

Teacher Education Institute (TEI)

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Synopsis of Courses

- 1. The Whole Child Theory of Child Development.** The theory of child development we describe differs in many respects from the majority of educators and psychologists. The course of growth can be regarded as “holistic” in character and include the development and integration of the emotional, cognitive, physical, psychological and spiritual aspects of the child’s nature in balance and harmony. We describe three stages of child development: from 0-7, 7-14 and 14-21. The quality of children’s thinking, their way of viewing the world and themselves, and their interactions with others and the world around them is different during each stage. It is not simply gradual maturation; it is also a process of metamorphosis.
Syllabus: Introduction, The Place of “Intuitive Thinking”, Why is it Taught?, An Holistic Approach, The Three Stages of Child Development, Seven Year Changes, Psycho-motor, Affective and Cognitive, Sub-Divisions, The Primary (Pre-Ego) Imitative Stage, The Secondary Imitative Stage, The Primary Affective Stage, The Secondary Affective Stage, The Cognitive Stage, Conclusion, Exercises.
- 2. Introduction to Whole Child Content and Methodology including Structuring the Day** provides an overview of our approach to education. The overview gives answers to the following three questions. Why is it taught (Why it is important to base content and methodology on a proven theory of child development)? What is taught (Why it is important to base teaching on content that is proven and optimizes childrens’ learning and wellbeing)? How is it taught (Why it is important to include a proven methodology of teaching as part of the teaching process.)?
Syllabus: A Model to Examine Education, An Illustration of the Theory, Heroes and Heroines, The Main Lesson, A Thematic Approach, Reading - Our Approach, Chemistry - an Example of Our Methodology, Conclusion, Overview of Present Research, Left and Right Hand Brain Activity,
Structuring the Day: Introduction, Creating the Right Atmosphere, Starting the Day, The Classroom as a Workplace, The Morning Circle, Structure and Rhythm, An Organic Whole, The Act of Forgetting, The Main Lesson and Block Period, The Main Lesson and the Academic Year, Structure of the Main Lesson, Content of the Main Lesson, Quality of the Main Lesson, Norse Myths - An Example of a Main Lesson, Discipline and Punishment, Closing the Day, Exercises.
- 3. Methodology of Teaching -** Why a methodology of teaching is basic to good teaching. The inter-relationship of the physical organism and our mental faculties. A description of different personality types or temperaments. Optimizing childrens’ learning through a methodology of teaching. Creating lessons taking into account different personality types. Relationship of methodology of teaching to various stages of development.
Syllabus: Course Description, Activity 1, Introduction – Part 1, Introduction – Part 2, Christine, Mary, Philippa, Shona and the Tree, The Choleric, The Melancholic, The Phlegmatic, The Sanguine, The Teaching Process - The Choleric, The Teaching Process - The Melancholic, The Teaching Process - The Phlegmatic, The Teaching Process - The Sanguine, Teacher's Expectations, Teacher's Temperament, Activity – Storytelling, How the Land was Divided, Candy the Cloud, Activity – Creating a Story, Francis Winlock, Is a Rubric the Answer to Monitoring Different Learning Styles?, The Rubric as an Assessment Tool, Exercises.
- 4 Learning to Write and Read (and its Relationship to Music; the example of Finland)**
We all want our children to write and read. Learning to write and read is not only a matter of acquiring basic skills, however important and worthwhile these are in themselves. Learning to write and read (in that order) forms an integral part of the child's development. Content and methodology need to relate to neurological development. The course outlines how children taught by our approach learn to read later than those taught by other methods. Although children taught in this way learn the mechanics of reading slightly later, it should be emphasised that the methods introduce children to the preparatory stage of learning to read around the age of six. It does it in a way that directly relates to their inner experience.
Syllabus: Introduction, Dangers of Premature Development, Curved and Straight Lines, Forms in Relation to Physical Activity, Involvement of the Imagination, The Forms and Letters of the Alphabet, Learning to Read - The Preparatory Stage, The Consonants, Summary of the Sequence, The First Reading Book, Working from the Whole to the Parts, The Vowels, Conclusion, The Example of Finland.

5 The Whole Child Curriculum - We send our children to school to learn. In the past almost the total emphasis was on content. Children went to school to absorb and learn a great deal of information. In recent times the emphasis has started to change and many would now consider that education is not only concerned with the transmission of knowledge but should also help children to develop in a number of other areas. These areas would not only include the social and psychological but also the development of the affective, creative and imaginative. In modern terminology, many of the descriptions given to this growth would refer to right as well as left hand brain activity. Teachers who base their teaching on nurturing the creative, artistic and imaginative, appreciate this holistic approach when dealing with various areas of children's development. Our curriculum relates to these different aspects of growth and the course includes the determinants of curriculum, why it is crucial that curriculum relates to the mindset of students according to different stages of development, and the nature of curriculum in specific subject areas (arithmetic, form drawing, English, thematic subjects in history and geography). The dynamic relationship and the adaptation of content and methodology in order to optimize students' learning are also covered.

