

Rational Objective:

What does it mean to "DO" health?

Existential Aim:

Future of good health lies in hands of local man

INTRODUCTION: Every town must evaluate where premature death & unnecessary suffering, is occurring; it must stand before the vision of a full life potential and significant self-sufficiency.

ENVIRONMENT SERVICES	Community Sanitation System		Individual Consumption Patterns		Available Adequate Housing		Supportive Community Patterns	
	drinking water	sewage system	nutrition education	elders' food program	dry, warm adeq. space	fire resistant	social groupings	corporate accountabil
	trash disposal	drainage	quality food availability	infant nutrition program	hazards removal	functional plumbing	elders role	self-affirmation
PREVENTIVE SYSTEMS	Service Access		Advocate Network		Community Education		Surveillance Systems	
	service provider agencies	Board of Advisors	comprehens. rationale	systematic visitation	local news articles	media campaign	record keeping	advocate reports
	community liaison	eligibility arrangements	ongoing training	phone central	health events	advocate visits	guild meetings	safety surveys
BASIC TREATMENT	Emergency Services		Illness Detection		Regular Services		Professional Service Interface	
	EMS training	equipment availabil'y	sick call facility	home visits	physical exam	prenatal services	laboratory service	auziliary training
	communicatn. system	transport system	group programs	mass screening	dental care	chronic illness	hospital resources	mental health resources
INTRA- PROJECT IMPACT	Releases Vitality		Affirms Environment		Protecting Programs Flanks		Secures Authorization	
	attack symbolic disease	affirmative images of health	hazard removal	housing upkeep	community meal prep.	preschool teacher training	documentatn. results	guardian formation
	symbol of effective care	local participatn	safe street patrol	plazas & playlots	industry safety program	elders program support	local effectivity	interchange



HDTS: 5TH CITY

PREVENTIVE CARE MODULE

I. CONTEXTUAL LECTURE

GLOBAL RESEARCH CENTRUM: CHICAGO

OCTOBER 1978

Introduction:

I  ENVIRONMENT SERVICES	Sanitation Systems	Consumption Patterns	Adequate Housing	Supportive Patterns
II  PREVENTIVE SYSTEMS	Service Access	Advocate Network	Community Education	Surveillance Systems
III  BASIC TREATMENT	Emergency Services	Illness Detection	Regular Services	Professional Interface
IV  INTRA-PROJECT IMPACT	Vitality Channels	Environmental Morale	Program Flank Protection	Authorization Surety

II. FIELD SEMINAR  
TACTICS STUDY

GLOBAL RESEARCH CENTRUM: CHICAGO

OCTOBER 1978

## PREVENTIVE CARE TACTICS:

58 Environment Seminars  
112 Trash Cans  
113 City Sanitation  
130 Preventive Repairs  
135 Drug Store

## ADDITIONAL TACTICS:

Health Advocates  
Health Center  
Health Fair  
Medical Referral Service  
Health Education Seminars  
Nutritional Classes  
First Aid Training  
Health Examinations  
Screening Programs  
Emergency Vehicle  
Nutritious Foods Program  
Health Information Service  
Infant Care  
Prenatal Clinic  
Para-medical Teams  
Public Toilets  
Visiting Nurse  
Health Insurance

## PREVENTIVE CARE PROGRAMS

I	Sanitation Systems	Consumption Patterns	Adequate Housing	Supportive Patterns
ENVIRONMENT SERVICES				
II	Service Access	Advocate Network	Community Education	Surveillance Systems
PREVENTIVE SYSTEMS				
III	Emergency Services	Illness Detection	Regular Services	Professional Interface
BASIC TREATMENT				
IV	Vitality Channels	Environmental Morale	Program Flank Protection	Authorization Surety
INTRA- PROJECT IMPACT				

HDTs: 5TH CITY

PREVENTIVE CARE MODULE

SESSION II: FIELD SEMINAR

GLOBAL RESEARCH CENTRUM: CHICAGO

October, 1978

Rational Objective:

To become familiar with actual programs going on and tactics for comprehensive health care.

Existential Aim:

To have the participants visualise the sort of health measures they could institute in their own community.

INTRODUCTION:

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Look through the Document tactics and compare with progress charts to note what things have been completed and which are in process.

II

Walkabout in Fifth City visiting:

1. a Health Advocates meeting
2. walk through the space in process of being prepared for the elders' program and talk with responsible ones of the plans for actuation.
3. visit Olga in the Auxiliary House kitchen and have her talk about nutrition in the preschool and the difference it has made over the years.
4. look at some unrehabilitated houses and some rehabilitated ones and look over what the the implications would be for the health of the tenants and the general physical well-being.

III

Return to the program center to artform the day and the significance of an adequate health program in any community.

CONCLUSION: The key features of a health program are indirection and comprehensive attention to detail.



