

GLOBAL SOCIAL DEMONSTRATION

HUMAN DEVELOPMENT PROJECTS

13-WEEK STAKE CURRICULUM

QUARTER III

1977-78

"....Everybody knows that a neighborhood group doesn't just happen. It takes plenty of hard work and planning to make sure that the group is really on solid ground. It takes 'the courage of a lion' on the part of a few individuals who are willing to keep working at it."

Fifth City

# 13-WEEK STAKE CURRICULUM

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| FORMATION CRITERIA    |                                        | NEIGHBORHOOD ENGAGEMENT |                         | AWAKENMENT MEETINGS  |                         | PROFOUND FUNCTION            |                         |
|-----------------------|----------------------------------------|-------------------------|-------------------------|----------------------|-------------------------|------------------------------|-------------------------|
| BASIC CHARACTERISTICS | neighborhood network                   | PHYSICAL VISIBILITY     | health events           | CONTEXTUAL FRAMEWORK | pre-prep training       | DYNAMICAL FORM               | primal community        |
|                       | geographical focus                     |                         | community workdays      |                      | symbolic opening        |                              | geographical identity   |
|                       | generates motivity                     |                         | services procurement    |                      | individual celebrations |                              | neighborhood care       |
|                       | five divisions                         |                         | space beautification    |                      | project reporting       |                              | grassroots forum        |
| PRACTICAL FUNCTION    | mass awakening project entry-point     | KNOWLEDGE APPLICAT'N    | literacy training       | PROFOUND BEING       | college dynamic         | FUTURIC EDGE                 | beyond liberalian       |
|                       | consensus vehicle                      |                         | spiral curriculum       |                      | meditative council      |                              | space dignity           |
|                       | subtleties mechanism                   |                         | leadership methods      |                      | other world walk        |                              | decision implementation |
|                       |                                        |                         | practical skills        |                      | depth reflection        |                              | destiny intensified     |
| CATALYTIC ROLES       | identifies TWC                         | ECONOMIC NURTURE        | vocational decisions    | RADICAL KNOWING      | seminary dynamic        | HUMAN CARE                   | project unity           |
|                       | stake caretakers                       |                         | industry locus          |                      | rational content        |                              | community morale        |
|                       | shadow reversal                        |                         | jobs assistance         |                      | imaginal study          |                              | Xavier principle        |
|                       | structural momentum                    |                         | financial management    |                      | objective trilogue      |                              | mystery in mundane      |
| STRUCTURAL RESIDUE    | living signs                           | SOCIO-SPIRIT CARE       | neighborhood visitation | TRANSPARENT DOING    | sodality dynamic        | RELATIONAL GUILDS & PROGRAMS | community glue          |
|                       | village                                |                         | program recruitment     |                      | calls forth resolve     |                              | cross-division unity    |
|                       | liaison                                |                         | information network     |                      | stake activities        |                              | practical care          |
|                       | space transformation project microcosm |                         | mass celebrations       |                      | implementary actuation  |                              | all the people          |

## STAKES IN HUMAN DEVELOPMENT PROJECTS

### I. FORMATION CRITERIA

The stake is the primary geographic unit of a Human Development Project. Stakes are formed within the grid of the community along geo-social boundaries as established at the Project launching. Most projects are divided into five stakes, each of which contains roughly one-fifth of the families. Stake boundaries are usually streets and paths which border natural neighborhoods. Every resident lives in a stake. Some projects have focused the geography before publicly naming the stakes by having the residents work together in five distinct neighborhood groups before any formal meetings are held at stakes. Activities such as planting community gardens, work days to clean up and beautify the community are possibilities. Then the stakes can be publicly named and weekly meeting schedules established.

The stake complex is the care structure for every project resident. It is the structure for delivering mass care such as security services and for organizing mass engagement such as work days. It is the principal structure along with the community assembly in building community consensus through on-going visitation and the weekly stake meetings. The stake complex informs the Secretariat, Commissions and Guilds of the will of the people. It is a structure for doing the Project subtactics and is part of the quarterly battleplan. Each stake is a microcosm of the Project as a whole in the form of geographical services.

The stake complex is a means of identifying potential project leadership and engaging and training them in community roles. It is based on the fact that every neighborhood has informal and potential leaders who are capable of being trained to effectively live out their care for the world as manifested in the economic, physical and social situation of their stakes. They are the sensitive, responsive element in the community who respond to the demand, see the suffering and have a vision of how it can be alleviated through the project. Every occasion is an opportunity for training stake leadership. These leaders are then available to play all the leadership roles necessary as the project increases momentum. As the community assumes increasing leadership roles, the stake provides opportunities through which the "shadow" roles are reversed and the structures of the project are put in the hands of indigenous leadership.

The formation of the stake structure is what enables individual and family care. In urban or large population projects a scheme of five stakes each with four quads each with three sectors each with "x" number of households may help to provide the household care. A guideline is a stake caretaker for every thirty families. The role of the stake caretaker either in urban or rural projects is to comprehensively tie the thirty families to the city, regional, local community and project structures that will fulfill their specific household needs. Community beautification, city services, individual health issues, and housing repairs can best be implemented through stake structures.

## II. NEIGHBORHOOD ENGAGEMENT

The task of the stake system is to provide physical, intellectual, economic and social care structures. Stake events are regular happenings which care for all the residents living in the particular geographic area. These events are the point of entry for those standing at the crossroads of program involvement. The structure of community care may have become inadequate to deal with all the residents and all the complexities of their various needs. The stake structure is a new creation in some projects and in others is a broadening of the existing community structures. The stake dynamic is primary in developing local leadership to keep in being all the community structures.

First, physical care deals with the health, nutrition, sanitation, safety, housing, and other personal needs of every member of the stake. Often this involves putting the household in connection with the structure that can help the particular family. Secondly, intellectual care includes training programs that children and adults need in both formal schooling and extra-formal instruction including literacy training and leadership methods. Knowledge application provides every person with theoretical and practical knowledge to deal with employable skills. Thirdly, economic nurture deals with jobs assistance and financial management and with opportunities to make life-long vocational decisions. Social care sets in motion the continuous methods of communication and necessary information to each stake household, allows on-going community consensus building and periodically schedules and holds cultural celebrations, creates symbols, stories and songs that motivate the local residents. Every individual and family is effectively cared for through these dynamics.

## III. AWAKENMENT

A major focus of stake training and decision-making is the regular stake meeting often held in homes on a weekly basis at which time knowing, doing and being are rehearsed. During the stake meeting a conversation is held to establish the meditative council for the community. This conversation uses spirit methods and takes individual participants on a journey. It is given to a community resident to lead only after careful training because it requires the most skill. The methods for celebrating the uniqueness of individuals on their birthdays and the decisional covenants they have made to create families needs to be carefully thought through. In cultures where individuals do not know their birthdays and are not self-consciously in a covenant of marriage or family foundation, the celebration times need to take other forms which point out and announce the greatness of each individual, the decisions individuals have made and the community's uniqueness. The study period within a stake meeting emphasizes getting on top of the document, the principles of economic, social, and human development, the structures of care and basic methods needed in a project, and deals in the knowing dimension with the present contradiction manifest in the project as a whole. This period dramatizes the urgency of training. Lastly, a time of practical planning is necessary to call forth the resolve and see through the practical task of implementation. This is the key to sustained local participation in the stake meeting. Quarterly planning for actuation of sub-tactics through the stake ensures a community consensus and the possibility of engagement in the project as a whole. Part of the doing dimension is bringing off stake events and then art-forming them, thus practicalizing the methods of actuation self-consciously. Assignments to tasks between the weekly meetings assists in making the stake meeting a necessary event for participation.

#### IV. PROFOUND FUNCTION

The development of a neighborhood network geographically identifiable within a local community finally depends on neighborhood awakening and engagement. In order to demonstrate human community, any neighborhood must create a sense of community identity through structures which visibly change the environment, train potential leadership, provide economic nurture, build communication systems and hold regular mass celebrations. The worldwide pursuit today for authentic forms of community has to do with what constitutes the family and what space and time are in an urban, sociological, mobile world as particularized within any given local "postage stamp" environment, urban or rural.

"Man's home is his castle" and "Charity begins at home" are pieces of folk wisdom out of the past which have emerged from the understanding that man is both a territorial and familial creature. That is, he has the drive to stake out space for himself, care for it and defend it. This is his territorial imperative. He also has the drive to create a family, care for it and protect it; this is his familial imperative. Our imperative, as we seek to catalyze care for all, is to extend man's awareness and, therefore, his care for what constitutes his territory and family. The stake system is our strategy for extending his care from care for home and family to care for an entire neighborhood. The stake is a neighborhood as family. A stake exists at that irreducible level where it is not missionally effective to further reduce the size of the geography.

In building a stake network, the currents of tension ebb and flow between the individual and the corporate. This occurs because in stakes there is no direct missional thrust as in guilds. At one and the same time the individual experiences his own significance and worth, that is, he is aware he belongs there, yet he is constantly being drawn beyond his own relationships to act out his care through the demands of his neighbors. Thus, the process of imaginal education and regular events of actual doing allow stake participants to see and respond to television and radio news and pain of human suffering by acting out care on their own streets or pathways, thereby bridging the gulf of separation between themselves and their space.

THE STAKE IN HUMAN COMMUNITY  
Two Suggested Collegiums

COLLEGIUM 1

Spin on attached 4 X 4, backed up by prose statement on The Stakes in Human Projects (with same paragraph titles) leaving 10 minutes for questions and discussion, perhaps by column.

| THE STAKE IN HUMAN COMMUNITY |                            |                         |                                   |
|------------------------------|----------------------------|-------------------------|-----------------------------------|
| FORMATION<br>CRITERIA        | NEIGHBORHOOD<br>ENGAGEMENT | AWAKENMENT<br>MEETINGS  | PROFOUND<br>FUNCTION              |
| BASIC<br>CHARACTERISTICS     | PHYSICAL<br>VISIBILITY     | CONTEXTUAL<br>FRAMEWORK | DYNAMICAL<br>FORM                 |
| PRACTICAL<br>FUNCTION        | KNOWLEDGE<br>APPLICATION   | PROFOUND<br>BEING       | FUTURIC<br>EDGE                   |
| CATALYTIC<br>ROLES           | ECONOMIC<br>NURTURE        | RADICAL<br>KNOWING      | HUMAN<br>CARE                     |
| STRUCTURAL<br>RESIDUE        | SOCIO-SPIRIT<br>CARE       | TRANSPARENT<br>DOING    | RELATIONAL GUILDS<br>AND PROGRAMS |

COLLEGIUM 2

Workshop on stakes using 5 collegium elements as suggested in Polity Document (Surprise, gimmick, issue, context, discussion)

SURPRISE

1. Surprise: Divide into 5 groups, regardless of size. If less than 5 people including you, assign 2 stakes to one person. Tell them to find out each other's birthday - month, day and phase. Have each of 5 stakes assign a reporter to report how many in phases I,II,III,IV.