Syllabus: Introduction, 1. The Aims of the Curriculum, a) Breadth in Learning, b) Content and Children's Inner Experience, c) Needs and Interests, d) Stages of Development, 2. Content and Stages of Development, 6+ to 8+, 9+, 10+/11+, 12+/13+, 3. Content of Different Subject Areas, 6+ to 8+ - Grades 1 to 3, 9+: Grade 4, 10+/11+ - Grades 5/6, 12+/13+, Grades 7/8, Other Subject Areas, Conclusion, Exercises.

6 Form Drawing should be an integral part of a young child's curriculum. It relates to specialized neurological development and forms the basis for learning to read, geometry, biology, art and drawing. The majority of children at the lower end of the primary school love to draw. They not only love to draw but they possess an instinctive sense of the pictorial and artistic. They can only express this innate sense according to their ability and obviously the ability of, say, six or seven year olds lack perspective and form when compared with the drawings of older students or adults. Nevertheless children want and need to express their thoughts and feelings not only in drawing but in a variety of artistic forms. Teachers, who use our approach, use this form of expression to aid development in a number of areas, including the psychological, affective and cognitive. One of the main subject areas through which this is achieved is "Form Drawing". The title describes exactly what the subject area will consist of, namely freehand drawings of different forms.

Syllabus: Introduction, Process and Product, Intrinsic Value, As a Basis for Certain Subject Areas, Other Cultures, Other Skills, As a Therapeutic Aid, Harmonization Process, What is taught?, Grade 1, Curved and Straight Lines, Movement and Physical Form, Form Drawing and the Alphabet, Conclusion, Exercise 1 - grades 1/2, Exercise 2 - grades 1/2, Exercise 3 - grades 1/2, Exercise 4 - grades 1/2, Exercise 5 - grades 3/4, Exercise 6 - grades 5/6.

7 Storytelling should be an integral part of a young child's curriculum. The course includes a study of historical background; the importance of storytelling for children, what makes a good storyteller, the techniques and skills needed to tell stories and so on. It gives an overall view of the curriculum as it relates to Storytelling and Literature. It also describes how specific content should be taught to particular age groups. Storytelling as part of the Whole Child approach is used in many subject areas and not just in obvious ones such as Literature. For example, each of the four arithmetical processes is introduced through a story. Children who do not experience storytelling will grow up with different perceptions than those who have been fortunate to listen to them.

Syllabus: Overview, Presentation "Narrative as an integral part of teaching history", Five main points: 1 - Affective, 2 - Cognitive, 3 - Including Language Arts, 4 - Introduction of different concepts, 5 - Scaffolding/Sequential Learning, Story Presentation - Tools and Techniques, Travel Brochure, Guided Reading, Seals, Egyptianization of Kush, Story Presentation: Tools and Techniques - Evaluation Forms,

8 Teaching the ancient African civilization of Kush as a major ancient civilization. It ruled Egypt at various times and also ruled the largest Nile Empire. The Kushites also defeated the might of Rome, and the kingdom was ruled for some of the time, by powerful queens.

Syllabus: Introduction, Brief Overview, Where was Kush located? and Where was Kush in terms of time? Kush known by different names, All students should study Kush, Six Reasons why it is important that all students learn about Kush, 1. An Erroneous Message, 2. The Female Role in Kush, 3. Ruled by Queens, 4. Queens of Kush, 5. Understanding Concepts - Acculturation, 6. A Challenge for the Future, Pointers in Teaching Kush, A. Initial introduction to Kush (Aida), B. Hairbraiding - Linking past and present, C. Relevance of storytelling, Expedition to Jebel Barkal, Kushite hieroglyphics, Exercises.

1 The Whole Child Theory of Child Development

Description

We assert that there exist three stages of development and that this development relates to both mental and physical attributes and the relationship between the two. There exist clear physical indicators that children are moving out of one stage of development and into the next stage.

The stages last approximately from birth to seven; from seven to fourteen and from fourteen to twenty-one. The physical indicator of the child moving from the second to third stage is puberty and this is obviously well documented, no doubt because of the effect of this period on those adults in close proximity to the adolescent!

The physical indicator that the child is moving from the first stage to the second stage is the change of teeth; very little evidence and documentation exists on this physical change. Two qualifications need to be made. The first is that there occur further subdivisions and these will be described in other descriptions on child development. Secondly, we are going to describe the stages as separate from each other. It is obvious, however, that a child does not move from one stage to another overnight so to speak. The changes occur gradually over long periods of time; some changes taking many months - some even longer.

Let us consider the first seven year period. The baby and toddler have very little power of conscious thought in as much as they are not yet conscious of their thinking process; adults' remonstrations (as the saying aptly puts it) "pass over their heads". On the other hand, the activity of the limbs surpasses anything the adult can aspire to. Practically every waking moment is filled with some kind of movement. The first years of childhood, up until the change of teeth, can therefore be described primarily as the cycle of development concerned with will and not with thinking. One only has to watch a small child at play to see that any perception regarding the results of their actions is almost entirely lacking. Similarly, the bold defiance of toddlers when they are set on getting their own way is an experience that all parents have undergone.