HDTs: 5TH CITY

PREVENTIVE CARE MODULE

SESSION III: TECHNICAL ENCOUNTER

GLOBAL RESEARCH CENTRUM: CHICAGO

October, 1978

Rational Objective:

To visit some of the most promising experiments in community health care of varying intent and scope.

Existential Aim: Realize how essential preventive health care is and what all a community can do for itself.

INTRODUCTION:

Context the trip as an opportunity to see some of the creative things that are being done in our own city by various groups of those who care.

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Visit the Austin Circle Family Clinic or a similar facility which combines medical, counselling, legal and housing services in one unit. Inquire how it serves the local community, what its vision and insights are to 20th century comprehensive care, where it runs into road blocks, how it would see neighborhoods able to cooperate and assist in their vision of comprehensive care.

Alternative: Mile Square Center, Inc., 2045 W. Washington, 942-3700

II

Visit Emergency Medical Services unit in Woodstock Il. Inquire how it got started, how local people get training, where the funding comes from. What ways they enable replication of their program, etc.

III

Visit Operation Brotherhood (in Chicago) or a similar comprehensive and participatory service for elders where they plan, administer and do the actual work of their facility.

CONCLUSION:

On the way home reflect on the visit and artform the entire encounter. List for further referral the findings and the references which have been gained.



Rational Objective: To alert the group to the scope of health problems and the possibilities for coping with them at the local level.

Existential Aim: To have the group astonished and excited at the possibilities before them.

PROGRAM DEVELOPMENT KEYS	ACCESS TO CARE		IMAGINAL EDUCATION		NEIGHBORHOOD NETWORK		ENVIRONMENTAL CONTROL	
	emergency service	home care	symbol of care	imaginal presence	inclusive rationales	neighborly care	public spaces safety	sanitation consciousness
PRACTICAL ACTIONAL SCHEMES	health taxi	professional liaison	image of health (potential)	nutrition (symbolic illness)	regular visits	maintained surveys	pest c control	homes safe (clean, dry warm)
	EMS TRAINING		ELDER'S PROGRAM		STAKE/ ADVOCATE		BEAUTIFICATION /WINTERIZATION	
GUILD/STAKE TASK FORCE FUNCTION	sequence: first health tactic	illustration: Woodstock, IL.	sequence: second 6 months	illustration: Operation Brotherhood	after EMS month 3-6	5th City Ivy City	before/during & after consult	5th city
	resources: HEW, locals, Registry	effect: in community other tactic	resources: Fed nutritn city offices	heritage recovery community	local initi. Health agency Resource Bk	stakes Health Outp post	univ. exten. mini-zone block grants	housing youth traing block clubs
AUXILIARY SUPPORT ROLE	FRAMING/AGENCY RELATION		FEEDBACK/ACCOUNTING		NURTURING VOLUNTEERS		RECEPTIVITY OF COMMUNITY	
	agency luncheon	wide-screen surveillance	screen for data collectn	reports to community	updates context	enables training	frequent images	authorizatr c neighbors
	legalization	funding	long range perspective	service provided by employees	provides credentials	rehearses story	disciplined advocates	
	ACCESS TO MVT EXPERTISE		YEARLY RHYTHM		STANCE OF PRODUCTIVITY		AUX. HSE. DEMONSTRATION	
	Guardians network	GSD post	evaluation priorities	maneuver building	fully expended	TCOY	episodic cleaning	exemplary methods
	Health Guardians	mvt. publications	priorities	disciplined pre-planning	four phases	does the impossible	grassroots identity	practical methods

## SESSION V: RESOURCE PANEL

GLOBAL RESEARCH CENTRUM: CHICAGO

October, 1978

Rational Objective: To make the group conscious of the wide scope of resources and the means to engage their help.

Existential Aim: To give confidence for approaching health assistance resources.

INTRODUCTION: Introduce representatives of the County Board of Health, (or Community Health Services, the Red Cross, Regional Health Planning Agency, County Welfare Agency and the local Health Advocates. Invite each to spin on their agency and its concerns for not more than five minutes.

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Direct questions like these:

1. What are the chief advances that you see have been made in the arena of local health care in the past five years?
2. What do you expect to be the victories of the next five years?
3. How do you image these getting implemented in a project or neighborhood like this?
4. What would be the difference for local people if these were accomplished?

II

1. What programs to this end are you actively supporting in this area now?
2. What do you see, from your knowledge of our work, to be areas where we might cooperate?
3. What form of assistance would you give to such a project?
4. What are the prerequisites and requirements, and how would we apply?
5. Is that program or a similar one available where our other projects are located?

III

1. Invite the participants to ask more direct questions.
2. Thank the speakers.
3. What surprised you in this presentation? What would you like to pursue farther?
4. What is the first thing you will report about this afternoon when you return home? Who will you tell?
4. What are the implications of our learnings here this afternoon?

CONCLUSION: Again thank the panel and suggest the future holds unlimited possibility when local man decides to take responsibility for all arenas of his and the world's future.

