

# The 7 Petal School

By Noemi Paymal



# The 7 Petal School

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## Who are we?

We are a synergistic team who encourage the integrated development of the human being, inspired by a complete and full education that takes the new paradigms and ethics of the third millennium into consideration. We are dedicated to assist in the co-creation of a new education consciously, happily, freely and in harmony; promoting and applying an Integral Education worldwide, that is designed to respond to the needs and characteristics of today's children and the new society that they will emerge in and become. We understand education to be a process of reconnecting with ourselves, generating an increase of consciousness, facilitating change and improving the seven domains described in the 7 Petal School: physical, cognitive, social, aesthetic, ecological, Hands-on levels and personal development.

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[www.pedagoogia3000.info](http://www.pedagoogia3000.info)

[www.emane.info](http://www.emane.info)

[www.educooopedia.com](http://www.educooopedia.com)

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Thanks to the hundreds of fathers, mothers, teachers, friends, youngsters, doctors, psychologists, and other professionals who have helped with the co-creation of a new education, of love and peace, where a human can flourish and actively and consciously contribute to the co-creation of the future.

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## The 7 Petal School

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Thanks for sharing your valuable experiences and your constantly evolving dreams that call for a better, more humane and more integrated education across the world.

Finally, thanks to the millions of you, who in one way or another co-create a new education, a new way of living, a new future, a new world, making of the education a rock where we sculpt the transformations taking place on our planet on a scale that has never been seen.

To everyone, thanks!! Courage, love and peace! The co-creation of a new education, based on consciousness and love, is the noblest duty that exists on the face of planet Earth. Thank you everyone.

# Preamble

## The 7 Petal School / University of Life

*By Cornelio Westenek*

*Dean of the Education Department at the Higher University of Santiago, Chile*

The number 7 is magical. Creation occurred in 7 days, there are 7 notes in music and there are 7 levels of human development. So, it is not strange that the 7 Petal School has... 7 Petals.

The school of the future will be a continual process that will gradually evolve. It will have teachers specialized in healthy and flexible neurological development. They will guide and participate in various disciplines. The school of the future will have potential for technological improvements that will greatly increase our capacity to process information. With such power, we will be obliged to exercise empathy and responsibility.

In this way, our consciousness will expand until we become *Homo empaticus responsabilis*.

The school of the future is the opportunity to fulfil a true humane experience, as it will teach us how to live in a different manner and if I am allowed to speculate, it will teach us to be happy.

I don't know if it will have 7 petals, but it will be a flower that produces seeds, and the seeds will become fruits. This is what the future school will achieve with each one of its students. It will recognize each one of the students as a unique flower, and it will turn them into seeds of creativity so that they become eventually the fruit of new knowledge.

# Prologue

*By Maria Isabel Gonzalez*

*President of the foundation Pedagoogia 3000 – Argentina*

*Professor and ex-Vice Minister of Education in San Luis, Argentina.*

I am tremendously honoured to present this book, which was inspired by the love for babies, children and the youth. Indeed, it will be of great help to educators, parents, families, educational professionals, educational institutions, ministries of education, governments, and for everyone interested in educational reformation because they realize that change is essential.

Completed in the first days of 2015, “The 7 Petal School” is not simply a mini guide to Pedagoogia 3000, but a complete volume, full of information and improvements, based on previous research that will hasten our journey down the path of future education.

Noemi Paymal, with her indefatigable driving force for an integrated education, has designed and described a different kind of school. Through clear and simple explanations, she takes us through her scientific and pedagogical research (theoretical and practical), and even goes as far as presenting architectural designs to make her vision possible.

We are participating in a transformation that is re-defining humanity: a conscience wakening that will drive us to connect with all the manifestations of life and care for our planet. This is taking place at all latitudes. It is an evolutionary jump where humans are letting go of being Homo Sapiens-Sapiens and rising to the level of Homo Notices, or conscious humans - term coined by anthropologist Dr John White.

In approximately the next 10 to 15 years we will be processing important transformations: adapting to the new vibration frequencies of the Earth, modifications to our DNA, and paradigm shifts (social, economical, religious, political, cultural, educational etc.). It will occur in all regions around the world. For many reasons, we will need inspiration and support to truly advance together in this evolution. This book is dedicated to address such needs.

Now, the babies, children, and the youth of all cultures and socio-economic standings of all regions of the world are making these great changes evident. During this time, even new-borns will amaze us with their fascination for the world around them.

In general, adults struggle to understand and assimilate the differences with the younger generation. Their learning styles, evolutionary levels at the moment of birth, inexhaustible

energy, early independence, use of language, sensitivity, emotional intelligence, and a level of empathy in front of adults are a few examples of marked generational differences.

To be a mother or a father in these times is an important undertaking. It is about understanding and looking after these children, known as the children of the Third Millennium, who are different in so many ways and even rebellious at times, and who express or show the new cognitive paradigms, as seen in their attitude and conduct.

To understand them, and provide an adequate education that addresses these differences, is a complicated responsibility. Often, it requires adopting new maternal and paternal behaviour. For example, establishing clear and defined boundaries as well as maintaining them, is a high-energy family duty, which is difficult to get into the habit of doing.

And what happens in the academic institutions in regard to these changes that affect everyone and the new student population? How do we know what to do and what not to do in order to effectively support appropriate and pleasant learning and growth? These are real questions being asked by all institutions, urgently seeking answers.

These same children, who are pioneering innovations at home, seek to do the same at their educational institutions.

The right kind of education is a complicated business in these times. Many institutions are trying to reform, but are unable to quite achieve the perfect conditions for a holistic and integrated education. More efforts and understanding are still needed. The good news is that governments' ministries of education are becoming more flexible, opening up to alternative strategies in education.

With this in mind, remember that *Pedagoogia 3000* relates to the changes of the human population, explaining the new characteristics of the children of today, through research and compiled studies, that have inspired Noemi Paymal to create this pedagogy current and push for a holistic and integrated education for all. Since 2001, Noemi has continued her never-ending mission, this time providing us with an extended edition known as "The 7 Petal School."

The 7 Petals is a commitment to new generations. Ahead of her time, Noemi Paymal is a visionary, designing an education for future generations and figuring out how to apply it into a school setting open for everyone. It is for this reason that this book was written.

It is a big project, with seven domains that will facilitate the co-creation of an integrated holistic education, and one that will give rise to new schools craved by new generations. The seven pedagogical domains of holistic development for the human being are explained in-depth, using practical concrete examples to help us in this time of transition.

Each petal represents a pedagogical ideal, it helps to conceptualize and adapt the actions of an integrated education in an easy and simple way, with advice for adjusting according to the cultural context and available materials.

## The 7 Petal School

This book is an important invitation towards **socio-multi-education** (a vast idea that captures the essence of Pedagoogia 3000 and emAne), and will establish itself naturally, since education is so basic to human nature. It goes beyond the idea that education is solely part of the school and academic realms.

We are excited to say that this book will be a bedside book: it will be of permanent consultation due to the contributions, orientations and the testimonies that it offers. I strongly recommend this book.

Thank you Noemi Paymal for co-creating it, and for seeing this project through as a service to humanity.

*For happy and responsible children*

*For teacher without stress*

*For pro-active parents*

*For a peaceful society*

*For a green planet*

# Welcome

## Book Description

This book first presents what is the *7 Petal School*, describing for each petals (or domains), curriculum and architectural proposals:

- Petal One, Physical and Kinetic Development
- Petal Two, Articulated Cognitive Development
- Petal Three, Social and Multicultural Development
- Petal Four, Aesthetic Development
- Petal Five, Ecological Development
- Petal Six, Hands-on Development
- Petal Seven, Personal Development

Then Universidad Mayor of Santiago, Chile, proposes a translation of the 7 pedagogical areas into a University environment.

After we will see how to implement what has been described before; seven concrete recommendations to start one's own school, followed by seven ways to practice 'well-being' for an harmonious and easy pedagogical transition; that is to say, which attitude is needed in order to harmoniously realize the wished educational transition, and also seven axes of actions to impulse changes within and outside schools environment, with immediate responses.

We will continue analysing how of the 7 Petal School stretches within the 13 areas of the future society.

And this will be the end of this section with the words of the psychologist Graciela Croatto, *Spirituality in today's children*, giving a new dimension to the seventh petal.

As a conclusion, Cornelio Westenenk presents us the Tale of the Curious Caterpillar, a tale symbolizing the development of the human being, based on the Spiral Dynamic of Don Edward Beck and the integral focus of Ken Wilber.

In the final sections of the book, you will discover:

## The 7 Petal School

- Successful experiences with the 7 Petal Schools, application of the seven Petals in various educational environments and various countries.
- The Worldwide 7 Petal Schools Network
- What is Pedagoogia 3000?
- What is emAne, (Worldwide link for A new Education)?
- A message to the governments of the world, presenting 22 concrete steps to effectively change the education system in general
- The Blue Declaration
- A glossary and bibliography

### **Welcome all**

*Changing the education is a matter that concerns all of us.  
It is a wonderful and inner growing adventure for parents and  
professors.*

*It also opens the door to the extraordinary potential of the  
children of today and tomorrow  
and to a new society.*

# Introduction

## What is the 7 Petal School?

The 7 Petal School is a completed educational proposal addressing the educational needs of today and tomorrow's children. It is called the 7 Petal School because it is based on 7 pedagogical domains of holistic human development (holistic comes from the Greek – *holo-* óλο-and it means "all"). In other words, this proposal inspects all facets of human development, in a complete way, harmonized and articulated.

The 7 Petal School is sustained by a deep philosophy of existence, connecting, and living in Solidarity. It is a school/culture that:

- Honours the past
- Consciously projects a new society, a planetary co-existence with genuine care for our planet
- Lives simply and happily in the present.

It is based on the philosophy of Pedagoogia 3000®, an integrated and applicable pedagogical culture that was born from the mind of the author in 2001 in Ecuador. This philosophy expanded rapidly, firstly in Latin America, and later on all continents. In 2008, emAne was founded (Global Link for New Education), now based in Arica, Chile. To date, it is established in 44 countries pushing to revolutionize education worldwide with harmony and practicality.

The 7 petals, or pedagogical domains, are:

1. Physical and Kinetic Development (blue petal)
2. Articulated Cognitive Development (yellow petal)
3. Social and Multicultural Development (pink petal)
4. Aesthetic Development (white petal)
5. Ecological Development (green petal)
6. Hands-on Development (red petal)
7. Personal Development (purple petal)





This book has a practical step by step approach for starting an integral school in tune with these changing times; you can call it a 7 Petal School or any other name you like. The important thing is “to do it”, live it, expand it, improve it, first in our hearts and then in all corners of the world, focusing more on the essence than on the technical aspects, which will always be in the process of change.

### Characteristics of the 7 Petal School

The 7 Petal School presents seven principal characteristics:

1. It is conceived based on the new characteristics, needs and wishes of today's children
2. At the same time, it encourages the wellbeing and personal growth of parents and teachers
3. It is aware of the real necessities of our present and future society
4. It loves and takes care of our planet earth
5. It deeply encourages a true and lasting culture of peace
6. It knows how to adapt and be flexible
7. It is based on affection and caring

*The 7 Petal School is simple, easy to implement, and a low cost school. It adapts to any geographical, social, economic, cultural, and ecological condition.*

### What are the advantages of the 7 Petal School?

The multiples advantages of the 7 Petal School include:

1. Easy to implement with surprisingly quick results
2. It creates paths for happy and responsible children, active future citizens who are the protagonists in the different domains within science and society

3. It gives the teacher space to relax and relieve stress
4. It facilitates happiness and trust in parents
5. It introduces a pro-active and peaceful future society
6. It gives incentive to truly take care of our planet.
7. It can be implemented in any place and situation.

## Why a 7 Petal School?

The educational reality that is being experienced in classrooms and at home forces us to look deeper into educational sciences, investigating multiple perspectives to widen our understanding. (Please refer to the two editions of “*Pedagoogia 3000*”, and the scientific book “*Physiological, emotional, and neurological changes in today’s children and the education that they need*”). It invites us to open to new horizons, paradigms and possibilities.

The children of today present new, unique and common characteristics, that inexorably lead to a double change.

On the one hand, it encourages the adults (mostly educators and parents) to interact with children on a daily basis, and induces them towards deep personal changes about the way they act, live, and who they are.

On the other hand, society in general is challenged to turn a new page in the world of Education, at home, in the classroom, public spaces, and wherever else that learning takes place.

## Children have changed; everything is moving faster... what about education?

Characteristics defining these children consist of:

- Other forms of learning, fast and multifaceted.
- Hypersensitivity.
- Faster metabolism (do not confuse with hyperactivity or an attention deficit disorder).
- Highly developed emotional intelligence
- Simultaneous management of multiple intelligences (adding up 26 in 2014).
- Extensive use of the brain’s right hemisphere.

## The 7 Petal School

- For some, innate activation of certain brainwaves such as *alpha, theta, and delta*.
- Activation of frontal lobes.
- Others aspects, still under investigation.

The first things to surface are these changes, not just physical but also physiological changes, as well as emotional, cognitive, behavioural, ethical, intuitive, and transcendental. Subsequently, these changes accelerate the development in technology, Internet, communications, and standards of living. Given those two observations, it is obvious that the educational system has to change and rapidly.

We expect the 7 Petal School to give us ideas of “where to begin” and it completes, in a practical way, the tetralogy of *Pedagoogia 3000*.

### Sparking a New Pedagogical Culture

We wish to promote a new pedagogical culture that prioritizes the children of today and tomorrow, keeping in mind their changes, their specific needs, and new styles of learning. Our purpose is to co-create educational tools that allow the integration of a human being from a practical experience, generating a new and more humane and warm consciousness.

### Warning: 7 Petal School cannot be copied, it can only be co-recreated!

For this to occur, the idea is to encourage a *pedagogical synergy*. The 7 Petal School is not a recipe, with rules to follow, nor is it a cold manual. It provides advice, ideas, and hints on how to begin. But, it is the individual's personal ideas, their beliefs, their aspirations, their dreams, local geography, history, culture, social and economic dynamics, politics and religion that will shape each school. This is why every 7 Petal School is unique and cannot be copied. It is the experience, the journey, and the co-creation that counts.

*Each and every 7 Petal School is unique  
And cannot be imitated*

## The 7 Petal School

The new education is something that can be re-created (not copied); it can be felt and lived. These are all our dreams that validate the power of the new education. For now, dream, co-recreate and make your own education. This is what will work. It is the cause and effect. It is what gives us a purpose.

# The 7 Petal Proposals

- A- The 7 Petal Proposal
- B- Curriculum Proposal
- C- Architectural Proposal

As we have already said, the 7 Petal School is an educational proposal from Pedagoogia3000 and emAne to co-create a new education in a agile, flexible way and with more humanity. It is our engagement, our promise and responsibility to the new generations.

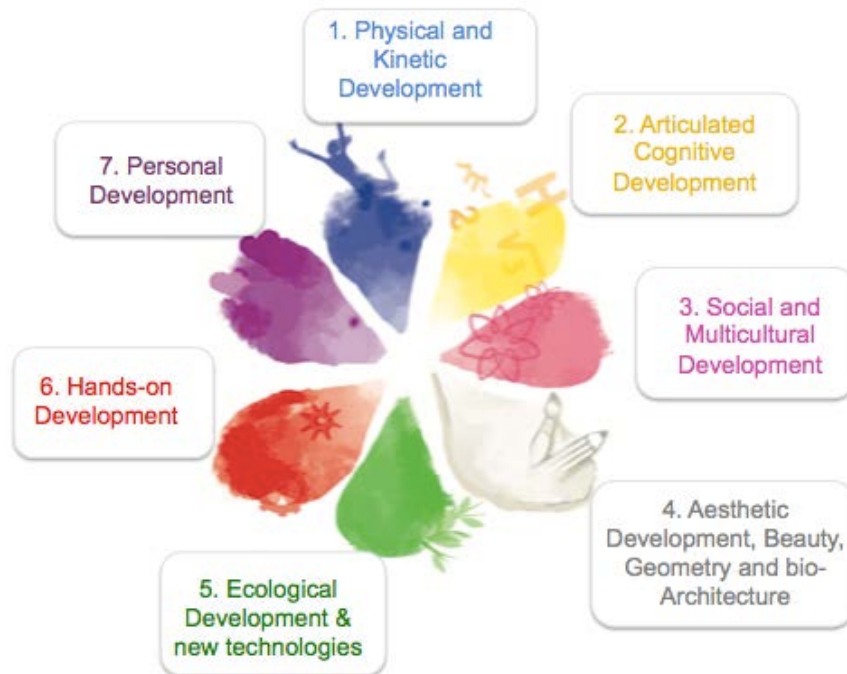
## A. The 7 Petal Proposal

The seven domains of integrated human development, or pedagogical areas (petals) consist of: Physical and Kinetic Development, Articulated Cognitive Development, Social and Multicultural Development, Aesthetic Development, Ecological Development, Hands-on Development, and Personal Development, as described in the following paragraphs.

*The 7 Petal School in the long term, leads to the Socio-Multi-Education SME, an integral social education for all of us, for all ages; integrating and harmonically putting together all the different sectors of society, developing the 'knowing' as well as the 'being', in a responsible, and sustainable productive manner, with more awareness, humanness and plenitude.*

The concept of Socio-Multi-Education will be further explored in chapter 12.

## The 7 Petal School – 7 Pedagogical areas



*The 7 domains of integrated human development, or pedagogical areas of the 7 Petal School*

The 7 Petal School develops 7 pedagogical domains, each one of them is associated with a colour. These domains (and colours) are: Physical and Kinetic Development (blue petal), Articulated Cognitive Development (yellow petal), Social and Multicultural Development (pink petal), Aesthetic Development (white petal), Ecological Development (green petal), Hands-on Development (red petal), and Personal Development (purple petal).

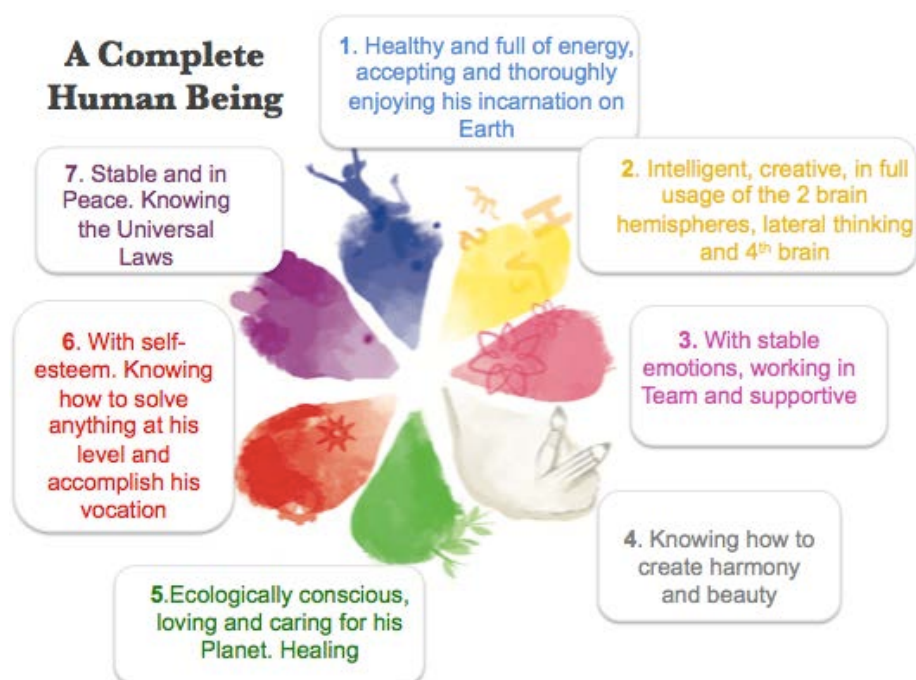
## The 7 Petal School develops the Multiple Intelligences



*The 7 Petal School and the 13 main multiple intelligences*

- Petal 1 - The physical and kinetic development (the blue petal) encourages the kinaesthetic intelligence.
- Petal 2 - The articulated and cognitive development encourages the linguistics, verbal, logic and mathematic intelligences.
- Petal 3 - The social and multicultural development encourages the interpersonal, linguistic, musical, and emotional intelligences.
- Petal 4 - The aesthetic development encourages the co-creation, visual, spatial, and musical intelligences.
- Petal 5 - The ecological development encourages the environmental intelligence.
- Petal 6- The Hands-on development encourages the co-creating intelligence, kinetic, logical and practical mathematics.
- Petal 7- Personal development encourages the Interpersonal, existential and intuitive intelligences.

## The 7 Petal School and the 7 levels of development of a Human Being

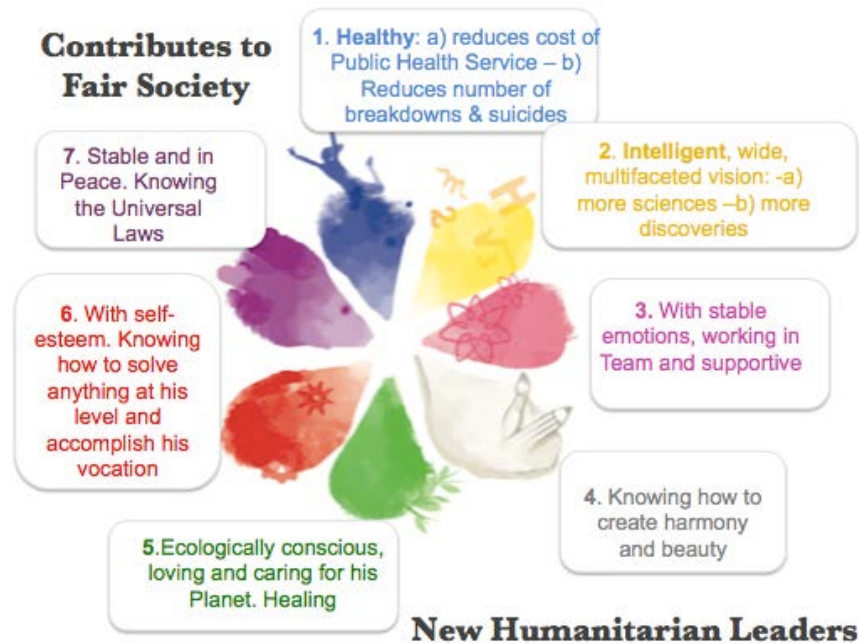


*The 7 Petal School favours a total flourishing of the individual*

- Petal 1- the physical and kinetic development (blue petal) allows for the development of a healthy human full of vigour, who can accept their role on earth.
- Petal 2- the articulated and cognitive development promotes the creativity and the use of both hemispheres. It also develops lateral thinking and the 4th brain.
- Petal 3- the social and multicultural development allows for the development of emotional stability and teamwork; it focuses on solidarity and cultivates peace.
- Petal 4- the aesthetic development allows for the development of an individual who believes in harmony and beauty, inside and out.
- Petal 5- the ecological development helps the individual to love and care for their environment and their planet. On a personal level, it provides opportunities for personal growth together with the purple petal.
- Petal 6- the Hands-on development allows for the development of a proactive and self-confident individual. Through such support, an individual solves problems and achieves vocational goals.
- Petal 7- the personal development allows for the development of a stable personality centred on peace. It knows, understands, and applies universal laws.



## The 7 Petal School and a New Society



*The 7 Petal School contributes to the rise of a society in solidarity and the formation of a more humanistic horizontal leadership structure.*

- Petal 1- Physical and Kinetic Development: Allows for the development of a healthier society, reducing public health care and decreasing rates of depression and suicide.
- Petal 2- Articulated Cognitive Development: Encourages society to be intelligent with multifaceted vision, advancing technology that is helpful for society and the environment.
- Petal 3- Social and Multicultural Development: Encourages harmony between different demographics, giving rise to a culture of peace and the formation of responsible citizens.
- Petal 4- Aesthetic Development: Favours beauty, stability, and harmony. It will expand urban planning and encourage all art.
- Petal 5- Ecological Development: Proposes sustainable ecological management and use of new technologies. It fosters efforts in permaculture and other agricultural paradigms.
- Petal 6- Hands-on Development: Favours the emergence of an active and responsible society, the protagonist of the present and future, capable of establishing a fair economy.
- Petal 7- Personal Development: Allows for a stable and mature society, emotionally balanced and wise.

We will look deeper into these topics in chapter 12.

Next, we have a short review of each petal and their characteristics. We will discuss what activities and multiple intelligences<sup>1</sup> are associated with each petal revealing the advantages of each<sup>2</sup>

## Summary

#	Petal	Subjects	Examples of physical spaces that can be adapted	Some examples of activities	Achievements	Multiple Intelligences to be developed	Related notebooks
1	Physical & kinetic Development	Physical Education	Dojo Outdoor spaces Dancing Hall ...	Martial Arts, Dance, Climb trees, Build a cottage, Aerial acrobatics, Juggling...	<b>Will</b> Being <i>here and now</i> , Generate consciousness of our bodies and wellbeing, Preventive Health, Enjoy through movement, Corporal agility, Self-discipline	Kinaesthetic Spatial Practical Visual	3, 13 & 21
2	Articulated & cognitive Development	Exact Science and Language	Laboratories, Media Libraries, Information Technology, Comfortable Spaces, ...	Articulated, Cognitive and active, renew and Interlaced subjects, Self-learning, The student builds their own curricula, ...	<b>Wisdom</b> Articulated knowledge, Understanding Criteria, Ethics	Linguistics-verbal Logic, Practical mathematics	5, 15, 16

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<sup>1</sup>According to the 9 Multiple Intelligences of Gardner and Armstrong plus the 4 additional Multiple Intelligences (Emotional, Intuitive, Practical and Co-creative) of Pedagoogia 3000.

<sup>2</sup>Pedagogic notebooks of Pedagoogia 3000, <http://www.pedagoogia3000.info/web/html/cpedagoogicos.htm>

## The 7 Petal School

<b>3</b>	<b>Social Multicultural Development</b>	Social Science	Meeting Rooms, Tipis, Field trips, ...	Culture of Peace, Non violent communication, Multiculturalism Ethics & solidarity Relationships, Teamwork, Development of the Emotional Intelligence, etc.	<b>Profound Respect</b> Cohesion Responsible co- construction of the society we live in, Criteria Empathy	Interpersonal Emotional Practical	4, 10, 11, 14, 24, 27, 28
<b>4</b>	Aesthetic Development	Fine Arts	Art Halls, Workshops, Music hall, Outdoor Spaces, ...	Aesthetic development, Bio-Architecture, Universal Geometry, All the arts, Musical Education, ...	<b>Harmony</b> Inner and outer beauty Co-building of our environment	Musical Visual - spatial	7, 17, 18,19, 20, 21, 29, 30, 31
<b>5</b>	<b>Ecological development</b>	Natural Science	Bio-gardens Fields, ...	Ecology, Permaculture, Ecological technology, Alternative energy source, Preventive Health, ...	<b>Healing</b> Therapies Telluric connection Care and protection of the environment	Naturalist Practical	6, 13
<b>6</b>	<b>Hands on Development</b>	Practical Workshops	Workshops Office space	Self-Sustainability Practical daily life (Montessori) Production Cooking art Offices	<b>Providence</b> Sustainability Feeling of being 'useful' Self-esteem	Practical Co-creator	
<b>7</b>	<b>Personal Development</b>	Self- Knowledge	Quiet places, Music hall ...	Meta language, Universal Geometry, Fractal Mandalas in 2D and 3D, Active Philosophy, Universal Laws, Cosmo genesis, Structure of the Universe, ...	<b>Self knowledge</b> Synthesis Sense of purpose	Transcendent Co-creative Musical	12, 26, 25, 29, 30, 31, 32

## A 7 Petal School: Casa Escuela Soles del Faro, La Plata, Argentina

Each day shows us that the 7 Petal School, based on the pillars of Pedagogooogia 3000, is a wonderful proposition taking form in so many different ways, in any space, in all contexts, with any group, at any moment.

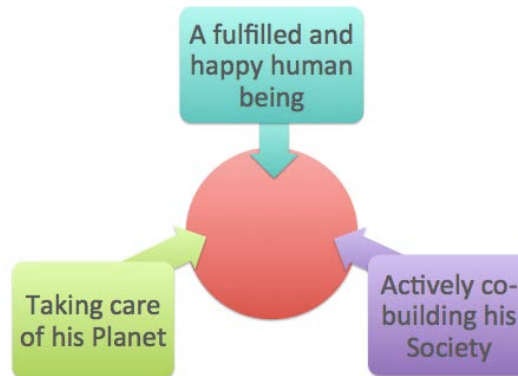
Our team of facilitators has witnessed an incredible transformation. We saw children let go of tension and relax, letting their smiles show, with more and more frequency. As they gained confidence they began to realize their potential; the children would move with confident and fluid energy; they became excited to do or say without fear of being wrong; they let go of indifference and boredom, and imagine and create all sorts of projects; slowly, they began to understand the meanings of teamwork and sharing; they understood what it took for everyone to win; they were able to listen to each other and explore the possibilities.

It is beautiful to hear from the children that they love school, that they don't want to leave when their parents come to pick them up and that they wish that there were no holidays...

Ana Karina Intelisano - akintelisano@gmail.com  
(More on this story in Appendix: Successes with the 7 Petal Schools)

## B. Curriculum Proposal

As we have seen, The 7 Petal School is based on the philosophy that a holistic and integrated education is essential for a complete human being, for a proactive and responsible society, and for a healthy planet.



Basically, it consists of 7 areas of study, which can be further divided into 7 basic modules.

It is up to each country and community to adapt this basic structure according to local culture, students' age or grade system. The CIE (Cambridge International Examination) curriculum can be used as a basic reference, as it can accredit schools at an international level, in case your school is seeking accreditation.

As for the basic system to operate your school, the idea is to challenge ourselves, little by little, and achieve goals based on our needs and emotions, on what makes us happy, on how we feel love, and on what we know to be useful for the co-construction of a new integrated world, as requested by the children.

Please remember, today's children learn quickly (especially if they like the material and they can teach themselves). We don't need to repeat the same information over and over, but instead, move forward in an entertaining and practical way.

### How exactly is the 7 Petal School supposed to work?

In response to the common question "how exactly is the 7 Petal School supposed to work?" we decided to write out some protocols, with the assistance of a team of international teachers. Most importantly, however, when it comes to running your own school, we advice you simply to make it yours.

These protocols contain only guidelines. In effect, the ideal school is one that an individual co-creates in a team, generating its own energy and enthusiasm.

## Curriculum Preparation

Next, we advise which basic areas to cover, listing potential activities. With this base, each school can eventually develop their own curriculums, maintaining harmony, according to:

- Specific social, cultural, economic, linguistic and ecological contexts
- Each country or regional laws
- Local infrastructure logistics
- And, most importantly, the general philosophy felt by the school.

## The Golden Rule

Be flexible, open, creative, and encouraging of diversity. Be conscious that things are constantly changing and you will generate more ideas and actions as you go.

*Walker, there is no footpath; one is created by walking  
through it!*

Finally, remember that materials are complementary. However, it was necessary to put them into order and give them coherence.

Here are the areas of study and their 7 basic modules of application. They stand as the skeletal structure on which you can base your own curriculum.