Between the ages of seven and fourteen the emphasis moves from action to feeling. Elementary school children think in a different way to adults. Their thinking is pictorial, uncritical and unspecialized. They possess a rich inner life where imagination and feeling are the main factors influencing their thinking. It is not uncommon for children to express their opinions of life in terms of extremes, of sympathies and antipathies. Healthy children of, say, nine or ten will act and judge almost entirely on their likes and dislikes.

The seven years of the third stage is when the development of logical thought occurs and it reaches its climax towards the end of this period. The example of students studying over their books and weighing everything with logical thought, or their questioning the deepest and profound aspects concerning life illustrates the development and use of the thinking process. At, or towards, the end of the period we recognize this development by respecting the right of the individual to judge, quite independently, the rights and wrongs of life in all its manifestations.

A proper understanding of the seven year cycles, with all that they imply, will help in understanding the growing child. Teachers who use our approach also recognize that they should not force results by causing premature development and that recognition of the stages and their turning points is fundamental to the teaching process.

Syllabus: The Whole Child Theory of Child Development

Overview - An overview of the whole child approach to psychological development. Descriptions of the three stages of development and how development relates to both mental and physical attributes and the relationship between the two. Growth patterns and phases within each stage. The importance of relating content and methodology to growth patterns. Curricula in different subject areas and their relationship to growth patterns.

Syllabus - The first stage of child development, Phases within the first stage of child development, Needs and interests of children in the first stage of child development, Indicators of growth patterns in the process of change from the first to the second stage, Dangers of premature cognitive development.

The second stage of child development, Phases within the second stage of child development, Needs and interests of children in the second stage of child development, Indicators of growth patterns in the process of change from the second to the third stage.

The third stage of child development, Phases within the third stage of child development, Needs and interests of students in the third stage of child development.

2 Introduction to Whole Child Content and Methodology including Structuring the Day

Description

All of us appreciate that it is better to have structure and rhythm in our lives than to have a haphazard, fragmented existence. However, as adults, we realize it through our thinking-out cognition. Children realize it instinctively. They want to receive during each day programs and structures that are appropriate for their daily rhythms. This should be extended into rhythms relevant for longer periods - from the week to the year.

Our approach determines that each day is an organic whole. In order to achieve this, a carefully structured curriculum is implemented. Children are at their freshest in the early morning. Therefore, subjects that stimulate their thinking powers are taught then; the inbreathing of knowledge so to speak.

The academic subjects are followed by those in which some sort of rhythmic repetition may well occur; music, gymnastics and some sport as well as foreign languages. The afternoon is devoted to those subjects where outbreathing can occur; much creative and artistic work but also other areas such as woodwork, gardening and those that call for some kind of manual dexterity.

Within each school day there occurs inbreathing (absorbing knowledge) and outbreathing (practical activity).

Rhythms also have to be established within lessons. If headwork is given for too long a time, children tire, knowledge is not absorbed and the learning process becomes a chore. However, if material relates to the feeling life and children express creative ability through some will activity they are stimulated and refreshed.

The act of forgetting is important. Western society concentrates on short-term memory recall; subject matter is learned in order to pass an examination or test. Children who can reiterate knowledge quickly and efficiently are viewed as possessing high ability; children who cannot do this are regarded as less able. We should realize that forgetting has a place.

Any person who has learned to play a musical instrument or has developed some special manual dexterity knows how important the periods are between practice and acquiring the skill. Learning should be a similar process in that material should be adapted to the experience of children; for this to happen they should be given time to absorb knowledge and ideas. If this happens in the right way the right balance will occur between “forgetting” and remembering. They will not only learn content far more easily but will be able to place that knowledge in perspective.

There are many rhythms that the teacher has to be aware of if learning is to move beyond a system that almost solely concentrates on the transmission and regurgitation of knowledge. There is a place for that type of teaching but for teachers who use our approach it will only play a small part in the psychological and academic development of children.

Syllabus: Introduction to Whole Child Content and Methodology including Structuring the Day

Overview

Overview of Whole Child Content and Methodology. The course will provide a comprehensive analysis and description of adapting and using our content and methodology to state schools.

Details of Syllabus

Overview of the Whole Child approach to education.

The overview gives answers to the following three questions.

Why is it taught? What is taught? How is it taught?

Why it is important to base content and methodology on a proven theory of child development.

Why it is important to base teaching on content that is proven and optimizes childrens' learning and wellbeing.

Why it is important to include a proven methodology of teaching as part of the teaching process.

Structuring the day.

The importance of inbreathing in relation to content and methodology.

Structuring inbreathing, The importance of outbreathing in relation to content and methodology.

Structuring outbreathing, The importance of rhythmic activity.

The importance of forgetting and the relation of “forgetting” and remembering.

Evaluating Whole Child Content and Methodology.

3 Methodology of Teaching

Description

The best results of any teaching process will occur when a good relationship has been established between teacher and a child. Yet the qualities that determine the way in which we react and respond to each other are virtually ignored in the educational sector. Teachers have no option but to depend entirely on their own perception and awareness to meet the needs of each child.