## PREVENTIVE CARE MODULE

### TECHNICAL VISIT:

Community-based health center                      Austin Family Clinic  
HMO (Health Maintenance Organization)  
Alternative health program, coalition of local health advocates.  
Emergency Medical Services Unit, Woodstock, Il.  
Operation Brotherhood (Elders)

### RESOURCE PANEL:

Private: Health self-care, Dr. John H. Renner, Un. Wisconsin  
Medical School, Dept. of Family Medicine and Practices.  
Leonard Borman, Dir., N.W.U. Self-help Inst.  
American Hospital Administrators, para-medical training  
Un. Chicago nutrition dept.  
Operation Brotherhood, elder care

Govt.: U.S. Public Health Service (source of health manpower)  
Chicago Board of Health, 10 S. Kedzie, community health clinic  
American Red Cross (community health volunteers)  
Health Systems Agency (city of Chicago), 180 N. LaSalle St., Room 700,  
Planning dept., Thomas J. Cooney, exec. dir. 744-5877  
Cook Co. Health and Hospitals, Governing Commission, Bill Cerneal,  
633-8825 (working on 5th City health outpost funding).  
H.E.W. Health Services Administration

American Medical Association  
A.H.A. (hospitals)  
D.H.S.



## SESSION VI: PRACTICAL WORKSHOP

GLOBAL RESEARCH CENTRUM: CHICAGO

October, 1978

Rational Objective:

to create a realistic health plan for a typical rural town following the steps of maneuvering.

Existential Aim:

to experience the rational steps of winning through deciding the victory and the steps to gaining it.

INTRODUCTION: We want today to pull together some of the wisdom we have gained through out this module into a plan that could be modified to suit any rural project in North America. In order to do this, let's divide into four groups: EMS Training; Elder's Program; Health Advocates; and Beautification/Winterization.

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1. Imagine that you are reporting on the achievements of this year next January to a group of community planners from the county office. What are the victories in preventive care that you would want to report for the town of Mill Shoals?
2. As you stand in the winner's circle of 1980, what were the advantages that allowed you to win like this? What were the vulnerabilities, the danger spots?
3. What did you do to get these things to happen, to win these victories? Make a list on the blackboard or on butcher paper.

1. Look at this long list of do's and read back into it the sort of swirls of activities that took place throughout 1979. Give a name to the clumps of activities - both practically and poetically.
2. If you had it to do over again, how would you rearrange the time line? What other events or maneuvers would you add?
3. Create a twelve month timeline to hold your reflective wisdom on this.

1. For each clump or maneuver, list on the timeline what was done, by whom, when, where, how, why. Write this up now into a maneuver standing from our present vantage point.
2. Regather as a plenary and have brief reports from each group.
3. Art form the reports and reflect particularly on the methodology and how it is a humanising method for the engagement of all those who care.

CONCLUSION: If you were to apply this plan to your town, what modifications would you have to make? If you got twenty people in your town to go through a serious planning session like this in your town, who would you want to be sure was there? Why? How would the town be different afterwards?



Rational Objective: To explore the comprehensive avenues of care structures in the local community.

Existential Aim: To catalyze an experience of life-long worth of the unique contribution of individuals to society.

INTRODUCTION:

I	Project Engagement		Economic Foundation		Environmental Care		Social Relations	
FAMILY DEVELOPMENT	Stake Meetings	Community Leadership	Family Budgeting	Employment Mechanism	Demonstratn Home	Cleanliness Patterns	Corporate Patterns	Home Structures
	Guild Participatn	Program Involvement	Skills Upgrading	Work Schemes	Space Beautificatn	Home Gardens	Intentional Life-style	Family Symbol
II	Functional Training		Job Training		Women's Groupings		Men's Groupings	
ADULT ADVANCEMENT	Basic Skills	Leadership Methods	Skills Recovery	Technical Update	Education Programs	Environment Care	Safety Patrol	Business Association
	Domestic Management	Social Sophistica-tion	Business Courses	Supplemen-tary Training	Health Advocacy	Family Mobilizatn	Emergency Services	Resources Development
III	Work Force		Leadership Training		Recreational Programs		Collegial Structures	
YOUTH ENGAGEMENT	Community Volunteers	Apprentice-ship Program	Meeting Leadership	Emissary Program	Physical Development	Talent Development	Parents Auxiliary	Youth in Action
	Group Projects	Youth Work days	Team Responsibility	Guest Hosting	Team Involvement	Exposure Trips	Elementary Jets	Young Adult League
IV	Heritage Recovery		Symbolic Leadership		Physical Care		Guild Involvement	
ELDERS ENGAGEMENT	Common Songs	Cultural Memory	Guarding Comprehensive-ness	Hosting Presence	Health Services	Transport Access	Wisdom Communicatn	Skills Transmissio
	Traditional Symbols	Historical Recall	Maintaining Continuity	Honoring Exemplars	Food Supply	Adequate Shelter	Absolution Embodiment	Indirect Training



