2. Life methods
 - a. Basic -- study of human situation -- data, theory, practice
 - b. Psychological -- relationship of self to data and self to self
 - c. Relational -- how self and others relate
 - d. Imaginal -- creativity -- demonstrates possibility of decisional relationships.
3. The spiral curriculum
 - a. Takes a person from where he is
 - b. Teach anyone anything
 - c. Not parentalistic -- deals with human situation
 - d. Not simplistic -- reveals whole at appropriate level

IMAGINAL

ADDITIONAL QUARTER - PRE-SCHOOL CURRICULUM (OR USABLE FOR IDEA CHART FOR ADULT EDUCATION OR STAKE EDU)

QTR 4

MISSION					WORLD PROBLEMS					BEHALF OF ALL				
WEEK 1 - HISTORY LONG TASK					WEEK 5 - POVERTY					WEEK 9 - REPRESENTATIONAL RESPONSI.B.				
Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri
just struct.	every man	never ending task	renew struct.	people always fall out of struct.	Calcuta	Africa Drought	China Famines	Arabia Nomads	Australia Aborigine	Whether Anyone Else or not	Ghandi	Martin Luther King	Solitar Decison	
WEEK 2 - WILL ONE THING					WEEK 6 - FUNCTIONAL ILLITERACY					WEEK 10 - LAST FAT LADY - forgotten				
Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri
Focus of Life	See 1,000 Years	one Life Vocation	One Thrust in History	life purpose	Alfabet	Books to read	skills & tech. books	library	news papers	India childrer	Muslim women	Amer. Indian man	Old people elders	last fat lady
WEEK -3 - VISION OF FUTURE					WEEK 7 - NATIONALISM					WEEK 11- FORGOTTEN PEOPLE				
Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri
Justice	100 years	1,000 years	major contra facing civiliz	Operat vision	Arab Israel war	Ireland	Prob of Andean Pact	Isolat of China	restric tariffs	Aborig	Indians of the Alto Plano	Arabs desert nomads	sub sahara Africa	Pacific Islands
WEEK 4 - "BE" MISSION					WEEK 8 - RACIALISM					WEEK 12 - The 85% - THE .15%				
Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri
mission to moon	are mission not have mission	Being Itself	embody the task	personify the vision	South Africa	Singa por	USA South	Jews	India untouch ables	Illitercy	Hunger mal nutrit	lack housing	lack clothes	illness & parasit

I. 20 Century revolution in education

RATIONAL OBJECTIVE--No one knows what ed. should be --must be recreated at every level
 EXISTENTIAL AIM -- I and village must forge educational patterns.

1. What is Education
 - a. Education is not simply data
 - b. Education is simply skills
 - c. Education is reflection on life experience and applied wisdom
 - d. Education has occurred when behavior shifts.
2. Crisis in Education
 - a. New world--education content and methods not shifted
 - b. Static to dynamic
 - c. Substantial to relational
 - d. Mechanical to statistical probability, dualistic to unified.
3. 20 Century demand on education
 - a. Comprehensive--adequate world view
 - b. Intentional -- decide and move
 - c. Futuristic -- focus on new possibilities
 - d. decisional -- I can decide about life
4. 20 Century and village education
 - a. Put basic training in context
 - b. Equip village to deal effectively with 20 C.
 - c. Establish global/local mind-set
 - d.

II. IMAGINAL EDUCATION

RATIONAL OBJECTIVE -- Authentic education is that which deals with a person's whole life.

1. Imaginal education intent
 - a. Focus on life experience
 - b. Focus on reflective assimilation
 - c. Enable decisional relationship to data, experiences
 - d. Elicit creativity -- decision
2. Life images
 - a. Show up with ready made world
 - b. All relate to this world
 - c. Possible to be aware of this relationship
 - d. Decisional relationships -- governs behavior
3. How images change
 - a. All have images -- self/world
 - b. Intrusion -- new images/change
 - c. Change relationship to self/world/ideas
 - d. Change decision --change behavior
4. The aft form method
 - a. Objective
 - b. Reflective
 - c. Interpretive
 - d. Decisional

IV. LIFE CURRICULUM (CONTINUED)

4. Village curriculum
 - a. For all ages/groups
 - b. Both formal and informal
 - c. Training for 20 century man
 - d. Use basic/skills as foundation

V. IMAGINAL PEDAGOGUE

RATIONAL OBJECTIVE — Every community has a group responsible for its education
EXISTENTIAL AIM -- I can dare to embody the new and beckon others of village to do the same

1. Individual decision
 - a. Decision to deal with life — own/others
 - b. Embody decision — style
 - c. Risk own self-image -- exposed
 - d. Live in deeps -- profound
2. Corporate style
 - a. Never say no to authentic demand
 - b. Use and embody corporate curriculum
 - c. Responsible for all
 - d. Embody global/local care
3. The task
 - a. Journey whole village
 - b. Beckoning others
 - c. Release village creativity
 - d. Release human votivity of village
4. Village Faculty
 - a. Group that cares
 - b. Stands when all others quite
 - c. Symbol creators
 - d. Be the H.D.P.

HUTS

Title:

THE IMAGINAL PEDAGOGUE

FACULTY/COLLEGIUM

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Week 4

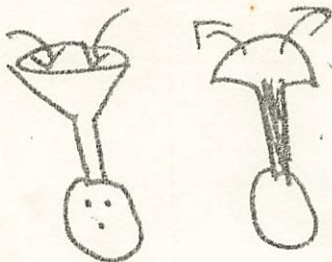
Day 5

RATIONAL OBJECTIVE

MASTER PAGE

EXISTENTIAL ADP

Images are what it is all about



"Am I going to be an imaginal educator?"

I

WHAT THISWEEK'S COLLEGIUM HAS BEEN ABOUT

1. Education - key village renewal
2. Key to all village education is imaginal (image change) education
3. Educational structure are all there -(in document) (in 36 programs)
4. This week is a call to those who be village faculty

II

THE DECISION (TO BE AN IMAGINAL PEDAGOGUE IMPLIES)

5. Decide to deal with - images - with a person's life relationships - spirit surgeon
6. Not - cutting a hole in one's head and funneling in good ideas
7. But exploding inadequate images and providing more adequate images for a person to appropriate
8. While about this you are also continually calling others to be this (to be faculty)

III

(ON STAGE AS PEDAGOGUE) IN EVERY SITUATION

9. Both formal and informal - 24 hours a day
10. Up front as 1st teacher (leader) from back of room as group member
11. "Have no personal problems" - Hang neurosis on the door
12. You teach through your style - your projected image

IV

EFFECT IN THE VILLAGE

13. Persons = produce re-newed persons able to live lives
14. Depth living = \rightarrow at depth = "Relationship to relationship to relationship with the world"
15. Primal community = Persons living in depth create "primal community" - a body of THOSE WHO CARE
16. Caring world - on behalf of village and on behalf of world