Teachers who use our approach consider that a great deal of knowledge is available to teachers and parents and that the teaching process should be based on this knowledge. Once teachers appreciate how children of different temperaments will respond in the teaching process they can perceive “needs and interests” according to that knowledge.

Contained in our approach is the belief that the physical organism and our mental faculties are inter-related. It was the Greeks who first described man in some detail in this way and the terminology they used in their descriptions could still be used today. Hippocrates considered that nature as a whole and the elements that comprise it (the macrocosm) were reflected in man’s own nature (the microcosm). He was also of the opinion, and this, of course, was long before the days of endocrinology, that the four elements were represented in the human body in the form of four “humours”.

The very names of the temperaments (choleric, melancholic, phlegmatic and sanguine) were related to the humours and man’s physical make up. Although these terms will be used it is clear that they do not relate to their modern terminology. For example, the description of a melancholic refers to a particular temperament and not to a depressed or gloomy state of mind.

For those who use our approach this area is crucial for it is part of the craft of the teacher to formulate lessons so an appeal is made to each of the temperaments (although each of us is a mixture of each of the four temperaments, one of these four temperaments will predominate). The basis for interaction is that the teacher should be working with the main temperament of each individual child and not against it. If the inner needs according to temperament are not met a barrier to learning will almost certainly occur. In many cases this will not only result in children learning far less than they are capable of but can result in antisocial behaviour.

For example, the teacher needs to know that the choleric are likely to be assertive and over-enthusiastic and probably will be natural leaders within their own peer group. Melancholics are likely to be sensitive and shy children and will need constant encouragement to make contributions. Sanguines, on the other hand, love being involved yet lack perseverance and will do their best to avoid work where lasting commitments are needed. Phlegmatics will be only too willing to make such a commitment, provided they can work slowly and carefully.

Thus the teacher needs to possess considerable sensitivity and flair if he is to bring the best out of his pupils. The practice of teaching is thus an art and each day should bring many opportunities for developing the strengths and thus the confidence of children of each temperament.

Syllabus: Methodology of Teaching

Overview

Why a methodology of teaching is basic to good teaching. The inter-relationship of the physical organism and our mental faculties. A description of different personality types or temperaments. Optimizing childrens’ learning through a methodology of teaching. Creating lessons taking into account different personality types. Relationship of methodology of teaching to various stages of development.

Details of Syllabus

Relating the teacher’s temperament to the teaching process

Christine, Mary, Philippa, Shona and the Tree

The choleric, melancholic, phlegmatic and sanguine

Relating content to different personality types through storytelling

The teaching process in relation to the choleric, melancholic, phlegmatic and sanguine

Teacher's expectations

Creating a story - Francis Winlock

The teacher's temperament

4 Learning to Write and Read

Learning to write and read is not only a matter of acquiring basic skills, however important and worthwhile these are in themselves. Learning to write and read (in that order) forms an integral part of the child's development. Although children learn the mechanics of reading slightly later, it should be emphasised that the methods introduce children to the preparatory stage of learning to read around the age of six and does so in a way that directly relates to their inner experience.

Dangers of Premature Development - When children enter Class 1 (age 6) their interaction with the outside world is mainly through their limbs and senses; it is not through their intellect. Teachers who use our approach appreciate that it is far easier to take this interaction as their starting point. In many cases the opposite happens and children are forced into "decoding" when they are not ready for it. This can easily result in an unhappy experience and the forming of learning barriers. It is not necessarily the children who learn to de-code early in their lives who become the competent and avid readers of later life; and premature development of this highly abstract and intellectual skill may well interfere with children's natural development.

Natural Development - The teacher who uses the following approach believes that the "natural" course of events is for children to first learn to write, then to read their own writing, and only finally to begin to read the printed word. Therefore, children are given every opportunity to write first, and from this come the desire to read one's own writing. The preparatory stage for learning to read and write starts from the day the child begins school. Children have a natural feeling for form, and initially content should relate to this so that the groundwork is laid for learning to write. This occurs within the specialised subject area of "Form Drawing".

Learning to Read; the Preparatory Stage - The path of learning to read is similar to any other learning experience for children. It starts in the imaginative, pictorial realm; it finds expression in a concrete way, and only then is it taken into the intellect as an abstract concept. Therefore, the starting point is children's inner experience and it would be quite wrong to frustrate or damage the six year olds imaginative faculties in any way; thus no demands are made to abstract or theorise. Yet this is exactly what will happen if children are forced or coerced into the theoretical task of decoding at the age of six or earlier. From our viewpoint it is essential that the intellectual development involved in children learning to read gradually emerges out of their inner experience. In essence, that it emerges out of the pictorial representation and image making that all six year olds possess. The task of the teacher is, therefore, to provide the structure for this to happen.