	Study area (or Petal)	Basic Modules	Examples	Interacts with Petal:
<b>1</b>	Kinetic and Physical Development	1.1: “Strong” and “soft” Sports	Includes: Modern and risky sports Multicultural sports, such as Capoeira Non-competitive sports	Pink
		1.2 Dance and fun movements	<i>Breakdance</i> , modern dance, <i>hip hop</i> , Arabic dances, etc.	White
		1.3 Martial Arts, Yoga	Sports with conscious breathing	Purple
		1.4 Outdoor Activities	Camping, trips, climbing	Green
		1.5 Psycho-mobility and cooperative games	Brain Gym, balance, flexibility Non competitive games	Pink
		1.6 Anatomy and preventive health	Physics and energy “I know and hear my body” “I am responsible of my health” First Aid	Green
		1.7 Modules of the students	Their projects, with their creativity and real needs	All
<b>2</b>	Cognitive Articulated Development	2.1 Mathematics and Geometry	Includes, Astronomy, Ancestral Mathematics, Spatial and intuitive Mathematics and Practical Mathematics	Red
		2.2 Writing/ Reading	Includes “neuroFLASH” methods (quick exercises activating the left brain half)	Red
		2.3 Physics	Includes Practical and Quantum Physics	Red
		2.4 Chemistry	Includes Geology (crystallography) and Practical chemistry	Red

		2.5 High technology	New technologies Includes robotics with the red petal	Red
		2.6 Information Technology	<i>Hardware y software</i> Use of Internet and technological novelties	Red
		2.7 Modules of the students	Their projects, with their creativity and real needs	All
3	Social and Multicultural Development	3.1 Languages	Includes, English, a native language, a language based on ideograms, language where the writing is done from right to left, ancestral writing and meta-language	Yellow
		3.2 Social Science	Includes geopolitics, civic education, pedagogic trips, Culture of Peace and ancestral pedagogy.	Yellow
		3.3 Sciences of communication	Includes multimedia, information technologies	Yellow
		3.4 Geography and History	Includes remote history	Yellow
		3.5 Emotional Intelligence	Includes self-esteem, positive affirmations, theatre, voice	Purple
		3.6 Family and Life stages	The science of life, couples, life cycles, sexual education, non-violent communication, education, purpose of living	Purple
		3.7 Modules of the students	Their projects, with their creativity and real needs	All



4	Aesthetic Development	4.1 Visual and plastic Arts	Includes ceramics, sculpture, Therapy art	Purple
		4.2 Audio visual	Includes cinematography art	Pink
		4.3 Universal Geometry	Universal, operational, sacred Laws of Harmony (interior y exterior)	Yellow
		4.4 Bio-Architecture	Bio-Architecture Aesthetic Design Ecological Design of the environment	Green
		4.5 Music	Includes ancestral sounds, bands, musical instruments, voice	Pink Purple
		4.6 Utilitarian Arts	The incorporation of the art in all aspects of our lives	Red
		4.7 Modules of the students	Their projects, with their creativity and real needs	All
5	Ecological Development	5.1 Ecology	The different existent ecologies, including permaculture and profound ecology. Ancestral Ecology and local cosmos vision.	Pink
		5.2 Alternative Technology	Source of pure energy	Yellow
		5.3 Biology, natural sciences	Includes “real” contact with the vegetal and animal kingdoms	Yellow
		5.4 Botany	Includes useful and medicinal plants	Yellow
		5.5 Agronomy	Bio-vegetable gardens and production of food	Red
		5.6 Nutrition and therapies	Alternative therapies Knowing how to look after oneself Healthy Nutrition	Blue
		5.7 Modules of the students	Their projects, with their creativity and real needs	All

<b>6</b>	<b>Hands-on Development</b>	6.1 Trading and block living	Builder, electrician, plumber, tailoring, shoe maker, baker, etc. (These subjects are taught practically, mathematics, geometry and Social Sciences)	Yellow Blue Pink
		6.2 Handcrafts and beauty	Includes manual crafts, craftwork, jewellery, knitting, etc.	Yellow Pink White
		6.3 Cooking	Includes exotic cooking (multiculturalism class) how to cook ecologically Nutrition with the green petal	Green Yellow Pink White
		6.4 Workshops	Includes carpentry, mechanics, electronics: for example building a cell phone charger with solar batteries (goes together with item 6.1)	Yellow Blue
		6.5 Robotics	In order to incorporate physics, mechanics, electronics and information technology. Also, it is something that the children really like	Yellow
		6.6 Economy	Fair and Supportive Economy Sustainable Production Mathematics	Yellow
		6.7 Modules of the students	Their projects, with their creativity and real needs	All

<b>7</b>	<b>Personal Development</b>	7.1 Active Philosophy	Includes, ethics, history of philosophy, applied philosophy	Pink
		7.2 Inner Growth and therapies	Includes anti-stress techniques, relaxation, visualization, physical and spiritual wellbeing, physical fluency, conscious breathing Who am I, why am I here	Blue
		7.3 Compared religions	History of religions Compared religions Universal Religion	Pink
		7.4 Universal Laws	Structure of the Universe and its functionality: cosmos vision, Universal Geometry and Laws of Harmony	White
		7.5 Notion of "communitarian service"	Practically, how can I help myself, the others, the Planet, the Society, etc.	Blue Red
		7.6 Intuition, meta language	Development of empathy, the right hemisphere and intuitive intelligence	Pink
		7.7 Modules of the students	Their projects, with their creativity and real needs	All

## Recommendations

The idea is to take things calmly: develop just a little bit of each petal each week, adapting to the local reality and nothing more.

When developing a curriculum, don't put too much pressure on yourself. Kids will learn. Sometimes not the way we expect, but they will learn.

Once we can be sure that all petals are functioning, we can lessen our efforts in curriculum planning to enjoy the fruits of our labour. On a holistic level, results can be spectacular, while using a process that is relatively easy to implement. This comes when the adults have let go of their stresses and anxieties, and are able to heal their own educational process and let their inner child out.

It can be useful to keep a log of students' accomplishments and studied materials to make sure that the same material is not repeated during a student's academic career. The recorded data will reflect impressive results.

Another recommendation is to allow children who want to specialize in a matter of his choice to do so all along its school life. This way not only will then graduate from school but with a unique specialty.

### It is useful to integrate in each petal

**Direct Conscious Observation (DCO):** This angle focuses on learning through direct observation (making cognitive/intuitive connections in the subject that is being studied) without adult interference: for example, seeing the stars, or a plant, or a chemical reaction, or a mathematical problem without a top-down explanation.

**Moments of Assimilation (MAS):** These moments (often quiet) occur without adult interference, allowing a student the opportunity of reflection, assimilating and integrating information on a deeper level. It often involves drawing, or writing, or another form of creative expression.

**Moments of Internalization (MIN):** like MAS, but beyond the boundaries of a defined subject. Again, the principle depends on adult non-intervention. With small children this is as simple as letting them play.

**Moments of deep rest and periods of "bio-consolidation":** These are moments of absolutely nothing (no mental activity). For example, lying on a hammock for 10 minutes or napping comfortably.

**Creative and Inspiring Activities:** The focus is on creativity. Unlike the previous points there exists intentional interference using music, dance, theatre, inspiring texts, or visual arts among other forms of creative expression. The results must come from the hearts and hands of the students.

These five points help teachers and parents to better understand their students and children.

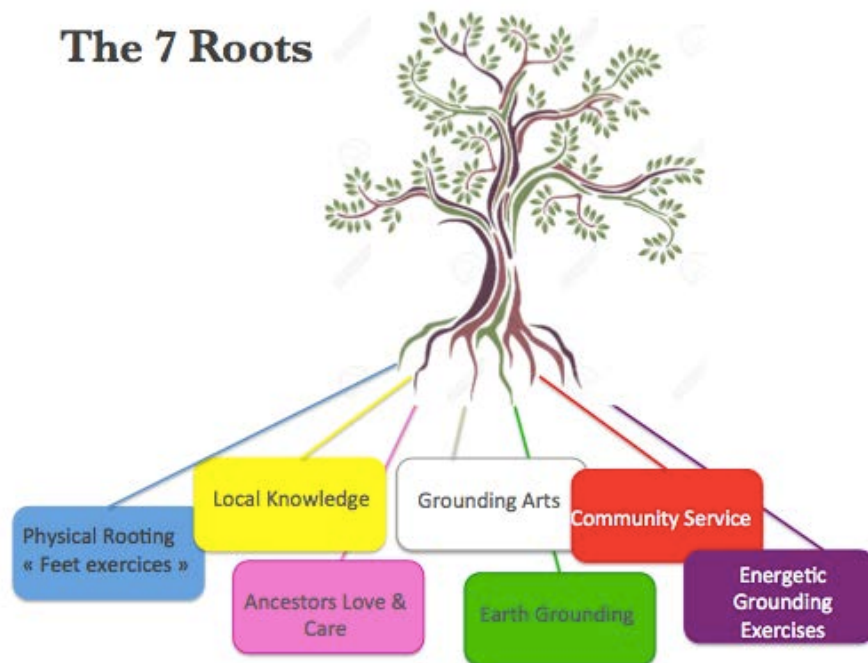
### The Eighth Petal, the importance of parents and teachers

In the new education, it is necessary that both parents and teachers develop in harmony with the 7 petals and set good examples for students and children. Examples:

- Getting physical exercise
- Being informed of the changes and needs of today's children

- Knowing non-violent, anti-stress, communication techniques
- Practicing creative expression (for example, singing to develop a kind voice and dancing to develop harmonious movement, as with *Suggestopedya*, from Bulgarian Doctors Lozanov and Evelynna Gateva Hinkova)
- Being in touch and healing with nature
- Being altruistic, having a spirit of service, being co-protagonist of a school and being friendly with co-workers
- Being prepared to work on personal growth

## The 7 Roots of the 7 Petal School



So far, we have dreamt, planned, executed and celebrated our School of the 7 Petals.

What do we need to do now?

**Ground it, bring it down to Earth!**

That means to ensure that the School, the boys and girls, youths, teachers and parents, are “grounded”, anchored, rooted, with their feet on the Earth, with a feeling of security, stability and fulfilment (in other words, the idea is to have internal comfort and internal stability, and at the same time, accepting and adapting to the fast changes of today).

In fact, the 7 Petals School makes special emphasis in what we call The 7 Roots. The need for “rooting”, or grounding, for identity, the need to become “part of” has become more and more evident today - whether we are talking about an urban surrounding, indigenous people, a rural environment, a place of immigrants, or a refugees camp- we all need grounding, peace and interior stability.

### The 7 Roots and Peace Culture

Nowadays, globally, we are aware that:

- We are only One Planet, and are brothers and sisters
- And, at the same time, daily life is based on solid psychological and cultural roots.

There is no contradiction in this. To the contrary, a good education has to ensure the feeling of “having our feet on the ground” to students. This gives students security and inner peace to be able to handle any situation- personal relationships or professional- with ease, contributing to an enduring Peace Culture.

### What are the 7 Roots about?

- Physical Rooting, ‘activated Feet’
- Local knowledge.
- LCA: Love / Care / Ancestors.
- “Anchoring” Arts
- Earth: All activities that help touch the ground (earth).
- Community Service. It helps feel useful and it develops the altruistic values that the world so much needs.
- Energetic grounding exercises.

### Activities to achieve our 7 Roots

Here below, a list of examples, to be adapted according to country, culture and religion.

#### 1. Physical Rooting

Physically, the student must be firmly grounded, that is, he/she must feel completely “incarnated” in his/her physical body, a state that will provide him/her with wellbeing and fulfilment.

Some examples of these activities are:

- Feet: any activity regarding feet, like massages, digit-puncture, to walk barefoot on different textures: wet grass, earth, sand, water, pebbles, rocks...
- Physical activity with rhythm: rhythmic dancing, indigenous dances, jogging, ...
- Sports for grounding: Tai Chi, climbing, trekking, and walking...
- Any cooperative sport
- Exploring caves
- Lie down or sit on the ground in connection with the soil or earth, eating seeds or tubers.
- Sleeping well
- Eating healthily and drinking lots of water.

***(More ideas in the Blue Petal description)***

## **2. Local Knowledge**

It is important to know about the place where we live (even if we were not born there). It involves loving deeply the place that receives and welcomes us (it is not relevant if it's not our birth place). This attitude gives us good roots and a sense of belonging. In the Australian aborigines culture, it is called the Lore Tradition (*lore* as in "stories"), meaning we have to know the history of the people and of the place where we live.

Thus it is important to know:

- The history of the place where we live, of the plants, the animals, and others
- Local medicine, including traditional medicinal plants
- The local Cosmo vision
- Local language or old language spoken there
- Customs, parties, celebrations, myths, local dances, music, chants, etc.
- Local arts and crafts
- Oral traditions
- Local sciences and technologies, astronomy, mathematics

- Eating local food
- Local calendar, or introduce some knowledge on the Maya Calendar for example.

Energetically, knowing about the local reality allows us to honour the place, and that helps the place accept us too. Then, we can feel comfortable, welcome and in good alignment with the place.

What happens if a child is born in Australia, and lives in New Zealand from an Italian mother and a Brazilian father? Nothing happens, as we are all sons and daughter of the same Earth. All children are “of the Earth”, with greater planetary consciousness even. Living in New Zealand gives the child the possibility of knowing the Maori traditions in order to honour and love the land that looks after them. That child will also know about Brazil, Italy and Australia. They will speak different languages, and their mind will be open and will want Peace in the world. This is definitely the new tendency as we are entering the third millennium.

What happens if a child is born in a country where his/her culture and that of his/her parents are destroying each other? He/she can still learn from his/her culture (Pink Petal) even if it is not complete, and honour the Earth itself, honour his or her past and feel proud. Learn to endure his/her history and feel fulfilled. We are all sons and daughters of the Earth anyway. Again, this is an aspect of the new tendencies going into this third millennium.

What happens when we live in a cosmopolitan city where there are many different cultures and constant immigration? This is also an opportunity to practice multiculturalism to the maximum, to become more and more tolerant, and create a real culture of respect, peace and understanding. What a beautiful opportunity! It could even inspire the beginning of a new culture, aiming at a Peace Culture and Acceptance Culture (a bit like fusion cuisine). We must still honour the Earth that looks after us. This is again part of the new tendency, visible as we are entering the third millennium.

***(More ideas from the Yellow Petal)***

**3. LCA: Love/Care/Ancestors.**

This involves intra-culturalism, inter-culturalism and multi-culturalism (knowing oneself and the others). Learning about one’s ancestors, honouring them and being in peace with our family and lineage.

It is the supreme technique for rooting: Love. If a boy or a girl or baby knows he/she is loved and feels loved, he or she is grounded, no matter where they live. Not only do they know their parents, family, teachers and people around love them, but also the “Universal Love” loves them deeply. All lifelong, this kind of rooting will give the child self-esteem, security and peace. A well-rooted person does not feel angry, and is always content and with good humour.

Some recommendations of activities:



- Know the history of the people: family, neighbours, other mates
- Circular Dances
- Celebrate life and life cycles (like equinox and solstice)
- Hugs
- Hug trees and the soil
- Learn about each person's ancestors, their lineage, and the origin of their family. Build a family tree.
- Be "at peace" with all members of the family.
- Learn about birth and death (that it is only a transition to another level of consciousness).

***(More ideas from the Pink Petal)***

**4. "Anchoring" Arts**

This section is divided into: first, the 'anchoring' activities, and secondly, suggestions for an architectural surrounding that is cosy and that connects us to the Earth.

*a) Artistic 'anchoring' activities*

Look for hand-making activities that provide grounding, such as:

- Those using natural elements to make objects: baskets, decoration, dream catchers, sowing (most of the activities done in Waldorf Education of Rudolf Steiner are excellent to provide rooting)
- Ceramics (clay)
- Work with noble and natural materials
- Music and rooting dances (like African or Afro Music)
- Building with adobes (raw earth bricks)
- Music with heart beats rhythm and appropriate frequencies (Hertz 432).

*b) Bio-architecture*

It is recommended to look after the physical surroundings of the school. For example:

- Use warm colours and do not overload the walls with decoration

- Choose cosy shapes
- Look for spaces with circular shapes and round ceilings
- Use the outside natural green spaces as study spaces and provide lots of plants
- Have a space with water
- Break walls between classrooms; stop the horrible dark corridors
- Have good natural lighting, with natural sunlight, as this is very beneficial for children's health, concentration and creativity.

*(More ideas from the White Petal)*

## **5. All activities that touch the land (soil)**

This includes any activity related to the Earth and agriculture, such as:

- Looking after a bio-vegetable garden
- Practicing bio-agriculture
- Preparing the soil
- Planting
- Picking up fruits, vegetables and flowers
- Harvesting potatoes
- Performing activities and celebrations with the 5 elements
- Looking after pets.

All this can be implemented at school, on a balcony, in a classroom (preparing sprouts and having interior plants for instance), in any piece of land in the Community, on someone's private land, or on the Street! (The traffic can stop that day for the children's safety, and the police and the Municipality can get involved - they will love it! It happened in a Kilpatrick primary school in Quito Ecuador once).

It is also good to think of planting "useful plants" like fruit trees, palm trees, medicinal plants, condiments and others, both inside and outside the School

*(More ideas from the White Petal)*

## **6. Community Service**

This root consists of helping each other and having a family or community sense of participation at all times. It is important to feel part of something, to contribute somehow to group projects, and feel good in front of others. It is a good way to balance, because we feel good about ourselves and we feel “useful” and with good self-esteem. Some activities can be:

- A team activity inside the school
- An improvement of something inside the neighbourhood or community
- Help another school or outside projects and practice interchange of visits
- Help children or old people in need
- Help animals
- Help in a community dinner or activity (School and families together for example)
- Paint the inside and outside walls of our school with lovely messages
- Give a concert
- Participate in fairs and markets, organized by the children with products they have made
- Help the municipality.

The school must get out of its four walls and get involved into community life and vice versa. It is a good way to prepare children for “real life”.

***(More ideas from the Red Petal)***

### **7. Energetic Grounding Exercises**

It is about activities that help recognize who we really are, and be conscious. They allow the recognition and appreciation of the Earth, the Cosmos, cycles, among others. Some ideas are:

- Camping
- Lying down and watching the stars
- Hugging a tree, listening to nature
- Sleeping under a tree
- Lighting a camp fire
- Appreciating silence

- Breathing consciously
- Doing energetic grounding exercises (visualizations that involve feet and roots, meditations to feel the Earth...). It includes gem-therapy and aromatherapy for “grounding”.

*(More ideas from the Purple Petal)*

### Important Tips

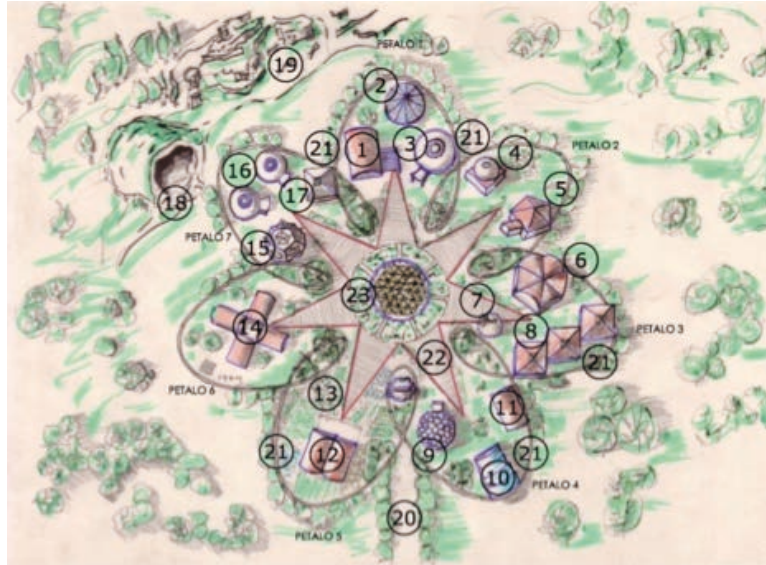
- Use all the community services in order to create a real educational community. The school does not need to have everything and isolate itself from real life, which is also quite expensive. Sports centres for the community can be used, swimming pool, library, parks, green areas, Internet, etc.; parents, grandparents, artisans can be involved and professionals who can share their knowledge; motivate children to help in their communities and Municipalities, in their neighbourhood, giving their ideas.
- The School of the 7 Petals and its 7 Roots adapts to any economic and social surroundings. It could be only one physical space, but it involves the practice of all 7 petals and all 7 roots, in a balanced way.
- All the Multiple Intelligences are covered, including the Emotional, Intuitive, Co-creative and Practical Intelligence, as mentioned above.
- Plant many plants, especially those “useful” plants such as fruit trees, palm trees and all sorts of edible, aromatic and medicinal plants. Both inside the School and around it.

## C. Architectural Proposals

### Star shaped proposal for Spain

Angel Martinez Martines, Architect at Amalur Arquitectos, Valencia, Spain

Angel@amalurarquitectos.com - angelmartinezamalur@gmail.com



#### Petal 1: Physical and Kinetic Development

1. Martial Arts Hall and Terrace
2. Air acrobatics canopy and other activities
3. Multifunctional room with canvas type roof

#### Petal 2: Cognitive and articulated Development

4. Multifunctional laboratory and an astronomical observatory
5. Pentagonal multipurpose hall with a crypt

#### Petal 3: Social and multicultural Development

6. Hexagonal room
7. Tipi
8. Square based pyramids

#### Petal 4: Esthetic Development

9. Geodesic Dome: Arts and Geometry workshops
10. Art Hall with retractable roof
11. Vaulted hall for ceramics and sculpture workshops

#### Petal 5: Ecological Development

12. Greenhouses
13. Bio-vegetable gardens

#### Petal 6. Hands-on Development

14. Building with vaulted workshops with very good natural illumination

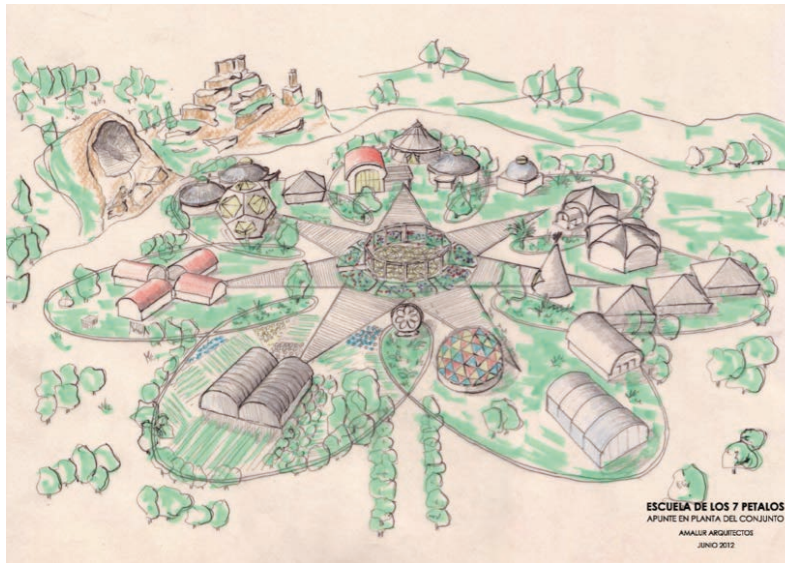
#### Petal 7. Personal Development

15. Dodecahedron
16. Dome
17. Squared based pyramid Cheops proportion
18. Cave
19. Resting place
20. Access
21. Perimeter footpath

#### Centre

22. Heptagonal star
23. Central Plaza central with the flower of life and perimeter dolmens

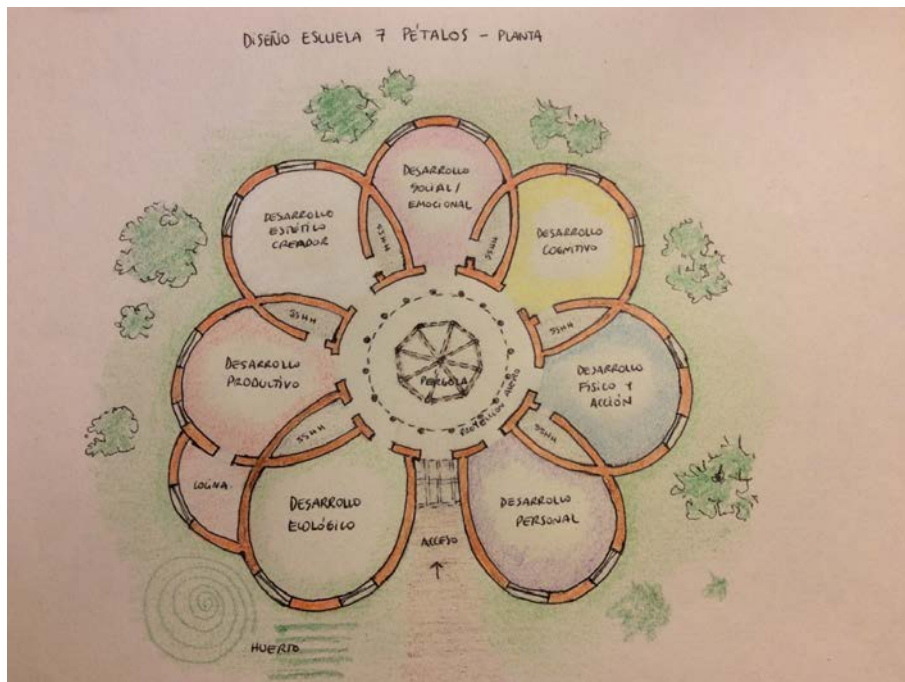
## The 7 Petal School



## Proposal for a 7 Petal Primary School, Uruguay

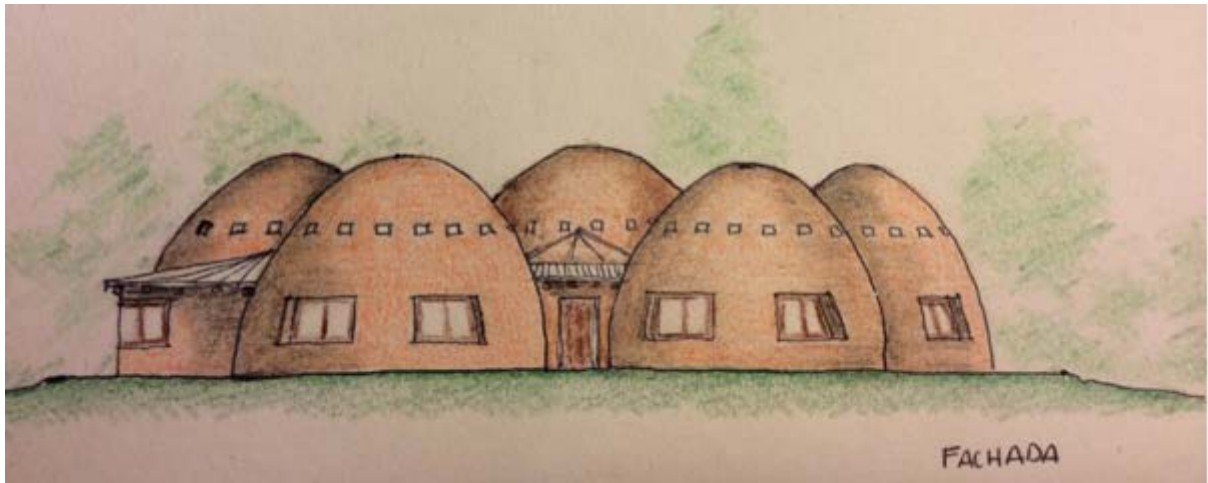
Architects Jessica Heit and Federico Román

[stephan.heit.puglia@gmail.com](mailto:stephan.heit.puglia@gmail.com)





## The 7 Petal School



### Proposal of a 7 Petal School with Domes, Argentina

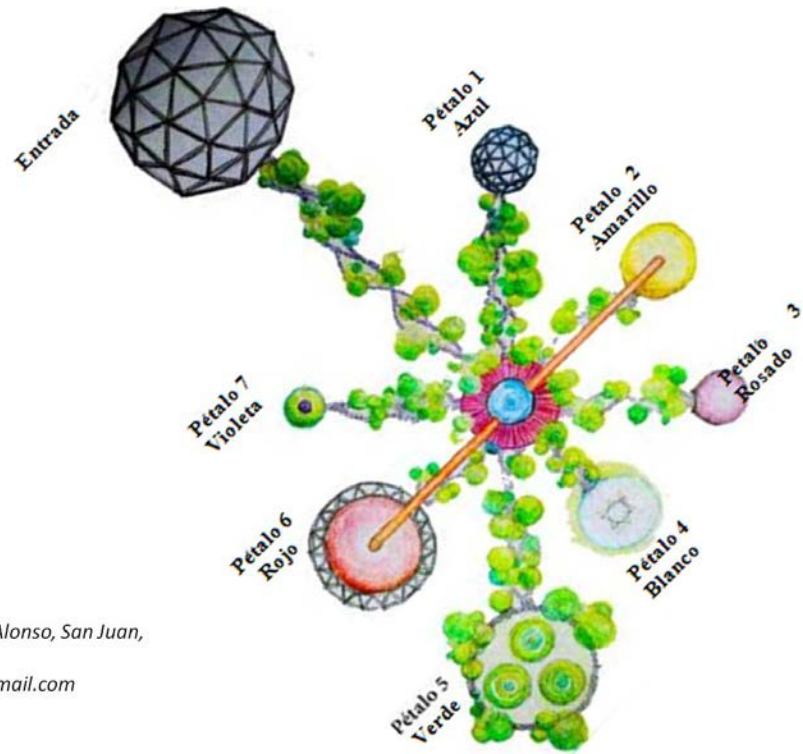
*Architect Sofia Alonso, San Juan, Argentina*  
[arqsofiaalonso@gmail.com](mailto:arqsofiaalonso@gmail.com)

This project is rooted into sustainable architecture in regards to its design, realization and use of clean energies.

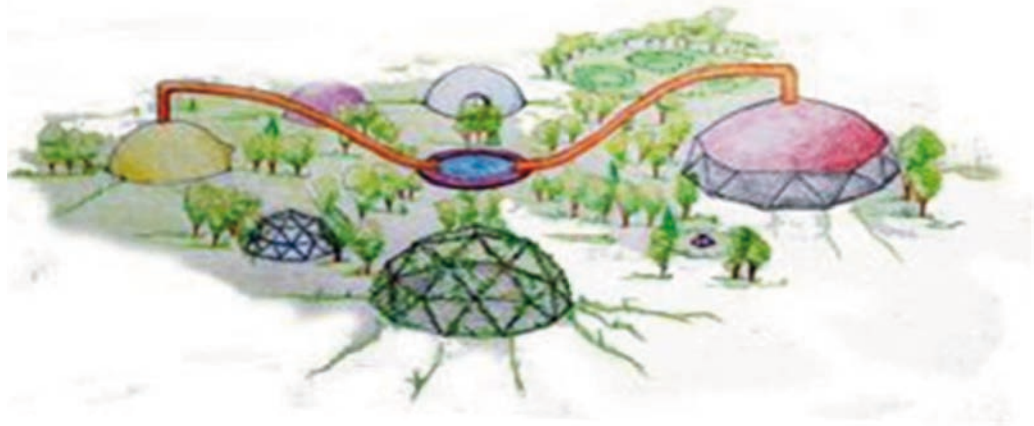
It takes place in a land with a forest. Each of the seven petals is a distinct structure spread in the forest, where the form of the structure is specifically adapted to the petal activities. The structures are linked to a central swimming pool, full of water or coloured balls depending on the season. The paths will be paved with organically shaped stones.