## I. CONTEXTUAL LECTURE

GLOBAL RESEARCH CENTRUM: CHICAGO

OCTOBER 1978

## Introduction:

I  FAMILY DEVELOPMENT	Project Engagement	Economic Foundation	Environmental Care	Social Relations
II  ADULT ADVANCEMENT	Functional Training	Job Training	Women's Groupings	Men's Groupings
III  YOUTH ENGAGEMENT	Work Force	Leadership Training	Recreational Programs	Collegial Structures
IV  ELDERS ENGAGEMENT	Heritage Recovery	Symbolic Leadership	Physical Care	Guild Involvement

HDTS: 5TH CITY

WELFARE MODULE

GLOBAL RESEARCH CENTRUM: CHICAGO

II. FIELD SEMINAR

OCTOBER 1978

WELFARE TACTICS:					
21 Volunteer Agency 22 Skills Co-operatives 24 Journeyman's Pool 25 Skills Bank 26 Job Posting 28 Labor Recruitment 29 Graduate Placement 30 Placement Follow-up 31 Benefits Interpretation 34 Commercial School 37 In-service Programs 38 On-job Training 39 Employment Tutorial 45 School Exchange 46 Work Projects 47 Work-travel Projects 48 Career Experience 59 Community Profile 60 Geographic Subdivision 61 Neighborhood Identity 62 Leadership Cores 63 Interchange Networks 64 Clearing House 65 Agency Meeting 66 Child Care 67 Development Training 68 Transport Back-up 69 Minibus Service 70 Cooperative Security 71 Referral Service 72 Supportive Events 88 Playlot Activities 89 Recreation Center 90 Mobile Theaters 91 Rap Centers 92 Sports Tournaments 93 Dance Series 94 Business Benefit 95 Art Festivals 96 Talent Events 97 Arts Competitions 98 Forum Series 122 Recreation Sites					
WELFARE PROGRAMS					
I	FAMILY DEVELOPMENT	Project Engagement	Economic Foundation	Environmental Care	Social Relations
II	ADULT ADVANCEMENT	Functional Training	Job Training	Women's Groupings	Men's Groupings
III	YOUTH ENGAGEMENT	Work Force	Leadership Training	Recreational Programs	Collegial Structures
IV	ELDERS ENGAGEMENT	Heritage Recovery	Symbolic Leadership	Physical Care	Guild Involvement



## SESSION II: FIELD SEMINAR

GLOBAL RESEARCH CENTRUM: CHI. REVISED December 6, 1978

OCTOBER 1978

Rational Objective: To become familiar with the welfare sub-tactics and their implementation in the project.

Existential Aim: To explode the comprehensive avenues of human care structures possible and necessary in the local community.

INTRODUCTION: Song, reflection on the contextual lecture: (1) What do you remember from the lecture? (2) What activities have you done in your community that involve whole families? Adult men or women? Youth? Elders?

## TACTICAL REVIEW

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1. Pass out 5th City documents and walk through the charts:
  - Vision: What do you notice as the vision of 5th Citizens, especially in regard to welfare? What would be some of your hope and dreams for this community? For your own community?
  - Contradictions: What do you notice is blocking this community in the arena of welfare?
  - Proposals: What are the welfare proposals here? What are the advantages of these strategies in 5th City? In your community?
  - Tactics: Ask objective questions on the chart (How many arenas, how many paratactics and names, How many tactics related to welfare).
2. Pass out Welfare sub-tactics plotting sheet with 4x4. Point to a program 4x4 box and ask which sub-tactics you find would activate it.
3. Divide room into four parts, each sub-group taking a fourth of the sub-tactics and plotting them on the program 4x4. Have representative from each group put plot from their group on the board.
4. Reflection on the board plot:
  - What strikes you about the plot? Where has 5th City put emphasis?
  - Where are tactics missing? Why?
  - What contradictions are handled by these tactics?
  - How do you suspect the vision of local residents is realized through these tactics?
  - What does this plot tell us about the next moves in 5th City?

## CURRENT SITUATION REPORTS

II

Have 5 minute reports from 5th City guildsmen representing welfare programs (Safe Streets Patrol, Pre-school parents organization, Business Assoc., Employment Bureau, training program, Youth Center program and elders structure) Structure of each report includes (1) History of the program and its accomplishments, 2) description of the present situation with the program, and (3) future program projections. Follow with group question and answers.

## FUTURE DIRECTIONS

III

1. Conversation on what group heard were the future directions of the project programs in regard to welfare. What are the necessary leaps to take?
2. Brainstorm new tactical steps to take to accomplish these leaps. Get list on board and discuss.
3. What programmatic activity will be necessary to embody these tactics? Get list on board, checking the relevant tactics. Discussion.