The Consonants - Teachers will begin the process by introducing each consonant; this is done artistically and imaginatively and needs great care in preparation. As each child draws both pictures and letters they are creating their first reading book. Each page will have a drawing, with a relevant letter on the facing page. It is not necessary to take the consonants in alphabetical order and it is probably best to take, initially, the letters that can be easily formed from the appropriate illustration. The learning of the vowels is of a different nature expressing the responses of the child's inner being to the outside world.

The vast majority of children will make the adjustment to decoding with little difficulty at rising seven (some even later). Certainly no child before this age should be regarded as in need of remedial assistance. Once children have made the initial adjustment to the world of symbols they should be placed in an individualized reading scheme: in doing this the teacher will be able to provide books which relate to each child's ability, temperament (extremely important), interests and needs. If all this happens in the right way children will grow up with a love of reading and books. This, in the final outcome, is much more important than technical achievement at an early age.

Proof (Finland) - In Finland children do not start school until they are seven and understandably they are poor readers at that age. A considerable number of children learn to read music before they learn to read words. At fifteen Finnish students are the best readers in the world and they also excel at mathematics and science.

Syllabus: 4 Learning to Write and Read

Introduction, Dangers of Premature Development, Curved and Straight Lines, Forms in Relation to Physical Activity, Involvement of the Imagination, The Forms and Letters of the Alphabet, Learning to Read - The Preparatory Stage, The Consonants, Summary of the Sequence, The First Reading Book, Working from the Whole to the Parts, The Vowels, Conclusion, The Example of Finland.

5 The Whole Child Curriculum

Description

The Whole Child Curriculum is eclectic in nature; partly based on over forty years of experience by its author who has worked in education on three continents; partly based on a Waldorf-inspired curriculum relevant to the state sector; partly based on content and methodology used in Finland and New Zealand (students in both these countries outperform UK and USA students); and partly based on current research.

We send our children to school to learn. In the past almost the total emphasis was on content. Children went to school to absorb and learn a great deal of information. In recent times the emphasis has started to change and many would now consider that education is not only concerned with the transmission of knowledge but should also help children to develop in a number of other areas. These areas would include the social and psychological, but also the development of the affective, creative and imaginative. In modern terminology, many of the descriptions given to this growth would refer to right (now commonly named emotional intelligence) as well as left hand brain activity. Teachers who base their teaching on nurturing the creative, artistic and imaginative appreciate this holistic approach when dealing with various areas of childrens' development. The result of these determinants means that curricula should be formulated so that it relates to these different aspects of growth.

Our curriculum possesses unique structures that offer child-centred content and methodology. Many educators and psychologists describe different theories of child development. Our approach not only offers such a theory but also describes in detail content and curriculum that directly relates to that theory. The main aims of the elementary school curricula are to encourage:

- a. breadth in learning rather than narrow and specialized subject matter;
- b. the involvement of all facets of children's inner experience, so that different types of thinking can be developed (for this to happen the content should be attractive to as many of these facets as possible);
- c. an emphasis on the needs and interest of children rather than the needs and interest of society;
- d. the linking of all content matter to childrens' stage of development.

Conclusion: One of the main adjustments when examining our curriculum is to appreciate that we consider the process of education as an art. It is a dynamic process and the teacher who uses the curriculum will appreciate the way in which they "tap in" to their own creative ability. Teachers must have freedom to do this.

Although they are provided with detailed guidelines concerning the ways in which content relates to the different stages and the way it is structured, they have complete freedom to formulate content and methodology within the guidelines described. It is the teacher who knows the weaknesses and strengths of each individual child and the class as a whole. It is only he or she who should be responsible for choosing individual content.

We offer a theory of child development as well as content and methodology of teaching not in a dogmatic way, but as guidelines which allow all teachers to use their knowledge, experience and creativity. In doing so education becomes a true art and teachers are encourage to approach their task with freedom and confidence. Many teachers will no doubt feel some trepidation at what might be termed a considerable "paradigm shift". Once such a shift occurs however, and teachers starts getting in touch with their creative forces, they will find the teaching process much easier. They will also find many children responding in a way they hardly thought possible, and teaching can become far more enjoyable and satisfying for both student and teacher.

Syllabus: The Whole Child Curriculum

Overview: Detailed descriptions of our curriculum. The determinants of curriculum. Why it is crucial that curriculum relates to the mindset of students according to different stages of development. The nature of curriculum in specific subject areas (arithmetic, form drawing, English, thematic subjects in history and geography). The dynamic relationship and the adaptation of content and methodology in order to optimize students' learning.

Details of Syllabus: The basis of the Whole Child Curriculum, International comparisons, Some determinants of curriculum, Relationship of the mindset of students to curriculum, Developing emotional intelligence, Developing cognitive intelligence, Relationship of aspects of growth to curriculum, Examples in arithmetic according to the Whole Child Curriculum, Examples in form drawing according to the Whole Child Curriculum, Examples in English according to the Whole Child Curriculum, Examples in history and geography according to the Whole Child Curriculum, Why curriculum should be dynamic, Perspective on modern day determinants of curriculum.

6 Storytelling

One of the two important ways of presenting information to students is through stories; the other way is through “Student Information Sheets” (SISs). The students' creative expression of this information, and their personal development of it, is encouraged through a number of “Student Activity Sheets” (and dramas) which involve the “heart, head, and hands”.