Each zone consists in a geodesic dome, as it is a form that harmonizes human beings.

# The 7 Petal School



Diseño: Arq. Sofia Alonso, San Juan,  
Argentina  
arqsofiaalonso@gmail.com





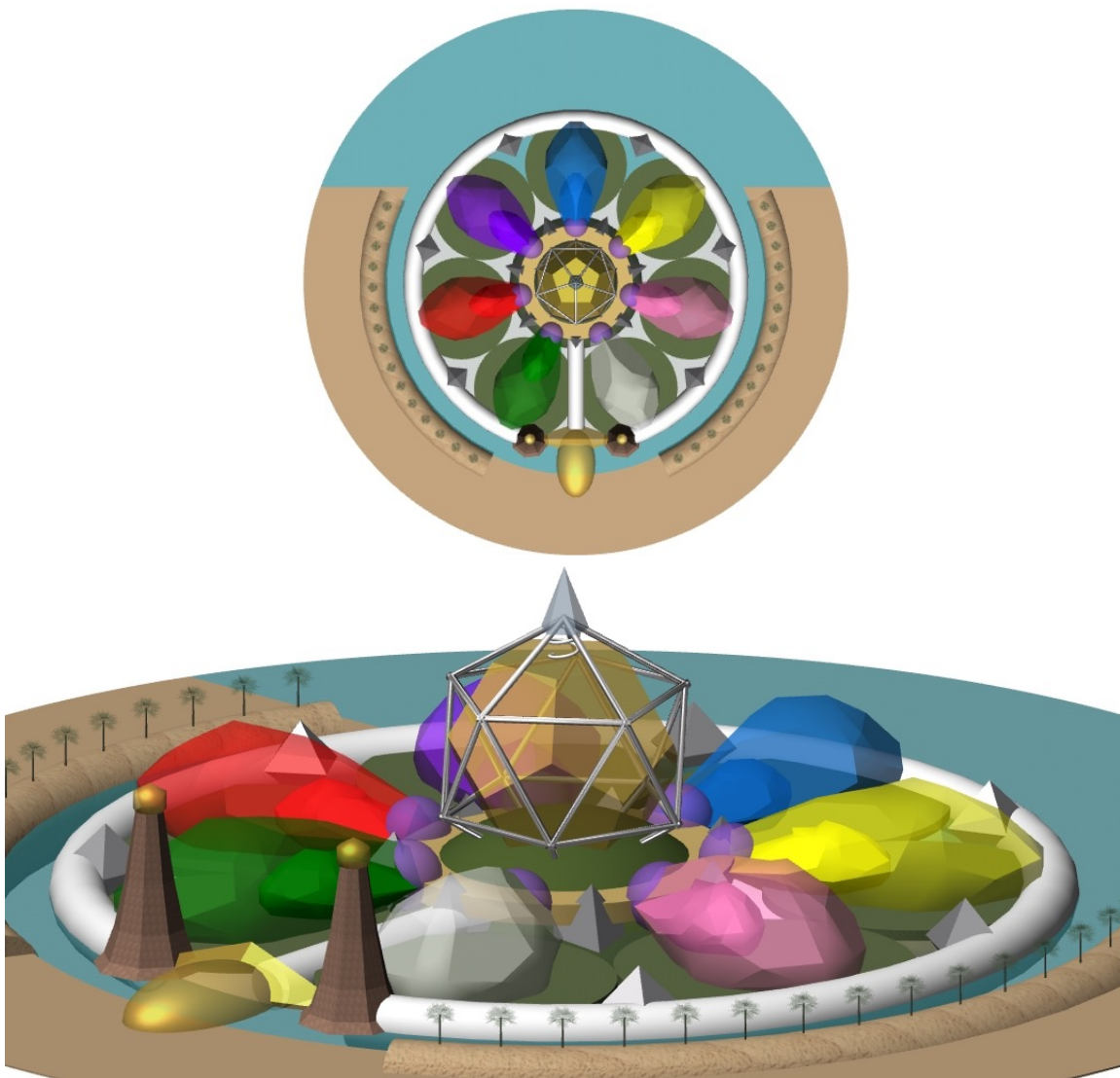
## Design of a Theme park of a 7 Petal school and Campus 3000, Dubai

By Architect Oscar Senmache Ahumada, Peru  
[oscarsenmache@hotmail.com](mailto:oscarsenmache@hotmail.com)

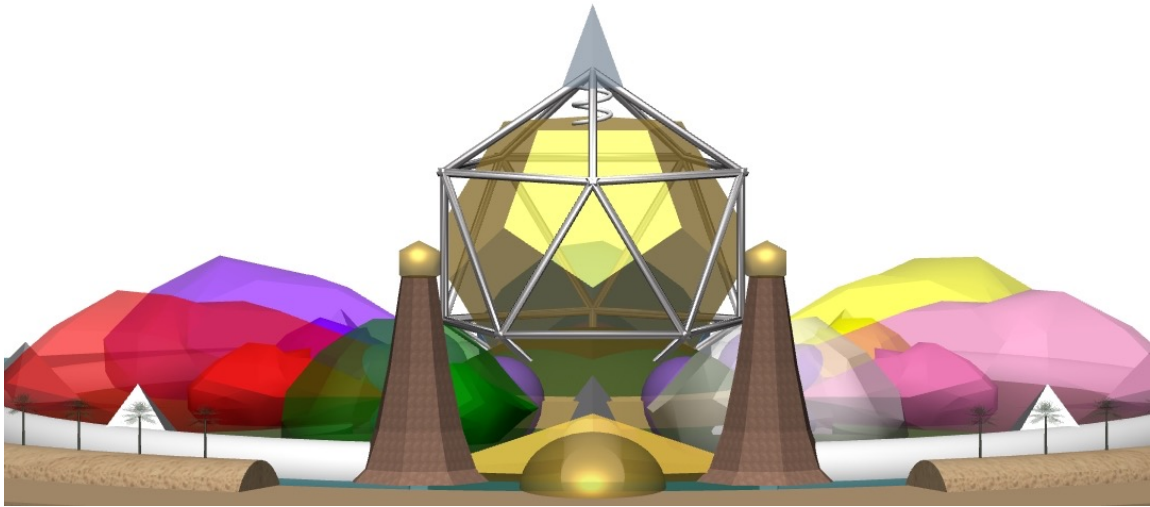
It is an ambitious project. It proposes a theme park that teaches about 7 Petal Schools, Integral education and Socio-Multi-Education.

Visitors can learn about the paradigm shift in education, new ideas in pedagogy that encompass new social and ecological perspectives. They would pass through different petals organized into activities, theatre, games, conferences, and workshops...

The yellow petal could be connected to a Campus 3000 and a University (multiversity) of Integral Educational Sciences.

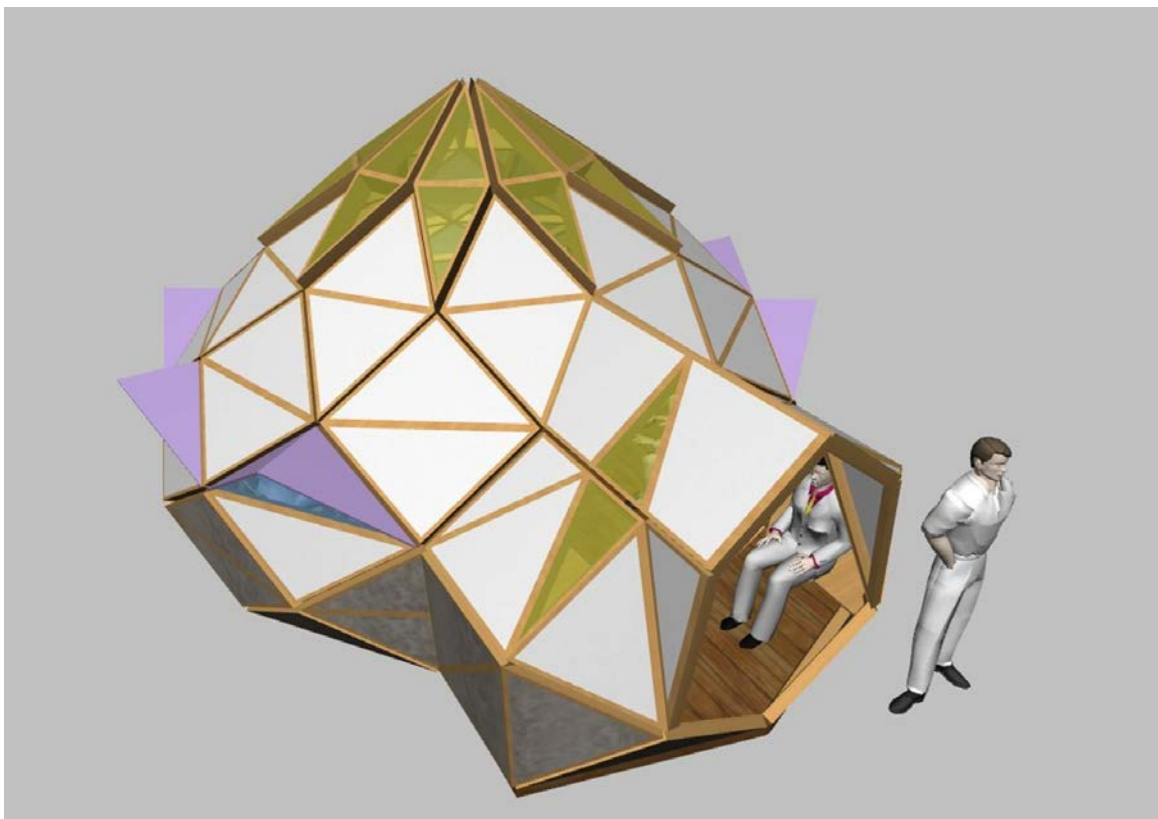


## The 7 Petal School



### Modular Proposal with bio-zome for a 7 Petal School, Peru

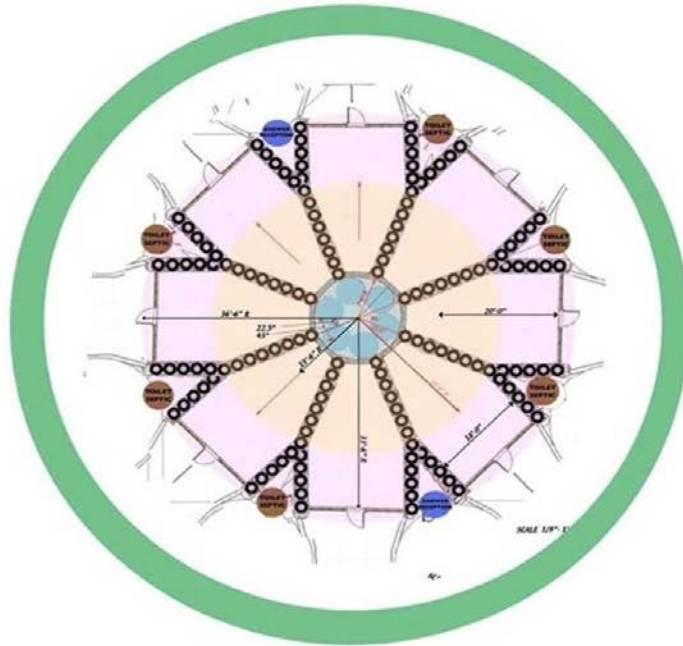
Architect Oscar Senmache  
[senmacheoscar@gmail.com](mailto:senmacheoscar@gmail.com)



## Architectural Proposal from Earthship (Bio Architecture)

Architect Michael Reynolds

[www.earthship.com](http://www.earthship.com)

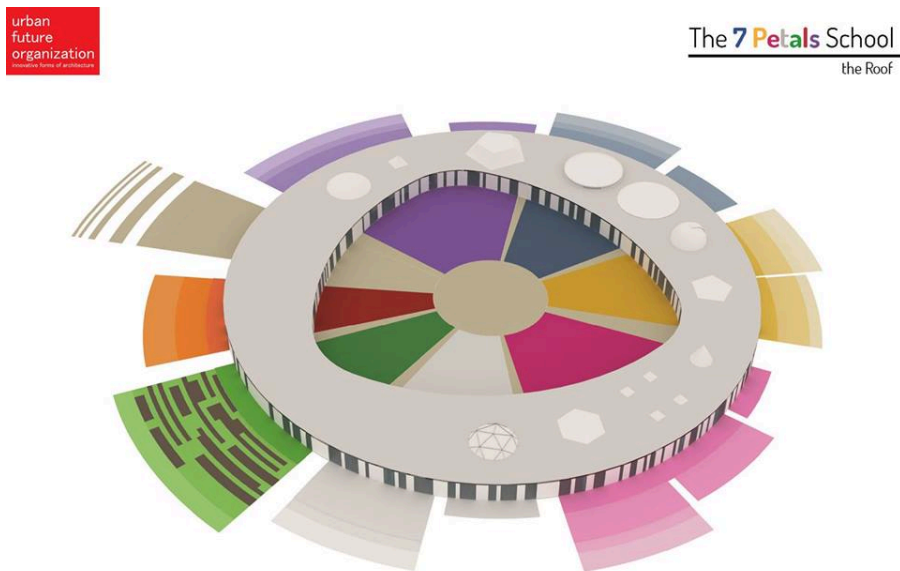
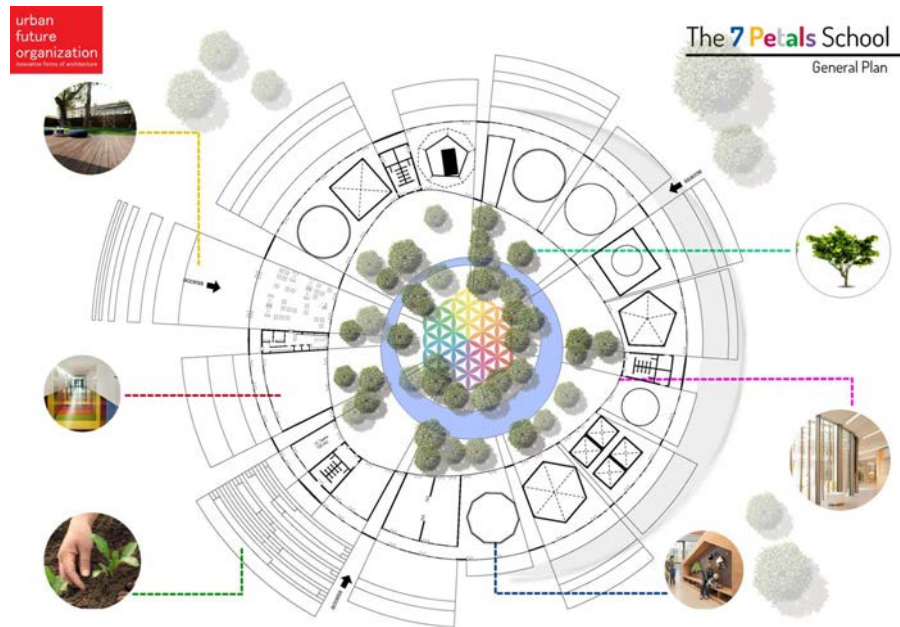


# Earthship

## Architectural Proposal for a 7 Petal School, Italy

Architect Claudio Lucchesi – Urban Future Organisation

[Claudio@urbanfuture.org](mailto:Claudio@urbanfuture.org)





# The 7 Petal School

urban  
future  
organization

## Petal 1 Kinetic and Physical Development

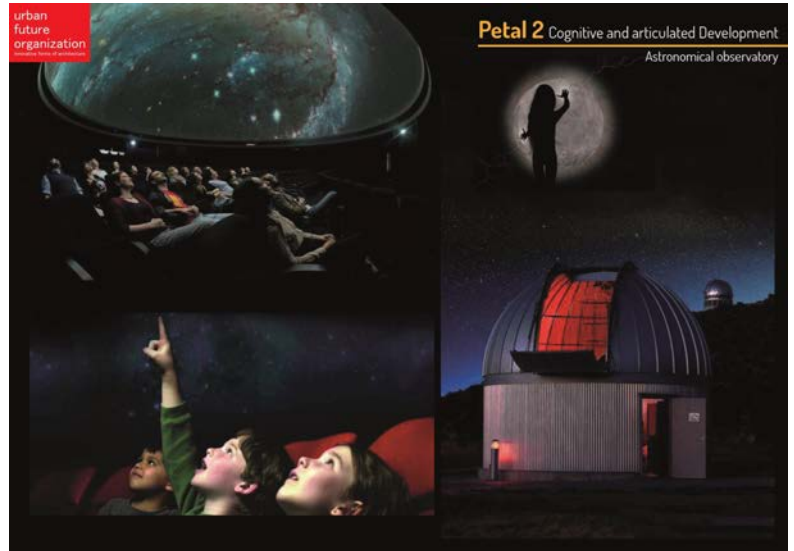
Martial arts room



urban  
future  
organization

## Petal 2 Cognitive and articulated Development

Astronomical observatory



urban  
future  
organization

## Petal 3 Social and multicultural Development

Conical canopy



# The 7 Petal School



## Beyond Architectural Proposals

What is important is to understand the essence of each petal and be able to implement it anywhere. In effect, in regards to the architectural proposal of the 7 Petal School, although it is attractive and permits a concrete visualization to the project, in itself, this is not the goal. The goal is the internalization of the essence of each petal.

If there is no reliable physical structure, each parent or teacher still has many ways to implement each petal, despite limited materials, as long as they use a little imagination, e.g. teaching by example or field trips. Sometimes, activities that rise from lack of resources can be the most interesting, and more pedagogical, as they inspire imagination, creativity, a knack for problem solving, and solidarity, etc. It can take place in tents, in Chile after an earthquake, or right on the streets of some neighbourhoods in Venezuela, Argentina, and Brazil, all producing wonderful results.

# Chapter 1

## The Blue Petal: Physical and Kinetic Development

Children like:

Skateboarding  
Aerial acrobatics  
Climbing  
'Parkour'  
Break Dance  
Etc.

**He/she likes it, therefore stands out**

“A happy child is an active child: one who makes and creates, one who is in constant motion who also experiences moments of introspection and silence. This child is brimming with energy and vigour”.

### The Petal “of the Will”

This petal refers to the implementation of activities of integral and physical development, which in turn allow for a psychological and harmonic development of the body. This petal encourages good health, wellbeing, dynamism, enthusiasm, and motivation; it allows the child to be in the 'here and now'. Since the body is a vessel for the higher levels of consciousness, this petal generates awareness of the importance of the body and its well being, at once providing amusement by way of physical activity, developing physical and mental agility, and promoting self-discipline. This petal includes knowledge of anatomy, health, first aid, basic response techniques and hygiene.

For these reasons, the first petal in The 7 Petal School consists of ways to ensure that the children are provided with ample physical activity and generous freedom of movement.



Physical activity includes among others:

- Being Outside e.g. Climbing Trees and Swimming in Rivers
- Educational Hikes, Camping
- Daily Sports
- All type of Dance (contemporary, ancestral, folk, group)
- Martial Arts, Yoga
- Brain Gym

For children with high energy, this could include “strong” sports like Kung Fu or Football. For children with calmer personalities, consider “soft” sports like swimming, walking and yoga, even if these are also recommended for the other type of children.

The aim of these activities should be cooperative and non-competitive; if there is a competition, then the child must be aware that winning is not the main purpose of the activity. Regardless of the activity, an emphasis should be placed on the idea that what they achieved was accomplished together by working as a team. Each child will exceed his/her own expectations and will discover their own ability.

## Proposed Curriculum

The activities here encourage good health, liveliness, motivation and enthusiasm.

The seven basic models to adapt vary depending on the child age, personal taste, local habits and possibilities provided in the area. These are: strong or soft sports, dances and lively games, martial arts, Yoga, outdoor activities, psychomotor skills and team building games, anatomy and preventive care.

1	Area of Study	Basic Models	Observations
	Physical and Active Development	1.1 ‘Strong’ and ‘Soft’ Sports	Includes: Possibly risky and modern games Multicultural Sports e.g. Capoeira Non Competitive Sports
		1.2 Dance and Lively Games	Break-dance, Modern Dance, Hip-Hop, Arabian Dance etc.
		1.3 Martial Arts, Yoga	Conscious Breathing Sports and Exercises

	1.4 Outdoor Activities	Camping, Excursions, Hiking
	1.5 Psychomotor Skills & Team Activities	<i>Brain Gym</i> , Balance, Flexibility Non Competitive Games
	1.6 Anatomy and Preventive Care	Physical and Metaphysical Anatomy “I listen to and understand my body” “I am responsible for my own health” First Aid Basic Preventive Medicine
	1.7 Students' Modules	Their own projects which display creativity and real world application

### Standard Areas of Study (according to national curriculum)

- Physical Education
- Psychomotor Skills
- Sports
- Physical Expression
- Others depending on the curriculum of the country

### Additional Suggestions by modules

#### 1. Soft and strong sports

- ‘Strong’ sports like football, basketball, volleyball
- ‘Soft’ sports like swimming, walking, elongation
- ‘City’ sports like *Parkour*
- Multicultural sports, like *Capoeira* and *Maoris Haka*
- Non competitive sports, like *Tchoukball*
- Indoor climbing

#### 2. Dance and Lively Games

- Breakdance
- Modern Dance, Contemporary, Classic,
- Hip Hop
- Arabian Dance

- Tribal Dance
- Bollywood Dance
- Breakdance, Rap
- Circle Dances
- Bio-Dance
- Gurdjieff Dances
- Aerial Silks
- Integral Circus: Juggling, Clown 3000

### 3. Martial Arts, Yoga

And all sports which involve conscious breathing, like:

- Karate
- Kung FU
- Aikido
- Taekwondo
- Tai Chi
- Chi Kong Yoga
- Kundalini Yoga
- Acro Yoga
- Partner Yoga
- Pilates

### 4. Outdoor Activities

- Long Treks (two or three days, even up to a week)
- Camping
- Excursions, Field Trips
- Hiking
- Extreme Sports
- Explorations
- Aquatics
- Tree Climbing
- Mountain Biking
- Geology (crystal and rock hunting, palaeontology, etc.)
- *Parkour* (kinetic circuits)
- Skateboarding

### 5. Psychomotor Skills and Team Activities

- Brain Gym ©
- ATB (Awareness Through The Body)

- Balance and Dexterity Exercises
- Non competitive Games
- Bio-Motor
- Instinctive and Ancestral Actions

#### 6. Anatomy and Preventive Care

- Anatomy: Physical, Emotional and Energetic
- "I know and I listen to my body"
- "I am responsible for my body"
- First Aid
- Basic Preventive Medicine

#### 7. Students subjects

Their own projects which display creativity and real world application

### Outside the Classroom Activities

- See paragraph 4. Outdoor Activities
- Direct Conscious Observation DCO

### Inspirational Speakers

- Visits from athletes, dancers, Martial Art masters, and others who share their experience and enthusiasm.
- Visits to a circus

### Audio and Visual Aides

- Motivational Videos
- Online Resources
- Documentaries
- Self Learning (online for example)
- Organize a fair whose theme relates directly to one of the petals - for the school and/or the neighbourhood/community

### Time for consolidation and assimilation

- Direct Observation
- Time for assimilation
- Time for internalization
- Time for deep rest and for 'bio-consolidation'
- Inspiration and Creativity

# Architectural Proposals

In this drawing, done by Amalur Architects, it is easy to appreciate the following constructions:



- A hall for martial arts or *Dojo* that is versatile and multipurpose. For example, the hall could have a padded floor for gymnastics and certain martial arts that require soft mats. The mats can be removed to unveil a hardwood floor, ideal for dance, bio-dance and other activities.
- A tent for aerial acrobatics and other activities.
- A round, multi-functional room with a removable earth canvas.
- A pathway that runs along the perimeter where we can grow flowers and fruits/blueberries surrounds the petal. There will be messages along the pathway pertaining to physical education and the connection between body and soul, as well as several physical activity “stations”.

## Let the imagination run free

You can consider many other options and ideas depending on each location and cultural habits and desires of each and every child. Ideally the location would be a large area with gardens, rivers or ponds, trees, local fruits trees, caves, etc. It should have tree houses and

## The 7 Petal School

secret places. Ecological and pedagogical trails could also be created and explored. Further Ideas:

- Areas (indoor or outdoor) designed for sports.
- A Pool –a natural one, if possible.
- A room with a hardwood floor for dance, which can be transformed into a room for yoga and other ‘indoor’ activities. It is important for this room to have a proper music system with four speakers. In this room there will be films on physical development, ancient Greek Olympians, films about Egyptian physical education, alternate Olympics, ancient sports, martial arts, self-defence, dances of all variety, etc.
- A tent for activities related to the circus (a conscious and pedagogical circus)
- A circular area - with or without a roof depending on the climate - with a compacted dirt floor. This area allows for circular dances and all manner of activities, that require a circular area e.g. rounds, Aztec Dances, Circular Mandela Making, drawing the Mayan hieroglyph of the day, campfires at night, circular games, ceremonies and celebrations
- A terrace for Yoga, Tai Chi, Chi Kung, a place for silence, resting and for soft group activities.
- Hanging lines from the trees. Providing the trees are strong enough to climb on and to build a tree house.

The options are endless.

## ***Brain Gym™, the use of both hemispheres of the brains and their balance***

Location: Teaching Training Institute, *Ceferino Namuncura*, Buenos Aires, Argentina

Teacher: Patricia Vieyra

Tool (Blue Petal): Brain Gymnastics or Brain Gym™

In relation with the matter of “how do the children learn?” we have been working on the need of the use of both brain hemispheres and their balance based on a theoretical and existential frame.

The Brain Gym was used and it is put in practice according to the necessities of each class. It was a request from the students themselves, mainly to connect to the situation they are studying and leave aside their work and/or family worries, during the time they are at school.

The students are adults who come from vulnerable zones with economical and familial difficulties; they are preparing themselves to work with fewer risks.

## Precious initiatives in a Classroom

### **The 5 senses: extremely important - Project: “The melody of the senses”**

Children at beginner level. Teacher: Carolina Adjemian.

Kindergarten: Rio de la Plata Sur. Buenos Aires, Argentina.





In working with the senses, we have created an enriched atmosphere. The class is also part of the educational environment that provides and accepts them through its various components (nutrients, sands, earth, shells, stones, projected, fabrics, music and musical instruments, sachets, pieces by various artists, a path of different textures to walk on barefoot). This atmosphere allows for exploration and the use of all five senses. The children should have the chance to interact with their environment without an agenda or adult designed schedule. The teacher should be present, documenting the process with notes and photographs and of course intervene should any risk or emergency occurs.

## Project: Brain Gym for beginners

3 to 5-year-old Children. Teacher: Carolina Adjemian.  
Kindergarten: Rio de la Plata Sur. Buenos Aires, Argentina.

### Brain Gym Class© ¿How do we activate our brains?

The Brain Gym© method from Paul Dennison consists in a series of movements that improves the learning ability and helps children (and adults) to deploy new potential, rediscovering the joy of learning.



Studies in neurosciences demonstrate that the movement is at the core of the nervous system development, that is why the Brain Gym© uses movements as tools to facilitate learning. Through simple and playful movements, Brain Gym continues the creation of new connections that help us to integrate mental aspects, emotions, behaviours and cognition.

*Explaining to children the 2 hemispheres and their functions*



*Exercises with fingers to prepare to the logical mathematical integration during an open class. (An open class is a class with parent's presence). A good schooling system gives room to parents*



*Crossed Cat exercise. Ideal for all abilities requiring crossing the median line of the body. This activates the visual, audio, kinesthetic and tactile ability of the brain. Left to right eyes movements improve the binocular vision.*



*Recognizing the various parts of our brain.*



## Project: Physical development and Dances

*“Rhythmical coordination in pair” dance. This consists in walking in perfect coordination with the other person, maintaining the same rhythm and theme. This develops capacity to synchronize with the other person and be sensitive to his presence. It allows stimulation of the capacity of creating pathways together, to escape from individualism, to walk caring for other companions and to be able to manage complementarity.*



*“Transformation circle” dance. Each circle is composed of approximately 6 persons and dances with the music. From time to time a person from the circle will pass to another close one and thus changes occurs in the composition of the circle allowing new circles to be created. It represents what’s happening in the Universe, where groups, energies exchange elements and continuously adapt to the changes. This dance helps working on listening, flexibility and acceptance.*



*“Rocking dance”. All members of the circle sway synchronously with the group inducing a feeling of unity and harmony and knowing that it is possible to rest and be confident in the group.*



*“Train” dance. This proposes in a playful way to experience contact with the group and to facilitate integration. The persons, keeping the rhythm of the music, progress together adjusting their rhythms and movements. This learns self regulation.*



## Project: “Homage to General San Martin. Learning history through our bodies“.

Children of 6th grade. Teachers: Carolina Adjemian and Gabriela Palazzo.  
College Rio de la Plata Sur. Buenos Aires, Argentina

We take various values and concepts (leadership, specific roles, teamwork, respect, brotherly love, equality, acceptance and adaption to change, confidence and trust, limits etc.) that are reflected in this event to experience a kinaesthetic, interpersonal, and intrapersonal intelligence. Through music (a limbic tool), action and teamwork...

## Project: “Children of the World”

Children at Primary level 1st grade Teachers: Carolina Adjemian and Gladys Benitez.  
College: Rio de la Plata Sur - Buenos Aires, Argentina.



*Songs and plays from India, mixing the physical part, the playfulness, multicultural with Culture of Peace. Bravo!*



*Singing and dancing African rhythms*

## Project: Bio-Dance for children, extraordinary results

**“Dancing with emotions” mixing the Blue and the Pink Petals.**

Beginner level Children - Teacher: Carolina Adjemian.

Kindergarten - Rio de la Plata Sur. Buenos Aires, Argentina.



*Bio-dance: A system based on experience*

In an enriched environment where children can feel connected to the harmony, joy, and spontaneity of their environment. They can share leisure time, developing skills and abilities, as well as emotional moments; benefiting from both the receiving and giving ends of kind acts of affection.

# Chapter 2

## The Yellow Petal: Cognitive Articulated Development

Children like:

Free energy  
Information Technology  
Neodymium  
Robots

**“A happy child is a curious child”.**

**He likes to investigate and to learn through experiments.**

## The Petal of the Integrated Knowledge

It is about the implementation of a cognitive, articulated, contextualized and fun system of learning, with renovated, interlaced and enjoyable subjects (*fun learning*), that prevent boredom and stimulate the research.

The second step of the 7 Petals School is the introduction of a system of articulated studies that are concrete and that respond to:

- The demands of the children
- And the demands of the society of today and tomorrow.

## The 7 Petal School

It enables the children to explore and discover the solutions by themselves, and enjoy the process. By this we mean, it promotes an education based on self-discovery, the *Eureka!* or *insight*. The more self-taught it is, the better. This petal is dedicated to the sciences, physics, chemistry, mathematics, language, (reading and writing besides the pink petal) and general knowledge.

The following can also be included:

- Notions of quantum physics
- Alternative mathematics (such as spatial, intuitive and ancestral)
- Leading Technology
- Astronomy
- Any other subjects that the child would like to learn.

All the subjects are assembled and related to each other, resulting in a specific activity applied regularly.

It is not about the accumulation of knowledge; it is about gaining wisdom, criteria and a matter of responsibility.