GIMMICK

2. Gimmick: Global Operations Tracking Board using colors green, orange, and red as symbols of present situation.

ISSUE

3. Issue: In DO-MENT - STAKE IS KEY. Many of the Projects (over 2/3) need stake development. It is clear to us as an order around the world that some Projects will be in deep trouble without any stake structures developing.

CONTEXT

4. Context: How do you turn Project over to local leadership? Shadow training is key. Not out to create elite - we are serious about actually going to turn over to community-surrender deed to history for sake of local man as well as expansion and replication. Stake is basic structure for geographical care -


Stakes and Guilds going on are assumed in actuation.....  
..... They are the backbone, the crucial structure without which nothing happens. The principle behind this is: "We are not doing community organization as a program, we are organizing community in order to do the programs. Nobody can renew a community for a community' only the community itself can renew its community." If we forget this, we're lost. Organizing stakes and guilds is a very hard job, nevertheless. (typed from 24 Revoluatinary Principles in Consult Textbook)

Questions to help us think through stakes:

DISCUSSION

1. When stakes are functioning, what do they look like? (picture can take with your camera)
2. When stakes are not functioning what is missing?
3. What's "staking" therefore, is already present in every local community?
4. How is a stake meeting different from other meetings (Guilds, Commissions)?
5. What are some stake activities we have already done (maybe not called "stake")?
6. What are some gimmicks to start a stake?
7. How is the stake foundational to Guilds and Programs?
8. What does all this suggest we need to do?

When  
Where  
Who  
How



IMMEDIATELY

## STAKES IN HUMAN DEVELOPMENT PROJECTS

Staking is a dynamic, present in every part of society, within each local community, either unconsciously or self-consciously. The following is a list in answer to the question: "Out of your experience, when you see the dynamic of staking going on, what do you see? (snapshot)"

1. At an elders home in Uptown (Chicago), someone from each floor knocks on all the doors every morning.
2. Spreading good news around town - during this conversation, Lyn Mathews came around to say one of our members had just received a bonus at work of over \$3,000.
3. In the Army, there's a person assigned to get you out of bed, another who inspects your space, and all of you work together.
4. In the past in church women's circles, there was one big one and then smaller circles which met by geography.
5. In Luechenback, Texas, there is a group living near each other who play music at various community events.
6. At Mt. Auburn Cemetery, Massachusetts, where a group of us worked in the summers, we were responsible for a one-mile square. We used to stake out an area and move as a group to take care of it - watering the rhododendron bushes, cutting and watering the grass.
7. When funerals happened, all the neighbors took food to the house.
8. At weddings, people in the neighborhood did the "chivarees".
9. When a barn burned down, our whole community participated in rebuilding it, or when somebody was sick, everybody took care of them.
10. At the Ellis Hollow Community Fair, there was something for everyone, so all residents could be involved. There were all varieties of games, with delicious bread sold by the town.
11. In Nova Scotia, in a town between 700-800 in population, we had a common woodlot that each family used for cutting wood. When the wood was brought out, it was cut by family and then taken to their homes. We also repaired boats geographically. They were pulled up on shore according to where people lived and repaired in a residential configuration.
12. In our community, Girl and Boy Scout cookies were sold by area.
13. Two women in our neighborhood had diabetes. When their condition reached crisis and they needed the immediate sugar provided by such things as orange juice, we used to call up all the neighbors to provide oranges.
14. In Evanston, ice skating is the number one winter sport. Each winter, neighborhood parks were flooded, even though there were so many trees you could hardly get a good start. Some families got together in Ackerman Park, North Evanston, and built a shelter when it was very cold.
15. In our town, there were lots of dead-end streets. At Christmas time we had competitions for Christmas decorations by neighborhood.
16. On Halloween, kids had parties by neighborhood and tricked and treated only in their own neighborhood.

(Part of Collegium Back-up)

| Week        | 1                                  | 2                                | 3                                                  | 4                                      | 5                                                 | 6                                               | 7                                                         | 8                                           | 9                                 | 10                                        | 11                                            | 12                            | 13         |
|-------------|------------------------------------|----------------------------------|----------------------------------------------------|----------------------------------------|---------------------------------------------------|-------------------------------------------------|-----------------------------------------------------------|---------------------------------------------|-----------------------------------|-------------------------------------------|-----------------------------------------------|-------------------------------|------------|
| COLLEGE     | THE LAND                           | RIVER                            | MOUNTAIN                                           | SEA                                    | LAND                                              | RIVER                                           | MOUNTAIN                                                  | SEA                                         | LAND                              | RIVER                                     | MOUNTAIN                                      | SEA                           | CELEBRAT'N |
| Intent      | Embrace the way life is            | I am called to create the future | Gratitude for the unlimited possibility my life is | I can take a new relat'nsip to reality | Experience wonder that the village is transformed | My creativity produces creativity in others     | We are the ones responsible for the future of our village | I can laugh at myself                       | I am free to move into the future | I am answerable for all that goes on      | I am not a victim to my situation             | The universe and I are one    |            |
| Quote Image | Courage                            | Easy way not for man             | Strength                                           | Fear                                   | Open Mindadness                                   | Courage                                         | Difficult Things                                          | Laugh At Myself                             | Butterfly                         | Decisions                                 | Changes                                       | Unity                         |            |
| SEMINARY    | Systematic Knowledge               | Skill                            | Methods                                            | Freedom of Choice                      | Distribu-tion                                     | Stimulant                                       | Incentive                                                 | Vision                                      | Entrepre-neurship                 | Producti-ty                               | Technolo-gical Change                         | Urban Relation-ship           |            |
|             | Learning in a system               | Learning a skill                 | Applica-tion of Knowledge                          | Expanding society's choices            | Distribu-tion of Wealth is not the answer         | Aid in only a stimulant in economic development | What will generate develop-ment                           | The role of vision in economic develop-ment | Need for new type of leader-ship  | The role of agri-culture as an industry   | Technolo-gical intrusion in the rural society | Rural is defined by the urban |            |
| SODALITY    | Planning                           | Doing                            | Reflecting                                         | Planning                               | Doing                                             | Reflecting                                      | Planning                                                  | Doing                                       | Reflecting                        | Planning                                  | Doing                                         | Reflecting                    |            |
|             | House by House Grid and Visitation |                                  |                                                    | "Beauty Surprise Workday"              |                                                   |                                                 | Family Health Event                                       |                                             |                                   | Accelerating Services Delivery Structures |                                               |                               |            |

CLUES TO NEW LEADERS

|                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>OPENING</p> <p>10</p>  | <ol style="list-style-type: none"> <li>1. Keep it simple.</li> <li>2. Sing a lot.</li> <li>3. Absolution gives members permission to move into the future with self-confidence.</li> <li>4. Ritual places the demand on members to do their project.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p>COLLEGE</p> <p>20</p>  | <ol style="list-style-type: none"> <li>1. The conversations use the art form method. Questions are asked according to levels of thinking in the following order:             <ul style="list-style-type: none"> <li>Objective - data in the situation</li> <li>Reflective - our response to the situation</li> <li>Interpretive - meaning, purpose of situation and our decision in relationship.</li> </ul> <p>(See <u>Process of Learning Through Images</u>)</p> </li> <li>2. Use various ways to get quotes in minds of all members.             <ol style="list-style-type: none"> <li>a. "repeat after me" (a few words at a time)</li> <li>b. say two or three times</li> <li>c. ask brief questions of content as in Wk. 2 conversation: "Who's the easy way for?" "Who is it <u>not</u> for?"</li> <li>d. Write out quote and display on big poster during conversation.</li> <li>e. Write on blackboard, if available.</li> </ol> </li> </ol> |
| <p>SEMINARY</p> <p>30</p> | <ol style="list-style-type: none"> <li>1. Vocabulary list is optional and may be studied at a separate session.</li> <li>2. You will notice the paragraph to be studied is numbered by sentences. This will enable easy charting.</li> <li>3. Focus of seminary is on grounding the key word/image.</li> <li>4. Excerpts are paraphrased based on <u>The Age of Discontinuity</u> by Peter Drucker.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p>SODALITY</p> <p>30</p> | <ol style="list-style-type: none"> <li>1. The most important clue to the final one-third of the stake meeting is the three-week rhythm: <u>PLAN - DO - REFLECT</u>.</li> <li>2. In each three-week cycle, you will notice that 60 minutes is allowed for the DOING session. During this 60 minutes the intent is to DEMONSTRATE a stakeevent, so that it becomes a happening! It is not assumed that the DOING phase will be completed. There may need to be another session timelined before the next stake meeting. In the case of the Health event, a longer time on Week II may be desirable in addition to the "surprise" on doing night. The "surprise" can be imaged as a gimmick toward recruitment for the event on the Week II. In the case of the Services Delivery System Event, calls and visits outside the Project area will obviously need to be done during working hours.</li> <li>3. Sing as often as necessary.</li> </ol>          |

THE PRESUPPOSITIONS FOR HUMAN DEVELOPMENT PROJECT STAKE MEETINGS

COLLEGE

The College dynamic is a corporate journey in consciousness. Because it allows one to name life experiences and pushes at depth reflection it reminds people of the uniqueness and depth of each individual. It builds the meditative council and shows the entry to and a way to walk in the Other World. Finally it sets the mood for the evening and rehearses the givenness of corporateness.