It is stories which provide the in-depth experience of, say, an historical period although SIS sheets provide an overall view of content to be studied. We have deliberately chosen the mode of storytelling as an essential element for specific reasons. Storytelling is something which is common to all cultures. As a mode for transmitting knowledge it has been used from the beginning of man's cultural development, and was a powerful tool for understanding. We believe that it should have a similar place in the teaching process today. We believe that it is an important element in the methodology of teaching, and that it should form an integral part of lesson planning.

Stories, more than any other mode, allow students to view events from a perspective other than their own. For example in history, a story, by appealing to the imagination, transports the listener back into the historical event. It allows those events to be seen through the eyes and experiences of people from the past. In comparison, information on a printed page is a poor second when attempting to transmit the richness and vitality of the event.

We believe that the narrative approach will awaken in students a fascination for the past, present and future. By appealing to the imagination, students can be introduced to a wealth of ideas, experiences, perceptions and thoughts.

Storytelling forms an integral part of Whole Child Methodology. The course includes a study of historical background; the importance of storytelling for children, what makes a good storyteller, the techniques and skills needed to tell stories and so on. It gives an overall view of the curriculum as it relates to Storytelling and Literature. It also describes how specific content should be taught to particular age groups.

Storytelling as part of our approach is used in many subject areas and not just in obvious ones such as Literature. For example, each of the four arithmetical processes can, and should, be introduced through a story - many other concepts in arithmetic are also taught, initially, through stories. Children who do not experience storytelling will grow up with different perceptions than those who have been fortunate to listen to them.

Storytelling is an art - teachers need to realize, that like any other art form, it takes time and effort to become proficient. Very few of us possess the skills and expertise necessary for immediate success. Teachers need to realize that the craft will not be learned quickly. On the other hand every teacher is capable of learning to tell a good story. Certain skills and techniques need to be learnt which will give the storyteller confidence and creativity.

It is perhaps a sad reflection of the times that this crucial element in education is sometimes regarded as a relic of bygone times. Yet it is modern western man, above all others, who is losing parts of his nature that are developed through the different art forms. The course examines all these areas. Participants, once they have gained enough confidence, will create and tell their own stories.

Syllabus: Storytelling

Details of Syllabus

Brief history of the history of storytelling. The course will include five main points.

1. Storytelling and its relationship to the affective
2. Storytelling and its relationship to the cognitive - the effectiveness of stories to transmit knowledge
3. Storytelling and language arts
4. Storytelling and introducing different concepts
5. Storytelling and scaffolding and sequential learning

Structure of a story including theme, setting, characters and plot

Story presentation - tools and techniques

Storytelling and the psychological needs of students

Importance of the imagination and the danger of excessive intellectual analysis

7 Form Drawing: the basis for learning to read, geometry, biology, art and drawing

Description

The majority of children at the lower end of the primary school love to draw. They not only love to draw but they possess an instinctive sense of the pictorial and artistic. They can only express this innate sense according to their ability and obviously the ability, of say six or seven year olds, lack perspective and form when compared with the drawings of those much older. Nevertheless children want and need to express their thoughts and feelings not only in drawing but also in a variety of artistic forms.

Teachers, who use our approach, use this form of expression to aid development in a number of areas, including the psychological, affective and cognitive. One of the main subject areas through which this is achieved is "Form Drawing".

The title describes exactly what the subject area will consist of namely freehand drawings of different forms. Teachers will see that children engaged in Form Drawing are stimulated and enlivened.

Many of the exercises given will also have a therapeutic effect resulting in the children (and teacher!) being more relaxed and receptive.

Values

Process and Product: The work resulting from the subject area of Form Drawing is usually eye-catching and appealing. Many of the forms are visually attractive and appear to the eye a great deal more complicated than they really are. Indeed many adults will be surprised, if not amazed, that their children are capable of producing such fine drawings. It is one of those subject areas where it is relatively easy to teach children to produce good work continually.

Intrinsic Value: Our approach considers that the subject area of Form Drawing has an intrinsic value. Children possess a deep-seated desire to relate inner experience to outer form. They have an instinctive feeling for all types of forms and need to express these feelings in creative and artistic format; the act of drawing the forms feeds an inner need.

As a Basis for Certain Subject Areas

Writing: Perhaps a more obvious reason is that it provides a basis for writing (letters and numbers). Many of the forms, which are developed early in grade 1, provide a sound basis for writing the letters and numerals. The repeating patterns result in children being adept in forming numbers and the letters of the alphabet.

Geometry: Through the freehand drawing of many shapes children experience spatial awareness that directly relates to geometrical forms. The very simple geometrical forms are introduced quite early, and grow in complexity as they move through the grades. The transition from Form Drawing to Geometry occurs in grade 5. Through the freehand construction of various geometrical forms, and the guided observation and discussion that follows, elementary laws will emerge.