The cognitive area (as well as all the other areas) must follow the principles that we have called 7ABCD, that is, being:

- **A**rticulate, all subjects are related to each other, favouring the lateral thinking. "The school joins us together rather than divides us".
- **A**utonomous and **A**utodidact, meaning that the child becomes the best possible autodidact, when the learning allows the self-discovery, the exploration, the enthusiasm and the appropriate research. "I learn in a better way, if I conduct a research and discover on my own".
- A good **A**cademic level, ensuring that the learning process has the best possible academic levels, "I deserve to receive and give the best".
- **H**Appiness, the environment must be a happy and positive one, "I smile and give hugs"
- **A**ffectionate, affection is the basis of everything; "I develop better if I love and I am loved". In fact, this is one reason for living.
- **A**ppplied and contextualized, that is to say, the subjects are part of real life, local as well as international. "Society enters the school and the school integrates itself into society, there are no divisions".

- **Be positive and have good humour**, is a basic attitude for all aspects and stages of our lives, “We reap what we sow, Good genius attracts good genius”.
- **Cooperative**, is to say that, allows the cooperation and mutual support among students. They teach each other. “If I am supportive, I learn more”.
- **Develop fun learning through the development of the right hemisphere and creativity**. “Laughing develops the frontal lobe and creativity”.

## Proposed Curriculum

	Area of Study	Basic Module	Notes
<b>2.</b>	Cognitive Articulated Development	2.1. Mathematics and Geometry	It includes astronomy, mathematics, spatial and intuitive mathematics and practical mathematics too.
		2.2. Writing/ Reading	It contains “NeuroFLASH” methods, this consists in methods of high speed that make use of the right hemisphere (this can be done with 0 to 3 years old children)
		2.3. Physics	Including practical and quantum physics
		2.4. Chemistry	It covers Geology (Crystallography) and practical Chemistry.
		2.5 High technology	It includes the technologies that are still to come. The student must be up to date with his/her era. Robotic, with the red petal.
		2.6 Informative	Software and hardware, Internet, <i>videogames</i> and novelties
		2.7 Students’ Modules	Projects of their own, with their own creativity and real needs.

The children need a scientific order of thinking and they need to combine it with specific thinking. For this reason, the activities related to this axis, are integral, existential, practical and organized around a common axis that transcends them.



## Basic Areas (according to the national curriculum)

- Mathematics
- Physics
- Chemistry
- Reading comprehension, production of texts, spelling, grammar
- Writing, composition

## Complementary areas, suggested by modules

### 1. Mathematics and Geometry

- Universal and Operational Geometry
- Ancestral Mathematics
- Spatial Mathematics
- Intuitive Mathematics
- Practical Mathematics
- Mathematics using the right hemisphere: spatial, NeuroFLASH, Shichida method, Glenn Doman, etc.
- SDPS (Space of Development of the Potential Senses)
- Numerology, living numbers
- Astronomy
- Astrology
- Games: journey, strategic, construction, inventive (chess, checkers, game of solitaire, dominoes, cube, jigsaws, tangram, blocks building, etc.)

### 2. Writing / Reading

- It includes “NeuroFLASH” methods, meaning high speed methods that make use of the right hemisphere (this can be done with children between the ages of 0 and 3)
- Novel writing
- Writing theatre plays and acting them
- Writing “interesting” books and books with messages, such as: Harry Potter, Ami, Alma, (for ex. series by Judit Aris juditaris@gmail.com)
- Poem writing
- Ancestral Writing (Egyptian hieroglyphs petro glyphs) together with the Pink petal.

### 3. Physics

- Practical Physics
- Quantum Physics: Theory of Relativity
- Quantum Chemistry
- Free and renewable energy
- Neodymium
- Etc.

### 4. Chemistry

- Including geology (crystallography) and practical chemistry

### 5. Leading Technology

- Technologies to come
- Robotic
- Satellites
- Educative videogames
- Scientific and related videos and films

### 6. Information Technology

- Programming
- Management of Internet, web pages, *Facebook* and social media networks
- Hardware
- Software management, design programs, operative systems, text editing, creating spreadsheets, multimedia editing, etc.
- Digital video
- Developing *videogames*
- Digital music
- Developing Web pages, creating a Web site
- Technological novelties

### 7. Modules of the students

- Practical management of IT: Internet, electronic mail, social networks, communications, webpage making, blogs, network development, etc.

## Outdoors Activities

- Organization of planned visits: interactive museums, planetarium, scientific fairs, etc.,
- Organize scientific fairs in the school as well as outside the school.



## Inspirational Visits

- Invite the scientists, astronomers and important personalities of the area to share their experiences and enthusiasm. These guests can be parents or grandparents who work in the area.

## Audio Visual for support and exploration

- Motivational videos and films
- Material from the web
- Documentaries
- Video games
- Moment of directed exploration
- Autodidact learning (via internet as an example)
- The organization of a fair related to the petal: for the school and/or for the community or town
- DCO, Direct Conscious Observation

## Time for comprehension and consolidation

- Time for comprehension
- Time for internalization
- Time for a deep rest and a “bio-consolidation” period
- Inspiration and creativity

***The impossible of today is  
Tomorrow's possible***

# Architectural Proposals



The drawings of the architect Amalur show the following structures:

- A multifunctional laboratory and an astronomical observatory
- A polyvalent and pentagonal hall with a vault or crypt.
- A perimeter footpath surrounds the petal, where we can grow yellow flowers and fruit trees. The footpath will have some messages about knowledge, wisdom and the Superior Mind, some “stations” with scientific activities, benches that invite you to sit and reflect and there will also be a couple of hammocks.

## Let the imagination run free

A lot of different things can be taken into consideration, such as the topography of the location, the cultural domestic traditions, each one’s imagination and the wishes of the children, as well as:

- Different kind of laboratories
- Library and Media library
- Computing hall
- Comfortable spaces with carpets and cushions, to read, study and sleep

## The 7 Petal School

- A square base multifunctional laboratory, where the second story has the shape of a dome in order to turn it into an astronomical observatory
- A polyvalent hall with a pentagonal shape, with carpets, cushions and shoe racks at the entrance. It will not have interior walls, just activities corners: such as a library, computers, a *treasures trunk* for mathematics, geometry, sciences, biology, chemistry, physics and a *corner of Peace*
- A dodecahedron polyvalent hall
- An astronomical observatory, equipped with a telescope in a terrace with a good view of the sky
- A subterranean crypt with tunnels for “secret subjects”

The shape of the classrooms could be square and pentagonal, with cupola shaped roofs, or as a pyramid, for example, since these shapes are adequate for mental activities. It is also important to have some dodecahedron shape buildings.

### Curiosity for knowing more, as an individual as well as a group

Location: Rural School in San Luis, Argentina

Teacher: Astrid Aldabó Lazaro

Tool (Yellow Petal): Several workshops and activities practiced at the school

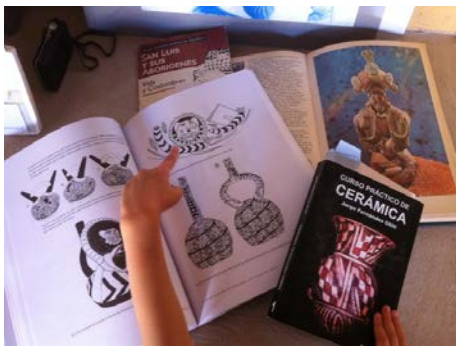
We work with this petal **according to the interests of the children**. There are IT projects, mathematic games and history workshops...The children, sometimes, suggest the workshops themselves, and sometimes we receive proposals from workshops managers, always making sure that all intelligences are being looked after.

As issues of interest for the children are suggested, the children want to learn more and more, and they even propose research works in order to go in depth to satisfy their curiosity. Sometimes, they bring along homework done on their own initiative, looking to contribute with more knowledge and share it with the rest of the group. It never turns into a competition, since the homework or subjects are not graded; this is more of a collaborative nature to “gain knowledge” from own inquisitiveness, and curiosity to learn more as an individual as well as a group.

## Precious Initiatives

*This photo shows a 6 years old girl making use of the Scratch program.*

*With this program, the children learn programming at different levels.*



*A 5 years old girl explains her research work about the art of pottery practiced by the natives of the area of San Luis.*



*Learning mathematics while playing in a natural environment.*

*These are books used by the youngest children, who learn to read by themselves as they feel the need to do so, in order to enjoy reading as they see the older children do.*



*There are robotics workshops where the children create robots that follow movements or actions commanded by the children.*



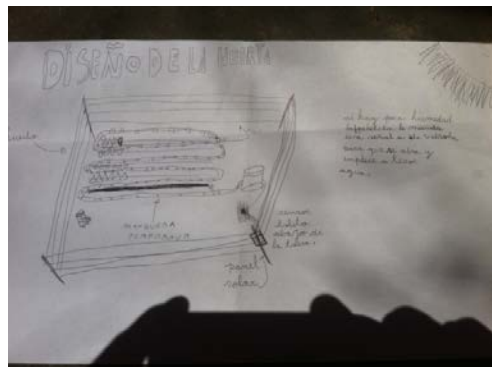
*A 10 years old boy reading a story of his.*



*Weaving workshop, where the youngest of the group learn to count threads and practice laterality, concentration and self-improvement.*



*Explanatory diagram, done by an 8 year old boy, where it is explained how to do a watering system for the vegetable garden of the school.*





## The 7 Petal School

*Two children playing chess, which is a complex round for their age. With this game, they practice mathematics, patience, and the anticipation of moves, concentration, fair play and comradeship.*



*Calligraphy workshop with different kind of inks and the use of very fine pens.*



*Children looking for information on the internet.*



Besides the above mentioned workshops, there will be workshops for: fabric, pool, puppet workshops, history, masks, yoga, corporal expression, pottery, recycling, permaculture, vegetable garden, and natural medicine (mother tincture and creams).

### Mathematics in Games

Children: Primary level school.

Teacher: Carolina Adjemian. Rio de la Plata College. South Buenos Aires, Argentina.

*Game of the sleepy bear. Spatial notions (up, down, inside, outside, right, left). Children of 1<sup>st</sup> grade.*



*Game with dice. Basic and comparison game. 6 years old children.*



*Working with a huge sheet to acquire numbering system (mathematical series) and Base 10 with a play of enumeration*



*Session of Tangram, Chinese game. This game has 7 polygonal pieces to assemble without overlapping*





*Team - Recognition and copy of geometrical shapes for spatial and mathematical notions*



## Writing is easy - Initial Alphabetization Project

1<sup>st</sup> grade, primary level Children. Teacher: Carolina Adjemian.  
Rio de la Plata South College. Buenos Aires, Argentina.

*Sharing Graphics*



*Experience with various letters of the alphabet. An exercise of free reading and writing with huge letters, which not only is playful and gives confidence to the children but allows the teachers to evaluate the reading acquisition and writing generally speaking.*



*Children can write full sentences and their names. This gives them more confidence in what they know*



## Learning with light is fascinating! - Institutional Project. “Territory of the Light”

Beginners level Children (from 2 to 5 years old) - Teacher: Carolina Adjemian.  
Kindergarten: Rio de la Plata South. Buenos Aires, Argentina

*Activities using a light table, exploring various materials and their effects like: opaque, translucent, transparent, etc.*



*Activities of anatomy with X-ray plaques. Exploration with the luminous table of skeletons and locomotors system*



*Experience of space. Activities with lanterns and shadows. Children only explore in a prepared environment like the principles of Reggio Emilia method.*



Exploration and fun, happy children (as well as the teachers)

**Project: “Body, mind and water at the moment of learning”**

Beginners level Children (from 2 to 5 years old). Teacher: Carolina Adjemian.  
Kindergarten: Rio de la Plata South. Buenos Aires, Argentina.

*Exploring plastic tubes, vases, spoons, sticks, and various types of container.*



*Water and Seeds.  
Exploring which ones are floating and which ones fall at the bottom.*



*Exploring and discovering the principle of the wheel.  
The child actions the windmill which delivers water in side the tube.*



*Exploring and discovering the principle of the wheel.*

*The child push seeds inside the tube, which in turns actions the windmill.*



## Children learning by themselves

Children: Primary level. Teacher: Carolina Adjemian.

School: Rio de la Plata South. Buenos Aires, Argentina.



*Lecture Campaign. The oldest children of the school read to the youngest.*



## The 7 Petal School



*Portugal, Escola del Ponte, Teacher Pacheco.*

The children study on their own. In all the schools around the world (whether of The 7 Petals or equivalent with a different name, it does not matter) Portugal, Spain, Nepal, Russia, Taiwan, China, United States, Australia, etc. There are very interesting experiences, like for example, this school in Portugal. Do not hesitate to share your work. Education is a matter that concerns all of us, all around the world. The 7 Petals is a way of life: It means sharing, growing up, interchanging, being supportive and caring, dreaming and doing it together.

# Chapter 3

## The Pink Petal:

### Social and Multicultural Development

Children like:

Theatre

Travelling

Social Networks

**“Happy children are proactive in their society and proud of their roots”**

## The Petal of profound respect

This third petal, pink, is dedicated to social sciences, multiculturalism, history, geography, languages, and Emotional Intelligence development. It promotes the ability to manage emotions, both one’s own and those of others. It encourages team activities, Nonviolent Communication (also called empathic communication), inclusion and intra-inter-multiculturalism, promoting the culture of peace at all levels.

It promotes the prevention and resolution of conflicts without violence, awakening a spirit of solidarity. It is the petal of Respect, Union and Love.

The third step of the 7 Petals School is about integrating the school into society, becoming a protagonist of the social and cultural environment in a harmonious and constructive manner. To this end, the school supports social, neighbourhood or community life, and vice-versa.

It is important that the 7 Petals School forms part of the local cultural life, honouring local knowledge, language and culture and, in time, all cultures around the world, leading to greater understanding between people and promoting a World Peace Culture.

This section includes:

- Developing Emotional Intelligence
- Exercises to strengthen self-esteem
- Developing Interpersonal Intelligence
- Peace Culture and Nonviolent Communication
- Local languages and history
- Ethics-solidarity
- Coexistence laws, theatre
- Geopolitics

Multiculturalism is carefully and systematically included in all modules, and, in fact, in all the petals. It comprises of:

- Intraculturalism, i.e. studying, understanding and integrating your own roots with the culture of the place you live in, if you were born elsewhere. It is being proud both of your roots and of the place you live in.
- Interculturalism, which involves the study, understanding and respectful acceptance of each other's culture.
- Multiculturalism is the combination of the previous two, creating a genuine openness to others, mutual enrichment and a true culture of peace through knowledge, understanding and respect for the traditions and customs of each place.



## Proposed Curriculum

3.	Area of Study	Basic Modules	Observations
	Social Development	3.1 Languages	Includes English, a local language a language with ideograms a language that is written from right to left, ancient writing and meta-language.
		3.2 Social Sciences and Multiculturalism	Includes geopolitics, civic education, educational trips, Culture of Peace and Ancestral Pedagogy, anthropology, local culture studies and others.
		3.3 Communication Sciences	Includes Nonviolent Communication, multimedia, information technology and protocol.
		3.4 Geography, History, Multiculturalism	Includes Ancient History.
		3.5 Emotional Intelligence	Includes self-esteem, positive affirmations, theatre, and speech.
		3.6 Family and life stages	Science of life, couple, family, stages of life, sexual education, nonviolent communication, life purpose.
		3.7 Students modules	Own projects based on their creativity and real needs.

This axis strengthens Emotional Intelligence, forming a deep connection with others who are our mirrors, who advance us, with whom we learn to give and receive, with whom we learn to share. This work gives us opportunities to understand the rules of the Game of Life, to thank Life, to be active and comfortable in our society.

### Basic areas of Study (according to national curriculum)

- Social Sciences
- Geography

- Civics
- History
- Language (with the yellow petal) and Communication
- Languages: it includes English, mother tongue, native language and others.

## Complementary areas suggested by Modules

### 1. Languages

- English and others
- Local language
- Language with ideograms
- Language that is written from right to left, ancient writing and meta-language
- Studies of languages with right hemisphere: space method, flash method, similar methods to Shichida, Glen Doman and Paul Scheel Methods, etc.

### 2. Social Sciences and Multiculturalism

- Geopolitics
- Civil Education
- Human rights
- Citizenship and Civic Education
- Anthropology
- Study of local, neighbouring and other world cultures.
- Pedagogical trips
- Culture of Peace
- Ancient pedagogy and exchanges of knowledge
- Invitation to the elders.

### 3. Communication Sciences

- Nonviolent Communication (from very early ages), assertive communication and empathic communication
- Multimedia, information technologies (with yellow petal)
- Protocol
- Making videos and movies (with yellow petal)
- Performing Arts (with white petal)
- Theatre
- Team work
- Cooperative games

- Meeting spaces
- Owning or operating a radio station
- Puppet with awareness and educational messages.

#### 4. Geography, history and multiculturalism

- Ancient History
- Local History
- Remote History
- Compared Religions
- Geopolitics
- Culture of Peace
- Local and world music
- Local and world culinary art
- Special local art
- Circular dances, choirs, orchestras.

#### 5. Emotional Intelligence

- Exercises to strengthen the emotional and interpersonal intelligence: puppets, theatre, dance, listening exercises, dialogue and conscious communication, exercises to recognize and manage emotions, listening rounds, positive communication
- Self-esteem, positive affirmations, theatre, voice
- Establishment of cohabitation agreements.

#### 6. Family and life stages

- Science of life, couples, family, stages of life, sex education, nonviolent communication in couples, family and the elders
- Life purpose
- Family and stages of life: preconception, conception, prenatal, childbirth, breast feeding, breeding, education of infants, children, adolescents and youth, relationship, family relationships, grandparents, preparation for death (as transition), research about *after death experiences*, research about possible past lives...
- Co-creator humanitarian leadership
- Feminine leadership

#### 7. Students Modules

- Own projects based on their creativity and real needs

## Post-trauma tools (in specific zones) for children

- *H`oponopono*, emotional healing, Rapid Eye Movement (REM), colours healing, somatic emotional release, among others.

## Activities outside the classroom

- Interaction with community, interaction and citizen participation, communication media
- Exchange with other communities, neighbourhoods or places (physical or virtual)
- Archaeological, historical, cultural visits
- Outings to places of interest
- Joint activities with children, nursing homes, etc.
- Culture of Peace activities
- Celebrations according to local culture
- Cooperative game Days
- Meeting with the public authorities
- Meeting with the elders and “wise” people.

## Inspiring visits

- Parents or family in the room, people from other communities, artists, people from other cultures, public authorities, elders, “wise” people.

## Audio visual support

- Encouraging movies and videos
- Web material
- Documentaries
- Skype with other countries
- Online languages
- Local language movies, English movies, neighbour language movies, vernacular languages (in case there is one)

- Arab, Chinese, Hebrew material, among others
- Social networks
- Guided exploration moments
- Self learning (i.e. through internet)
- Organizing a thematic fair corresponding to the petal. For the school, the community or the neighbourhood
- Using Direct Observation Techniques

### Assimilation and consolidation time

- Moment of assimilation
- Moment of internalization
- Moment of deep resting and “bio-consolidation” period
- Inspiration and creativity

#### Culture of Peace

If there is peace in my heart, there is peace in my family.  
If there is peace in my family, there is peace in my neighbourhood.  
If there is peace in my neighbourhood, there is peace in my city.  
If there is peace in my city, there is peace in my region.  
If there is peace in my region, there is peace in my country.  
If there is peace in my country, there is peace in my continent.  
If there is peace in my continent, there is peace in the World.  
So be it!

## Architectural Proposals

In Amalur Architects' drawings, the following structures can be seen:

- Hexagonal hall
- Tipi for assemblies (conical canopy)
- Square based pyramids



A perimeter footpath surrounds the petal, where you can find pink flowers and fruit trees. The footpath will have messages related to the harmonic communal living and the Culture of Peace, as well as some “stations” for multicultural activities, and cosy places for informal get-togethers.

### Let the imagination run free

- Meeting rooms with hexagonal, octagonal or circular shape, favouring dialogue and social encounters. A mini replica of the UN can be done here.
- The hexagonal hall, where different activities can be developed, such as Emotional Intelligence, languages, history, cultures, psychology, geography, anthropology, culture of Peace and planetary brotherhood, non competitive team work i.e. sociology and geopolitics; this hall is equipped with maps, globes, projectors and libraries. You can imagine a massive map of the world on one of the walls, musical instruments from all around the world; a lot of films from different countries and histories (from the remotest periods to the contemporary age), documentaries and news extracts taken from the web...
- Corners for languages: each and every language will have its place (corner or room) with material in each language, as well as games, cooking recipes, films, books, posters and real objects from each place, in order to create an accurate atmosphere.

## The 7 Petal School

- Many languages to promote the Culture of Peace. As we have listed in the suggested curricula, it is advisable that children learn different languages, for example:
  - English (from 0 to 3 years old); then, a new language every year to two years, depending on each case. The languages should be learned before reaching 10 years of age, while the right hemisphere has full plasticity.
  - In Latin America, besides Spanish, Portuguese is an option.
  - Local languages or dialects, for example, in Bolivia, Aymara and Quechua, together with Andean cosmos vision classes and Andean astronomy.
  - Language with ideograms, such as Chinese or Japanese (since these ideograms are “drawings” with high symbolic contents, these help to introduce the meta-languages and develop the right hemisphere). Also, these languages teach about Asian multiculturalism. In these classes, Asian uses, habits and customs could be taught, e.g. the tea ceremony, as it was seen at a kindergarten in Taiwan. Nothing better than teaching the children respect!
  - Languages with right to left writing, as in Arabic or Hebrew; it also develops the right hemisphere as well as becoming familiar with the Middle East.
- Ancestral writing (please refer to chapter written by Ivette Carrion of the Asiri Method, volume II of The Tetralogy of Pedagogooogia 3000). You can learn about Egyptian hieroglyphs, Sumerian writing, Petroglyphs, Rapa Nui writing (Easter Island), according to the place where the school is located, and the children’s tendencies or inclinations.
- Meta-language (together with the purple petal)
- Create your own language, learning grammar this way.
- The study of language with the right hemisphere: spatial, NeuroFLASH, with similar methods to Shichida, Glenn Doman, Paul Scheele, etc. It allows the process of learning to be quicker and very pleasant, with long-term memory, and with a perfect accent.
- Organize a lot of trips for Interculturalism (the necessary funds can be raised together with the red petal, refer to chapter 6).
- The circus canopy of petal 1 can be very interesting when it is used for meetings and extraordinary assemblies. The tipi is ideal for smaller meetings where the “baton” for the use of words is passed on, and with “multiverse” circles of Peace.



## The 7 Petal School

- The structures with pyramidal shapes of this petal are very interesting: These are of a square base (half of an octahedron) as well as several geodesic structures (domes).
- A movie theatre could complete this area.

## Teamwork and Emotional Intelligence, admirable outcomes

Location: Rural School de San Luis, Argentina

Teacher: Astrid Aldabo Lazaro

Tool (Pink petal): systemic view, tools of Emotional Intelligence, emphatic communication and teamwork.

This petal focuses on **teamwork and social and group consciousness**. At school, the families, friends and the children are the ones leading the workshops. The fact that these people are close to the children helps to create a community sense and respect among them. Thus increasing their interest, and willingness to share and learn. These workshops and open activities for the community promote a social consciousness, such as communitarian cleaning of rivers, hiking and excursions to get to know the area.

Thanks to this way of working, the children learn the importance of **teamwork** and global thinking. They no longer live in an individual bubble. They are more conscious of society's needs and how to work together in teams (systemic vision).

For example, in order to keep the school in good order, the children use the last 30 minutes of the day to do organized tasks, in rotating triads, on a weekly basis: One group in charge of the toilets, another of the classrooms, another of the kitchen and breakfast, some can review others' homework; all making use of assertive and charismatic communication to manage the process.

All the above, helps create conscious awareness, of the necessities and duties of all of us, when we are living within a community.

This petal also aims towards **developing the skills to manage emotions**. In order to achieve this, the children need to be aware of their emotions and learn to recognize them. We are referring to groups and individuals' emotions and how they feel. **We work the empathy and assertiveness** on a daily basis.

I respect their times, and when necessary, I accompany them through the management of conflicts, offering them the needed tools. The children have learned to deal with these and are helping each other more and more; they no longer need me as much as in the past, they look after each other. If there is a sad girl, they all show interest and look for a way to help her out, understanding her feelings and being with her in a very respectable and admirable manner, as they see themselves as equals, communication and empathy are easier. These are important details that help the development of an integral human being.

# Precious initiatives

I work better if I practice teamwork

**Teamwork experiences: Natural Sciences area.**

2<sup>nd</sup> grade Children, primary level.

Teacher: Carolina Adjemian.

College Rio de la Plata Sur, Buenos Aires, Argentina.



*Mock up of a volcano, teamwork realization*



*Teamwork in laboratory, working on temperatures with different material and writing down results*



*Oral speech group work regarding the various layers of earth*

Incredible creativity! This is the way I develop my right brain hemisphere

**Project: “Many minds, many hands, just one heart”.**

Children: Beginner level. Teacher: Carolina Adjemian.

Kindergarten: Rio de la Plata Sur, Buenos Aires, Argentina.



*Therapeutically work with clay.  
Hands images are projected on the screen behind*



*Creating images of butterfly with hands*



*Using hands and tempera painting to do footprints*



*Using hands to explore cave paintings theme. The picture displayed is from the Hands Cave, archaeological site located in the Province of Santa Cruz, Argentina, well known for the quality of hands paintings. It was an artistic expression of south American people and this cave is granted Human Heritage by UNESCO.*

## I know how to express myself without hurting anyone

### **NVC Class (Non-Violent Communication class, from Marshall B. Rosenberg).**

Children: 4<sup>th</sup> grade children - Primary level.

Teacher: Carolina Adjemian.

College: Rio de la Plata Sur, Buenos Aires, Argentina.



*Together we assemble a bulletin board with the differences between feelings and human basic needs. When a need has been satisfied, comfortable feelings flourish. On the contrary, if the need is not covered, uncomfortable feelings appear. Therefore, we all read and understood the billboard in order to recognize the needs and feelings in certain situations during daily conflicts...*

## Honouring my roots

### Project: “The footprints of our ancestors.... our roots”

*Pachamama Day.*

Children: primary level. Teachers: Carolina Adjemian and **Gabriela Palazzo**.

College: Rio de la Plata Sur. Buenos Aires, Argentina.



#### *Ceremony of Corpachada.*

*Ancient ritual practised by all Andean tribes, with offerings to the Mother Earth. Visit of an anthropologist and member of the Coya Community, native town of our region, who led the ceremony*



*Graphical display of PachaMama by a 6 years old girl. The mountains are personified (A mix of pink, white and green petals)*



*Singing songs of native towns, listening to the heartbeat of our Mother Earth*

## Very important: The circle of Listening

**Circle time: A Round to listen and enhance empathy, as well as allowing expression of emotions and solving conflicts.**

Children: Beginner Level. Teacher: Carolina Adjemian

Kindergarten: Rio de la Plata Sur. Buenos Aires, Argentina.

*Listening to the Earth beat*



*Circle time*



## Creation of a multicultural mural

**Project: “Many places, one sole melody... the childhood”.**

Creation of a multicultural mural, with a message of Peace.

Children: 1st grade, Primary Level.

Teachers: Carolina Adjemian, Gladys Benitez and Vanessa Teixeira.

College: Rio de la Plata Sur. Buenos Aires, Argentina.

We started investigating the history of Antonio Berni and his character “Juanito Laguna”. It was followed by our personal and family history. Getting to know at the end the history, traditions and cultures of children from different parts of the world.





*Mural in the main hall of the school. It has been painted by children and represents children of various cultures: Africa, India, Peru, Argentina, Hawai and Japan.*



*Preparation before painting together. Everything is done in teamwork and children are responsible of all the process and of the materials*



*Details of the mural.*

*Children have previously observed from pictures, the clothing, hairstyle, jewels, and other details of each culture.*

## Puppets and scenography (Pink, White and Red petals)

**Project: “The broken sock Club”. Creating puppets and backdrops to present a little play to friends at the kindergarten.**

Children: 1<sup>st</sup> grade, primary level. Teachers: Carolina Adjemian and Debora Haitt.

College: Rio de la Plata Sur. Buenos Aires, Argentina.

*Realizing the staging for a puppet play, using nature materials*





*Creation of puppets with old and recycled things which children brought from home.*



*Creating a Puppet reflecting the identity and character of the girl.*



## Mandalas in vulnerable areas

Location: College La Concepción. Islas del Delta de Tigre. Buenos Aires Argentina

Teacher: Patricia Vieyra

Tool: Mandalas as a way of social connection

Students of 5<sup>th</sup> grade of Primary Education, children from 30% of the islands and 70% of the mainland, very vulnerable areas, minors at risk and families that live constantly with violent situations.

A group of children with several difficulties of comprehension, attention, concentration and communication, children who are used to shouting and beating as a way to express themselves. We worked for a week, an hour of classes, painting mandalas, which the children chose, in the park and by the riverbank.

In the beginning, they were resisting and did not like it. They found it difficult to finish and were using just one colour in order to finish quicker.

Within a month, they were asking to paint at different times of the day, according to their mood; they could recognize the need, because they were angry or sad, or needed to concentrate in order to forget the shouting... they give each other their drawings as a way to communicate.



# Chapter 4

## The White Petal: Aesthetic Development

Children like:

Murals  
Ceramic  
Engraving  
Making movies

**“A happy child is a child who loves harmony and creates beauty”**

### The Petal of the Harmony

This is an axis that works with various Arts, Music, Bio-Architecture and Universal Geometry. It creates exterior as well as interior beauty, harmoniously and in Peace.

The fourth step in the 7 Petals School looks after the human being's innate necessity to achieve a sense of beauty and harmony. At the same school, the aim is to link an architectural environment together with an ecological one, based on aesthetics and Universal Geometry (also known as Sacred Geometry, with its branch of Operational Geometry). The idea that underlies this petal, as commented by Arch. Oscar Senmache, is: “It is about ‘investing’ in each other's talents, directing our work to express laws, guidelines and principles through fine arts, constructions and handicrafts. That way, we will have an added value inside of the new pedagogy, renewing this way the essence of the plasticity and dynamism of geometry and the universal laws” (Peru, 2014).

This petal works with all the Arts. It includes:

- Arts in all their forms

- Cinema
- Graphic Art
- Musical Education
- A dynamic, biologic and auto-sustainable architecture, taking the materials in the immediate environment into consideration.
- Universal Geometry
- Domes and other biodynamic structures, easy to assemble, build and dismantle (*yurts*, round rooms, cupolas, tipis marquees, igloos, etc.)
- Aesthetic and ecological designs based on the environment

## Proposed Curriculum

The axis of beauty involves the development of the right hemisphere, the creative resolution of problems and the co-creation of a beautiful, harmonic and aesthetic world that balances the wellbeing of all of us with the joy of expressing our most intimate feelings and thoughts.

4.	Area of Study	Basic Module	Notes
	Aesthetic Development	4.1. Visual and plastic Arts	It includes ceramics, sculpture and Art Therapy.
		4.2. Audio Visual	Including movie arts
		4.3. Universal Geometry	Sacred, operational, universal laws of harmony (interior and exterior)
		4.4. Bio Architecture	Including aesthetic design and ecological design
		4.5 Music	It includes ancestral sounds, groups, instruments and voice.
		4.6 Utilitarian Arts	Arts in all aspects of life
		4.7 Students' Modules	Projects of their own, with their own creativity and real needs.