SEMINARY

The Seminary dynamic is a time of depth intellectual pushing. It creates a screen for brooding for the week and builds the foundation for systematic thinking. It enables us to learn how to listen with new ears and forces us to come up with intentional responses. It widens our perspective and builds corporate images for the community to operate with.

SODALITY

The Sodality launches the community into the world with a practical task. This implementation dynamic of the stake meeting builds corporateness through specific geographic care. By creating tactics and a timeline the Sodality plans, assigns tasks and reflects on stake events. Stake caretakers are trained through responsibility for practical tasks, organization of stake events and leading the different dynamics of stake meetings. A stake caretaker may or may not be an auxiliary shadow in the present moment. Nevertheless, he always stands potentially a spirit giant in the eyes of Project leadership. The primary job the Sodality does is to expose the Long March of Care while, at the same time, calling forth a deep resolve. This is profoundly catalyzed by planning, doing, and reflecting on the significance of stake events.

|           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| OPENING   | <p>CONTEXT: Songs bring awakenment(Explain how this statement is true)</p> <p>SONGS: 1. Local Song<br/>2. Movement song - Men of the Spirit</p> <p>ACCT'BY: Go around room, ask each person to give name (family and given) and say "Present".</p> <p>ABSOLUT'N: Everyday comes as pure adventure.</p> <p>RITUAL: We stand before the world and its needs.<br/>Let us give ourselves to the task.<br/>(do leader and group, or repeat after each line)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|           | CONVERSATION                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| CATEGORY  | THE LAND - The Aweful Encounter - The Last Upagainstness                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| INTENT    | Embrace the way life is                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| QUOTE     | <p>Asked if I have courage to go on to the end, I answer "Yes" without a second thought.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| QUESTIONS | <ol style="list-style-type: none"> <li>1. Leader read full quote out loud.</li> <li>2. Now say, "Repeat after me" and repeat full quote by easy phrases.</li> <li>3. What image (image is like taking a picture with your camera) came to your mind as you heard this saying?</li> <li>4. Read quote at least once more.</li> <li>5. What are things that take a long time to finish?</li> <li>6. What does courage look like?</li> <li>7. Why does the author link courage with the word "yes"?</li> <li>8. What does it take to say "yes"?</li> <li>9. Where in the world have you seen this going on?</li> <li>10. After each response to #9 say, now how is that an example of saying yes or having courage?</li> <li>11. How does this saying relate to what we're doing in our village? (We're out to find ways for helping people to help themselves once they've said yes to their life).</li> </ol> |

## OPENING

CONTEXT: Songs reveal group identity. (Explain how this statement is true)

SING: 1. Local song  
2. Movement song - Local Man Shall Rise Again

ACCT'BY: Go around room, ask each person to give name (family and given) and say "Present".

ABSOLUT'N: We have already won the race.

RITUAL: We stand before the world and its needs.  
Let us give ourselves to the task.  
(do leader and group, or repeat after each line)

## CONVERSATION

## CATEGORY

THE RIVER - The authentic relation - I am my consciousness

## INTENT

I am called to create the future.

## QUOTE

The call to the easy way is for the bee, not for the man.

## QUESTIONS

1. Leader read full quote out loud.
2. Now say, "Repeat after me" and repeat full quote by easy phrases.
3. What image (image is like taking a picture with your camera) came to your mind as you heard this saying?
4. Read quote at least once more.
5. What does the bee do?
6. What does the man do?
7. Why does the author call what the bee does easy?  
(only 2 or 3 answers necessary)
8. Why is man different from the bee? (after response, ask how is that different?)
9. Where in (your nation) have you seen this (creativity) going on?
10. How does this saying relate to what we're doing in our village (community)?

|           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| OPENING   | <p>CONTEXT: Songs create the spirit of the group (Explain how this statement is true)</p> <p>SING: 1. Local song<br/>2. Movement song - I Am The One</p> <p>ACCT'BY: Go around room, ask each person to give name (family and given) and say "Present".</p> <p>ABSOLUT'N: We are the ones who have been called to love life.</p> <p>RITUAL: We stand before the world and its needs.<br/>Let us give ourselves to the task.<br/>(do leader and group, or repeat after each line)</p>                                                                                           |
|           | CONVERSATION                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| CATEGORY  | THE MOUNTAIN - The Original Gratitude                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| INTENT    | Gratitude for the unlimited possibility my life is.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| QUOTE     | <p>Man reveals himself in all his strength only when his utmost capacity is demanded.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| QUESTIONS | <ol style="list-style-type: none"> <li>1. Leader read full quote out loud.</li> <li>2. Now say, "repeat after me" and repeat full quote by easy phrases.</li> <li>3. What picture came to your mind as you heard this saying?</li> <li>4. Read quote at least once more.</li> <li>5. Where have you seen a person's utmost capacity being used?</li> <li>6. What was revealed in that situation?</li> <li>7. Where have you had your total strength demanded?</li> <li>8. What did you discover about life?</li> <li>9. How does this help us in doing our project?</li> </ol> |

|           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| OPENING   | <p>CONTEXT: Songs create engagement. (Explain how this statement is true)</p> <p>SONGS: 1. Local song<br/>2. Movement song - (the name of your community) is a Wonderful Place</p> <p>ACCT'BY: Go around room, ask each person to give name (family and given) and say "Present".</p> <p>ABSOLUT'N: The victory is ours, let us move into the night.</p> <p>RITUAL: We stand before the world and its needs.<br/>Let us give ourselves to the task.<br/>(do leader and group, or repeat after each line)</p>                  |
|           | CONVERSATION                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| CATEGORY  | THE LAND - The Transformed State - All things are new                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| INTENT    | Experience wonder that the village is transformed                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| QUOTE     | Open mindedness is to look at familiar things from an unusual angle.                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| QUESTIONS | <ol style="list-style-type: none"> <li>1. Leader read full quote out loud.</li> <li>2. Now say, "Repeat after me" and repeat full quote by easy phrases.</li> <li>3. What picture came into your mind as this was being read?</li> <li>4. What are some familiar things?</li> <li>5. What would it mean to look at those things in a new way?</li> <li>6. What happens to a person when he looks at things from a new way?</li> <li>7. How does this saying relate to what we're doing in our village (community)?</li> </ol> |

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| OPENING   | <p>CONTEXT: Songs awaken care. (Explain how this statement is true)</p> <p>SING: 1. Local song<br/>2. Movement song - The Sign</p> <p>ACCT'BY: Go around room ask each person to give name (family and given) and say "Present".</p> <p>ABSOLUT'N: It is time to move into the future.</p> <p>RITUAL: We stand before the world and its needs.<br/>Let us give ourselves to the task.<br/>(do leader and group, or repeat after each line)</p>                                                                                                                                                                                                                  |
|           | CONVERSATION                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| CATEGORY  | THE RIVER - The Creative Existence - I am my originality                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| INTENT    | My creativity produces creativity in others.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| QUOTE     | Courage is contagious.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| QUESTIONS | <ol style="list-style-type: none"> <li>1. Leader read full quote out loud.</li> <li>2. Now say, "Repeat after me" and repeat full quote.</li> <li>3. What picture came to your mind as you heard this saying?</li> <li>4. What are some other words for contagious?</li> <li>5. What are some things that are contagious?</li> <li>6. What are some images of courage?</li> <li>7. How is it that courage is contagious?</li> <li>8. Where have you seen this going on in your nation?</li> <li>(optional) 9. Where have you experienced this in your life?</li> <li>10. How does this saying relate to what we're doing in our village (community)?</li> </ol> |

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| OPENING     | <p>CONTEXT: Songs awaken global images. (Explain how this statement is true)</p> <p>SING: 1. Local song<br/>2. Movement song - Local Man Shall Rise Again</p> <p>ACCT'BY: Go around room, ask each person to give name (family and given) and say "Present".</p> <p>ABSOLUT'N: We are the ones set free to embrace the world.</p> <p>RITUAL: We stand before the world and its needs.<br/>Let us give ourselves to the task.<br/>(do leader and group, or repeat after each line)</p>                                                                                                                                                                                                                                                                                  |
|             | CONVERSATION                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| CATEGORY    | THE MOUNTAIN - The Singular Mission - Everything is my brother                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| INTENT      | We are the ones responsible for the future of our village.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| QUOTE       | In the universe the difficult things are done as if they are easy.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| QUESTIONS : | <ol style="list-style-type: none"> <li>1. Leader read full quote out loud.</li> <li>2. Now say, "Repeat after me" and repeat full quote by easy phrases.</li> <li>3. What picture came to your mind as you heard this saying?</li> <li>4. What are other words for universe?</li> <li>5. What are some difficult things any human being has to do?</li> <li>6. What would it mean to look at those from the universal point of view.. (repeat other words given for universe)</li> <li>7. Why does this make difficult things "easy"?</li> <li>8. Where have you seen this going on in your community?</li> <li>9. Where have you experienced it in your own life?</li> <li>10. How does this saying relate to what we're doing in the village (community)?</li> </ol> |

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| OPENING   | <p>CONTEXT: Songs build corporate (Explain how this statement is true) power.</p> <p>SING: 1. Local song<br/>2. Movement song - To Care for All</p> <p>ACCT'BY: Go around room, ask each person to give name (family and given) and say "Present".</p> <p>ABSOLUT'N: What a great day we have been given.</p> <p>RITUAL: We stand before the world and its needs.<br/>Let us give ourselves to the task.<br/>(do leader and group, or repeat after each line)</p>                                                                                                                                                                                 |
|           | CONVERSATION                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| CATEGORY  | THE SEA - The Unknowable Peace - Security Dwells in Trials                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| INTENT    | I can laugh at myself.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| QUOTE     | The burden of self is lightened when I laugh at myself.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| QUESTIONS | <ol style="list-style-type: none"> <li>1. Leader read full quote out loud.</li> <li>2. Now say, "Repeat after me" and repeat full quote by easy phrases.</li> <li>3. What picture came to your mind as you heard this saying?</li> <li>4. Read quote at least once more.</li> <li>5. What are some burdens people experience themselves carrying these days?</li> <li>6. How are burdens lightened by laughter?</li> <li>7. When have you seen people laughing at themselves?</li> <li>8. Where have you seen this going on in your community?</li> <li>9. How does this saying relate to what we're doing in our village (community)?</li> </ol> |