Botany: The study of Botany will begin in grade 5, but as early as nine, children can experience the forces that exist in nature through the drawing of changing forms. Teachers can create many examples of metamorphosis through their own imagination, and guide the children through these forms. Later the children will create for themselves forms that illustrate the force of inversion.

Other Cultures: Some of the forms introduced in grades 4 and 5 provide the children with a feeling for, and an insight into, other cultures. Through working with the forms that were developed by other cultures, for example, Celtic and Norse braids, Greek freezes and so on, children are able to experience something of what it would be like to work and produce designs of that period.

Other Skills: Form Drawing helps to develop many of the skills necessary to the growing child. It aids, for example, manual dexterity, spatial awareness and visual discrimination.

Manual Dexterity: Children learn control and discipline through form drawing. The nature of many of the drawings result in them becoming dexterous and able with their hands. Many academically challenged children will produce work of a very high standard in Form Drawing and will gain a great deal of confidence from doing so.

Spatial Awareness: Children naturally want to develop their awareness of space. This awareness of space is usually considered by teachers as relating to bodily movement and development occurs through gymnastics, dancing and so on. This is, of course, necessary and advisable. It should however, also occur through observation and representation and Form Drawing lends itself easily to the development of these skills.

Visual Discrimination: Through form drawing children develop the ability to judge angles, lines, spaces and forms, thus helping them to discriminate visually. Part of this process is the development of spatial awareness. This is taken a stage further to include the ability to judge relationships between lines and forms.

As a Therapeutic Aid: It can help children (and adults) therapeutically. Certain exercises will influence children in different ways. An awareness of the effect of different forms can be used to great benefit in quite different situations, for example, with an over-excited class or a “dreamy” child. Form Drawing exercises can be very helpful in creating a calm atmosphere in the classroom; they are also helpful in stimulating an introverted child to become more involved and awake in the classroom situation. Such exercises, if used with perception and sensitivity, can be very helpful to class and teacher. Again adults can put this to the test by drawing some of these exercises and comparing how they felt before the exercises and how they felt when they have completed them.

Harmonization Process: The teaching of form drawing brings about a process of harmonization at different levels. Many adults, especially those sensitive to space and form, for example dancers, designers, architects, choreographers and so on, appreciate that each one of us needs to develop spatial awareness in balance with cognitive understanding. If the balance exists we feel more in harmony within ourselves and with nature. Unfortunately many educational systems pay scant attention to any type of harmonizing process and may well place almost total emphasis on “headwork”.

Conclusion: The teaching of Form Drawing is beneficial in a variety of ways to students. We would recommend that it should be included as a basic part of the elementary school curricula.

Syllabus: Form Drawing

Overview

Form Drawing: the basis for learning to read, geometry, biology, art and drawing. It relates to specialised neurological development and forms the basis for learning to read, geometry, biology, art and drawing.

It is an important area regarding the essential task of integrating left and right hand brain activity. This activity is crucial for balanced and harmonious neurological development.

Details of Syllabus

Introducing form drawing to young children.

Relationship to various stages of development.

Inner expression and outward form.

Form drawing as a basis for writing the letters and numerals.

Form drawing as a basis for geometry and botany.

Form drawing and art and drawing.

Form drawing and other cultures.

Form drawing and the development skills necessary to the growing child. For example, manual dexterity, spatial awareness and visual discrimination.

Form drawing as a therapeutic aid.

Form drawing as a harmonization process.

Perspective on form drawing as part of the elementary school curriculum.

8 Teaching the Ancient African Civilization of Kush

Let us begin by posing some questions.

1. How many of our students, when they study the ancient cultures of Mesopotamia, Egypt or Greece, are aware that at the same time as these civilizations existed another major civilization thrived in the interior of Africa? That at the time of the Minoan and Mycenaean cultures of Greece, the pre-Aryan cities of India, and the Sumerian cities of Mesopotamia there was a major civilization in the interior of Africa.
2. How many students would be aware that the 25th Dynasty in Egypt was a Dynasty of Kings from an African culture south of Egypt?
3. How many students would be aware that a Roman army at the time of the Emperor Augustus was challenged and defeated by an African army led by a strong and powerful queen?
4. And let us ask this last question. How many girls in our classes, when learning about the mighty Roman Emperors, the great pharaohs of Egypt, and the male leaders and decision makers of Greece, are also aware of the female leadership of an African civilization? That through all of these periods a civilization existed that was ruled, for some of the time, by powerful queens.

If the answer to these questions is, “not many, if any at all,” then it is time to bring the ancient civilization of Kush into the middle grade curriculum.

Six Reasons why it is important that all students learn about Kush.

1. An Erroneous Message, 2. The Female Role in Kush, 3. Ruled by Queens, 4. Queens of Kush
5. Understanding Concepts: Acculturation, 6. A Challenge for the Future

1. An Erroneous Message

Many people are concerned with the fact that many African-American students first encounter people from their ethnic historical background when studying the era of slavery. As well as studying this era it is very important to introduce all students to ancient societies from the interior of Africa.