### Basic areas (according to the national curriculum)

- Fine Art and creativity
- Music

## Complementary areas, suggested by Modules

### 1. Visual and Fine Arts

- Painting
- Ceramics, *paper paste* and others
- Sculpture
- Engraving
- Monotype (or monoprint)
- Origami
- Ornament making, games and toys from the reuse of recycled materials
- Stamping and printing on fabric
- Textile Art
- Therapy Art (together with the Purple Petal)

### 2. Audio visual

- Graphic Design (together with the Yellow Petal)
- Cinema
- Scenery and backdrops
- Recording music

### 3. Universal Geometry

- Geometry and its history
- Universal (or Sacred) Geometry
- Operational Geometry
- Laws of Harmony (interior and exterior)



*Universal Geometry Classes, Arch. Oscar Senmache, Peru.*

The 7 Petal School



*Universal Geometry Classes, School of Puno, Peru.  
The training of the teachers, beginner level.  
With Arch. Oscar Senmache and Noemi Paymal*



*Operational Geometry, Garden of the Rocks,  
Carlos Martin La Moneda*



*Operational Geometry -  
Nursery of Zaragoza makes use of the  
Operational Geometry: creation of a forest-  
classroom, Carlos Martin La Moneda*

#### 4. Bio-Architecture

- Dynamic, biological bio-architecture (with the green petal)
- Aesthetic design
- The construction of a structure with your own hands (together with the red petal)
- Architectural and ecological design of the environment (with the green petal)
- Sound, light and form, the laws of harmony
- Construction of domes, bio-zones and other biodynamic structures.
- The building of round rooms, cupolas, etc.,
- The construction of yurts, tipis, etc.
- Building and ornamentation, making use of materials of the surroundings
- Living roof (together with the green petal)
- Feng Shui

#### 5. Music

- All kinds of music (knowing about, listening to, composing and performing it): classical music throughout history, current music, techno-trance, music from all over the world
- Musical Education and development
- Creation of a philharmonic orchestra
- Learning to play a musical instrument, musical notation and hearing
- Music/sounds of nature, audio-perception
- '*Soundosophy*' or conscious listening of classic music
- New wave music in 432 hertz. Other tuning. Music to awaken the consciousness.
- Drums
- Ancestral sounds, panpipes
- Sacred sounds
- Mantras
- Didgeridoo, bowls, bells, gongs, hangs, solar drums
- Bands, orchestras
- Voice work
- Chorus

#### 6. Utilitarian Arts (incorporating art in all aspects of our lives)

- Design of backdrops and decor
- Making of furniture (together with a carpentry workshop of the red petal)
- Basic notions of Feng Shui



- Tailoring and dressmaking, the creation of utilitarian clothing
- Pottery: plates, vases, containers to keep liquids, flowerpots
- The making of cutlery and utility objects for the house and the office
- Basket makers
- Curtains
- Lamps
- Creation of jewellery
- Screens and environmental partitions
- Floral Art

#### 7. Modules of the students

- With their own projects; based on their creativity and real needs.

### Activities outside the classroom

- Organization of school bands and concerts in the school as well as outside of it
- Visits to art galleries and museums
- Band of street musicians
- Visit to eco-towns, architectonical projects and other alternative locations of interest
- Art and creativity exhibitions and shows: painting exhibitions, recycling, modelling, sculpture, etc.

### Inspirational Visits

- Invite different artists to share their passions and talents

### Audio-visual support

- Motivational videos and films
- Diverse material found in the web
- Documentaries
- 3D drawings and videos
- Music compilation in 432hz and others
- Organization of fairs based on a theme related to the petal: for the school and/or for the community or for the town

## Comprehension and consolidation time

- DCO, Direct Conscious Observation
- Moment of comprehension
- Moment to internalize
- Moment for a profound rest and a “bio-consolidation” period
- Inspiration and creativity.

### **Universal Geometry, pillar of Education and Creation**

Education, together with Applied Sacred Geometry, allows us to contribute to the co-creation of the foundation of the new humanity, based on the Natural Patterns, Universal Laws and Conscious Expansion.

Sacred Geometry allows the archetypical structuring of energy:

1. It should be the first subject to be taught in the education process (from the kindergarten to college)
2. It organizes and lends rhythm, beauty, harmony, knowledge, comprehension and the conscious use of the Energies and Cosmic Laws.
3. It facilitates the internal and external co-construction of the society of the Third Millennium.

Oscar Senmache, Architect, Peru

# Architectural Proposal



In the Amalur Architects drawings the following structures can be appreciated:

- A geodesic dome for the Arts and Geometry workshops
- An Art Hall with retractable roof
- A vaulted hall for the ceramics and sculpture workshops, as well as for the utilitarian Arts.
- A perimeter footpath surrounds the petal; it can be filled with flowers (especially roses) and fruit trees, all white. The footpath will have some messages related to the inner and outer beauty; there will also be a Zen path that invites to recollection and harmony search. It will finish with a water fountain and sculptures of great beauty.

## Let the imagination run free

We can visualize all kinds of halls and corners of Arts (with or without roof), varied workshops, different kinds of domes, outdoor spaces with removable roofs, a semi subterranean hall, a music hall, a geodesic structure white inside and brown outside (natural colour of the adobe brick), a pottery workshop, knitting, sculpture and painting.

Nature, itself, can provide an adequate space as long as the weather conditions allow it.

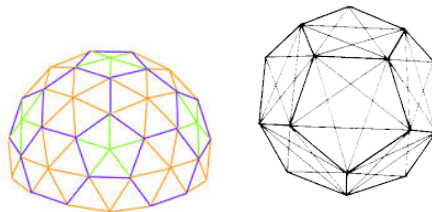
## The 7 Petal School

We can encourage the students to express their taste for the buildings. Among all, we can do the following:

- Domes and other biodynamic structures, easy to assemble, build and dismantle
- Round pieces, cupolas
- *Yurts, tipis, etc.*
- Varied structures made with materials found in their surroundings.

At the moment we are encouraging the students to build their own structures. In this way, we have achieved several goals with a pedagogic value:

- It reinforces their building, carpentry, electrician and other talents, as well as physics and applied mathematics (together with the red petal)
- It helps with their self-esteem and confidence in the future (no matter what, they know they are capable of building their own house and being self sufficient)
- They will look after their environment, as they are aware of the efforts put in to build it.



*Drawings: The dome, the bio-zome and the dodecahedron are very interesting architecture forms for the futurist schools.*



*Structure with a bio-zome shape*  
[http://laislacosmica.files.wordpress.com/2013/09/dsc\\_03262.jpg](http://laislacosmica.files.wordpress.com/2013/09/dsc_03262.jpg)

## Let imagination run wild with no fears or prejudice

Location: Rural School of San Luis, Argentina

Teacher: Astrid Aldabo Lazaro

Tool (White Petal): Arts

The white petal **looks after all the arts**; for this reason, we have drawing and painting workshops, as well as pottery, weaving, graphic design, digital art, videos, multimedia, instrumental and electronic music, design of ecological and integral spaces, sacred geometry...

These workshops work with the beauty of each art or activity. These give the children an understanding of aesthetics that will help them construct internal order for their thoughts, and a way to do anything they need or want to achieve. Their taste and interest for the beauty make their creations more aesthetic and even more functional, broadening their view on other kinds of arts and of expression, and therefore, respecting, accepting and even empowering them.

Now, they are not longer afraid of experimenting with different techniques, or creations; they now do spectacular drawings full of colours, extravagant sculptures full of sinuous shapes, experimental music, digital creations that express emotions and feelings....

Their creations surprise the whole world due to the diversity of techniques used and their originality, as they let their imagination run wild with no fears or prejudices.

# Precious initiatives

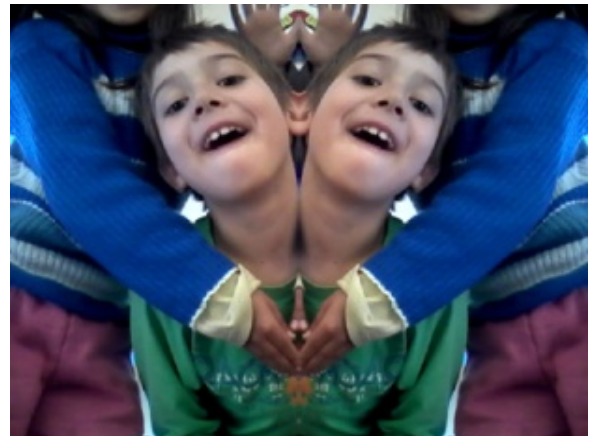
## Arts and Creativity

*Creation of a mandala, done with wave silk by a 6-year-old girl.*



*Piece created by a 7-year-old boy using a webcam toy.*

*It represents love, with a heart shape accomplished with the use of this own body.*



*Masks made by the children, using different techniques.*





*Pieces of pottery made by the children,  
painted with smoke.*

*“These pieces are totems with the shape of  
the animal that each one of them represents”.*



*Self-portrait made by a 6-year-old girl realized  
with an engraving technique*



*Illustrations made with different kinds of  
materials.*





*A 7-year-old boy making music with a Didgeridoo*



## Magnificent Mandalas!!



*Group activity.*

*The creation of mandalas that reflect the identity of the team.*

## The 7 Petal School



*Observation, study and creation of mandalas.*

**With 2 year old children!!**

**Project: “The colours of my homeland”.**

Two-year-old children at beginner level. Atelier workshop. Teacher: Carolina Adjemian.  
Kindergarten: Rio de la Plata South. Buenos Aires, Argentina.



## Arts, Arts, Arts!!!

### Institutional Project: "Territory of Art".



*Children at beginner level. Atelier workshop.*

*Teacher: Carolina Adjemian. Kindergarten Rio de la Plata South. Buenos Aires, Argentina.*

## Share their passion

### Project: "The sun of the 25<sup>th</sup> is already shining".



*Visit of a Plastic Artist Workshop. Primary level Children. Teacher: Carolina Adjemian. School Rio de la Plata South. Buenos Aires, Argentina.*

## Beautiful Percussion Workshop

Workshop: "Get to know Latin America through rhythm"



*Children of 6<sup>th</sup> grade. Teachers: Carolina Adjemian and Gabriela Palazzo. School Rio de la Plata South. Buenos Aires, Argentina.*

# Chapter 5

## The Green Petal: Ecological Development

Children like:

Harvesting

Watering plants

Taking care of pets

**“A happy child loves and looks after the Earth”**

## The Healing Petal

This section includes ecology, therapies, nutrition and environmental technologies. It's the healing petal and it includes the telluric connection.

The fifth step of the 7 Petal School is the ecological development, which embraces the environment, natural sciences, as well as the coherent and sustainable use of the Earth's resources. It also includes different therapies, nutrition and the technology for renewable energy.

For example it would be important that little by little all schools start to teach:

- Profound ecology and the foundations of Permaculture
- How to create a bio orchard
- How to take care of a medicinal plants orchard



- Management of solid wastes
- Sustainable management of our surroundings

Little by little, schools should have their crop (in boxes, pots or vertical crops), and a source of sustainable energy.

## Proposed Curriculum

The Green petal is the area of observation, analysis and research, where the scientific, ancestral and the artistic areas meet to protect the planet.

	Area of Study	Basic Module	Notes
4.	Ecological Development	4.1. Ecology	The various existing ecological systems, including permaculture, deep ecology, ancestral ecology and local world view ('cosmovision')
		4.2. Alternative Technologies	All clean energy sources
		4.3. Biology, Science of the Nature	Including "real" contacts with the vegetal and animal world
		4.4. Botanic	Knowing useful and medicinal plants
		4.5 Agronomy	Bio-garden and food production
		4.6 Nutrition and Therapy	Healthy food and taking care of ones health
		5.7 Students' Modules	Projects of their own, with their own creativity and real needs.

### Basic Topic for the national curriculum

- Sustainable Development and the Environment

### Complementary Topics suggested by modules

1. Ecology

- The existing streams of ecology
- Permaculture
- Profound Ecology
- Ancestral Ecology and local Cosmo vision
- Recycling, taking care of the environment, rubbish selection: glass, plastics, cardboard, organic waste and others.
- The bio zones and different types of ecology. Knowledge of the biodiversity areas of planet Earth
- Management of Hydrographical Catchments
- Management of water, how to make drinkable water
- Human Ecology: harmony with yourself and with all living beings
- Conservation, protection and taking care of the plants.

## 2. Alternative Technology

- Source of pure energy (neodymium), free energy
- Wind Energy
- Solar Energy
- Solar Oven and Solar Kitchen
- Sustainable management of the surroundings and biotechnology
- Biogas
- Recollection and selection of organic waste for compost
- Worm farming
- Waste Water treatments
- Sustainable management of water, air, fire and earth.

## 3. Biological and Environmental Sciences

- Natural Sciences
- Biology, molecular biology, genetics
- Botanic
- Real contact with plants and animals
- Pet care
- Zoology
- Palaeontology
- Dinosaur Studies.

## 4. Botanic

- Botanical studies
- Useful plants and medicinal plants
- Flowers
- Fruits



- Creating a botanical and ethno botanical garden
- Making a herbarium.

5. Agronomy

- Bio-orchard: organic, in spiral, in pots, hanging, mandalas, etc.
- Organic agriculture
- Food production
- Food storage
- Compost
- Seed banks
- Gardening
- Nurseries
- Bee-Keeping
- Food from the sea.

6. Nutrition and therapy (together with the blue petal, this being preventive health)

- Healthy nutrition
- Alternative Therapies
- Acupressure
- Massages and auto massages
- “I am responsible for my health”
- Zoo therapy: equestrian, pets, swim with dolphins, etc.
- Have a medicinal orchard
- Workshops on medicinal and cosmetic plants
- Conscious diet, Bio diet.

7. Students Modules

- Their own projects with their creativity and real needs

### Out of classroom activities

- Awareness campaigns for conservation of the environment
- Plant trees and flowers around the school and if possible have a water fountain.
- Visit natural parks and botanical gardens
- Campaigns for reforestation and green areas recuperation

- Campaigns for the protection of diverse species
- Go camping and be in silence with nature
- Survival workshops: where you learn to live in natural spaces without external resources, with no contact with the city. Effective especially with adolescents, including adolescents undergoing therapies.

### Motivating visits

- Bring experts on the topics.

### Audio visual support

- Motivating videos and movies
- Web materials
- Documentaries
- Have a fair about the Green petal topics (it can be for the school or community)
- DCO, Direct Conscious Observation

### Assimilation and consolidation time

- Assimilation time
- Interiorizing time
- Profound rest and “bio-consolidation” time
- Inspiration and creativity

# Architectural Proposal

In the Amalur architects sketch, you can see the following items:

- A Green House
- A Bio-Orchard



A causeway that we can design with flowers, fruit trees, and “useful” plants surrounds the petal. It could be like a botanical walk with the common and scientific name of plants, with some stations for environmental activities.

## Let the imagination run free

The green petal can be visualized with green areas and gardens that include Ayurveda concepts with “resonance towers” and *homa* fire. Special orchards, for example with a medicinal wheel at the centre, with crystals and specific local cosmos vision plants. It can also have a greenhouse, a natural science room, a herbarium with a living roof and a mini-farm with a nursery for fruit- and other trees.

It can also include a special area for meditation, shaped as a triangular or square pyramid; tree houses, to have a nap, etc.

You can consider having stations for green technologies with free energy, wind energy, solar energy, solar ovens and a solar kitchen. Have a process to get biogas and compost, worm beds and a water treatment plant

## Touching the ecological awareness

Location: San Luis Rural School, Argentina

Teacher: Astrid Aldabo Lazaro

Tool - Green Petal: Deep ecology, permaculture and integral health

The activities that we have in the school and promote the green petal include: **Deep Ecology, Permaculture and Integral Health**. We have workshops on design and planting an organic orchard, bio construction, native medicinal plants recognition and uses. With these activities children have learned to respect and love nature by using its resources without harming it.

They have become advocates of flora and fauna and show this with their actions. Children now pick up the garbage from the floor, and they explain to others how contaminating it is, and how long it takes for this rubbish to decay. They feel bad when they see animals in the zoo or birds in cages. They feed street dogs part of their breakfast. They write campaigns to raise awareness on the necessity of taking care of the environment.

It is amazing to see how children can have an effect on adults, to the point that they get encouraged and become aware of the environmental issues we have. An example of this is the decision of not cutting down more trees for the construction of houses made by the Urban Planning Town Government, who published this decision after seeing the kids picking up rubbish from the river side, and listening to their arguments.

So I can now confirm that small acts can have great results.

# Precious Initiatives

## Permaculture workshop

San Luis Rural School, Argentina

Teacher: Astrid Aldabo Lazaro



*Working with clay. This is fun!*



*Feeling the mud with your feet*



*Exploring with hands and feet various textures of mud. The mud activates the senses*





*Eyes think, body talks and fingers looks*



*Children in situation of spontaneous symbolic game.*



*Child throwing rubbish in the rubbish bin after picking it up from the river.*



*Construction of the rocket-oven for the school.*

**Mud is the best! A very pedagogical and healing tool**

**Project: “Knowing and feeling: The mud”.**

Teacher: Carolina Adjemian. Rio de la Plata Sur Kindergarten. Buenos Aires, Argentina.

## I love my planet

### Project: “I love my planet...I choose to take care of water”

Primary students. Teacher: Carolina Adjemian. Río de la Plata Sur School. Buenos Aires, Argentina.



Visit from an Argentinean Company with experts on water purification processes.

## My radish is growing!

### Project: “Earth heart beating... many hands working”

First grade students. Teachers: Carolina Adjemian and Vanesa Texeira.

Río de la Plata Sur School. Buenos Aires, Argentina

Gardening is a profound work with Nature. It is about learning to take care and value Life; knowing plants; their requirements and care; knowing about insects and living being which help with the garden (and those who don't); learning the seed calendar; which are the natural repellent plants etc. A vegetable garden implies a lot of knowledge and a lot of mutual work and determination, and love.



*Preparation of ground (with love)*



*Daily visit to the garden to get rid of bad weeds*



The 7 Petal School



*Watering, joyful!*



*Harvesting and celebrating life and the presents from Pachamama*

# Chapter 6

## The Red Petal: Hands-On Development

Children like:

Jewellery

Knitting

Cooking

Carpentry

Mechanics

**"A happy child knows how to act assertively in any circumstance"**

## The Providence Petal

This section develops self-sustainability, prepares the child for a practical life, to be, a fair and solidarity economy, as well as the provision of offices and workshops. It is the petal of Practical Intelligence and Abundance.

The sixth step of the 7 Petal School is to ensure that the Home-School-Centre is productive, economically sustainable and independent (or at least semi-autonomous).

It is the petal of "action" and "production", which means that most of the activities consist of: building, experimenting in workshops, practicing trades, exploring and investigating, making useful things, productive and highly motivating. For example: making recycled paper, planting, building an ecological house, etc. This section goes hand in hand with the yellow petal, (cognitive development), green (ecological) and white (aesthetic).

The activities involve the families and neighbours, and are introduced into the life of the neighbourhood or community. The 7 Petal School is thus an "incentive", a multifaceted space for your area of living, where students apply and convey ideas, attitudes and cutting-edge technologies.

## Proposed Curriculum

In this area, we see an interconnection of science, technology and home and creative economics that give us a glimpse into group sustainability. Here we understand the laws of consumption, balance and prevention. It is a thoroughly practical petal, brimming with shops, offices and projects that promote self-esteem and the idea of "doing" rather than understanding.

	Area of Study	Basic Modules	Observations
<b>6</b>	<b>Hands-on Development</b>	6.1 Trading	Includes: carpentry, mechanics, building, electrics, plumbing, sewing, shoemaking, etc. It teaches mathematics and Social Sciences.
		6.2 Workshops	Includes: hand crafts, craftwork, jewellery, knitting, weaving, etc.
		6.3 Cooking	Includes: cooking exotic dishes (multiculturalism) and how to build an ecological kitchen.
		6.4 Applied Technology	For instance, assembling cellular phone chargers with solar batteries.
		6.5 Robotics	In order to incorporate physics, mechanics, electronics and information technology. Besides, it is a subject that children love.
		6.6 Economy	Fair and supportive Economy Sustainable Production Mathematics
		6.7 Student modules	Whatever they wish to do and study. Their own projects based on their creativity and real needs.

## Basic areas of Study (according to national curriculum)

- Science, Technology and Production

## Complementary areas suggested by modules

### 1. Trading

This teaches Mathematics and Social Sciences through school visits in the neighbourhood or community.

- Carpentry
- Mechanics
- Masonry
- Electrical Services
- Plumbing
- Sewing
- Shoemaking.

### 2. Workshops

- Arts & Crafts
- Jewellery and beads with ancient designs
- Woven fabrics, ancestral way and other
- Paper recycling
- Eco-bricks.

### 3. Cooking

- Learning to cook (and to do the dishes!)
- Hygiene
- Building an ecological kitchen
- Food from different countries
- Natural and healthy diet
- Making jams and other types of preserved food
- Pastry, sweets and chocolate
- Bread baking

### 4. Applied Technology

- Build solar battery cell
- Develop cars that work without gasoline (e.g. with electricity, for example)
- Develop water-powered engines
- Develop solar batteries

### 5. Robotics

- To incorporate physics, mechanics, electronics and information technology

## 6. Economics

- Just and solidarity economy, Fair Trade
- Sustainable production
- Mathematics and budgets, family, banking and others
- Setting up a company, a workshop or an association
- Human resources management, public relations, teamwork (with the Pink Petal)

## 7. Student Modules

- Own projects based on their real needs, using their creativity

## Activities outside the classroom

- Visits to factories, bakeries, craft workshops, etc.
- Making samples, and craft fairs open to the community

## Motivating Visits

- Inviting speakers from various trades (e.g. carpenter, baker, shoemaker, plumber), professionals (e.g. doctor, fireman, pilot), entrepreneurs, civil service workers, etc. to give talks on their profession. The visits need to be as varied as possible.

## Audio visual support

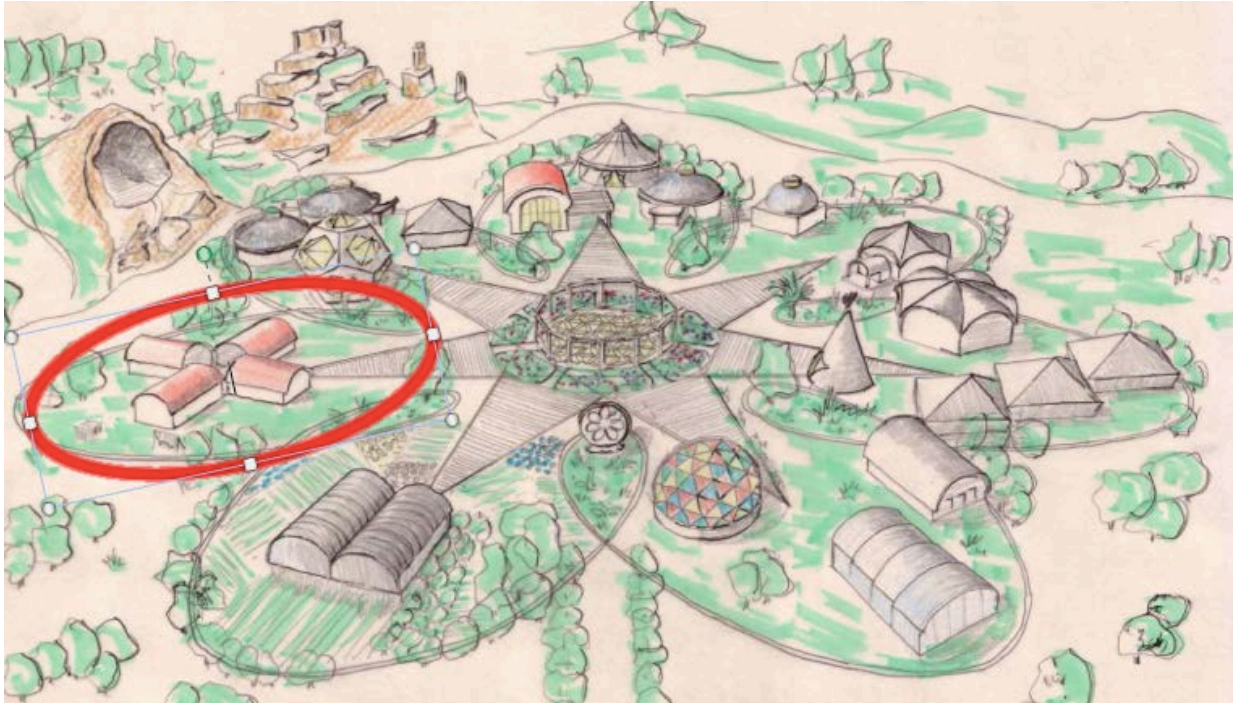
- Motivational videos and movies
- Materials from the web
- Documentaries
- Fairs/celebrations on subjects that correspond to the petal: for the school and/or community
- Using Direct Observation Techniques

## Assimilation and consolidation time

- Moment of assimilation
- Moment of internalization
- Moments of deep rest and "bio-consolidation"
- Inspiration and creativity

## Architectural proposal

In the drawing of Amalur Architects, you can see several vaulted buildings for workshops, with good natural lighting.



The petal is encircled by a walking perimeter, where one can grow red flowers and fruits, as well as have "stations" designed for productive activities.

### Let the imagination run free

Within the Red Petal we can visualize a series of workshops, spaces for offices, a bakery (which, besides being very educational, can provide extra resources for the school and healthy wholemeal bread for the school dining room) machinery workshops, a carpentry shop, candy and chocolate stores, as well as other areas in which the children express their interest.

Between the Green and the Red petals, an ecological kitchen and dining area will be installed.

This area can introduce notions of production, sale, fair trade, and barter economy, while strengthening the skills of the children in many fields, facilitating the integration of academic subjects in everyday life. It can help the school become self sufficient, partly or wholly, as well as develop creativity, determination and solidarity.



## Ecological Intelligence by Daniel Goleman

Both the Green and the Red petals address the importance of what Goleman calls Ecological Intelligence.

*"... Imagine what would happen if the knowledge that today is only available to specialists in industrial ecology would be taught to children in schools and everyone could have access, in the network and at the point of sale, to the ecological assessments of the things that we usually produce and consume.*

*We ignore the consequences of the things we buy and use on our planet, on our health and on the people who strive to satisfy our needs and desires.*

*Therefore businesses and consumers cannot continue to circumvent these issues and their ecological consequences.*

*I would like to review, in this book, the ways in which we can increase our understanding of the ecological impact of our lifestyle, properly combining the Ecological Intelligence with market transparency to put in place a mechanism that encourages, in this regard, a positive change“.*

*As a psychologist and a science journalist, I wish to explore ideas from cutting edge disciplines such as neuro-economy, science information and, most of all, the emerging discipline of industrial ecology, which today is devoted to analysing environmental impact.*

*The Ecological Intelligence combines all these cognitive skills with empathy for all forms of life. Emotional Intelligence and Social Intelligence are built on the ability to take in the perspective of others, to feel what they feel and to show our respect. Similarly, the Ecological Intelligence extends this capability to all natural systems, displaying the same empathy wherever on the planet we notice any sign of "suffering", and deciding to make things better. This expanded empathy adds to the rational analysis of causes and affects the willingness to help.*

*To connect with this Intelligence, we must transcend the vision that confronts the human being with nature, because the truth is that we live immersed in ecological systems and, for better or for worse, our activity affects nature just as it, in turn, affects us.”*

Daniel Goleman, The Ecological Intelligence, 2007. (Excerpts).

## Empowered to realize their dreams

Location: Rural School San Luis, Argentina

Teacher: Astrid Aldabo Lazarus

Tool (Red Petal): Self-sustainability.

This petal develops self-sustainability, a very important factor for this kind of school, where most of the incomes comes from the families.

Among other activities, we organized a fair where local products were sold and there was games for children. The adults were not the only producers; the children took part in this production process as well. The children made bracelets, drawings and personalized bags so people could keep their shopping.

This activity helped to raise children's awareness about the importance of being sustainable in all that they do; being empowered, in order to achieve their dreams and learn first-hand the effort needed to keep together this project, like their school in that case.

Since then, the children are making sure **that any project they work on is sustainable**. For instance, they recorded and sold an electronic music CD. With this project, they managed to compile all their music and also collect money for a future trip with the school. With this project, they became aware of the price of things and decided to make their own toys, evolving towards a non-consumerist consciousness and the importance of recycling.

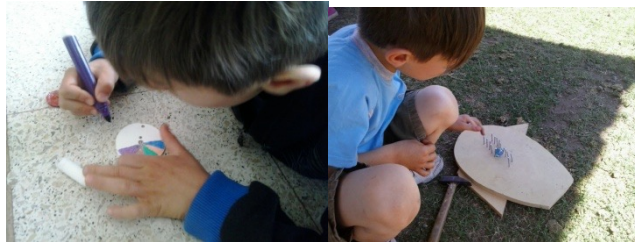
# Precious Initiatives

I love to build

## Institutional project "Building Territory"

Children: beginner level. Teacher: Carolina Adjemian.

School: Rio de la Plata South. Buenos Aires, Argentina.



*Children make toys from recycled materials*



*Collective free construction using various materials (with music in background). Materials come from various sources and are donated by parents. Children organize themselves and self regulate. Interactions naturally occur.*



*Discovering materials. Children are not to follow any directives but spontaneously create and build.*



*Construction of a city*

## Kneading is fun

### “Hands-on” activities

Primary school Children. Teacher: Carolina Adjemian.  
South River school Plata. Buenos Aires, Argentina



*Working in team to make 'biscochos' (Argentinian traditional recipe for the Day of Tradition). Working measurement and mathematics*

## Weaving is healing

### Project: "Weaving Networks"

Four-year-old children, beginner level. Teacher: Carolina Adjemian  
Kindergarten: Rio de la Plata South. Buenos Aires, Argentina.

We began weaving in space. Then we continue on a home loom, as did our ancestors. We finished weaving in the park, to decorate.



*Weaving around a music stand*



*Weaving around chairs and joining chairs*



*Weaving around our bodies*



*Learning with a home-made loom*



*Working with the combination of colours. This teaches patience, concentration and precision*



*With coloured ribbons we decorate the surroundings of our place, working together creating a collective weaving. Once finished the team contemplate his work and give it a name.*



School in action



*Woodworking shop, IDEJO, Uruguay*



*Baking bread. Bakery in the experimental School of Ushuaia, and its Director, Sandra Majluf (left)*

Similar experiences with adults



*Barefoot College (a truly extraordinary and admirable project), Bunker Roy  
Solar lamps built by women engineers in the communities, India*



*Gaia Education. Created by a group of educators called "GEESE" (Global Eco village Educators for a Sustainable Earth)*



## The Red Petal of the School of the 7 Petals and Village 3000 "The art of making bread"

By Manuela Chavarria Licon, ASEPAZ, Chihuahua, Mexico

The idea is to establish a business that would provide financial resources for the development of a comprehensive educational project, located in the rural area of Rancho 3 Palacios. This educational project is called The 7 Petal School of Pedagoogia 3000.

Village 3000, the name of the micro industry or company that supports the School, offers artisan bakery food products made from wheat and corn flour, using traditional recipes of cultural heritage. The initial areas intended for selling the products are the grocery stores in the north of the city Chihuahua, home to people whose eating habits retain the traditional food tendencies and typical flavours of our culture, which has maize and wheat as its staple food.