CONCLUSION: Brief conversation on what we learned about welfare tactics and the effect of doing them in the local community/

HDTS: 5TH CITY

WELFARE MODULE

SESSION III: TECHNICAL ENCOUNTER

REVISED December 6, 1978

GLOBAL RESEARCH CENTRUM: CHICAGO

OCTOBER 1978

Rational Objective: To visit a quality demonstration of the community welfare dynamic in action in the Chicago area.

Existential Aim: To experience transformed hope and concrete possibility for their own communities.

INTRODUCTION: Lay out the itinerary of today's visit to some of the community service programs in the city of Chicago. Rehearse 5th City principle of dealing with all the age groups simultaneously in the local community.

VISITATION SCREEN

Build a screen of questions to use on each visit. This would include:

- What has been accomplished in this program?
- What is the history of its development?
- How did it get started? Key tactics.
- What are the next steps?
- What blocks did they run into in building the program?
- What is the edge of work in this arena today?

Have the group get their questions out.

ITINERARY

1. Youth work- Jesse Jackson Operation Push.
2. Elder engagement- "Operation Brotherhood" at nearby senior citizens center that shows how elders can effectively engage with other age groups in their own community.
3. Employment- visit local corporation that has effective in-service and on-the-job training programs.
4. Dept. of Human Services (for wrap-up reflections).

REFLECTION

1. Have representative of Dept. of Human Services explain their services.
2. Hold reflective conversation there:
  - What were the most striking impressions from the trip?
  - Where did you want to return for further research?
  - What struck you about roles and activities today of youth, elders, women, men? What was new? Tried and true?
  - What technical insights did you gain today?
  - Which ideas and demonstrations you saw today will you try in your community?

CONCLUSION: The fabric of community life is woven from all the threads of all the people that live in it. When one is left out, the fabric is weakened.



Rational Objective: Delineate the mechanisms that get men, women, youth, elders and families creatively engaged in local community and society.

Existential Aim: Experience way to overcome paralysis in regard to involving social groupings in participation.

I  PROGRAM DEVELOPMENT KEYS	Family Development Program		Adult Advancement Program		Youth Engagement Program		Elders Engagement Program	
	Home Structures	Family Budgeting	Men's Association	Women's Groupings	Community Volunteers	Young Adult League	Health Services	Cultural Memory
	Employment Mechanism	Program Involvement	Job Training	Social Sophistication	Elementary Jets	Emissary Program	Guild Involvement	Transport Access
II  PRACTICAL ACTIONAL SCHEMES	Women's Promotion Campaign		Men's Service Campaign		Youth Task Forces Campaign		Elders Development Campaign	
	Preschoolers Enrollment	Job Training	Men's Club Incorporatn.	Community Security	Elementary Work Packages	Job Corps	Stake/Guild Involvement	Skills Transmission
	GED Classes	Guild Leadership	Separate Facility	Economic Responsibility	Inter-community Sports	Leadership Training	Heritage Formulation	Symbolic Roles
III  GUILD/STAKE TASK FORCE FUNCTION	Corporate Visioning		Leadership Training		Program Initiation		Continuing Support	
	Problem Analysis	Needs Survey	Apprentice Program	Volunteer Recruitment	Preparing Site	Securing Funds	Writing Proposals	Administer Grants
	Futuric Brochure	Community Voice	Project Interchange	Special Scholarships	Creating Signs	Maintaining Structures	Preparing Reports	Hosting Guests
IV  AUXILIARY SUPPORT ROLE	Exemplary Tactician		Comprehensive Visionary		Wisdom Broker		Inspirational Guide	
	Maintaining Morale	Integrating Action	Time/space Context	Mundane Transparencizing	Resource Center	Methods Bank	Social Pioneer	Total Responsibility
	Long-range Planning	Detached Direction	Succinct Articulation	Broad Reporting	Repository Contacts	Proposal Writing	Personal Expenditure	Futuric Brooding

## SESSION V: RESOURCE PANEL

REVISED December 6, 1978

GLOBAL RESEARCH CENTRUM: CHICAGO

OCTOBER 1978

Rational Objective: To introduce the students to the resources available to the development of the family and different age groupings within the community.

Existential Aim: To surprise and excite participants with the accessibility of quality resources near at hand.

INTRODUCTION: Introduction of panelists (seated up front).

## PREPARATION

Moderator leads an invitational conversation with the participants:

- How many here are under 20? Between 20 and 40? Between 40 and 60? Over 60?
- What does that tell you about our group?
- What kind of community programs are you presently involved in?
- What concerns you most today about youth? Elders? The family? (list concerns on blackboard). Let's circle the most critical concerns of the group up here.