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| OPENING   | <p>CONTEXT: Songs create community (Explain how this statement is true identity)</p> <p>SONGS: 1. Local song<br/>2. Movement song - Hey Delta Pace</p> <p>ACCT'BY: Go around room, ask each person to give name (family and given) and say "Present".</p> <p>ABSOLUT'N: We are the ones who have been called to ride the wave of the future.</p> <p>RITUAL: We stand before the world and its needs.<br/>Let us give ourselves to the task.<br/>(do leader and group, or repeat after each line)</p>                                                                                                                                                                              |
|           | CONVERSATION                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| CATEGORY  | THE LAND - The Infinite Passion - The Adoration of Being                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| INTENT    | I am free to move into the future.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| QUOTE     | The butterfly counts not months but moments, and has time enough.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| QUESTIONS | <ol style="list-style-type: none"> <li>1. Leader read full quote out loud.</li> <li>2. Now say, "Repeat after me" and repeat full quote by easy phrases.</li> <li>3. What picture came to your mind as you heard this saying?</li> <li>4. What are some other ways to say <u>time enough</u>?</li> <li>5. Why does the author say the butterfly has time enough?</li> <li>6. Where have you run across some "butterflies" lately?</li> <li>7. What did they have time enough for?</li> <li>8. Where have you found yourself acting as "the butterfly who has time enough"?</li> <li>9. What did you learn about socio-economic development in our village (community)?</li> </ol> |

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| OPENING   | <p>CONTEXT: Songs release humanness. (Explain how this statement is true)</p> <p>SONGS: 1. Local song<br/>2. Movement song - When Iron Men Go Marching In</p> <p>ACCT'BY: Go around room, ask each person to give name (family and given) and say "Present".</p> <p>ABSOLUT'N: A new day is dawning; we have risen to greet the new day.</p> <p>RITUAL: We stand before the world and its needs.<br/>Let us give ourselves to the task.<br/>(do leader and group, or repeat after each line)</p>                                                                                |
|           | CONVERSATION                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| CATEGORY  | THE RIVER - The Final Accountability - I am my answerability                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| INTENT    | I am answerable for all that goes on.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| QUOTE     | In a world where death is the hunter there are no small or big decisions, there are only decisions.                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| QUESTIONS | <ol style="list-style-type: none"> <li>1. Leader read full quote out loud.</li> <li>2. Now say, "Repeat after me" and repeat full quote by easy phrases.</li> <li>3. What scenes came to your mind as you heard this saying?</li> <li>4. Read quote at least once more.</li> <li>5. How is this true in the animal world?</li> <li>6. What's the difference between the animal and human world?</li> <li>7. When have you seen death being the hunter?</li> <li>8. What do decisions have to do with it?</li> <li>9. What does all this have to do with our project?</li> </ol> |

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| OPENING   | <p>CONTEXT: Songs give a way to reveal the mystery in life.<br/>(Explain how this statement is true)</p> <p>SONGS: 1. Local song<br/>2. Movement song - The Sign</p> <p>ACCT'BY: Go around room, ask each person to give name (family and given) and say "Present".</p> <p>ABSOLUT'N: The future is open, we can decide.</p> <p>RITUAL: We stand before the world and its needs.<br/>Let us give ourselves to the task.<br/>(do leader and group, or repeat after each line)</p>                                                                                                                                      |
|           | CONVERSATION                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| CATEGORY  | THE MOUNTAIN - The Transparent Power - Vision/Detachment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| INTENT    | I am not a victim to my situation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| QUOTE     | A good hunter changes his ways as often as he needs.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| QUESTIONS | <ol style="list-style-type: none"> <li>1. Leader read full quote out loud.</li> <li>2. Now say, "Repeat after me" and repeat full quote by easy phrases.</li> <li>3. What picture came to your mind as you heard this saying?</li> <li>4. Repeat quote as least once more.</li> <li>5. What are some ways the hunter may be required to change?</li> <li>6. Where have you seen hunters changing their ways?</li> <li>7. When have you found yourself being a hunter?</li> <li>8. When have you found yourself required to change your ways?</li> <li>9. How is this saying helpful in your arena of work?</li> </ol> |

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| OPENING   | <p>CONTEXT: Songs articulate individual and corporate decision.<br/>(Explain how this statement is true)</p> <p>SONGS: 1. Local song<br/>2. Movement song - Hello Kelapa Dua</p> <p>ACCT'BY: Go around room, ask each person to give name (family and given) and say "Present".</p> <p>ABSOLUT'N: It's a great day to be alive.</p> <p>RITUAL: We stand before the world and its needs.<br/>Let us give ourselves to the task.<br/>(do leader and group, or repeat after each line)</p>                                                                                                                                                                                                                                                                                          |
|           | CONVERSATION                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| CATEGORY  | THE SEA - The Unspeakable Joy - rapture walks with woe                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| INTENT    | The universe and I are one                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| QUOTE     | To realize one's unity with the entire universe is to know the truth.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| QUESTIONS | <ol style="list-style-type: none"> <li>1. Leader read full quote out loud.</li> <li>2. Now say, "Repeat after me" and repeat full quote by easy phrases</li> <li>3. What picture came to your mind as you heard this saying?</li> <li>4. Read the quote at least once more.</li> <li>5. What is another word for "unity"?</li> <li>6. What is another word for "universe"?</li> <li>7. When are times when people experience unity with the universe or oneness with life?</li> <li>8. What is the truth about life?</li> <li>9. How is it that when a person experiences unity with the universe he knows the truth about life?</li> <li>10. When have you experienced this?</li> <li>11. What does this statement reveal about our work in the village (community)?</li> </ol> |

Learning the English language is not dependent on any particular content or orientation but it is most effectively taught in a broad 20th Century context that is both global and futuristic in its scope. The aim of English teaching is not to learn words and their meaning. It is to teach a method by which the class grasp words as symbols that relate all of life experiences to a particular situation. Thinking in English demands a 20th Century method with which you can rationally relate yourselves to the given world so that when you learn to name things and qualities and experiences, you have learned more than names. You have learned to analyze the world, see through the situation, and creatively respond to it.

risking creative suggestions. In short, the only way I can learn is to force myself to memorize dull and fragmented pieces of information that someone else said were important.

Image education understands a human being as a whole unit and is an attempt to create a comprehensive context for learning through self-conscious and intentional use of images. Each of these images, however, must be backed up with a variety of life experiences (both personal and historical) and a method for analyzing, cataloging, and grouping isolated data in both a broad holding screen and specialized charts.

The image method used for the intentional structuring of a person's response to the messages he receives is called the reflective dialogue method. It is a self-conscious ordering of the way experiences come to every man. The reflective dialogue method is contentless in that it can be applied to any learning situation through asking questions at three levels; the objective, the reflective and the interpretive. At the objective level the intent is to see the data, to see what is present in the objective situation. At the reflective level, it is becoming aware of the subjective response to the situation. The interpretive step considers the meaning and purpose of the situation and the possible responses to the situation.

The reflective dialogue method is used in curriculum events, and as a questioning structure when the class is responding to a problem, a news item, a sentence or an artform. For example:

| <u>A CLASSICAL PAINTING</u>                                                                                                                                                                                                                                 | <u>QUESTIONS</u> | <u>A PARAGRAPH ANALYSIS</u>                                                                                                                                          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| What objects do you see<br>What colors, shapes do you see                                                                                                                                                                                                   | OBJECTIVE        | What words do you remember?<br>What examples do you recall?                                                                                                          |
| What would you add? Take out?<br>Where would you stand?<br>What noise do you hear?<br>What music would you play?                                                                                                                                            | REFLECTIVE       | Where have you seen that<br>happening before?<br>What historical examples?<br>What is his key point?                                                                 |
| What would you say to that?<br>What does it say to you?<br>What story would you tell about<br>its meaning?<br>Where have you seen that going on<br>before in your experience?<br>What would you name that picture?<br>How has this picture changed for you? | INTERPRETIVE     | Who is the audience?<br>Which point cannot be left<br>out?<br>What does he hope for?<br>What does he fear?<br>What does he want to avoid?<br>What would you name it? |

In image education, there is no particular content or problem-solving that has to be used. Image education is a method for analyzing the situation in a broad context, a method for providing positive images of alternate solutions, and a method for generating motivity in risking yourself and creatively participating in new and authentic decisions. In short, a person learns not when he can memorize stock answers to stock questions but when he can create his response to each unique situation.

## THE PROCESS OF LEARNING THROUGH IMAGES

It is a habit of man to order the chaos, to give himself a picture that "holds everything together", that focuses his struggles and gives direction to his journey. Everyone, from youngest child to elder is continually building that picture and then basing his daily decisions on that picture.

This picture or "image" as Kenneth Boulding calls it, is made up of many smaller images out of which he operates from day to day, and which constantly changes as he makes decisions each day in response to his situation. These images of wonder and terror, of the known and the unknown fill the gap between the idea he has about something and the actual situation. While he may have rational clarity about his ideas, a person is seldom aware of the images out of which he is operating. The task of 20th Century education is to bring these basic operating images to self-consciousness rather than merely working with ideas or information.

Image education, or the education that uses life experiences to relate the picture with the reality, is the process by which experiences are self-consciously related to a person's images. This is done in order to give him an opportunity to shape his own images in a relevant pattern and intentionalize his own behavior. Relationships are the key in image education not memorization of data.

Messages, the ideas and data which one receives through his relationships, can have various effects on the image. First, the message may "pass through" the image leaving it untouched, as when a person blocks out the noise of children playing outdoors. Second, it may add new data to the image, again leaving it untouched, as when a person learns that the exact temperature is 25 degrees Fahrenheit after he already knows that he is cold. Or, third, the message may conflict with the present image and be resisted, unless the message is strong enough to penetrate this resistance, in which case a radical change in the image takes place. For example, a man may receive the message that a friend is a thief, and refuse to believe it. However, if enough similar messages come from enough different sources and he begins to relate that picture to some peculiar actions he has noticed about his friend, he finally begins to create a new image that makes sense out of his experiences.