Our main product is corn flour bread, supplemented with whole-wheat flour. This type of bread is called "middling" or "coricos" in local jargon. It is important to point out that the raw material (corn and wheat), with which our product is made, is planted, grown and harvested by family farmers in rural areas.

***What is the concept of the company Village 3000?*** The manufacture and sale of these products, is intended to generate financial resources, for the bio-construction of a Centre for Integrated Education for Peace called "The 7 Petal School, whose direct beneficiaries are the children of this rural area. Additionally, the project generates employment opportunities for farmers and mothers in the Nuevas Delicias region, the Sauz. The final purpose is generating an educational model, based on new holistic pedagogical practices that will allow comprehensive care for children aged 6 to 12, based in this rural area; so they can acquire knowledge and develop skills, abilities, attitudes, values, behaviours, habits and visions that favour life and a Culture of Peace.

This micro industry functions as a classroom for children, who can participate as much as possible and under strict educational guidelines and safety, in the different production processes, in order to develop an entrepreneurial spirit & pro-active skills, and internalize the importance of work or trade for one's dignity. Thus, they can become the future entrepreneurs of the area and enhance the quality of life for its residents.

## The 7 Petal School



*The corn is harvested using organic agriculture, and then the corn flour to make bread is obtained*



*Farmers in the area provide work and sell their products to us so that we make our products: peaches for jam and nuts to add to the bread*





*Making tortillas*

# Chapter 7

## The Purple Petal: Personal Development

Children like:

Mandalas

Circular dances

Relationships

**“A happy child knows itself in his various dimensions”**

### The Petal of Self Knowledge

This petal is dedicated to inner growth and personal development, fundamental pillars of this 7 Petals School. It is the cornerstone allowing all the other petals to flow harmonically. It is integrated into each petal and, at the same time, it integrates them, amplifying their consciousness.

The 7<sup>th</sup> step of the 7 Petal School is the most important. There is no real education if it is not coupled to an authentic, integral personal development. We aim at a human being who is not only a scholar, but also practical, wise and humane; and above all, a human being who is at peace with himself/herself. That is to say, that he/she knows himself/herself, in all dimensions, and is able to offer his/her talents to the service of Humanity and the Planet.

Our proposal is to foster responsible citizens, emotional and loving parents and integrated, happy, self-assured human beings. In this sense, all the previous petals contribute also to “Personal Development”.

This section includes:

- Active philosophy
- Universal laws
- Cosmo genesis and structure of the universe
- Sessions of personal development and values
- Ethics- Solidarity and self-transcendence
- Exercises to foster intuitive faculties
- Complementary therapies (complementing the Green, Blue and White petals) and exercises of conscious breathing, relationships and visualizations

This petal requires special attention to:

- Personal development of parents: Once a week or bi-weekly, a special activity is proposed, for the personal growth and development of emotional intelligence, to parents (which is strongly suggested- not to say mandatory) and forms part of the agreement, from the very moment the parent enrolls the child in the 7 Petals School.
- Personal development of teachers: similarly, once a week or bi-weekly (it can be combined with the session for parents, or can be done separately).
- Continuous investigation on the topic of self-knowledge and all types of training that allows true inner connection.

## Proposed Curriculum

This is a petal that links all petals and gives them meaning. In fact, it is necessary to give a larger and more transcendental purpose to each investigation, to each game, each outing and each discovery.

	Area of Study	Basic Module	Notes
7.	Personal Development	7.1. Active Philosophy	Includes, ethics, history of philosophy, applied philosophy
		7.2. Inner growth and therapies of reconnection	Includes anti-stress techniques, relaxation, visualization, physical and spiritual wellbeing, physical fluency, conscious breathing Who am I, why am I here
		7.3. Compared religion	History of religions Compared religions Universal Religion
		7.4. Universal Laws	Structure of the Universe and its functionality: Cosmo vision, Universal Geometry and Laws of Harmony
		7.5 Notion of service to the community	Practically, how can I help myself, the others, the Planet, the Society, etc.
		7.6 Intuition Meta-language	Development of empathy, the right hemisphere and intuitive intelligence
		7.7 Students' Modules	Projects of their own, with their own creativity and real needs.

### Basic areas according to the national curriculum

- Work on values

### Complementary areas suggested by modules

1. Active philosophy
  - History of the philosophy of the 5 continents
  - Active philosophy
  - Ethics and values
  - Philosophy for children
  - Calendars of various cultures
  - Stories with consciousness
  - A Culture of Peace (with the Pink petal)
2. Inner growth and therapies of reconnection
  - Anti-stress techniques



- Relaxations
- Visualizations
- Physical and spiritual well-being, flowing body, yoga, Tai Chi, Chi Kong
- Conscious breathing
- Who am I, why am I here
- Energetic anatomy
- Activities with the four elements
- Preventive therapies and healings: aromatherapy, hydrotherapy, music therapy, reflexology, massage, self-massage, acupressure, bioenergetics therapy, heliotherapy, gem therapy, laughter therapy, bio- decoding, etc., together with the Pink petal.
- Recreation
- Conscious listening and silence
- Astrology
- Active meditation
- Mudras
- Mantras and other sounds of power
- Totems and animals of power
- Structured dances and with high symbolic values: Gurdjieff dances, Hathor dances, Universal Peace dances
- Circle dances
- Sacred music
- Specific music for brain waves
- Community silent reading
- Meditations
- Activities with dreams

### 3. History of religions

- Compared religions
- Universal religions
- Theosophy for children
- Kabbalah for children

### 4. Universal Laws

- Universal laws and cosmic sciences: Cosmo genesis, cosmology, etc.
- Structure of the universe and its functioning
- Indigenous worldview
- Ayurveda, Tao and other worldviews cultures
- Universal geometry (together with the White petal) and the flower of life
- Harmony Laws (together with the White petal) Kybalion laws, etc.

5. Notion of community service

- How do I help myself in a practical way, help others, the planet, society?
- Helping senior citizens within the community
- Helping other children
- Communitarian help
- Helping inmates in prisons and people in disaster zones (for secondary and university level)
- Interchange of help (ayni) and visits to other schools and communities
- *Minga* (collaborative works in quechua)
- Helping families in need
- Helping animals, plants, rivers and nature in general

6. Intuition, meta-language

- Development of empathy, the right brain hemisphere, intuitive intelligence, (see pedagogic notebooks 12 and 25, notebook about Intuitive Development and notebook about the right brain hemisphere and how to develop it in [www.pedagoogia3000.info](http://www.pedagoogia3000.info))
- Meta-language
- Intuitive faculties (Shichida method and others)
- Codes and symbols
- Mandalas, yantras, fractals, mudras

8. Student Modules

- Their own projects with their own creativity and real needs

### Activities outside the classroom

- Creation and traveling through an initiation journey
- Labyrinths
- Activities in the darkness, at night, outdoors
- Trips to connect with nature and elementals
- Direct Conscious Observation DCO (observation without the intervention of an adult): language of nature, listening to the birds, looking at the sky, the trees, the flowers, the shapes of the hills, the mountains, the insects, sleeping under the stars, sleeping under a tree, staying in silence, etc.

## Inspiring visits

- Invite people specialized in the previously mentioned activities, and above all, people consistent in what they say, do and think, and people who are wise, happy and loving. They are the kind of people children want.

## Audio visual support

- Motivating films
- Web material
- Documentaries
- Organize a market about a topic that corresponds to the petal: for school, and /or for the community.

## Time to assimilate and consolidate

- Moment of assimilation
- Moment of internalization
- Moment of deep rest and “bio consolidation”
- Inspiration and creativity

# Architectural proposal

From the drawing of Amalur Architects, we can appreciate the following constructions:

- A room with the shape of a dodecahedron
- A dome
- A pyramid with a square base of Cheops proportion
- A cave
- A path and retreat in the mountain



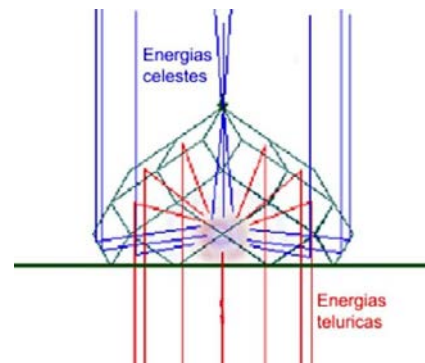
This petal has a perimeter causeway where we can plant flowers and fruit trees. The walkway will have some messages about the elevation of consciousness and peace.

## Let the imagination run free

Various quiet places (more or less hidden) could be considered such as domes, bio-zones, water fountains, tetrahedron shaped structures, secret retreats with a 'Flower of Life' or caves with crystals or other minerals that offer their specific magnetism.

Bio-zome, dome and dodecahedron shape are interesting architectural shapes for future schools.

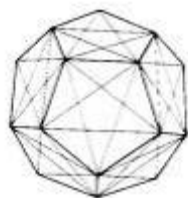
The 7 Petal School



*Bio-zome Structure*



*Dome Structure*



*Dodecagon shape structure (to the right, dodecagon Hall, by Oscar Senmache, Architect)*

## Healing our own childhood

**The Purple petal is first concerned with the adults who accompany the children**

Place: Teacher Training Institute, Ceferino Namuncurà. Hurlingham. Buenos Aires  
Argentina – Year 2013

Teacher: Patricia Vieyra

Tool: creative and sensory visualization

During a general pedagogical class for teacher training, we investigated personal educational experiences. The teachers were first asked to “remember” some living experience taken from their educational path, either primary or secondary education that has been meaningful to them in some way.

Immediately they started to share some experiences. Then the students were asked to close their eyes, to take three deep breaths and connect through their senses (smell, hearing, feeling, taste...) with their childhood or adolescence at school, and each student expressed what they “lived” during those minutes. Laughs, cries, emotions arise and situations that they acknowledged could not be remembered with the “normal” memory.

For example, they visualized: trees where they used to play, their friends’ laughter when playing ‘hide and seek’, and also came to understand of the anger when, at a very early age, her mother left her in the kindergarten; her mother experiencing depression because of her sister’s suicide and for no longer being able to taste the candy they used to buy at the school store, that no longer existed.

Henceforth, they rely on intuitive memory, in situations that merit its use and the use of emotional intelligence, in order to “understand”

We continued anchoring the classes, visualizing the day’s purpose at their request.



## Know yourself

Place: Rural school in San Luis, Argentina

Teacher: Astrid Aldabo lazaro

Tool: (Purple petal) Self-knowledge techniques

There is no real education that is not coupled with a true **comprehensive personal development**. I present this petal to assist children with their day-to-day life at school, with the objective that they know themselves, and develop a planetary awareness.

That is why we go outdoors, and we look for quiet places to listen to the silence and meditate, to connect with the beings that are around us. We draw dreams, we dialogue when there is a conflict, and we make rituals to *Pachamama* (Mother Earth) and to the loved ones who left. We ask permission to plants to take a leaf; we are thankful to the sun and to the *Earth* for food. We make mandalas and always use love to communicate.

All these things help children to live a more fulfilled life in harmony with the planet and the people. They themselves have taught these things to their families and friends, and they have introduced it in their life in a very natural way. Even some parents who, at the beginning saw these things as strange and unknown, have been able to feel the experience, and have incorporated this into their lives as well, and are grateful to their children for this learning.

# Precious Initiatives

## Self knowledge and planetary connection activities



*Salute to the sun, every morning*



*Greeting and gratitude to Grand Father Tree*



*Pachamama Day (Earth Day)*

## This is the way I am

### **Project “This is the way I am”: a doctor’s visit**

Level: primary level, first year children.

Teacher: Carolina Adjemian

School: Rio de la Plata Sur. Buenos Aires. Argentina

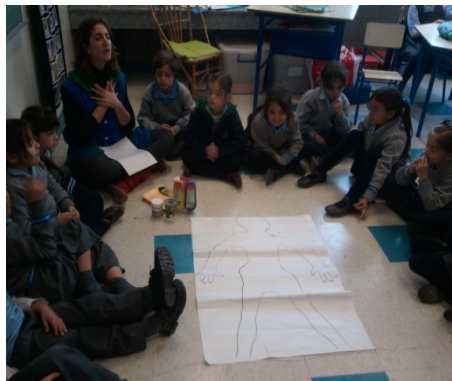


## Who am I?

### Identity Project: "About me"

Level: 4-year-old children

Teacher: Carolina Adjemian. School: Rio de la Plata Sur Buenos Aires Argentina



## Self-knowledge

Self-knowledge activities with multiple intelligences; We are all intelligent!



*First year Children. Primary level.  
Teacher: Carolina Adjemian  
School: Rio de la Plata Sur Buenos Aires Argentina*



## Well-being and anti-stress techniques

Massage circles, relaxation exercises.

Level: kinder and primary level

Teacher: Carolina Adjemian. School: Rio de la Plata Sur. Buenos Aires Argentina.





The 7 Petal School



*Relaxation activity "The magic of the snails"*

*Teacher: Carolina Adjemian  
School: Rio de la Plata  
kindergarten Buenos Aires  
Argentina*



*Personal growth activity, IN-CRE, Uruguay, (the class is called ludosophy)  
Regularly, there are also sessions for the parents; for the teachers*

*And children have sessions especially for them*

## The Purple petal represents spiritual education and values

This multidimensional level is present in each of the other petals and each petal contains the others as well.

From the musical field, we'll take the example of the octaves and apply it to education.

The superior octave shows us that we have reached a path that is interconnected. A way of expressing this physically is going up to a mountain. As we are ascending, the view becomes different and our possibilities of seeing are diverse. The path is in spiral shape, which allows us to open our eyes to new realities, amplifying our awareness. That spiral path also represents the evolution of each person, as seen from a transversal viewpoint, vertical in continuous rotation; we could compare this with latitudes and longitudes that encircle the earth. That is the base and final aim of the processes in an everlasting embracing.

The 7 petals are ascending and interconnected.

## What is our way of educating in the Purple petal?

All education needs a testimony. In spiritual education, each one of us is a mirror that can guide to develop qualities and personal values; it shows us that this or that doesn't help us to be well in this world, to respect each other, to love ourselves and the others and the planet and the cosmos, in which we are, we live.

## The profound meaning of life, the vocation

Each human being needs to find a deeper meaning in his/her own life, interconnected with the ocean of life, where we are and we create. Experiences that take place in 7 Petals Schools and in the school "Learn with the New Children" with enthusiastic teachers, parents and grandparents, allow ta connection between the knowledge of oneself and each human being's own centre. At the same time, the information and our experiences in each of these areas, allow each one to observe oneself and discover what he or she is strongly interested in. In this way, the core meaning of our life emerges, and as we recognize it, each one carries out their vocation. Offering our natural talent, this magnificent spot that shines within us and also shines on the ones walking with us on that path; this charming, joyful and enlightening light.

We are a system in constant inter connection. As the stars that irradiate light, unite to the light of each of the other beings, we receive and transmit information in a permanently, life's "online". In this universe in which we live, we are an open system because we are alive and, as such, we need the exterior to preserve the life that inhabits us, and the exterior needs us to expand consciousness, that we offer our gifts, our original and unique talent.



## Values are not separate

- *Who are you? King Lear asks.*
- *A man, sir.*
- *What do you profess?*
- *I do profess to be no less than I seem.-- Shakespeare*

The values we live with are those the children learn to live. Those values are not separate and independent; they are present in each instant of our everyday life.

The children now are increasingly more affected by a rise in violence, social issues, lack of respect towards them and the surrounding world. In many countries, fathers, mothers and educators ask for help to palliate this alarming tendency, manifesting in a dark pole and at the same time there are extraordinary movements in favour of children, of youth who are a blessing for humanity and the planet. It is a moment of a remarkable diversification of polarities and each one of them appears intensely.

Our inner world is unique; as are our hands and face. They can be similar to those of another person but they keep their originality. This singularity is manifested in each being even if we are not aware of it. However, when we are aware of this, and when we also perceive the limits, ties and conditionings that prevent us to fully develop our possibilities; we can connect to our true essence and express it. That is when we feel better with ourselves, because we start to reveal our human calling. Our life becomes more harmonious with a profound meaning that we build into the vital framework of each day.

As parents, as educators, we think about the formation of children and we reflect on the values with which they are being educated. It is very important that we explore the essential values that will help them develop their potential and inspire them to, in turn, put their own values into practice. Being able to discern our aspirations, places us face to face with our dignity, the dignity of our human condition.

## Values are not to be discussed, they are to be lived

We all have within us serenity, peace, generosity, and love. Values are alive in our inner self and from there children will have the possibility of expressing them. The adults are tired of receiving and giving advice; words have lost strength and it is difficult to believe them.

We can only do that if we see that they are supported by experiences consistent of the person talking. Today's children and youth need for us to be those values, that together we seek to develop our inner self, which connects us once again with the purity of our deep self.

Together we are looking for a new way to address the needs of today's children, of accompanying them to connect with their creative source.

This is the answer, together with other honest answers, because they invite you to be a co-creator, and suggests to you simple ways of doing it. It shows testimonials of achievements that are milestones; whatever we build in the present will inexorably reflect in the future, as wise men, original inhabitants of America and so many others wise cultures said. It invites you to participate from your heart, uniting minds, abilities, aspirations, strengths in this

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blessed human legacy that listens to the needs of those without a voice; that is the same longing of the human soul celebrating the coming, the rebirth of the art of education.

Thank you, thank you, and thank you! Thank you Noemi, and thank you to each and every one that make each moment possible and resonate and answer the call to co-create paths-schools-testimonies, with heart.

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Professor and Bachelor in Sciences of education UBA

Psychopedagogy. Systemic familial therapy

Trained in bio-neuro-emotion.

Author of books: *“Stories of dreams for Crystal children”* and *“Learning with the new children”*.

# Chapter 8

## Seven pedagogical areas for the University of the 21<sup>st</sup> Century

Challenges and integral proposals for the University area

By María Patricia Astaburuaga Valenzuela  
Associate Professor, Teacher and Academic  
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*“In this time of crisis and drastic transformation, education is our best hope. The transformation of education is the best bridge towards a better future.”*

*(Naranjo, 2005)*

The University of the 21st Century profiles itself as an institution which brings tools and scientific, theoretical, technological and humanistic support which are derived from investigation and society in all its areas, needed for the training of competent professionals with a holistic world view, strengthening all areas of knowledge and human expression in a balanced effective way with internal and external harmony, leading a systematic process of personal development required to successfully and pertinently face the challenges of the new millennium in all its facets and perspectives of analysis.

## Developing individual and collective life in sustainable conditions in harmony with Nature

In the context of the new mission and vision of the university, Dr Salvador Corrales, Rector of the Universidad de la Comunicación, México DF, in his article: “The mission of the University in the 21<sup>st</sup> Century”, published in the electronic magazine “Razon y Palabra, no 57”, indicates that “in the educational process balanced development of this creative energy must be proposed via the transformation in sufficient and necessary knowledge to generate leading actions to maintain and develop individual and collective life in sustainable conditions in harmony with Nature”.

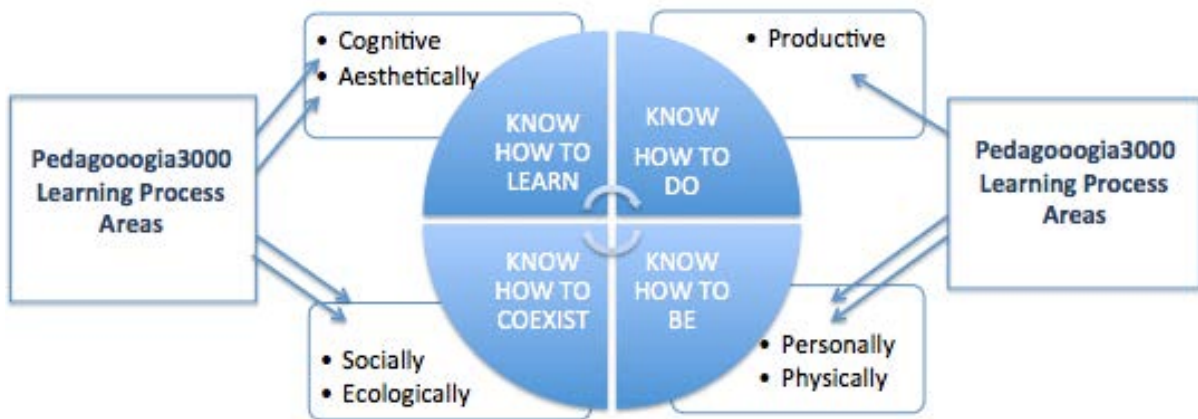
### A curriculum aligned to the eight skills

International organizations in Australia (University of Melbourne), the USA (Harvard University, Project Zero), initiatives in the transformation of the curriculum through the proposed Model for Integral Pedagogical Training (Carlos Veloza and Nancy Martínez, Colombia 2012), and also big networks in Latin America and the Caribbean (RIED, EDUTEKA, among others) and groups in developed countries such as ATC21s (Australia, Canada, Singapore, Costa Rica and others), are already setting standards in this sense and have generated interesting advances towards a curriculum aligned to the eight skills which have been defined as essential for the new education in the millennium in international consensus by the European Commission for Education and The Organic Law for Education of 2006. They place personal development centrally and from there the direction of the skills needed for development to the maximum potential oriented at educational systems (with a great cost to its educational system) with the aim to develop a model pertinent to a model which is pertinent to the global socio-cultural reality, as well as to the needs of social and human development. For this reason it is necessary to also develop a university with as central objective the training of professionals in education, able to make this paradigm alive and, from its own training experience give direction to a really coherent educational system, coherent with the new times, with the new social and cultural needs, with a deep sense of what it is to really educate and a vanguard vision.

### The four pillars of education and the seven areas of learning of Pedagoogia 3000

From that point of view and in synchrony with Delors, J. (1996.), through the “four pillars of education” presented in the Report to the UNESCO of the International Commission

On Education for the 21st Century, the university of the future integrates these four components in its educational proposal through the strengthening of the seven areas of learning and human expression, defined by Pedagoogia 3000, linking them as follows:



The seven areas mentioned focus on balancing educational action, allowing the awakening the authentic being, its curiosity and need to know and its essential expression, creativity, autonomous learning, self-management and collaboration as basic principle of knowing how to live together with the goal to build a model that integrates values and principles which will give body and soul to the society of the twenty-first century.

## Proposal for the development of the areas of learning and human expression

### 1. Learning area and Physical Expression

*(Petal 1, blue, in University)*

“Learning is constructed from experience and action “is a basic premise of the pedagogical currents that underpin modern pedagogy. It inherently has the decision of the teacher to establish pedagogical practices that allow for and promote action, movement, experience and exploration. In the University field it would be advisable that the students have to build their learning and develop their skills through the application of their knowledge in the area of their professional space and focus through simulations.

However, it is necessary to offer opportunities for the physical development through sports and dance. For this reason the university must incorporate programs oriented at fomenting physical sports activities, (Latin-American) folklore dance, brain gym™, climbing and outdoor activities as complementary tools for body awareness, its integration in the dynamic we call “integral formation” and from there favour the development of creative skills, improving concentration, of which the development is linked to the activation of both brain halves through movement and music, as well as the chemical effect of the physical activity expressed through the release of endorphin, reducing anxiety and augmenting the feeling of wellbeing and improving self-esteem, as is well known, factors that are highly relevant to learning.

It would be advisable to consider some methodology proposals to develop physical activity in the context of academic formation:

- Open air classrooms

- Learning strategies linked to action
- Blackboards on the way
- Classes while walking
- Places of exercise-workshops (various activities, same objective) in or out of the classroom.
- Field trips

Finally it would be beneficial to contemplate elective assignments, at least one per semester, which corresponds to developing sport as physical activity, as listed below:

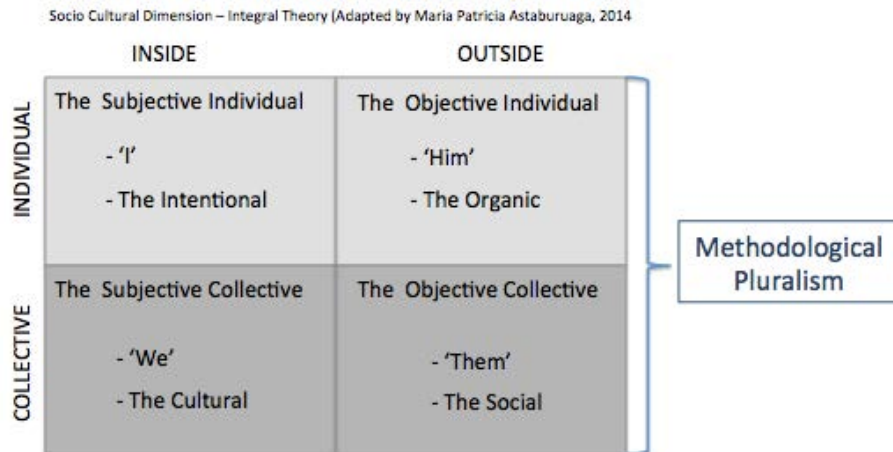
- Martial Arts
- Table tennis
- Obstacle courses
- Dance
- Climbing
- Acrobatics
- Swimming
- Trekking

## 7. Learning area and cognitive expression

*(Petal 2, yellow, in university)*

Knowledge as understood in its widest sense, that is to say knowledge from a complex and integrated view as is proposed by the Integral Focus of Ken Wilber quoted by Catia Bernaldo de Quirós (Madrid, 2013), corresponds to an educational model seen from the socio-humanist, Veloza y Martínez (Colombia 2012). It focuses from critical-social constructivism, combining significant and conceptual learning postulates in which the complexity of knowledge is approached from four perspectives associated to the individual, in the qualitative development of the learning process of the student as well as values, qualities, attitudes and skills, and to the collective from the acquisition of ‘ interpersonal skills which are instrumental and systemic as social actor, critical and propositional’, as well as to culture, favouring their “efforts as integral person who evidences the generation of new skills and abilities”, Veloza y Martínez (Colombia 2012).





This is a construction of knowledge from a trans-disciplinary model (bio-psycho-socio-cultural), whose objective is the cultural transformation and integral management based on values and delivers an analysis of worldviews through the diversity of ways of thinking and learning. The Dynamic Spiral of Don Beck is an important contribution in this sense.

Development of the cognitive area is also done holistically and systemically, in an articulate way because it seeks to integrate investigation-action, that is to say the student gives life to their learning through self constructing their knowledge through looking for answers that come from real situations in their professional context, in bibliographical studies, permanent practice, case studies and problem solving as main sources of learning. Project based learning, which allows for the awakening of critical thinking and development of creativity from and in the context of their profession, under the assumption that the whole system and process is perfect, allowing for permanent and systematic reflexion, both individually and in teams. Teamwork is seen as a form to favour the development of professional skills, in which each student delivers their best efforts according to their skills and talents. An important percentage of learning achievements are the product of coordinated joint efforts in work teams.

Proposal for learning and development strategies of cognitive skills:

- Workshops for case analysis and analysis of real life situations.
- Debates on “key” topics taking into account various points of view: one suggestion would be to use the strategy of Edward de Bono of the “Six hats of thinking”, this amplifies the view on relevant problematic of the professional tasks and orients the students to “see” reality from various view points and integrate them in their conclusions and theses.
- Systemic elaboration of mental maps and conceptual maps, favouring rigorousness in each method and the development of systemic and irradiating thought respectively.
- Development of practices of investigation in the field such as field diaries and their being made common via standards and under the guide of a academics responsible for their formation.

- Development of theses and hypotheses through writing and publishing essays, articles and columns on topics of academic interest and/or social contingency.
- Permanent lectures and creative presentations to their class or study groups.
- Weekly workshops on pedagogical creation, this allows to lower the theory content in favour of the practical implementation of knowledge, favouring lateral development.
- Frequent use of music, movement and colours as tools for improving concentration and creativity during study times and academic work time (preferably from the beginning of the sessions).

## 8. Learning Area and Social and Multicultural Expression

*(Petal 3, pink, in University)*

Maturity in Social Intelligence is a relevant and key aspect from the perspective of professional skills, in any setting, reason for which the formation of these skills should be present in a transversal manner in the study plans of the University of the Future. However not only there but also in styles of human relations and in the programming and systemization of complementary activities of the students, through volunteer work in vulnerable areas and in workshops for social and cultural development. From the point of view of transversal formation, as discussed in previous pages, strengthening the concept of team work in order to achieve goals of divers natures, in the academic as well as in an extracurricular setting, so that the student amplifies their experiences with others starting from common goals and objectives for the acquisition and development of their social intelligence.

As indicated by Phillipe Perrenoud in “The formation of teachers in the 21<sup>st</sup> century (Geneva, 2001) it is fundamental that in the initial training of a teacher aspects that are not merely disciplinary or pedagogical are strongly present, even if they are important from the perspective of the professional skills of a teacher associated with “constructing objects of knowledge and transversal, coherent and relatively stable training”. Some examples of these:

- Inter-subjective relations and the will to learn (Relationships between students and teachers)
- Diversity of cultures in the class and local society. (Academic investigation and collaboration of the university towards the creation and implementation of policies of multicultural relationships for the cultural enrichment of society.)
- Citizenship, socialization, rules of life, etiquette and manners, violence (culture of relationships in the university as a base for the formation of values, ethics and social responsibility for the students, activities in the service of the community and volunteering)
- Teacher office, teamwork, personal, professional and institutional projects (systemization of teaching practices based on both topics: team work and project creation)
- Policies for education (Investigation, debates for critical analysis, its goals, implications).

From another point of view, the academic relation with social institutions, which will be useful for graduates, that is to say schools, kindergartens and secondary schools mainly, should be implemented in a systemic and integrated fashion. That means in the shape of strategic alliances or conventions of mutual collaboration of future professionals in education.

In the practical terrain this implies a fluid and opportune relationship and communication from and to the university, guaranteeing a formative process that brings all scientific investigation and theoretical references to practice, with relevant feedback in each stage of the professional formation which should come out of practice centres: organizations that at the same time receive all the disciplinary actualizations that is needed for the management of their internal processes.

Finally, in this same area of learning and expression it is necessary to underline the relevance that social networks fulfil in the matter of actualization and mutual collaboration. Not only on local level, but also on Latin American level, and why not, also on a global level. The University of the Future should remain present at this level, through their permanent participation also in networks of teachers as academics, via the systematic publication on academic forums, scientific articles, investigations related to the various disciplines in studies/; and also in at least one digital scientific research magazine of their own editing with important contributions to the development of the education by their academics and graduating students.

## 9. Area of learning and Esthetical Expression

*(Petal 4, White, in University)*

The University of the New Era, as already indicated, focuses on the development of the being, and from there to the knowledge and the acquisition of skills, attitudes and strategies to bring out the full potential of human abilities. The surroundings are one relevant factor in the learning processes, as they connect the internal balance to their maximal potential of creative development in an efficient way.

The same with the construction of a friendly space with the environment, generalizing the concept of bio architecture in the creation of their various learning areas: classrooms should be built according to the laws of universal geometry that favour harmony in relationships and contribute to the esthetical sense of these spaces. Circular shapes with domes are suggested

in order to favour natural light. Also physical spaces that follow the lines of natural construction: ample spaces should be built, where the comfort and the beauty of the surroundings, preferably natural that entice the students to work in the open air and develop their activities of study and reading and also relax and enjoy art.