## SUGGESTED PANELISTS:

Family Services (Chas. Dalkins)  
Elders "Operation Brotherhood"  
(Belle Whalley)  
City Dept. on Elders and  
Handicapped (Teer Lykke)  
Sears Welfare Coordinator  
(Cole Campbell)  
Mile Square (Erlene Lindsay)  
Dept. of Human Services  
(Elizabeth Tatum)  
Police Dept. of Community re-  
lations (Sgt. Woodfield)

## PANEL

Moderator calls upon the panelists to say a word about what they do, their chief concern about the welfare of youth, elders, adults or the family (depending on their field), and what resources they can make available to a local community. Moderator can also ask panelists to address some of the group's most critical concerns (from above) and have ready additional focus questions such as:

- What has been the situation of men and women (or youth, elders, family) today that has called your organization into being? What are the trends among these groups today?
- Where have you seen changes in this social situation come about as a result of work such as yours? What do you attribute that to?
- Where do you experience yourself blocked in your efforts?
- What is your highest expectation in the area of youth, elders, etc.?

## GROUP-PANEL DIALOGUE

1. Moderator calls upon participants to ask questions of the panelists.
2. Moderator invites panelists to ask a question of the group.
3. Moderator sums up the panel discussion and calls for closing insights, comments from the group on this event.

CONCLUSION: Moderator thanks the panelists and invites further informal dialogue.



## SESSION VI: PRACTICAL WORKSHOP

REVISED December 6, 1978

GLOBAL RESEARCH CENTRUM: CHICAGO

OCTOBER 1978

Rational Objective: To create a realistic and effective plan for the engagement of community groupings, following the steps of maneuver methodology.

Existential Aim: To provide an experience of effectivity in regard to the future by using practical insights to build an operating model.

INTRODUCTION: Context maneuvers as a method of breaking out of routine in a strike that moves programs to a new level of effectiveness.

## PREPARATION

Divide group up into four arenas of work that include family development, adult advancement, youth task force and elder engagement. Decide beforehand the relevant programs in each arena that need to be focused on, such as health advocacy, safe streets, elder heritage, etc. Be sure appropriate 5th City leadership is apportioned among the groupings. Explain the product as four sets of maneuver paragraphs with 3 month time lines for implementation.

## MANEUVER BUILDING

1. Imagine that it is three months from now and we are gathered to celebrate the successes we have achieved in our particular arena of community welfare; what is it we have done that we are celebrating?
2. State the victory we will have achieved in our arena.
3. Describe our advantages (how we have been set up to win) and our vulnerability (how we are on shaky ground).
4. List all the do's to achieve the victory (each person write down 15-20 things to do, star best 5, brainstorm do's on board until list of 50-100).
5. As you look at list of do's on the board group together ones that could be combined and done at once. In this way get 5-14 arenas. List the maneuver components under their respective arenas.
6. Talk through each arena until the breakthrough action is discerned that transforms the list of do's into a strike.
7. Divide into sub-groups to write each set of maneuvers. The first sentence states why the maneuver; second states the victory and advantages; remaining sentences are an orchestration of the do's to include the what, when, who, where and how.
8. Each sub-group place its set of maneuvers on a 3 month time line.

## REPORTS AND REFLECTION

1. Regather as a plenary and share the maneuver paragraphs by having the key maneuvers read and the timelines combined on the board.
2. Corporately reflect on the work of the day:
  - Where are you excited, intrigued over these maneuvers?
  - What modifications are necessary on the time line to make them work?
  - What will happen to the community groupings in 5th City as a result?

CONCLUSION: What have we learned from doing this exercise? If we were to actualize this plan how would the community be different after it? How would we be different?

Rational Objective:Existential Aim:INTRODUCTION:

I  EARLY LEARNING	Community Preschool		Demonstration Curriculum		Community Relations		Support Systems	
	Infant Care	Prep School	Spiral Curriculum	Art Tools	Parent Involvement	Community Teachers	Funding Plan	School Administration
	Mini School	Kinderschool Education	Imaginal Methods	Teacher Preparation	Total Enrollment	Community Involvement	Facilities	Equipment Maintenance
II  FORMAL SCHOOLING	Elementary Education		Secondary Access		Vocational Schools		Advanced Studies	
	Model Classroom	Imaginal Curriculum	Guaranteed Matriculation	Financial Assistance	School Placement	Career Planning	University Enrollment	Technical Schooling
	Artform Method	Team Teaching	Regular Attendance	Vocational Guidance	Work-Study	Traditional Apprenticeship	Professional Training	Para-Professional Instruction
III  EXTRA-FORMAL TRAINING	Community Curriculum		Job-Related Training		After School Enrichment		Special Care	
	Comprehensive Design	Community Journey Masters	On-the-Job Training	Company Schools	Remedial Tutorials	Junior Achievement	Physically Handicapped	Exceptional Child
	Structures Injection	Impactful Events	In-Service Program	Informal Instruction	Cultural Excursions	Guild Engagement	Retarded Person	Slow Learner
IV  ADULT EDUCATION	Basic Literacy		Functional Skills		Vocational Skills		Leadership Training	
	Elementary Reading	Writing Proficiency	Analytical Skills	Global Language	Job Acquisition	Management Training	Social Methods	Pedagogical Training
	Foundational Math	Communication Skills	Domestic Management	Social Sophistication	Business Courses	Trade Shops	Motivativ Methods	Corporate Methodologies



## SESSION II: FIELD SEMINAR

GLOBAL RESEARCH CENTRUM: CHICAGO

DECEMBER, 1978

Rational Objective: To familiarize group with comprehensive structures required in local community for functional education to be done.