Image education makes several basic assumptions. First, every person operates out of images. Second, these images determine his behavior. Third, these images can change through the person's own decision when a new image breaks open his former image. Fourth, the teacher can discern what images a student is operating out of. The teacher can then create messages which give the person an opportunity to self-consciously choose his images. However, image change finally remains within the decisional realm of the student or participant; the teacher cannot force an image change but can only offer messages and broaden the context out of which images are created.

Image education changes behavior pattern; images underlie behavior and image education enables change in these images. Research has identified the depth problem in learning to be the victim image. This operating image has a self story with four parts: I am unable to learn because the world's complexity is too much; I am not wise enough to really understand my intuitive and analytical data; past solutions and images confuse me and do not relate to my present experiences; and future implications keep me from thinking or

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a "chosen people" with a specific historical destiny encourages structural respect for one's colleagues. Those structures ensure adequate sustenance, both physical and otherwise, among the people and prevent a paralyzing individualistic competitiveness. The presence of radical deprivation alongside affluence is a clue to the absence of primal community.

Futuristic Cause. A major unifying factor in primal community is its sense of a task to fulfill or a contribution to make to history. This factor draws the attention of members away from the internal tensions always present in a group towards that which moves beyond them. And in working on the external task, the longed-for fraternal sense emerges as a by-product. This is probably the least understood factor in primal community; a land and people who lack a destiny are not capable of being a primal community, however close-knit they may appear to be.

Dramatized Profundity. A primal community has ways to dramatize and rehearse its identity. This "liturgical" factor maintains a self-consciousness among the community and thus is dependent on the presence of the other four factors. Without them there is nothing to rehearse--which is why so many church services and national holidays are so devoid of contact with "real life". But without this factor, identity is lost in the barrage of experiences and purposes that beset one in the multiplicity of demands he confronts daily.

After six centuries of the reign of individualism, civilization is showing signs that it is ready for a rebalancing of the scales. The phenomenon of global citizenship and the renaissance of local communities, some here, some there, are pointers to the mobilizing of consciousness and energy toward renewing the sense and structure of primal community. When this happens, the "we" will no longer be seen as a contradiction to the "I" but as the larger self of the individual. Primal community will become the native land of awakened consciousness, the arena of intense corporate engagement and the place where the deeps of humanness are known, dramatized and acted out.

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of belonging--he is the taxpayer, the consumer, the object of social services, but not the participant in or member of the city. Before appropriate forms of primal community are recovered, their dynamics must be identified and their functions specified.

Primal community is the set of local social structures and relationships that provide for its members activities that awaken and sustain consciousness and which provide avenues through which local man can engage in the civilizing process. In this sense it is the intensification of awakening and engagement.

But while these factors define primal community, their intensification creates another dimension, an invisible "glue" which is the critical element for which people are searching. It is the element of profundity which transforms geographic settlement into human community. It is the element sought after by churches, fraternities and corporations alike; but which has as yet eluded attempts to give it form--perhaps because of a concentration on one or several components of this profundity to the exclusion of others. The "plus factor" in primal community is itself a complex reality, and it is totally unreachable apart from the dynamics of awakening and engagement.

The five factors which are necessary components of primal community are: 1) Significant Space; 2) Historical Time; 3) Corporate Care; 4) Futuric Cause; and 5) Dramatized Profundity.

Significant Space. The land and the people comprise primal community. The space a people occupies is not only influential because of geographic features. The way a people cares for and respects its space communicates a story of self-respect or self-contempt. Desecrated property is a clue to the absence of primal community. The land has a history of its own, quite apart from the particular people who happen to occupy it at a given time, and in a sense, their participation in the history of the place links them with the primordial. The land is also a direct link with the rest of the world.

Historical Time. A primal community reveres its roots. The history of both the land and the people gives primordial identity and significance to a group. This history takes on life in the form of festivals, seasons and celebrations which further provide a rhythm to life. The absence of festivals and the isolation of elders from the mainstream of society are clues to the lack of primal community.

Corporate Care. A primal community respects its members structurally. Frictions are present, but they are "within the family" and are not the business of outsiders. The sense of being

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The concept of the independent individual is a relative newcomer to the stage of history. A product of the Enlightenment's rediscovery of the powers of reason and a cultural weariness of ideological warfare, the notion was a welcome and creative relief from stale traditions and hidebound ideologies that pitted community against community and man against man in a series of wars that devastated Europe. Now the individual was freely responsible for his decisions and actions. Now he was capable of standing over against his community. But like all revolutionary changes, this one presupposed its opposition. The notion of the independent individual has no meaning apart from the existence of communities of tradition against which to react.

In our time the pendulum has swung the opposite direction. In the Western world local community has long since vanished as an operative influence on consciousness. Mass communication and rapid transportation expanded people's sense of community to include the globe. National community which temporarily replaced the local has lost its influence after the vivid experiences of war and corruption. The marvels of technology have thrust man into a global citizenship which renders him suspicious of any parochial ties. But global community is an abstraction, and living out of that image alone removes from one a basis for identity and selfhood. Traditions, historical roots, cultural practices, mores and morals alike become matters of indifference when all varieties of each are equally valid and optional. Sociologically, one lives in a plurality of communities--family, neighborhood, job, club, etc--deriving a portion of his identity from each. This is sociological schizophrenia, however sane a person appears psychologically. It is also a manifestation of anarchy. Of course, no one ever actually operates that way. Community is a primordial dimension of selfhood. Even the current search for authentic community is evidence of that fact, a search which varies from the psychological thrust of encounter groups to the sociological thrust of the communes to the religious orientation of the Jesus Freaks, the "Moonies" and the Hari Krishna sects. Today people are searching for forms in which to activate the dynamics of community without which there is no selfhood and life is like the "night of which all cats are gray".

But that form has not yet emerged. Rural towns are suspect because of an isolation and parochialism that negates effective participation in the larger currents of society. Suburbs are bedroom villages whose civic structures are shams and whose economic and cultural identity comes from the city. And the cities are too large and complex to offer the individual a sense

## SUGGESTED CELEBRATION MODEL

The purpose of this celebration is demonstrate yet another way to the stake and community what it means to be human and to care for the life of the community. This suggested model allows the whole stake to participate in it's creation. The important thing is that it be thought through prior to week 13. It would be best if a separate committee were set aside two weeks before the celebration to create a plan and present to the stake meeting on week 12, one week before the celebration. It is important for this committee to have some guidance so that the final intent of the celebration is met. Assignments can then be made so that everyone can participate.

### GATHERING

Meet in a central location in the stake and a place large enough for everyone.  
Food and drink set out as people gather.  
Someone playing background music if possible or a small group singing as people begin to mingle.

### MEAL

### AND

### CONVERSATION

### FESTIVE

### ACTIVITY

### CLOSING

VILLAGE STAKE MEETING SODALITY  
Weeks 10, 11, 12

OVERALL INTENT: Living environment visits to services and resources.

| Accelerating Services Delivery Structures |                                                                             |                                                         |                                                                          |
|-------------------------------------------|-----------------------------------------------------------------------------|---------------------------------------------------------|--------------------------------------------------------------------------|
| Weekly Rhythm                             | PLAN                                                                        | DO                                                      | REFLECT                                                                  |
|                                           | 10                                                                          | 11                                                      | 12                                                                       |
| A<br>C<br>T<br>I<br>V<br>I<br>T<br>Y      | Plan<br><br>Visits to<br><br>Outside Resources<br><br>To<br><br>Gather Data | Do<br><br>Report to<br><br>Neighborhood<br><br>Families | Reflect<br><br>on<br><br>Visits to<br><br>Services &<br><br>Neighborhood |
| Time                                      | 30                                                                          | 0                                                       | 30                                                                       |

1. Brainstorm inside/outside structures which give help to villages regarding services such as lighting, transportation, etc.
2. Generate and prioritize according to particular contradictions in village.
3. Assignments by 2's and 3's accompanied by staff member.
4. Announce visits to be made by next week's meeting.

1. Report on visits made last week.
2. Context purpose of neighborhood visits tonight as being to report on visits made to city/town service resources.
3. 5 minute brainstorm on name of families in stake whose needs relate to visits made.
4. GO VISIT .

1. Recall service visits (where did we go?)
2. Key happenings (where can village/city help?)
3. Neighbors' response to report.
4. Future implications?
5. Next step?

VILLAGE STAKE MEETING SODALITY  
Weeks 7, 8, 9

OVERALL INTENT: Implement health care through a discontinuous stake event.

(Hint: Choose short courses for these three weeks from Health Caretakers Manual according to the health contradiction and event you choose to do)

| FAMILY HEALTH EVENT                  |                                |                                                |                                                 |
|--------------------------------------|--------------------------------|------------------------------------------------|-------------------------------------------------|
| Weekly Rhythm                        | PLAN                           | DO                                             | REFLECT                                         |
|                                      | 7                              | 8                                              | 9                                               |
| A<br>C<br>T<br>I<br>V<br>I<br>T<br>Y | PLAN<br>FAMILY<br>BY<br>FAMILY | DO<br>DISCONTINUOUS<br>HEALTH<br>CARE<br>EVENT | REFLECT<br>ON<br>FAMILY<br>HEALTH CARE<br>EVENT |
| Time                                 | 30 minutes                     | 30 minutes                                     | 30 minutes                                      |

1. Brainstorm obvious family health needs (nutrition, disease) in local community (check wk. 8 now).
2. Gestalt and prioritize according to greatest need.
3. Decide one thing you could do in the next two weeks.
4. Timeline stake health event. (include surprise)
5. Make assignments for implementation and set-up.

1. Introduce surprise element (special nutritional snack, speaker on preventive health care, free dental clinic, etc.)
2. DO IT!!
3. Hint: Can either do as separate stakes or all together (depends on event).

1. Report on last week.
2. What did we do?
3. What scenes remember?
4. What people remember?
5. What conversations remember?
6. What were the key events within the happening?
7. What was the happening for the whole community?
8. Future hope because of event?
9. Implications because of event?