It would be beneficial to have these spaces filled with art and creative expression, with temporary expositions with art such as paintings, drawings, photographs, sculptures, arts and crafts, giving origin to a university space that favours artistic culture in all its manifestations to enjoy art, music and culture as well as experimental learning which favours artistic and creative inspiration complementary with the various lines of academic formation

which should be within the development of their own creativity, its reaches and relation with the various forms of expression through the history and cultures of the world. The University will also offer instances for debate, analysis and criticism systematically, where tendencies, styles and artistic-cultural works that emerge can be discussed.

Proposal for complementary workshops for learning and aesthetic expression:

- Painting
- Drawing
- Theatrical body expression
- Dance
- Sculpting
- Recycling
- Literature
- Poetry
- Singing
- Instrumental Music
- Folklore
- Aesthetic Appreciation

#### 10. Learning area and Ecological Expression

*(Petal 5, green, in University)*

Education for sustainable development is the mandate of UNESCO for this millennium for the challenges of the educational system of Latin America and the Caribbean. Such a mandate implies a series of decisions in this distinctive area and that in the short term and in the framework of the ambient in which the students are active, policies for its care and maintenance should be developed using specialized techniques for the sustainable use of resources such as water and electricity, considering a preferably natural environment, promotion and implementation of a system for clean and sustainable energy for their facilities, a systematic and responsible use of a clean recycling point, composting and formation of good practices and habits.

From the practical and formative terrain permanent workshops should be set up for the training of students as monitors that are trained in each and every of the policies mentioned before as a way to integrate theoretical support, techniques or methodological tools for their application in classrooms, good practices used in an international context and permanent access to results of recent investigation into sustainable development in order to supply the university culture with those in particular and to nature and the environment in general.

Study plans could also integrate elective programs to learn about:

- Techniques for the re-use of resources in a creative manner.
- Development of new technologies for the creation of pedagogical and didactical material and resources.

- Platforms for the management of teachers for the generation of investigation projects to do with fomenting sustainable development through the design of systems that contribute to the quality of life in society from an ecological and humanizing perspective; the study into local and social impact and its publication.

## 11. Learning Area and Productive Expression

*(Petal 6, red, in University)*

The university incorporates in its learning process the physical and academic space to install the productive development from the concept of self-sustainability. This productive process favours acquisition and development of skills for innovation, economic development of the community, undertakings and collaboration. For this it should be able to access funds to create projects linked to applied investigation. It should also give space to the generation of vanguard ideas for technological development, artisanal production, sustainable production of organic products and healthy food.

From the study plan a line of training associated with the productivity through complementary and or elective programs that are aimed at:

- Sustainable productivity development
- Process management
- Evaluation of projects pertinent to the needs and characteristics of local, regional and national contexts
- Chain of value in products and services
- Strategic planning

It would be necessary to be able to rely on cycles of conferences of experts and or references in creativity and innovation in sustainable production, whether they are virtual or not, national or international, giving opportunity to the students to extend their worries and uncertainties in key moments in their investigations and projects. Field trips, in which the students can access new experiences in productive areas that interest them to analyse their stages and processes and terminate case analysis in order to improve the quality of their work. This way they integrate articulately other areas of learning and expression such as cognitive, ecological and social, offering opportunities for the implementation of knowledge, strategies, attitudes, values and techniques learnt their validation and evaluation.

## 12. Learning Area and Personal Expression

*(Petal 7, purple, in University)*

Personal development is a priority for the new education, this is specified in the description of the basic skills for education in the 21<sup>st</sup> century, published in the LOE decree (Spain, 2011) and which are associated with the autonomy and personal initiative, acquisition of conscience and the development of values and attitudes, and also to the ability to make decisions, leading projects and plans, that is to say, the life that Gardner, quoted by Goleman (2004) identifies as components of interpersonal intelligence, being;

## The 7 Petal School

- Organization of groups: leadership skills, because it includes “initial efforts and coordinators of a network of people”.
- Negotiation and solution generating: the ability to solve conflicts, mediation and or prevention of those.
- Personal connection: “the art of human relationships”, assertiveness and empathy.
- Social analysis: the ability to understand the worries and reasons of people.

Training and personal development are constituted as lines of professional transversal training. That is to say they are present in all the activities and academic programs and are expressed in the orientation of methodological work, leadership styles, quality of interpersonal relations and ethical norms of the institutional function. For this reason it is necessary to intend social cognition, defined by Goleman (2012) as one of the four fundamental components of interpersonal conscience, “which consists of knowledge of the way in which the social world really works”. This way the level of social conscience determines the meaning that is assigned to the things that happen in the environment, en during this formation, a condition is established for this type of learning which is intimately related to previous experience and shapes the emotional coefficient and social intelligence.

The University of the new Era will favour actions that are aimed at the development of the so-called social intelligence through the following possible practices:

- Workshops in leadership applied to pedagogical management.
- Round of talks and workshops on emotional education and its application in a professional context.
- Permanent access to groups for reflection, meditation and yoga.
- Semester debates on topics of ethical formation and social impact
- Analysis of problem situations related to the education of emotions
- Projects for social responsibility with a collaborative character integrated in the subjects
- Use of bio-intelligent tools in classroom.

María Patricia Astaburuaga Valenzuela, Chilean, Kindergarten teacher.

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# Chapter 9

## Seven recommendations to start your own school

How to co-create an integral school for the Third Millennium?

A 7 Petal School can be called: Integral School for the Third Millennium, Educational Community, Bio-school, Parallel School, Alternative School, Centre of wisdom, Centre for Integral Development, House-school, School with a Conscience or whatever you want to call it, because much more than the name, the spirit and the vision of the school are important.

Co-creating an integral school demands 7 indispensable steps

### First step: Envision the school together

The first step for co-creating our School is to envision and project it with all the stakeholders, parents, teachers, children, youths, neighbours, grandparents, the communities and families in general. And the six following steps basically point to a solid preparation of the adults who will accompany the process.

How do you “envision” a school?

You get together, talk, project, visualize, draw, and celebrate. And you listen to everybody involved.

For example, in *Comunidades de Aprendizaje* (Learning Community) such as in Catalonia, Spain, everybody share their dreams and everybody participates in the school.

*Dragon Dreaming* is a methodology that comes from Australia with John Croft, and it is useful to learn to envision and organize a Project together.

Envisioning and preparing for the School should take 25% of the time of the project. It is the most important step because it ensures the continuity of the project. It is the most important step because it ensures the continuity of the project should someone slacks off. Furthermore it creates the spirit of the school, projects its outlines, strengthens the team, in short, it gives the school a solid base. Later we plan, execute and celebrate. There are some who do all

this at once and that can also work. Along the way you learn and adapt. Some schools prepare for 6 months before launching.

## Second Step: Personal preparation of the adults

Integral preparation is indispensable, both personal as well as collective preparation of the co-creators of the new school. This preparation is a process that can take between 6 and 12 months.

Preparing as a person ensures a thorough interior growth, in a plan of sincere and permanent self-knowledge. Also defining emotional stability of each and every one is extremely important.

This can be done using a range of techniques like:

- Physical exercises with conscious breathing
- Anti-stress techniques
- Grounding and rooting exercises
- Exercises of balance between the two brain hemispheres
- Exercises that develop Emotional Intelligence
- Reconnecting exercises that helps elevating consciousness
- Therapies for personal sanitation
- Investigating today's children and the various existing educational tendencies.

The most important is the firm decision to meet and maintain a consistent approach towards a task that requires coherence in feelings, words, action and thought.

## Third Step: Preparation in group

This consists of:

- Getting to know each other
- Listening to each other
- Doing activities and excursions together
- Using *coaching* and *team-building* techniques for the integration of group and teamwork
- Being honest

- Taking classes in Non Violent Communication and having some techniques of Culture of Peace (this can also be done with children, but not with students unless one does not practice daily, as a person and as a group)
- Organizing study groups and doing practices on the topics under study.

### **Fourth step: Defining educational lines and exploring pedagogical tools**

After that it is important to explore and live the new techniques and pedagogical tools, first by yourself and later in a small group, opening your own way.

Be familiar with the publication of Pedagoogia 3000, books, notebooks, and videos and get used to the material of the web sites [www.pedagoogia3000.info](http://www.pedagoogia3000.info), [www.emane.info](http://www.emane.info) and [www.educooopedia.com](http://www.educooopedia.com) and other interesting material on the Internet.

Be aware and investigate on what is happening in the world in relation to pedagogy, technology, ecology and personal growth, setting up a network of interchange.

### **Fifth step: defining the general outline of the school**

It is also necessary to generate a consensus about the general outlines of the school, taking into account criteria of each member of the group. Look for the simplest legal framework, which allows the functioning of the school.

It is also important to regularly reinforce and project the vision, re-envision the school, visualize it, draw it and share it. It is also important to see the school as a day-to-day reality of which you have to take responsibility, always being aware of new things, the others, empathy and open to changes and improvements and profound changes. And above all the golden rule is to be happy and celebrate the steps we take

### **Sixth step: setting up networks**

Setting up local, national and international networks in order to share ideas, experiences, get advices, feel accompanied and/or continue with self-study. Share what you do by all possible means.

### **Seventh Step: merge yourself in the local situation**

It is essential to learn about the local cosmo-vision and to get to know the local reality well. Actually the school will be inserted within the local community.

It is a good idea to organize visits with the children, like for example to barns, municipalities, sports infrastructures, parks, technical institutions, shops, markets, factories... and invite the main actors of these organisation to the school. The idea is to form alliances with everyone and make the school the property of everyone.

Enthusiasm, lots of enthusiasm, is key. The most important is everyone involved individual enthusiasm. This means going back to the first step, to the intention and the projection of all

the stakeholders of the school (children, parents, teachers...) allowing the concretization of the collective vision and co-constructing the physical school.

*The School of the 7 Petals,  
Like all schools of the Third Millennium,  
Is about Awareness, it is a frequency  
First built in the heart,  
Then, with everybody, it is envisaged  
And finally co-created by all in a physical sense.*

## Methodologies

The new integral schools are sacred spaces, that is to say spaces for intense and integral growth for all. If everyone coming to these schools understands it as such, these spaces will affirm themselves and expand into a new form of higher awareness.

Good manners in traditional schools transform into conscious, impeccable attitudes, and full of joy for being together and co-creating a new world.

Next we will share some ideas, which have yielded good results and are used in some schools:

### ***Welcoming and goodbye***

- Carefully prepare the rooms
- Have a special care when the children arrive. Welcome them one by one and look them in the eyes, with lots of love and respect.
- Also take care when saying goodbye at the end of each day. If possible close the day with a round where the main objective is to “close off” the day.

### ***Before starting the day's activities***

- Do a physical activity until each child has been integrated
- Once the group is complete, start an activity for strengthening Emotional Intelligence and proceed to a personal and group alignment so that each child feels welcomed and valued.

### ***Suggested Methodologies for cognitive development***

## The 7 Petal School

- The child shows what they discover
- Learning is experimental, doing it
- The activities are done in small group with a clearly defined goal
- Exploring and own research is important. All possible ways of self-teaching are welcome with today's children and youths.
- Teaching is active, contextualized and real
- The facilitator speaks as little as possible
- Use the pedagogical triangle: Feel – Do- Think (Sound, Light – Shape/Movement). See also the pedagogical notebooks at: [www.pedagoogia3000.info](http://www.pedagoogia3000.info))
- Be familiar with techniques of *Sugestopedia*, Democratic Schools, Montessori (keeping them up to date), Waldorf (keeping them up to date)
- Methods for FLASH learning which uses the right hemisphere of the brain, they are close to the Shichida methods, Glenn Doman or Paul Scheele methods.
- Apply the suggestions from Pedagoogia 3000 books, notebooks, and videos (see [www.pedagoogia3000.info](http://www.pedagoogia3000.info))
- Use moments of consolidation, inspiration and Direct Conscious Observation systematically.

## Spiral

The 7 Petal School operates as an upward spiral.

*Each Petal is interlaced with the other and goes on into an upward spiral awakening consciousness.*

The principles are the same whether we deal with youths, adults or the elderly. They are adapted to age and needs of each and every one. The 7 Petal School works together, without separation in age, profession or subjects.

You can also add more petals. And each petal needs to develop more and more. The idea is that the 7 Petal Flower becomes a flower of thousands of petals which never stops



growing and which opens the way for the new society which we await with the new waves of children that are bound to happen on a massive scale in our planet in present times.

*The most important:*

*Enjoy it!*

## How did we start?

7 Petals School, Paysandú, Uruguay

By Majo Minardi

We, a group of parents and educators came together and set up an association, an NGO in Paysandú, Uruguay. We started to meet in the year 2013 from the need to build a really integrated school. The organization is called Educación Viva. The work done led to the creation of the 7 Petal School in 2014, "Camino al Sol".

We saw in the 7 Petal School an open model which we could easily apply and that comprehends the development of the being as a whole. This gave us a guide to follow to set up a new paradigm in education. Experience taught us that creating a school is a huge challenge. However we saw that as the project took shape fears and the initial uncertainty disappeared. Reiterating what we were told, you need to get going without waiting for all the ideal conditions.

We started the pilot project in 2014 with 8 children between the ages of 2 and 5 projecting to start the school year in 2015 with a formal school.

The concrete proposal was to develop different activities in the Petals each day always taking the children's opinions into account. Sometimes the whole group chose the same activity and when there were various options the children chose where to participate.

In agreement with the characteristics of the group the Petal that generated the most interest was the Physical Development and Movement Petal, as they constantly showed interest in developing physical activities with construction and action, outdoors whenever possible. This made us realize the importance of having an ample and adequate physical space, with outdoors that allows incentivising this development in the children.

One day a week the school moves to somewhere in the city.

An assertive experience we have been doing is to organize activities that take place outside the school setting periodically. This can be rivers, brooks, squares, a friend's house etc.. Allowing us to see how valuable these experiences are of the children when

dealing with their surroundings. This made us reach the conclusion of how important it is that the school moves to somewhere else that one day a week.

Today we completed the foundations of the pilot project. This has given us the freedom to experiment with various ways of how to implement the dynamics of the 7 Petal School in order to better adapt it to the group.

One of the strengths we identified in this project has been that we since the beginning we have not only focused on the development of the school (space, pedagogy, material, training) but also we focused on teamwork and strengthening the group.

The whole process, which we have developed since the beginning, has given us strong basis to harmoniously and joyfully face the day-to-day challenges.

**Majo, Teacher and facilitator Pedagoogia 3000**

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*Augusto (3 years) shows us how his pumpkin plant has grown in a couple of weeks. The enthusiasm and satisfaction shows in his face. Working on Ecological Development and Personal Development.*



*The children of Camino al Sol on one of their outings.*

*This time they go to the river to play and go canoeing. New experiences and challenges, overcome fears, outdoors sports facilitate socialization and exploring new areas in the city. Working with Physical Development, Emotional and Social Development and Ecological Development.*

An anecdote: One time one of the children saw a broken bottle in the sand and called the other children to help collect it. The first reaction of the adults was to tell them to leave the bottle, that is was dangerous and that they could get hurt. The children replied that if they left the bottle there other children could get hurt; that we should trust them, they could do it. When they were finished picking up the pieces of glass none of the children was hurt. We all learnt. The children reinforced their self-esteem and ecological awareness and the adults learnt to trust the children more.

## The 7 Petal School



*Luz (3 years) and Justina (5 years) making music in the patio. Meanwhile other children did arts and crafts inside. We foment the free choice of the activities. Working on Creative Development.*



*Indio (4 years) and Julia (2 years) play with jigsaw puzzles while other children share story time. Working on Cognitive Development and Creative and Aesthetic Development.*



*Making some oat cookies during one of the outings. This time, it was at the house of one of the colleagues. Besides cooking the children also learn about healthy eating. Working on Productive Development, Social Development and Ecological Development.*

# Chapter 10

## Seven ideas for “well being” for an easy and harmonic pedagogical transition

After having presented the 7 Petal Schools and given some benchmarks to open your own school, it is also important to see which could be some easy steps that allow to go through with this transition of the integrated educational systems to a big school, wherever they may be (that is to say without necessarily having to open your own school).

These steps are summarized in:

- This **Chapter 10**, Seven ideas for “well being” for an easy and harmonic pedagogical transition
- **Chapter 11**, Seven axles for immediate action to generate the educational change now
- The Letter to the Governments and the Blue Declaration which are to be found in **the annexes**

### Law of attraction

For an easy and harmonious pedagogical transition let's begin with these 7 recommendations, called the “7 well beings”. You simply cannot promote changes if you are tense, stressed, complaining or angry. It is not a good place to start. It won't work, because of the law of attraction. You get what you project, or in other words, you reap what you sow... That is to say, if you are stressed, receive stress, if you are angry, you will get anger, and if you send bad vibes... you will get bad vibes!

That is why you need to be positive, proactive, relaxed, self reassured and automatically we will receive back up and support. Gates will open!



## Change begins with you

By the “7 well beings” we understand the implementation of the educational quality that many governments propose. It is an invitation to enjoy, allow yourself to get enthusiastic and also to take responsibility, be aware of the future of the children, get motivated, take the reins and going for it. In other words what this is about is a better “living” from education beginning with the human quality and personal well being. Because this will create a win-win-win situation. The children win, the teachers win and the system wins because obviously there will be a higher rendition. Change begins with you, taking responsibilities (not criticising the others or waiting until “they get a move on”).

## Step by Step

The steps needed to transform present day education are as follows:

- Promoting 7 Petal Schools or similar schools: again the idea is to implement an Integral Education to attend to the needs of the children of today, future society and the planet. It is important not to be stuck in a fixed format; we need to learn constantly and reformulate continuously, following the local possibilities and demands, from a legal point of view, economic situation and the environment of our space.
- Steadily changing the present system; establishing steps that are easy and simple to accomplish.
- Explore other ways of education, such as home schooling, educating while travelling, virtual schools via the internet, setting up week-end schools, setting up an experimental barn, workshops, classes outside of school on other subjects etc.

You can always apply the “7 well beings”, whether you are a mother teaching their child or a group of children at home, “field teachers”, director or teachers in a conventional school, City Mayor, NGO, etc. The idea is that each brings what they need, transforms it into their reality and applies it with awareness and creativity.

## Act now!

It is about simple and cheap steps. Alleviate the teacher and directors of schools instead of overburdening them again with more methodology, work and studies, as well as making the tasks more fun for the children and parents.

It is not necessary to show how bad is nowadays-educational system, worldwide. It is enough to look at the index of child depression and suicide rate in young people this last decade to understand that it is urgent and essential to act NOW, act constructively, on massive transformation in education, and at the same time in its methods, motivation, content, objectives and attitudes. It is a profound change, an important one, without a shadow of a doubt.

## 7 steps for well-being

The 7 easy steps are as follows:

### 1. *Give teachers and parents time so that they act without constant stress so that they can keep up-to-date*

*“A teacher without stress has the time and enthusiasm to explore, learn, and do new things”*

*“He or she allows him/herself to explore and innovate”*

The idea is to alleviate the teacher from all the administrative tasks and long hours and also to relieve the pressure of having to have purely academic diplomas, but instead propose more technical diplomas on short term, giving them more practical tools. During this period of transition it is more important, in my opinion, for the teacher to have short cycles to be up to date, to have practical training, workshops on what is interesting to the teacher and to have access to information on present changes in the children of today and to the changes that are happening in our society in these times.

We are going through a “practical “period, where we need to take care of children with pragmatic, and immediate concrete solutions. For this reason Pedagoogia 3000 is practical and is based on experience and practice.

Even if it has a vast theoretical frame compiled in various books, the base philosophy of Pedagoogia 3000 and the 7 Petal School is to concretely attend to the situation of today and tomorrow.

### 2. *Support personal and institutional initiatives*

*“A happy teacher has freedom of action”*

*“She or He is more prone to take the lead in their world”*

It is important to reduce the pressure and the heavy administration of the teachers and directors of the Establishments. That is to say to stop choking yourself. Give us our opportunities for action, novelties and support us when we have an initiative. Also, allow the parents to become involved in the education they want for their children and let them help in the schools.

I knew a school a school in Catalonia where the parents had a classroom and a kitchen within the school. They can come in early and have breakfast with their children, they can stay the whole day if they want and bond. In this school the parents have regular sessions on personal development and growth according to their opportunities and/or needs.

For example, during my visit the parents had organized classes in emotion management and classes on the Mayan calendar for themselves. Bravo!

Within point we recommend to:

- Be flexible within the official school system

- Allow experimental pilot classes and schools, when needed, included in at legal level. The ones that are successful and have concrete results can be transformed in additional Centre for Integral Training. As such they can have extra financial resources.
- Allow that parents set up their own schools or mini centres (house-schools) where children will take an end-of-term or even end-of-year exam.
- Support extracurricular educational initiatives.

### 3. *Promote physical movement: Letting children and youths “move”... as well as ourselves*

*“Children are like atoms, the sun, the planets and the stars: They move, they move, they move, without stopping”*

*“Let them move and flow”*

This is the heart of the matter!

It has been scientifically proven that movement releases endorphins and therefore brings pleasure and allows “anchoring” knowledge, as demonstrated by Doctor Paul Dennison with his famous technique of Brain Gym©.

*“Movement anchors thought.*

*We all learn to block ourselves from the moment we learn not to move.*

*So we need to learn to UNBLOCK from the moment we learn how to move!”*

*Paul Dennison*

If we want to improve education, and even more with the children of today who show a high level of energy and present an accelerated metabolism, the secret is to promote movement, movement, movement.

It is about introducing small movement-based activities that are highly efficient in all educational systems.

This includes:

- Daily exercises of *Brain Gym*© or kinesiology education by Dr Paul Dennison and other similar exercises such as *ATB, Awareness Through the Body* by Aloka Marti.
- Sports every day, intense or not, according to the tastes of the children
- As many fieldtrips as possible, arts and crafts, long walks (3 or 4 days for example) and camping trips

- All kinds of dances (from contemporary to traditional, hip hop, folklore...)
- All children need to have their breaks. Important!
- Activities based on movement during breaks, with dance music for example.
- Incentivise Arts in all its shapes
- Setting-up bio-vegetable places in all gardens of kindergartens, schools, colleges and universities.

#### 4. Give more autonomy when it comes to content and ways of teaching

*“A child which is curious discovers and raises his conscience with all subjects of the School of Life”*

*“Let them create and explore”*

In research done by Pedagoogía 3000 in 2006 we found that 83% of small children (between the ages of 5 and 7 in the sample) are self-developed persons, according to the criteria of Dr Abraham Maslow. That is to say they teach themselves, in an autonomous and independent way. For this reason it is important that they re-discover things and experiment.

What is the most important?

1. Tell a child that blue and yellow make blue
2. Let him try, mixing colours and discovering it by himself.

Point 2 obviously is the pleasure that discovering brings. It's the *Insight!*, the *Eureka!* Is that not just in painting but also in all other subjects: Mathematics, Geometry, Language, Biology, and Chemistry etc. This allows the creation of more synaptic connections of the cerebral neurons, amplifying our ability to think, create, innovate and even love...

Also using pedagogical tools that favour the full development of the right half of the brain and *Fun Learning*.

#### 5. Alleviate stress for the teachers

*“A teacher without stress is a thousand times more efficient”*

*“Let them breathe and enjoy their jobs”*

The idea is to concentrate on the wellbeing of the teacher and the parents. It is well known that when a person is all right, the children have a good time. If a teacher is stressed, tired and worried, the children of today wreak havoc. So it is necessary to give the teachers and parents who wish so:

- Short term or emergency anti stress techniques
- Long term anti stress techniques, as a habit for life.

- Low impact sports, once a week, if at all possible proposed by the school. To be chosen according to their preferences. Even better if it's a sport that involves conscious breathing (like yoga or martial arts) But it can be any other kind of sport...

*“Let them be”*

In short, the more relaxed a person is, the most positive results will be.

- Provide the permits and resources so that the teacher can have helpers such as: allow them to have the help from the parents regularly (physically in class) and young helpers trained in short cycle (creating jobs for youths and giving space to their pedagogical creativity). Also let the teacher have guests who offer their talents now and again to the children (could be parents or others). Invite grandparents to tell history or workshops specialists to show new and creative things to the children.
- Provide audio-visual material to parents and teachers to give to the children.
- Replace shrill bells with nice music
- Whenever possible, introduce CSL Common Silent Reading weekly, together with other tools of this style.
- Introduce Peace Culture tools and techniques.
- Provide classes of Non Violent Communication, for children from an early age, to young people, parents and teachers.

## 6. *Alleviate stress for the students*

*“A stress-free child is a child that promotes peace”*

*“Let them flourish”*

It is also important to alleviate stress for the children and youths. That is to say to alleviate the pressure for exams, marks, intellectual, emotional or physical stresses, timetables that are too strict, give space to creativity. Avoid threatening tones or all threats or blackmail in general.

Give techniques of Non Violent Communication, Culture of Peace and other techniques of living together in order to avoid bullying. Having techniques to reinforce Emotional Intelligence is also excellent.

Listening to the students is fundamental. Have “listening circles” at least once a week and have a school assembly for everyone once a week.

## 7. *Give Well Being and Human Quality to everyone*

*“Nobody can learn when they are under too much stress, it is counterproductive.*

*Everybody acts and learns from enthusiasm”.*

# Chapter 11

## 7 axes to generate immediate changes

Besides the 7 “well beings” which give us general attitude guidelines, we present here 7 concrete ideas to act now.

Let’s look at the 7 areas for immediate action:

1. In state or municipal schools
2. In already existing alternative schools
3. In house-schools and new integral learning centres
4. Home schooling and various-schooling
5. Parents and teachers trainings
6. Communication Media
7. Political will at local, national and international level

### 1. *State or Municipal Schools*

If we are working in a state run school we can also introduce changes bit by bit.

We advise that all teachers learn a bit of Brain Gym© and POM (Play Outside and Movement) as described in the book *Pedagoogía 3000*).

If possible they should also apply the Kilpatrick method and obviously all kinds of Arts. All this works really well with children of nowadays.

We recommend that every day children practice a sport they like and, once or twice a week, a Martial Art of their choice. This teaches them self-discipline.

And as we have seen in the previous chapter, the most important is that all teachers and parents know and practice some simple anti-stress and basic relaxing techniques.

If possible, introduce a mini vegetable garden in the playground. This will change the environment. A snail shaped vegetable patch just like cultivation on windowsills does not require land and is easy to build. Permaculture can show you how.

*Anthems:* When the National Anthem is played regularly in the school, ask that also a Planetary Hymn be played to remind the children and adults we live on one single planet. This can be the Ode to Joy, The Hymn of the Planet, Hymn to *Pacha Mama*, and hymn to the children. We can look for them online or invent our own. We hope that you send us your hymns and we will put them on the Web, in order to have a database of music and planet songs. This will help us create more Peace Culture.

## 2. *Already existing Alternative Schools*

We speak about schools such as Waldorf, Montessori, Kilpatrick, the experimental schools in Argentina, Cossetini, Reggio Emilia, Freinet, Decroly, Reuven Feuerstein, Advanced Teaching of Vigostky, Educational Model Etievan, Bio-Centric Education, Superlearning, Sugestopedia in Bulgaria, Democratic Schools, The Shichida method in Japan, Free Education, Educational Transformation, Creatica, Freedom Education, Creative Education and others that were valiantly developed over the course of the last century and that still have valuable effects.

If you are already part of an alternative establishment, congratulations! Continue taking into account the present characteristics of children of today and the needs of the present and future society.

You can also investigate on how to be able to support the intuitive (or psychic) children and youths and those who have a natural penchant for various levels of knowledge. If we don't want to be taken by surprise, these topics need to be urgently studied as we already see an increase in extra-sensorial characteristics, especially in small children.

Make sure the school caters for all Petals.

## 3. *House Schools and New Integral Schools and Colleges*

If you are implementing a House-School (a school the size of a house) or an Integral College with innovative methodologies, contents and goals, or if you are thinking about it, congratulations!

It is about new schools (sometimes they have other names) that look for something radically different and integral. This is easier to do in countries whose laws recognize "Free Exams" like Chile and Uruguay. That is to say that the parents and children choose the schooling they want, as long as they pass a State Exam at the end of the year or cycle.

New futuristic establishments are flourishing around the world. Well done! Don't hesitate to share your experiences at [www.educoopedia.com](http://www.educoopedia.com) (service of emAne and Pedagoogia 3000). Doing something new is fantastic, knowing how to multiply it is even more fantastic, that way we know we are a lot, it encourages us and we get mutual support.



If the law does not permit this, you can set up centres (formal or informal) at weekend or afternoon time and do interesting voluntary activities organized by parents, some teachers, therapists and also by the children and youths themselves, for example Centro Sol de Soles in Chile.

At the same time you can open training centres (formal or informal) for parents and teachers.

#### 4. *Home schooling and various-schooling*

Sometimes *Home Schooling* is a solution, depending on the spaces, laws, determination, availability and creativity of the parents and children. It can be some families that get together to develop and implement the educational plan for their children such as the TLC (*Tender Loving Care*) programme in Auroville, India.

It is also interesting that other centres for alternative therapies and complementary to other professions (e.g. doctors, homeopath, anthroposophist, reikist, transpersonal psychologist, therapist of all areas) can be involved. A kindergarten in Chile has a complementary Therapeutic Centre inside the complex. Excellent!

You can always do extra-curricular activities. If you cannot do everything you dream about within your children school, you can choose meanwhile to organize extra-curricular activities that contribute to the integral development of children and adults; however without overburdening the agenda of the children or of their parents.

A wide range of possibilities opens up, from *Home schooling* and *Un-schooling* to improving the school in your neighbourhood, passing through all the varieties and formulas in between, mixed, communitarian, artistic, educational trips... The idea is to explore, do, correct, go ahead, even if it is only one hour a week or full-time, everything is valid.

#### 5. *Training for parents and teachers*

This is very important. We have to be up to date. Things change rapidly (as children, technology and communication are changing).

There are various options to train and keep up to date:

- Regular updating via the Internet, meetings, conferences, sharing...
- Self convocation: groups of people who voluntarily meet and set up groups of study-action, Can also be the autonomous decision of teachers and Heads of Schools to train and “have it better”.
- Training organized at government level, either local or national.

*We also want to launch a call to all professionals (doctors, paediatricians, psychologists, anthropologists, scientists, neurologists, genetics, biologists etc.) to carry out more research on the changes that are present in the children of today, especially those born after 2008, in order to have more scientific data of said changes. This would help pedagogues to adjust their pedagogic tools as a consequence.*

## 6. *Communication Media*

The idea is to incentivize an explosion of programs on radio and TV that bring ample and up to date information on the topics of the new education and personal development. It is also about opening up Radio and TV channels so that the children and youths who wish to do so can talk and express themselves directly. On the same note we want to have our own radio and TV channels. This way we will save much time and we could make people aware of the urgent need to change education on a mass scale.

We can for example:

- Run campaigns to raise awareness regarding the public opinion together with writers, journalists, famous people, singers, actors, footballers and other famous athletes, Nobel Prize Winners...
- Make and distribute films about Education, Sci-Fi films, short YouTube videos and documentaries such as *The Forbidden Education* by Germán Campos, Argentina, for example.
- Use social networks such as Facebook, Twitter etc.
- Organize events to call attention: huge meetings, chains, and movie festivals on the New Education.
- Sign the *Blue Declaration* on [www.pedagoogia3000.info](http://www.pedagoogia3000.info) (see in the Annexes).