Existential Aim: To explode the comprehensive arenas of education possible in the local community.

INTRODUCTION: Song. Reflection on the contextual lecture: (1) What do you remember from the lecture? (2) What activities have you done in your community that have enabled the education of your community?

## TACTICAL REVIEW

Pass out the sub-tactics plotting sheet and briefly acquaint class with the current tactical thrust of 5th City in the arenas of Extra-formal education and adult education.

Review once again the purpose and method of tactical thinking and tactical operation in a project.

Have group retain plotting sheet for keeping notes on the tactics revealed in the following panel.

## EDUCATION PANEL (5th Citizens)

The work in 5th City education over the years is represented by a comprehensive panel of 5th Citizens who tell the story of each arena and what it entails, followed by questions:

Preschool (Ruth Carter) GED Training (Carrie Willis)  
 Jets (Tom Lyles, Sara Allen) & Alternative Education  
 Youth In Action (Carole Guise, Manual Mosely)  
 On-the-Job-Training (Vaulton Jones)  
 Commercial School (Lily Fox) Advanced Education (Lela, Ruth)  
 Elder Rehabilitation (Mildred Robinson) Carrie)  
 Community Education (Lela Mosely)

## FUTURE DIRECTIONS

1. Conversation on what group heard were the future directions of the project programs in regard to education. What are the necessary leaps to take?
2. Brainstorm new tactical steps to take to accomplish these leaps. Get list on board and discuss.
3. What programmatic activity will be necessary to embody these tactics? Get list on board, checking the relevant tactics, and discuss.

CONCLUSION: Brief reflection on what we have learned about education tactics and their effect in the local community.

## II. FIELD SEMINAR

GLOBAL RESEARCH CENTRUM: CHICAGO

DECEMBER 1978

EDUCATION TACTICS:		EDUCATION PROGRAMS				
2 Consumer Training 40 Community Faculty 41 School Forum 42 Curriculum Workshop 43 Education Seminars 44 Educational Funds 49 Business Trips 50 Community Library 51 Mobile Units 52 Impact Trips 53 Local Forums 54 Skills Labs 55 A-V Presentation 56 Basic Education 57 Methods Workshops	I  EARLY LEARNING	Community Preschool	Demonstration Curriculum	Community Relations	Support Systems	
	II  FORMAL SCHOOLING	Elementary Education	Secondary Access	Vocational Schools	Advanced Studies	
	III  EXTRA- FORMAL TRAINING	Community Curriculum	Job-related Training	After School Enrichment	Special Care	
	IV  ADULT EDUCATION	Basic Literacy	Functional Skills	Vocational Skills	Leadership Training	



## SESSION III: TECHNICAL ENCOUNTER

GLOBAL RESEARCH CENTRUM: CHICAGO

DECEMBER, 1978

Rational Objective: To visit a variety of effective educational ventures meeting the needs of local people today.

Existential Aim: To experience the possibilities for relevant functional education in the local community.

INTRODUCTION: Lay out itinerary of today's visits in the educational arenas. Emphasize task of discerning technical resources for functional education.

## VISITATION CONTEXT AND SCREENS

1. Much of education today is geared for the elite to serve the elite (in higher education). There is a need for skills training and appropriate basic education. A need also for a new kind of higher education academy that combines classical wisdom with practical thrust. This visit is out to discern where edge educational constructs are emerging as a response to these needs. The group will divide and visit a variety of operations, then return for reporting.
2. Get out list of questions to use in probing the value and composition of educational experiments in the city.

## THE VISITS

Formal Education (alternative high school): Chicago Industrial Skills Center, Franklin Park, a CEDA funded program of the Chicago Board of Education that combines High school and electronic training at Motorola company.

Early Education: a comprehensive demonstration by the 5th City Preschool.

Trade School: Westinghouse Corp. or Dunbar High School for comp. skills training. Also Training, Inc. a possibility.

Operation PUSH for Excellence: Jesse Jackson's public school auxiliary relating local community to public education.

Uni. of Chicago, Education Dept.: for futuric models in education

## REFLECTION/PLENARY

1. Groups report on their visits, giving highlight and key learning.
2. Discuss: the striking impressions of the visits and the insights revealed regarding the future of education and the possibilities for linking universal wisdom to the local community.
3. Talk about the application of these learnings to your own local community.

CONCLUSION: (Education is to enable human beings to be comprehensive, effective and missional.)