VILLAGE STAKE MEETING SODALITY  
Weeks 4, 5, 6

OVERALL INTENT: To enable each stake resident to experience taking responsibility as a caretaker in the stake by participating in workday planning, preparation, doing and then reflecting on new responsibilities and roles.

| "Beauty Surprise" Workday            |                                       |                                                                                                |                          |
|--------------------------------------|---------------------------------------|------------------------------------------------------------------------------------------------|--------------------------|
| Weekly Rhythm                        | PLAN                                  | DO                                                                                             | REFLECT                  |
|                                      | 4                                     | 5                                                                                              | 6                        |
| A<br>C<br>T<br>I<br>V<br>I<br>T<br>Y | Plan<br>Beauty<br>Surprise<br>Workday | Do<br>Implementation<br>Tasks<br>For Workday<br>(assume workday is held between weeks 5 and 6) | Reflect<br>and<br>Report |
| Time                                 | 30                                    | 60                                                                                             | 30                       |

1. Brainstorm tactics and subtactics from document (may need translation from it) and collegiums that are particularly on space care.
2. Gestalt list.
3. Prioritize list
4. Timeline.
5. Assignments for next week.
6. Send out to be social caretakers

1. Look at timeline.
2. Do whatever necessary to carry out workday.
3. Deliver paper/bulletin symbolically
4. Make posters or put up posters
5. Recruit for event by visitation.
6. Gather necessary equipment
7. Make assignments for uncompleted jobs.  
(Immediately following workday, have short 10 minute art form conv.)

1. What have been some of the key happenings of the past week?
2. Where have you seen people being cared for?
3. What's an example of that? What did it look like?
4. What further work needs to be done?
5. What have you learned about care?

**VILLAGE STAKE MEETING SODALITY**  
Weeks 1, 2, 3

**OVERALL INTENT:** To establish contact with each family in the stake and to take on the role of caretaker for all ages, all people, all the problems. (The image of the stake caretaker is that he would keep on top of 30 families.)

| House by House Grid and Visitation                 |                                            |                                                                                                                          |                                                                    |
|----------------------------------------------------|--------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|
| Weekly Rhythm                                      | PLAN                                       | DO                                                                                                                       | REFLECT                                                            |
|                                                    | 1                                          | 2                                                                                                                        | 3                                                                  |
| <b>A<br/>C<br/>T<br/>I<br/>V<br/>I<br/>T<br/>Y</b> | Grid<br><br>Family<br><br>By<br><br>Family | Demonstration<br><br>Visitation<br><br>Throughout the<br><br>Stake<br>(assume grid & visitation are completed by Week 3) | Report<br><br>Reflect<br><br>Evaluate<br><br>Grids &<br><br>Visits |
| Time                                               | 30                                         | 60                                                                                                                       | 30                                                                 |

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> <li>1. Create an imaginal grid of stake (if you have not done so).</li> <li>2. Create a nitty gritty grid of stake to include streets, houses, apartments, landmarks, etc.</li> <li>3. Fill in the names of all known persons.</li> <li>4. Step back. Where are the gaps? Where are visits needed?</li> <li>5. Make assignments for visits.</li> <li>6. Say that next week we will be making visits to fill in gaps.</li> <li>7. Send out to be caretakers.</li> </ol> | <ol style="list-style-type: none"> <li>1. As a stake divide into teams by geography to make visits.</li> <li>2. Make visits to find out names, phone numbers, number of people in household, names of people in households. Observe obvious needs.</li> <li>3. Return from visits and begin to fill in grid. (This may be done at next stake meeting, depends on time.)</li> <li>4. Make assignments for visitation completion by next meeting.</li> </ol> | <ol style="list-style-type: none"> <li>1. Report on past week. Check for additional visits &amp; fill in grid.</li> <li>2. What additional visits need to be made? How is this grid helpful? How is the visiting helpful?</li> <li>3. What are some of the scenes that struck you as you visited?</li> <li>4. Who are some of the folks that you remember?</li> <li>5. What are some of the lines from conversations you had that you remember?</li> <li>6. What were some obvious needs?</li> <li>7. What does this mean for us as a stake?</li> </ol> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

VILLAGE TAKE MEETING SODALITY

I. Quarter III Intent: To discover what it means to develop a local community by gradually broadening the image and responsibility of neighborhood care. Sodality pushes toward the guilds in do-ment, but the difference in stake events is that they are missionally more effective when implemented geographically.

II. What this quarter is about: To implement the tactics and subtactics which relate to specific geographical care with an emphasis on space and family care.

III. Quarter Rationale:

| Planning Events |    | Doing Events |    | Reflecting Events |    |
|-----------------|----|--------------|----|-------------------|----|
| Weeks           | 1  | Weeks        | 2  | Weeks             | 3  |
|                 | 4  |              | 5  |                   | 6  |
|                 | 7  |              | 8  |                   | 9  |
|                 | 10 |              | 11 |                   | 12 |

| Sodality Curriculum                |   |   |                           |   |   |                     |   |   |                                           |    |    |                                                     |
|------------------------------------|---|---|---------------------------|---|---|---------------------|---|---|-------------------------------------------|----|----|-----------------------------------------------------|
| 1                                  | 2 | 3 | 4                         | 5 | 6 | 7                   | 8 | 9 | 10                                        | 11 | 12 | 13                                                  |
| House by House Grid and Visitation |   |   | "Beauty Surprise" Workday |   |   | Family Health Event |   |   | Accelerating Services Delivery Structures |    |    | C<br>E<br>L<br>E<br>B<br>R<br>A<br>T<br>I<br>O<br>N |

**SESSION 12: THE RURAL IS DEFINED BY THE URBAN**

**INTENT:** To understand and articulate the experience of how the urban has impacted the rural situation and changed it.

**Words that may need special discussion and translation:**  
 residents--people who live in the community  
 basic--what you must have  
 sanitation--the system for keeping clean and healthy  
 society--the community

**CHART: TO BE PREPARED BEFORE HAND AND PUT UP ON A SURFACE IN THE ROOM.**

| The Village Decision  |   |   |                   |   |   |                   |   |   |
|-----------------------|---|---|-------------------|---|---|-------------------|---|---|
| The Gifts of the City |   |   | The Past Villages |   |   | The Village Today |   |   |
| 1                     | 2 | 3 | 4                 | 5 | 6 | 7                 | 8 | 9 |

**PARAGRAPH:** Read, print, or summarize according to educational level. The key image/word to be grounded is **URBAN RELATIONSHIP**

1. How is the city different from the village?
2. The city has services and opportunities for its residents that the village does not.
3. A hundred years ago, most of society lived in villages.
4. All of the needs of the residents could be taken care of within each village.
5. This made it unnecessary to go outside of the village for clothing, food, lumber and other basic needs.
6. Today, the modern technology of electricity, sanitation, transportation and other services are available in cities but not in all villages.
7. This same technology has brought the village and the city closer together.
8. The rural society hears and sees what is possible in improved services in the city and knows what the village is missing.
9. It is now up to the villages to decide what its technological needs are and how to meet them.

**QUESTIONS:**

- A. Objective
  1. What words or phrases do you recall?
- B. Reflective
  2. What are some of the technologies that have brought village and city closer together? How?
  3. What are some of the functions the village used to have that are now only in the cities? Give an illustration.
- C. Interpretive
  4. If we said that all villages need adequate sanitation, transportation supplies, and education, what would be a visible sign for each of these that every village in the world should create.
  5. Which of these signs are we creating?
  6. What decision is being demanded of us? 7. How would you title this paragraph?

**SESSION 1 : TECHNOLOGICAL INTRUSION IN THE RURAL SOCIETY**

**INTENT:** To realize that rural society is no longer isolated from the urban society and is indeed being drastically effected by the urban technological society.

Words that may need special discussion and translation:

- affected--how things are changed
- insulated--to know nothing of what is happening around you
- social--the ways people live in society
- available--what is possible for you to use
- urban--cities
- situation--to describe what is happening
- relate--to do something with another
- impact--to give meaning to something
- benefits--whatever helps you
- accumulation--the addition of many things
- gap--the space between 2 things

**CHART: TO BE PREPARED BEFORE HAND AND PUT UP ON SURFACE IN THE ROOM.**

| Technological Change |   |   |                      |   |   |   |                             |   |  |
|----------------------|---|---|----------------------|---|---|---|-----------------------------|---|--|
| Villages Need Cities |   |   | The Past Communities |   |   |   | The Gap Between Communities |   |  |
| 1                    | 2 | 3 | 4                    | 5 | 6 | 7 | 8                           | 9 |  |

**PARAGRAPH:** Read, print, or summarize according to educational level. The key image/word to be grounded is **TECHNOLOGICAL CHANGE**.

1. How has technological change affected rural areas?
2. It is no longer possible for villages to be insulated from the changes that are taking place in the cities.
3. Villages see and need the social and technological services that are available in the urban areas.
4. There was a different situation 100 years ago.
5. Communities could care for their own needs and did not have to relate to each other.
6. Because of this, changes could happen in one community and the impact would not be felt in the next community.
7. Now, the cities change quickly by providing more activities and benefits of technology, but the villages do not change as fast.
8. The gap between the rural and urban areas is continuing to widen.
9. How the villages can quickly benefit from the accumulation of modern technology is now an important question.

**QUESTIONS:**

- A. Objective
  1. What are some words or phrases you recall?
- B. Reflective
  2. What are some things that only cities provide?
  3. What are some of the new services villages now have the cities have had for a long time?
- C. Interpretive
  4. Name 5 services and 5 technologies that rural areas do not have.
  5. Out of these 10, select the 3 most important ones.
  6. If these 3 are not used by the villages in the next 10 years, what will happen to these villages?
  7. What decision is being demanded of us?
  8. How would you title this paragraph?

SESSION 10: THE ROLE OF AGRICULTURE AS AN INDUSTRY

INTENT To see how the village can participate in modern society through the industrialization of agriculture.

WORDS that may need special discussion and translation before reading paragraph:  
 manufacturing - the way you make things to sell.  
 advanced - ahead of the rest.  
 technological - the scientific way of doing things.  
 productivity - the amount of benefits you get from a product.  
 resource - the material you make things out of.