If we neglect to do this then we indicate to our students that nothing of importance happened historically in the interior of Africa B.C.E. and that Africa had no early civilization as did the rest of the world. Some teachers recognize this and introduce civilizations from the interior of Africa during a study of the Middle Ages. They study the civilizations of Ghana and Mali. However, a curriculum that neglects to include Kush as one of the major ancient civilizations suggests to students that Africa had no ancient civilizations as did the rest of the world.

Without this inclusion students are left with the impression that the first civilizations of B.C.E. were all located around the Mediterranean, or in India and China. They are unaware that a civilization, equal to those, thrived in the African continent and that features we look for in a civilization were all present in Kush. They were present in the Kerma society of c.2500 B.C.E.; the Napatan Period, c.1070 B.C.E. and the Meroitic period, c.300 B.C.E.

2. The Female Role in Kush

It is particularly important that girls study Kush in their middle grades history curriculum. For the most part, when they study other ancient civilizations they come into contact with societies where leadership roles and decision making were in the hands of the men of the society. Only on very few occasions are they able to identify with those in society or those who have played an influential role. The study of Kush enables girls to study a society where women took on roles of leadership, a society where women were highly respected and held positions of power alongside men. For example, a queen in Kush was portrayed in art as of equal size to the king. Compare this to Egypt where the queen was portrayed in art as much smaller than the king indicating comparative importance.

3. Ruled by Queens

Furthermore, Kush during part of its history was ruled by strong and powerful queens, and it was a queen that led the Kushite revolt against the injustice of Roman rule and the imposition of Roman taxation on the Kushite economy. Some time back I was at the British Museum in London I stood before the beautifully sculpted head of Augustus, the very one that Candace Amanirenas, Queen of Kush removed from a life size statue when her army plundered the city of Aswan. The very same sculpture she took back to Meroe and buried in the sand at the palace entrance so that it would lie beneath the sole of her foot each time she entered or left the palace.

4. Queens of Kush

Queens of Kush were full figured African women. Kushites saw their beauty, wealth and power reflected in the large size of their queens. These rulers were very elegant, using make up in a similar manner to their neighbours, the Egyptians, paying special attention to their eye make-up. This elegance also showed itself in their long manicured nails. The Kushites believed that long and beautiful nails were an indication that the person was rich and powerful enough never to do any manual work.

5. Understanding Concepts: Acculturation

There are also other reasons why it is important to study Kush. The study of Kush gives teachers the ideal opportunity to teach a number of concepts; concepts and themes that are important goals in our social studies curriculum. Let us look at one example. Students need to understand the historical concepts of cultural diffusion and acculturation.

The relationship between Egypt and Kush gives the ideal opportunity to learn about these concepts. However, in order to use these two cultures as examples or illustrative material students need to have a sound knowledge of both societies.

The period 1550-1070 B.C.E. is ideal material for this. Egypt had conquered the Kerma society of Kush and the New Kingdom pharaohs used a policy of Egyptianizing Kush in order to keep control of the Kushite people. We can give students an experience of this period if we guide them to stand in the shoes of a Kushite boy, leaving his home to live and receive an education at the court of the Egyptian pharaoh. He then returns as an adult to take up a position of power in Kush, bringing back to Kush the Egyptian customs, manners, fashion, etc., that he learned at the Egyptian court.

Students are thus well prepared for understanding, at first hand, the idea of acculturation. Furthermore in studying this period of both Egyptian and Kushite history, students have an opportunity of understanding cultural diffusion and acculturation used as a planned policy of how one society can control another.

The Egyptianization of Kush is, therefore, a clear example of acculturation. This example of acculturation can be compared with the experience of different cultures settling in America today. The process of the Egyptianization of Kush went on for 500 years.

6. A Challenge for the Future

During my visit to the British Museum I also admired the many examples of Meroitic script and I was able to examine closely this intriguing script that was left behind on temple walls in Kush. A unique script for a long forgotten language. There is a wealth of written material available but as yet the meaning remains a mystery to us, for no one has cracked the code.

Not so long ago historians faced a similar challenge with Egyptian hieroglyphs. Champollion, whom we credit for deciphering Egyptian hieroglyphs, first took up the challenge when still a boy. Learning that the picture writing on temple walls and on ancient papyrus in Egypt was a complete mystery to the modern world, he vowed that one day he would crack the code. As teachers we know only too well the importance of sowing rich seeds of inquiry at receptive times in a student's life.

Syllabus: Teaching the ancient African civilization of Kush

Details of Syllabus

Introduction, Brief Overview, All students should study Kush, Six Reasons why it is important that all students learn about Kush - An Erroneous Message, The Female Role in Kush, Ruled by Queens, Queens of Kush, Understanding Concepts: Acculturation , A Challenge for the Future.

Pointers in Teaching Kush

- A. Initial introduction to Kush (Aida)
 - B. Hairbraiding - Linking past and present
 - C. Relevance of storytelling
- Exercises

Besides the above other courses available include "Reducing Stress", "Line Dancing (various)", "Public Speaking" and "Forming Relationships". Dr. David Mollet tei@cox.net US tel: 1-619-463-1270