Rational Objective:Existential Aim:

Introduction:

I  PROGRAM DEVELOPMENT  KEYS	Early Education Program		Formal Schooling Program		Extra-formal Training Program		Adult Education Program	
	Imaginal Methods	Community Relations	Model Classroom	Imaginal Curriculum	Comprehensive Curriculum	Cultural Excursions	Basic Literacy	Management Training
	Total Enrollment	Funding Plan	Team Teaching	Artform Methods	Guild Engagement	On-the-Job Training	Analytical Skills	Corporate Methodol.
II  PRACTICAL ACTIONAL SCHEMES	Preschool Set-up Project		Imaginal Education Project		Functional Equipping Project		Leadership Training Project	
	Parental Support	Compreh. Funding	Curriculum Development	Demonstratn Classrooms	Literacy Curriculum	G.E.D.	Community Curriculum	Leadership Apprenticeships
	Faculty Development	Facility Selection	Methods Training	Employment Application	Skills Training	Job Interviews	Project Interchange	Teacher Corps
III  GUILD TASK FORCE FUNCTION	Total Community Involvement		Training Structures Maintenance		Community-Wide Educational Impact		Education Program Administration	
	Stake Surveys	Indirect Methods	Preschool Structrue	Extraformal Classes	Training Support	On-the-job Training	Schools Licensing	
	Adult Upgrading	Education Tracking	Teacher Supply		Broadening Events		Budget Prep/	Fund Raising
IV  AUXILIARY SUPPORT  ROLE	Demonstrate Educational Techniques		Leadership Training		Resource Development		Curriculum Developmnt	
	Imaginal Contexts	Symbols Use	Individual Tutoring	Shadow Leaders	Staff Recruitmnt	Acquire Equipment	Curriculum Writing	Tools Creation
	Art Form Methods	Situational Grounding	Imaginal Education	Outside Resources	Arrange Field Trips		Format Development	



## SESSION V: RESOURCE PANEL

GLOBAL RESEARCH CENTRUM: CHICAGO

DECEMBER, 1978

Rational Objective: To expose students to a comprehensive array of educational resources that they can find in most states.

Existential Aim: To explode the possibilities for educational resources available to every community.

INTRODUCTION: Introduction of panelists.

## PREPARATION

Moderator leads an invitational conversation with the participants:

- What does it mean to be an educated person today?
- Where have you seen examples of this?
- What are the blocks to getting a comprehensive, practical education today?
- What other concerns do you have about the educational arena in relation to your local community?

## SUGGESTED PANELISTS:

HEW Office of Education  
State Dept. of Children and Family Services.  
Chicago Board of Education, Dist. Super.  
Leif Ericson School Principle.  
Uni. of Ill., Office of Extension  
U.S. Labor Dept: CEDA  
GED Program advisor.  
YMCA Community Training.

## PANEL

Moderator calls upon the panelists to say a word about what they do and what resources they have to offer a local community in the educational arena. Moderator invites panelists attention especially to the concerns of the students as above.

## GROUP-PANEL DIALOGUE

1. Moderator calls upon participants to ask questions of the panelists.
2. Moderator invites panelists to ask a question of the group.
3. Moderator sums up the panel discussion and calls for closing insights and comments from the group on this event.

CONCLUSION: Moderator thanks panelists and invites further informal discussion.

## VI. PRACTICAL WORKSHOP

GLOBAL RESEARCH CENTRUM: CHICAGO

DECEMBER, 1978

Rational Objective: To design a comprehensive education program for a local community.

Existential Aim: Experience themselves as educational design artists.

INTRODUCTION: (1) Image participants as local education guild in a planning session, (2) Goal is to change the community self-image over a 6 month period. (3) Reiterate image of a school as a packaging of dynamics rather than a static institution. (4) Work off a composit community.

## EDUCATION TARGET ARENAS

1. Brainstorm total educational needs of a composit community. You are getting at the universal educational challenges here.
2. Gestalt data into 4-7 target arenas. These are strategic educational areas such as infant education, school dropouts, unemployed adults, mental health, etc.
3. Discuss some of the elements in each arena, adding and clarifying. Are there any missing elements in order to have a comprehensive program?

## EDUCATION PROGRAM PACKAGING

1. Divide into target arenas and group data in your arena into distinct programmatic components (eg., Formal education for basics, Functional Skill, Job-training, Leadership, etc.).
2. If it has not emerged be sure to have a group working on the informal community curriculum that glues together the infrastructure of the community (includes estab. parents asso., edu. support net, scholarship funding, full enrollment scheme, job placement program, advanced education placement, teachers training, vocational guidance, facilities restoration, etc.).
2. Fill in the chart:

TITLE OF SCHOOL				
components				
design				
Objectives				
Major Curriculum				
Features				
Set up steps				
Curriculum Tools				
Finance scheme				
Time Design				

3. Write paragraph briefs on the school as if submitting it for funding.

## PLENARY

Share programmatic components, important insights, breakthroughs. Read selective portions of the briefs.

CONCLUSION: Education is a webbing of all programs throughout the community that enables a person to function anywhere in society. The educated person is one who knows how to live his life fully in any situation.