CHART: ↓ TO BE PREPARED BEFORE HAND AND PUT UP ON A SURFACE IN THE ROOM.

| THE ROLE OF AGRICULTURE |   |   |                               |   |   |                         |   |   |
|-------------------------|---|---|-------------------------------|---|---|-------------------------|---|---|
| The key to productivity |   |   | Agriculture and manufacturing |   |   | How we need agriculture |   |   |
| 1                       | 2 | 3 | 4                             | 5 | 6 | 7                       | 8 | 9 |

PARAGRAPH: Read, print, or summarize according to the educational level. The key image word to be grounded is PRODUCTIVITY.

1. Why are the villages not more productive?
2. Technology in agriculture and in manufacturing have become key to a developing nation.
3. Today, agriculture in developed nations has become the most technologically advanced and industrialized.
4. However, differences in productivity in agriculture between developed and underdeveloped nations is larger than the differences in manufacturing.
5. A steel mill in an underdeveloped nation may be only 1/3 to 1/2 as productive as a steel mill in a developed nation.
6. But agriculture may only be 1/10 or 1/25 as productive.
7. The major resource of the village is agriculture.
8. But agriculture needs technology to increase its production.
9. The village will become an important part of society when agriculture is as productive as manufacturing.

QUESTION:

- A. Objective
  1. What are some words or phrases you recall?
  2. What are some words you recall about productivity?
- B. Reflective
  3. What are the key manufacturing industries in your nation?
  4. What are the ways agriculture is being done?
- C. Interpretive
  5. Name 3 ways agriculture needs to use technology in local villages.
  6. What is the most important technological tool we need in our village? Why?
  7. What decisions are being demanded of us?
  8. How would you title this paragraph?

SESSION 9: NEED FOR NEW TYPE OF LEADERSHIP

INTENT: To see how the changing times have created the need for a creative organizer.

WORDS that may need special discussion and translation before reading paragraph:

- anticipate - to guess at the direction of the future.
- technological - the scientific way of doing things.
- manager - the person who organizes and gives directions.
- projected - to build a model for the future.
- entrepreneurship - one who can create a successful business.
- successful - to win.
- enterprise - a kind of a program, or work activity.
- organization - a group of people who work together.

CHART: ↓ TO BE PREPARED BEFORE HAND AND PUT UP ON A SURFACE IN THE ROOM.

| THE NEED FOR A CREATIVE ORGANIZER  |   |   |                           |   |   |                                  |   |   |
|------------------------------------|---|---|---------------------------|---|---|----------------------------------|---|---|
| What type of new person is needed? |   |   | Managers met the old need |   |   | Entrepreneurship is the new need |   |   |
| 1                                  | 2 | 3 | 4                         | 5 | 6 | 7                                | 8 | 9 |

PARAGRAPH: Read, print, or summarize according to educational level. The key word/image to be grounded is ENTREPRENEURSHIP.

1. What kind of person is needed in this new society?
2. One kind of person needed is one who can change.
3. Another kind of person needed is one who can anticipate technological change.
4. In the past 60 years, managers were needed.
5. Managers were needed to organize things that were already well known.
6. Managers were needed to do what could already be planned, projected, and laid out.
7. Now we need entrepreneurship, the ability to create a successful enterprise.
8. This is not the entrepreneurship of the past; the ability of one man to organize a business that he himself could run and control.
9. The new entrepreneurship will be the ability to create and direct an organization for benefits within the total society.

QUESTIONS:

- A. Objective
  1. What are some words or phrases you recall.
- B. Reflective
  2. What kind of person is needed in this new society?
  3. What is his definition of a manager? Give illustrations.
  4. What is his definition of entrepreneurship? Give illustrations.
  5. What are other words we could use for entrepreneurship?
- C. Interpretive
  6. What are 3 types of entrepreneurship that any local village might need?
  7. What kind of qualities do you need to be an entrepreneur?
  8. What decisions are being demanded of us in this room.
  9. How would you title this paragraph?

SESSION 8: THE ROLE OF VISION IN ECONOMIC DEVELOPMENT

INTENT: To see that economic development depends on people's belief in the possibilities within their local situation - not on aid given.

WORDS that may need special discussion and translation before reading paragraph.

Productive - capable of continuing activity.

Essential - absolutely necessary

Element - fundamental (basic) part

Primarily - at first, originally

Vision - mental view beyond what's actually present

Conviction - belief

Opportunity - favorable time or occasion

Purpose - reason, aim, end result

Inertia - inactivity, sluggish, slowness

Initiative - first step, leading action

Responsible - reliable

CHART: To be prepared before hand and put up on a surface in the room.

| HOW TO BE PRODUCTIVE       |               |   |   |                      |   |   |
|----------------------------|---------------|---|---|----------------------|---|---|
| What makes aid successful? | Vision is key |   |   | Local responsibility |   |   |
| 1                          | 2             | 3 | 4 | 5                    | 6 | 7 |

PARAGRAPH: Read, print, or summarize according to educational level. The key image/word to be grounded is VISION.

1. How do you know whether aid has been successful?
2. The test for aid to nations is whether it makes the people capable of being productive.
3. Yet the essential element of development in this world today is not primarily aid programs.
4. It is vision.
5. It is the individual's conviction that there is opportunity, energy and purpose to his society, rather than problems, inertia and hopelessness.
6. Development is thus largely a matter of the dynamics of individuals and of local community.
7. These can be supplied only by our succeeding in generating local responsible initiative and in multiplying human energies.

QUESTIONS:

A. Objective

1. What words or phrases do you remember?

B. Reflective

2. What way does the text say can be used to test whether aid is successful?
3. What would be some examples of people being productive?
4. He says that economic development depends not mainly on aid, but on what?
5. He goes on to explain what vision is; what are those words?
6. Where have you seen problems, inertia or hopelessness in your community?
7. Where do you see opportunity, energy or purpose in your community?
8. Without using money or aid, how would you begin to create vision of possibility in a community?

9. Interpretive 9. What is demanded of us in this room? (style, program, attitude)
10. What would you title this paragraph?

SESSION 7: WHAT WILL GENERATE DEVELOPMENT

INTENT: To see that there are possibilities for development other than aid and it is the responsibility of local men to create the new.

Words that may need special discussion and translation before you read the paragraph.  
 relief - help or assistance  
 sparingly - to use in a limited manner  
 incentive - something that gets you going, a stimulus to action  
 output - quantity or amount produced  
 reliably - dependably, able to count on  
 hybrid seed - better seed created by mixing different plants  
 generate - produce

CHART: TO BE PREPARED BEFORE HAND AND PUT UP ON A SURFACE IN THE ROOM

| DEVELOPMENT                  |                      | INCENTIVE            |   |
|------------------------------|----------------------|----------------------|---|
| The problem with food relief | What is an incentive | Helpful aid programs |   |
| 1                            | 2                    | 3                    | 4 |
|                              |                      |                      | 5 |
|                              |                      |                      | 6 |

PARAGRAPH: Read, print, or summarize according to the educational level. The key image/word to be grounded is INCENTIVE.

- Beyond relief for people actually threatened with starvation, food relief should be given only sparingly.
- It destroys the incentive of the local farmer to increase his output.
- There is no incentive to which farmers respond as fast and as reliably as to a higher cash income.
- When a local farmer is given food, he no longer works so hard to plant his own crop--to make it a bigger and better crop.
- The "aid programs" that have worked give the farmer new hybrid seed which greatly increases his yields and his income.
- Such aid will generate development.

QUESTIONS:

- Objective
  - What words or phrases do you remember?
- Reflective
  - When does he say food relief should be given?
  - What might some situations be where people would be threatened with starvation?
  - What does he say happens when farmers are given food?
  - Why do you suppose this happens?
  - What does he say farmers respond to?
  - Why do farmers respond to high cash income?
- Interpretive
  - What is demanded of us? (in style, attitude, program)
  - How would you title this paragraph?

SESSION 6: AID IS ONLY A STIMULANT IN ECONOMIC DEVELOPMENT

INTENT: To know how aid is not helpful.

Words that may need special discussion and translation before you read the paragraph.

aid - give help or assistance

stimulant - that which speeds up something

resources - source of supply, support or aid

effective - produces the desired result

catalyst - an outside force that speeds up a situation

energies - ability to produce action

inhibit - restrain, hold back

recipient - one who receives

apparent - obvious, plain, clear

CHART: TO BE PREPARED BEFORE HAND AND PUT UP ON A SURFACE IN THE ROOM

THE PROBLEM OF AID

| What is aid | Aid as a catalyst | Aid that does not help |
|-------------|-------------------|------------------------|
| 1           | 2                 | 3                      |
| 4           | 5                 | 6                      |
| 7           | 8                 | 9                      |

PARAGRAPH: Read, print, or summarize according to the educational level. The key image/word to be grounded is STIMULANT.

1. What is aid?
2. Aid can only be a stimulant to economic development.
3. The main growth has to come out of the resources of the countries themselves.
4. Effective aid acts as a catalyst releasing local energies.
5. But aid, unless carefully planned and ruthlessly administered, may also tend to inhibit the energies of the recipient rather than release them.
6. This has become apparent in the U.S. surplus food aid, which so very well intentioned, is actually causing development failure.
7. By giving away food surpluses it has encouraged countries to cut back food production rather than improve it.

QUESTIONS:

A. Objective

1. What are some words or phrases you recall?

B. Reflective

2. What are examples of a stimulant (speeds up something)?
3. Where does he say the main economic growth must happen?
4. What would be some examples of the growth of local resources?
5. He also says that giving aid can cause development failure. What does he mean by this failure?

C. Interpretive

6. Why do you suppose this happens (failure to grow crops)?
7. Where have you seen or heard of this happening?
8. What are three different ways a community could use aid for local growth?
9. What title would you give to this paragraph?

SESSION 5: DISTRIBUTION OF WEALTH IS NOT THE ANSWER

INTENT: To understand that distribution of wealth and economic development are not the same.

Words that may need special discussion and translation before you read the paragraph.

|                                            |                             |
|--------------------------------------------|-----------------------------|
| poverty- not having enough                 | require-need                |
| domestic- belonging within a country       | annual- every year          |
| impulse- sudden action                     | absurd- foolish, ridiculous |
| solve- find an answer                      |                             |
| distributing- giving, dividing up          |                             |
| wealth- valuable possessions or property   |                             |
| disillusionment- being freed from illusion |                             |
| tackle- try to do                          |                             |
| per capita- by individuals                 |                             |
| income- salary, wages                      |                             |

CHART: TO BE PREPARED BEFORE HAND AND PUT UP ON A SURFACE IN THE ROOM

| THE PROBLEM OF POVERTY      |                      |                   |
|-----------------------------|----------------------|-------------------|
| 1. Wealth is not the answer | 2. Not enough wealth | 3. Poor economics |
| 4.                          | 5.                   | 6.                |

PARAGRAPH: read, print, or summarize according to the educational level. The key image/word to be grounded is DISTRIBUTION

- Whenever we face a problem of poverty, whether domestic or international, our first impulse is to solve it through distributing wealth.
- Unfortunately, there is not enough wealth around to get us anything except disillusionment.
- How much would it take to tackle the world's poverty problems through distributing the wealth of the rich nations?
- To raise per capita income everywhere to 1,000 a year it would require \$1.4 thousand billion a year.
- That is more than the total annual income of all the developed countries and almost 200 times what has ever been spent on aid in any one year.
- Distributing wealth may be good social justice, but it has always been absurd economics.

QUESTIONS:

- Objective
  - What are some words or phrases you recall?
- Reflective
  - Give some examples of poverty (domestic and international).
  - How does he say we try to solve these conditions?
  - What does distributing wealth mean?
  - What would an example of that be (distributing wealth)?
  - He says trying to distribute wealth causes disillusionment. Why?
  - How much does he say it would take to give everyone \$1,000 a year?
  - Why is that an impossible solution?
- Interpretive
  - If giving away money is not the solution to economic development, what are three things that might be?
  - In light of this, what is demanded of us in this room (style, program attitude, etc.)?
  - What would you title this paper?

**SESSION 4: EXPANDING SOCIETY'S CHOICES**

**INTENT:** To show how there are more choices given by systematic knowledge.

**WORDS** that may need special discussion and translation:  
 occupation - the work you do that supports you.  
 choice - to have alternatives.  
 freedom - to have nothing that keeps you from acting.  
 horizon - to see the big picture of what you can do.

**CHART: TO BE PREPARED BEFORE HAND AND PUT UP ON A SURFACE IN THE ROOM.**

| FREEDOM OF CHOICE          |                       |                     |
|----------------------------|-----------------------|---------------------|
| How decisions have changed | How to apply learning | What to choose from |
| 1   2   3                  | 4                     | 5   6   7   8   9   |

**PARAGRAPH:** Read, print, or summarize according to educational level. The key image/word to be grounded is FREEDOM OF CHOICE.

1. How will a system of knowledge change our decisions?
2. In the past, our occupations had to be whatever we could learn in a village.
3. Now there are different choices for the individual.
4. If you can apply your knowledge, you have many ways of working.
5. If you can apply your skill, you do not have to continue working in one occupation.
6. There are limits to what you can do.
7. But, with a system and method of learning, there is freedom of choice.
8. For some, there are too many choices.
9. For others, the human horizon has grown.

**QUESTIONS:**

- A. Objective
1. What are some words or phrases you recall?
  2. What are some words you recall about choices?
- B. Reflective
3. What is his definition of occupation, give illustrations?
  4. What are some past occupations in this village?
- C. Interpretive
5. What are 5 new choices local villagers have in choosing occupations?
  6. What are 3 methods we need to learn that will give us more choices?
  7. How would you title this paragraph?

### SESSION 3: APPLICATION OF KNOWLEDGE

INTENT: To show how knowledge becomes relevant,

WORDS that may need special discussion and translation before you read the paragraph.

- method - to learn how to do something.
- apprenticeship - learning a skill by observing another.
- technologists - people who learn a method and a skill.
- imagination - to see the creative use of something.
- relevant - to see something as helpful.

CHART: TO BE PREPARED BEFORE HAND AND PUT UP ON A SURFACE IN THE ROOM.

| THE METHOD OF LEARNING |   |   |                         |   |   |                          |   |   |
|------------------------|---|---|-------------------------|---|---|--------------------------|---|---|
| How to learn           |   |   | How to be an apprentice |   |   | How to be a technologist |   |   |
| 1                      | 2 | 3 | 4                       | 5 | 6 | 7                        | 8 | 9 |

PARAGRAPH: Read, print, or summarize according to educational level. The key image/word to be grounded is METHODS.

1. Anyone who has once acquired skill in a systematic knowledge foundation has learned how to learn.
2. He can acquire rapidly new and different skills.
3. Unlike apprenticeship, which prepares for one specific craft, like cooking, and teaches the use of one specific set of tool for one specific purpose, a knowledge foundation enables people to unlearn and to relearn.
4. It enables them to become technologists who can put knowledge, skills, and tools, to work, rather than craftsmen who know how to do one specific task one specific way.
5. Learning data or information is not knowledge.
6. Only when a man applies the information to doing something does it become knowledge.
7. What matters is whether knowledge, with old or new data, is applicable.
8. What makes data relevant is the imagination and skill of whoever applies it, rather than the sophistication or newness of the information.

#### QUESTIONS:

##### A. Objective

1. What are some words or phrases you recall?
2. What are some words you recall about method?

##### B. Reflective

3. What is his definition of a craftsman? Give illustrations.
4. What is his definition of a technologist? Give illustrations.
5. Why do we need a method?
6. What are methods you have learned?

##### C. Interpretive

7. What are 3 kinds of technologists local villages need?
8. What are 3 methods local villages need to learn?
9. What is demanded of us re decision, time, program?
10. How would you title this paragraph?

**SESSION 2: LEARNING A SKILL**

**INTENT:** To show how systematic learning decreases the time needed to learn a skill.

WORDS that may need special discussion and translation:

systematic - putting things together so they make sense.

skill - learning how to do something very well.

knowledge - information plus a system plus the application.

experience - to know how to do something well because you have done it before

consistent - to do something the same way each time.

craftsmen - persons who do excellent work with their special skill, like carpenters.

**CHART:** TO BE PREPARED BEFORE HAND AND PUT UP ON A SURFACE IN THE ROOM.

| Learning A Skill                     |   |   |                                 |   |   |                                                     |   |   |
|--------------------------------------|---|---|---------------------------------|---|---|-----------------------------------------------------|---|---|
| Skill needs knowledge and experience |   |   | Skill needs consistent practice |   |   | Skill is learned faster with a systematized program |   |   |
| 1                                    | 2 | 3 | 4                               | 5 | 6 | 7                                                   | 8 | 9 |

**PARAGRAPH:** Read, print, or summarize according to educational level. The key image/word to be grouped is **SKILL**.

1. How do you learn a skill?
2. Is it enough to have information about a subject like sewing and to learn how to apply it, like sewing a shirt?
3. No, skill needs both knowledge and experience.
4. Learning to apply your information, and learning to do it well are two different things.
5. Anyone can apply knowledge once, but to do it day after day in a consistent pattern needs skill.
6. However, skill takes a long time to learn unless you have a background of knowledge.
7. In World War II, the experience of a craft was put into a systematic program.
8. Then, people without great natural ability became highly skilled craftsmen in a short time, and they enjoyed the learning experience.
9. Experience is needed but you learn faster and you learn the purpose of what you do when you have a systematic program of knowledge first.

**QUESTION :**

A. Objective

1. What are some words or phrases you recall?
2. What are some words you recall about skill?

B. Reflective

3. What is his definition of a skill? Give some illustrations.
4. What do you need experience?
5. What do you need knowledge?
6. How does it help to learn a craft systematically?

C. Interpretive

7. What are 3 skills local villages need to teach?
8. What are 3 systematic programs local villages need to create?
9. What is demanded of us? (style decision, etc.)
10. How would you title this paragraph?

SESSION 1: LEARNING IN A SYSTEM

INTENT: To see the cruciality of systematic application of knowledge.

Words that may need special discussion and translation before you read the paragraph.  
 economy - the way people get and use their basic needs  
 science - facts about how things work  
 knowledge - information plus a system plus the application  
 analyze - to take apart and study  
 system - putting things together so they make sense  
 acquiring - getting something  
 applying - using something

CHART: TO BE PREPARED BEFORE HAND AND PUT UP ON A SURFACE IN THE ROOM

| A SYSTEM OF KNOWLEDGE        |                        |   |   |                        |   |   |                       |   |    |
|------------------------------|------------------------|---|---|------------------------|---|---|-----------------------|---|----|
| How to have a strong economy | How to use information |   |   | How to create a system |   |   | How to know knowledge |   |    |
| 1                            | 2                      | 3 | 4 | 5                      | 6 | 7 | 8                     | 9 | 10 |

PARAGRAPH: Read, print, or summarize according to educational level. The key image is SYSTEMATIC KNOWLEDGE.

1. What makes an economy strong?
2. In the past, learning about scientific facts was the key.
3. But today knowledge, not science, is the key to the modern economy.
4. Science takes apart and analyzes information, like learning the correct way to plant a seed in the classroom.
5. Knowledge gathers information, puts it into a system, and applies it to practical work, like learning all about agriculture in the classroom and then going to a farm and using your learning by planting.
6. A system works when you learn the information as a whole and then how each piece of information fits into the whole, like learning that planting, watering, and harvesting are all part of the whole act of farming. (The chart is another example.)
7. To create a system of knowledge, you must acquire it systematically, step by step.
8. This involves learning every bit of knowledge and putting it into a chart or a screen.
9. When you acquire such information with a purpose, you are ready to learn how to apply it.
10. This systematic acquiring of information and learning how to apply it is knowledge.

QUESTIONS:

- A. Objective
  1. What are some words or phrases you recall?
  2. What are some words you recall about knowledge?
- B. Reflective
  3. What is his definition of science? Give some illustrations.
  4. What is his definition of knowledge? Give some illustrations.
  5. What is his definition of system? Give some illustrations.
  6. What is another way we could say "Systematic Knowledge"?
  7. What are 3 ways local villages need to systematically acquire information?
  8. What are 3 ways local villages need to systematically apply knowledge?
- C. Interpretive
  9. What is demanded of us in this room? (style, program, attitude, etc.)?
  10. How would you title this paragraph?