## 7. *Political will at local, national and international level*

At the same time we can create a holistic political opening and an economy suited for the new education. It's a sector where little by little we need to raise awareness. Some politicians, economists and enterprises are very open minded and obviously we can create alliances with these National and International Organizations (NGO and other) such as the United Nations, UNESCO, UNICEF, etc.

## Synergy and the domino effect

And above all we have to remember our personal growth. “The most important is not what we do but how we do it”. All change begins with one’s self.

We need to be aware of everything we do, every drop adds up and creates synergy. It is not about isolated actions, to the contrary! That is to say that one and one does not make 2 but is exponential by 10,50,100...

There is a huge demand for change in education and each and every one of us has a part of the solution.

The thing is that the local reality is so varied that at the moment of “doing” each person must look at their context, be precise and concrete in their actions and diffuse them. There are no fixed recipes.

For this reason it is also time to make an effort to translate the written material and make subtitles for audio visual material. There is excellent material out there, in all languages.

*Let’s do it... Let’s share what we do!*

There will be a domino effect... This process cannot be reversed nor stopped.

It’s a great adventure, very much needed. It’s our future that’s at stake, the future of our children, grandchildren, and great grand children, the future of Humanity, of the Planet.

Thanks for being part of this wonderful challenge!

# Invitation to be a co-creator of a happy humanity

María Isabel González

*President of the Foundation Pedagoogia 3000 - Argentina  
Ex Minister for Education San Luis, Argentina*

**Let Education change and re-emerge.**

**It's up to me, you, to each and every one of us!**

Some ideas to orient reflection:

Can we keep on waiting and hoping that something new will happen in education?

Do we want to keep pushing our children and youths to adapt to the same things that previous generations considered valuable, even if these things limit the development of their one being, of their talents and missions in life?

What if we prioritize our children's happiness always?

Being happy is the natural condition for all of us, for them and also for us... so this is the best moment to make appropriate decisions. If I believe that change begins with me, then there are many of us who are on the way to change.

Let's accept the internal attitude of LETTING GO of all the structures that surround us. These have no purpose any more for the new era...

Let's be thankful and let go, without judging, without anger, we just let them go.

Let them go for our children, grandchildren, nephews and nieces, for all the children and young people that make their unhappiness heard. Their unhappiness deserves ALL our attention, and it is now!

This task will be easier if we empty ourselves of ideas, pre-concepts, and dogmas, archaic mandates that were needed in other times... This is the moment to let go of all of them... they do not belong to us, we incorporate them in our lives without verifying if they allow us to be happy.

Let's clean up and make space and so we can perceive- receive the Inspiration so

that the new humanity ceases to be a Utopia...

Personally I am available to participate and create a new life.

In a collective context: I will not be alone, there are many beings that are doing the same and they need that we take them by the hand and walk together.

It is also the moment to free ourselves from fears and trust in our abilities, in our power to heal, decide and create. Let's accept freely and as masters of our fates from the deepest bottoms of our hearts.

My change will be an example for those who are willing, and join us...

The new energy is already among us, on the planet, which drives us all, in one form or another, to renew ourselves... It is asking us to let the unwritten come out...

This is the great invitation: let it come out again!

The good news is that the New Education is emerging in small groups of people, in many social places and environments... The new humanity has started to manifest itself in groups of families and friends who decided to create new spaces for living filled with love for their children and for themselves. They show us that the awareness of unity and unconditional love and respect for the essential BEING of each and all is possible...

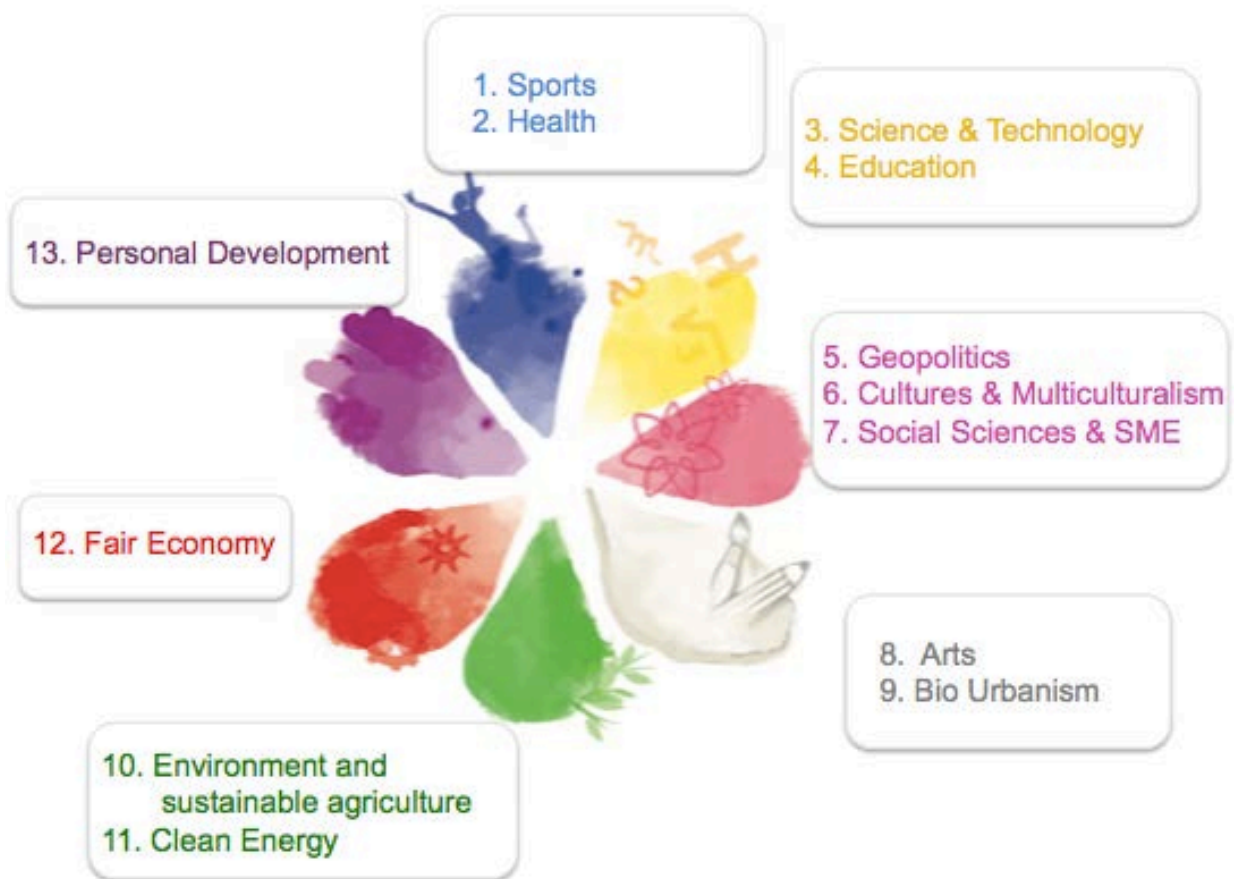
Pedagoogia 3000 invites you to understand that the babies, children who are arriving on this planet these times are making big differences between who we are or have been...

They come to be creators of a new humanity... that we are ready to be active participants together with these babies, children and young people who renew homes, educational spaces and our lives.

Let's celebrate, be thankful and be part of this process of transformation never before seen in humanity!

# Chapter 12

## From a 7 Petal School to a 13 Petal Society



The 7 Petal School

The 7 Petal School prepares us for ...	...a 13 Petal Society (13 areas of development)	Comments
<p>Blue Petal</p> <p>Physical Development and Movement</p>	1. Sports	Many varied sports, less competitive and more geared towards body awareness (conscientious breathing), physical well being and health
	2. Health	Especially Preventive Health Holistic Hospitals and Health Centres First Aid and Hygiene
<p>Yellow Petal</p> <p>Cognitive Development</p>	3. Science & Technology	Includes High Tech, Genetics, Quantum Physics Communication Technology
	4. Education	Integral Education and Pedagogy of the Being Socio-Multi-Education, for all ages
<p>Pink Petal</p> <p>Social and multicultural development</p>	5. Geopolitics	Art of living together and Exopolitics Culture of Peace, globally National and International Diplomacy
	6. Cultures and Multiculturalism	Intra-inter-multiculturalism Culture of Peace, locally
	7. Social Sciences	Social sciences, justice, ethics, Civil Education, Non Violent Communication Culture of Peace in the neighbourhood.
<p>White Petal</p> <p>Aesthetic Development</p>	8. Arts	Arts with Awareness Arts for Peace
	9. Bio-urbanism	Includes bio-architecture, conscious and sustainable design of construction areas



<p>Green Petal</p> <p>Ecological Development</p>	<p>10. Environment and sustainable agriculture</p>	<p>Ecology, decontamination</p> <p>Alternative therapies together with point 2, holistic health</p> <p>Healthy food</p>
	<p>11. Clean energy</p>	<p>Alternative and clean energy sources.</p> <p>Advanced technologies for rational use of energy (together with 3)</p>
<p>Red Petal</p> <p>Hands-on Development</p>	<p>12. Fair Economy</p>	<p>Solidary Economy and fair finances</p> <p>Sustainable production</p> <p>Food Safety and Security (together with 10)</p>
<p>Purple Petal</p> <p>Personal Development</p>	<p>13. Personal Development</p>	<p>Personal growth, social well being</p> <p>Holistic and active Psychology</p> <p>Personal Culture of Peace</p>

From a social and anthropological point of view the new education, co-constructed in solidarity with conscience, will bring much more to humanity in its evolutionary process. Let's review the 13 axles that are profiled. This is an outline and will be, we hope, the topic of another book, the *13 Petal Society*.

### 1. Integral Sports

The goal is to provide people with many sports, as varied as possible, and for all ages. They should be less competitive (for example *Tchoukball*) and more geared towards bodily awareness (with conscientious breathing), satisfaction, self-discipline and physical well-being. The body is recognized as a vehicle of conscience and the potential of the human being; and as such it must be in harmony and healthy as fundamental condition for integral development.

This will allow providing a better health to all citizens and will reduce medical bills, mental problems (depression and low spirits) and delinquency. It goes hand in hand with point 2, Integral Health.

It includes: Cooperative sports and games, dancing, breathing exercises, sports in all schools, businesses and municipalities, for all stages of life.

## *2. Integral Health*

This area will be very much reinforced with the educational system systematically providing preventive health programs to their students, together with many sports, as seen in point 1.

This will result in a healthy life, through self-care. This area contemplates fun actions that are useful and protagonist, developing self-esteem and will to help concretely to their society and family.

It includes: knowing First Aid, recognizing their physical needs (vitamins, oligo-elements...), good nutrition (healthy food, clean water, sun, air, Prana, good quality of sleep and positive thought), self-care, emotional health, habit of “acting” (instead of complaining), self-esteem, will to live, participate and serve, knowing their Goal in Life (together with other areas, especially 4, 6, 7, 12, and 13).

## *3. Science and Technology*

Thanks to an integral education that favours the talents of each student and that allows for the development of creativity, combined with a high ethical and academic level, we can project the emergence of a new kind of scientists who will make pure science, applied biotechnological science and the discovery of clean energy sources progress (together with point 11). Among many other sectors science will benefit from this system of education.

Includes: High Tech, genetics, physics and quantum physics, chemistry, astronomy, mathematics and advanced technology in communication among other subjects.

## *4. Integral Education*

Education will be completely integral with special focus on the Pedagogy of Being. That is to say we are talking about an education able to reach great achievements “outside”, technical and academically, and at the same time tend to the “inner” human, allowing that a person knows who they are and what their internal potential is. It will heighten the level of ethics and civics of the citizens and will favour a high level of morality.

In the long term a Socio-Multi-Education is planned, for everybody and all ages, which we will elaborate on at the end of this Chapter (together with area 7).

Includes: an integral education in all subjects, pedagogy of being, Socio-Multi-Education, for all and of all ages.

## *5. Holistic Geopolitics*

In the area of geopolitics, good international relations are envisaged and a high quality of life for all the citizens, thanks to:

- Good international diplomacy
- Non-violent communication, charisma, empathy and assertiveness in all sectors of society and from an early age.

## The 7 Petal School

- Activities of the Culture of Peace
- Emergence of new paradigms of solidarity and international policies

These activities are developed in all schools, from as early an age as possible.

Subjects such as of Non Violent Communication, Culture of Peace and tools for development of Emotional Intelligence will be systematically included in the curriculums. And we can perceive a great leap in social and geopolitics in general, as well as a march towards an epoch of stable peace on this Earth, at last.

In a practical sense this will lead to:

- A new geopolitical organization based on the new paradigms emerging from cooperation, ethics, horizontality and conscience.
- A natural reorganization, by bioregion, according to ecological, social, cultural and linguistic criteria.
- A move from an egocentric society to an eco-centric one.
- A transition from a society of industrial growth to one centred on life.
- Gradual disarmament and Peace on Earth in all its forms.

This includes: the art of living together and Exopolitics, culture of world peace, national and international diplomacy etc.;



*From an egocentric system to an eco-centric system (from the web: Eco hustler)*

## 6. Cultures and Multiculturalism

Combined with point 5 (area of holistic geopolitics) we can see a consolidation of cultural wealth of this planet as well as a multicultural link, which will mutually enrich each social and ethnical group in all matters.

The multiculturalism in daily life, and from kinder- and pre kindergarten is an excellent pedagogical and social tool, which propels the Culture of Peace. For this reason it is important that the new society is multicultural and multilingual. The changes are planet wide,

no doubt about that, but in each place its applications depend on the social fabric: cultural, historical, social and ecological. We welcome and recognize the cultural wealth of every one and every people; we accept and respect everybody because we learn constantly from each other.

Multiculturalism is the harmonious living together and the deep respect for all human beings as brothers and sisters, without distinction of ethnicity, gender, age, race or geographic location. It is also harmoniously living together with All in all its manifestations, that is to say, animals, plants, minerals, water, air, fire, mountains, the jungle, the lakes and the universe in general in its various dimensions.

On an educational level we looked for educational experiences of indigenous people and their pedagogy which present concepts and applications that prove to be very interesting and pertinent for the changes in the third millennium, because they introduce multilevel learning and connection with the heart.

Some examples are: direct vertical teaching, ancestral codes and ethics, values, dialogues of knowledge with grandparents, oral tradition, multilevel teachings, communitarian tasks, interchange of services, visits between communities, visits to archaeological sites and holy places, studies of native languages and sciences of indigenous populations (mathematics, ecology, sociology, psychology etc.), myths and legends, oral history, celebrations, music, sounds and holy dances.

Teaching with a heart, in the traditional education of the indigenous people is based on pedagogical exercises where they teach (or consolidate) that each action and each thought is made in harmony with the surroundings and the heart, without violating the rules of harmony. With each action, even the simplest of actions, the child learns, or better, simply lives the communion with nature and the various types of energy.

Includes: intra-culturalism, inter-culturalism, multi-culturalism, local culture of peace, indigenous universalities (multi-verses)...

## 7. Social Sciences

The new Education automatically leads to a new social system and way of life, as well on a personal as on a collective level. A new class of Leadership will emerge, Horizontal, Humanitarian and Holistic (LHHH) thanks to the new mentality of the children born around 1987 and after who will position themselves in political, social and business life.

There will be campaigns of Culture of Peace, of happiness and well being for all citizens as the Major of the Municipality of La Paz, Bolivia is already implementing (2015), with his campaign for Happiness "Peace from La Paz" (*Felicidad "La Paz desde La Paz"*).

Includes: social wellbeing, restorative justice (with the instauration of "new prisons" and social rehabilitation centre of the 7 Petals, as well as holistic centres for rehabilitation for drug addiction and alcoholism of the 7 Petals), ethics, civic education, Non Violent Communication, Neighbourhood culture of peace, community centres where points 5 and 6 are combined, Holistic Geopolitics, cultures and multiculturalism.

## 8. *Integral Arts*

This area will undoubtedly be enriched by the integral education, allowing that the arts play a very important role in raising awareness in general. We forecast a new peak in artistic talent, where each of the arts will have a role to play a firm goal and clear open-mindedness.

Includes:

- Arts with conscience
- Arts for peace
- New literary and poetry genres
- New musical movements of “high frequency and harmony”
- New styles of Arts, where the internal beauty is reflected by the exterior and vice versa
- New urbanism and new bio architecture (see point 9)

The list is endless because creativity and development of the right brain half will be maximized in all levels of schooling.

## 9. *Bio-urbanism*

This area will be very different with the implementation of spaces planned for living in harmony, more ecological, more enjoyable, with little contamination, plenty of green areas, with social well being, harmony and visual aesthetics.

A peak in bio-architecture is expected and designs of homes and buildings which are energy efficient.

Includes: bio-architecture, conscientious and sustainable of construction areas, universal geometry, etc.

## 10. *Environment and sustainable agriculture*

There will be massive campaigns of decontamination, including nuclear, recovery of soil, recovery of native woods, recovery of water and clean air. We will see new technologies and clean energy sources (see point 11).

Includes: all forms of ecology, ancestral ecology, profound ecology, decontamination (including nuclear), bio-agronomy, food safety and security for the whole planet, food that comes from the sea (plankton, algae, micro-organisms...), alternative therapies together with point 2, Integral Health.

### 11. *Clean energy*

Many novelties are expected in this sector, thanks to new advanced technologies, new uses of energy sources and a solid consensual policy of global and local implementation. We can research fields such as wind energy, free energy (Nicolas Tesla), *neodymium* magnets (neodymium magnets are the strongest man made magnets). They have replaced other types of magnets in many applications in the modern industry that need powerful permanent magnets, applications such as the fabrication of motors in cordless tools, hard discs and magnetic seals). See <https://liberacionahora.wordpress.com/energia-libre-nikola-tesla/>

Includes: Any kind of alternative and pure energy source (with point 3) and geopolitical decisions (with point 5).

### 12. *Fair Economy*

This sector will also benefit from the new education. Having activities and games which are cooperative and empathic, from an early age, children can easily and step by step, implement productive systems which are rational, ecological, with the introduction of a fair and just economy for all the countries in the world, in a win-win-win system, where everybody wins, people, businesses, countries, the Planet.

A new type of local economy will manifest itself, on a family scale, more humane, collaborative and this will gradually be projected in “conscientious” economy and finances when the “having” culture does not bring happiness and is highly predatorily. The culture of the “being” will be valued.

Includes: solidarity economy, fair finance, sustainable production, family economy, food safety and security (with point 10)...

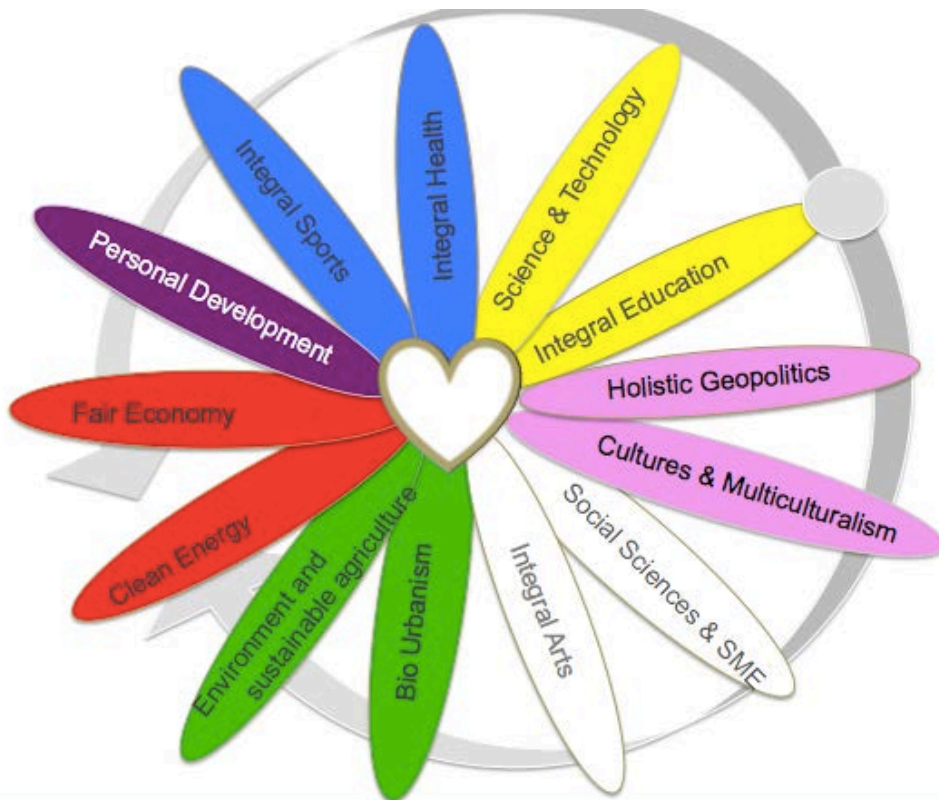
### 13. *Personal Development*

This is about a sector in charge if looking after personal development of the citizens, well being and a strong inner connection. Religions will be ecumenical and promoters of peace instead of division. Other spiritual paths will appear, more in agreement with the Universal paradigms of the Third Millennium.

Includes: personal growth, social wellbeing, (together with point 7), active holistic psychology and philosophy, inner peace...

## **Summary of the 13 areas and their interaction**

All previous areas will be possible thanks to an education which allows the progress of the human being, which leads to a happy and fulfilled human being who knows him or herself, in peace, centred, where altruism naturally will sprout, wisdom, understanding and care. For this we can imagine the systematic introduction of these tools in the curriculum (both for children and adults): anti stress, inner growth, personal development, active philosophy, contact with nature, etc.



*Illustration: The 13 areas of society of the 13 Petals and their interaction*

## **In the long term, the Socio-Multi-Education**

As we have seen, thanks to an integral and socially well started education new paradigms and concrete actions in favour of future society, in favour of the Planet and in favour of all human beings, without making any distinction in gender or age, will profile. They will benefit politics, architecture, all the sectors of education obviously, conscientious economy, renewable energy, territorial organization, cultures, production, health, external relations, ecology, scientific research, all businesses, governmental and non governmental organisations, in a fabric of social networks. In the long term we call this Socio-Multi-Education.

## **What is Socio-Multi-Education and to which we go?**

All these previous considerations will be reflected in the long run in a concept, which we called Socio-Multi-Education on a worldwide scale, even if the origins are always local.

It is an Education with a Conscience for the whole society and the whole planet. It covers all the levels of human development and its potential. It starts from a local reality, with the enthusiasm and the co-participation of absolutely everybody. It's a Mega-Local-Education, where everything is integrated and interrelated, flexible and is implemented from the local setting.

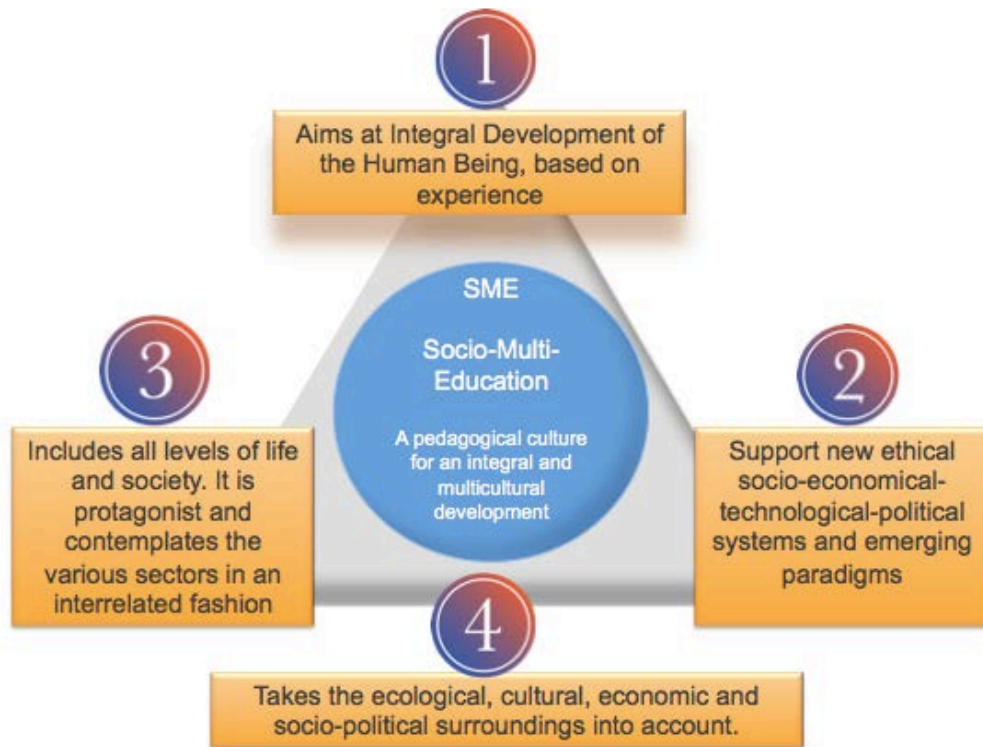


## The 7 Petal School

Socio-Multi-Education strengthens the integral development of the Human Being and is based on experience. It is characterized by being active, protagonist, productive and where all learning sustains all the dimensions of life and society. It takes the ecological, cultural, economic and socio-political surroundings of the area into account, as well as the social systems and emerging paradigms.

Socio-Multi-Education aims at a multicultural pedagogic culture, which is trans-disciplinary, multi-faceted, integral, protagonist, active, productive, playfully creative and flexible. At the same time it tends to a personal holistic education that cares for, develops and harmoniously combines the following areas of the human being -and which are resumed in the concept of the 7 petals-:

- Physical
- Emotional
- Social
- Multicultural
- Ecological
- Ethical-solidarity
- Aesthetics
- Cognitive-creative
- Psychic-intuitive
- Personal Growth



*Summary of SME, Socio-Multi-Education*

The Socio-Multi-Education:

- Aims at integral development of the human being and is based on experience, it is not dogmatic.
- Includes all levels of life and society. It is protagonist and contemplates the various sectors of humanity and the Planet in an interrelated fashion.
- Supports new ethical socio-economic-technological-political systems and paradigms of the Third Millennium, based on opening of conscience and a new spirit of solidarity.
- Takes the ecological, cultural, economic and socio-political surroundings into account.

That is to say, Socio-Multi-Education provides an integral personal development (education of the inner being) and a technological, social, scientific, family, economic development (education of the “outside”). These two processes cannot be separated. It is a local/global integral and flexible system.

## **A double movement characterizes SME**

One base movement, seen as local agents will have the impulse, motivation, conscience, impetus of coordinated and united actions and more than anything else, the enthusiasm.

The other is a global movement, from regional and global organisms, because future leaders (that is to say our children and grandchildren) will be prepared and will be in decision-making positions. They will be able to maintain general directives and “empower” local initiatives.

## **From the local settings**

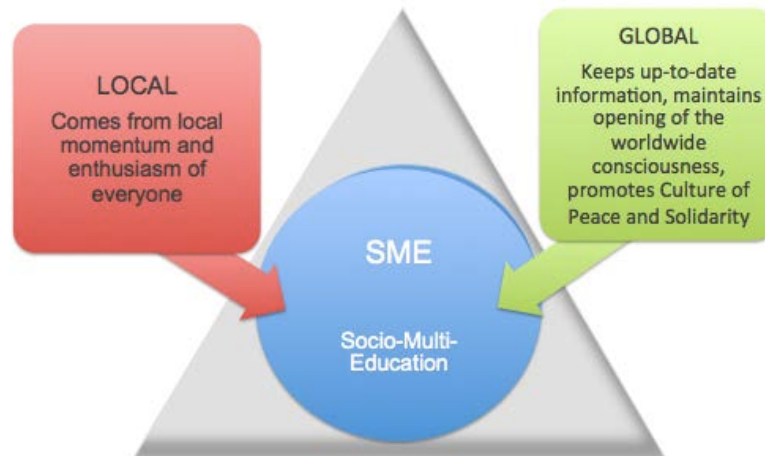
Socio-Multi-Education starts at local level, from culture, ecology, socio-economic patterns of the place. In effect, the ecology of the Amazon society is very much different from a desert society for example, African culture very different from Asian, the Muslim reality from the cosmo-vision of the Andean Altiplano, etc...

This Socio-Multi-Education comes from the local “enthusiasm” and the needs of every teacher, every parent who wants something new for their children, each grandparent for their grandchildren. It starts with the needs of every child, baby, enterprise, ecologist, local organizations, councils... That each of them may express themselves, dream, act and co-create their Education.

In fact this is beginning now, in many countries around the world. There are thousands of local initiatives that really are making a difference... A school created by parents in Morocco, a school for “new” children in Taiwan, a group of mothers that do their own classes in Argentina, a quantum education in Uruguay, the list goes on... It is precious because the energy and spirit with which they start these holistic activities is very creative and of great vision.

## **In harmony with a planetary vision**

In two or three decades it will be our children who will be making regional, national and international decisions. That is to say that the leading positions will have rotated from “old” leaders to ‘new’ leaders who not only support the initiatives but will also enrich and multiply them, with clarity and planetary vision. If it is certain that Socio-Multi-Education starts at local level, an organised, altruistic global vision is inserted which “empowers” the bases and gives them the means to flourish within a harmonious system.



*Illustration: Socio-Multi-Education, local and with planetary vision*

Supported by new codes and conscience, Socio-Multi-Education will be a great ally to massively awaken humanity and for the beginning of the various sectors that will be part of the New Society. It is in charge of ensuring there is a maximum social ethics and ecology but also a personal social ethics and ecology.

## The steps to achieve this Re-Evolution

The main phases for Socio-Multi-Education, combined with those of Pedagoogia 3000 and emAne, World Network for a New Education, in Alliance with thousands of other educational institutions of applied research are:

### Phase I: Short Term

Priority lies in the preparation of the adults, especially emotional preparation, accompanied by the multidisciplinary research on present day changes, changes in today's children, technical and energetic changes, as well as the compilation of holistic pedagogic tools which are more adequate for the present and future realities.

It is about promoting the re-connection of adults, aiming at the integration of their emotions, training them in an integral way and giving them up to date information. At the same time applied research and the creation of multi-media material are promoted and campaigns to raise awareness are developed all over the world.

### Phase II: Medium term

Later we will see a period of transition, where two parallel educational systems will be profiled. This period is going to need a strong integral preparation of adults and teachers as well as young educators, accompanied by massive global information campaigns.

Centres for “exploration“ and “reconnecting“ learning will be developed and implemented and many pilot schools of the 7 Petal School type will welcome children and youths who do not feel part of the traditional system.

Equally the creation and implementation of up-to-date tools and complete holistic pedagogic programs for all sectors of education will be done.

### **Phase III: Long term**

This system called Socio-Multi-Education described before will be established on a massive scale. This system strengthens the integral development of the Human Being and is characterized by being active, protagonist and productive.

### **Parallel Phases**

All these phases are done parallel and interconnected at the same time in various regions of the world.

### **Setting up networks**

In this way we are seeing, better said we are protagonists of a great Re-Evolution, not only in the educational sense, but also in a planetary sense, where education represents a “hinge” which gives way to these transformations. Transformations, unprecedented on such a large scale on our Planet, are not only material changes but also changes in consciousness.

For this we need to work together in unison and coordination, creating links and supporting networks. For example, we created emAne, a world link for a new education, whose purpose is to develop an integral vision based on the new paradigms of the holistic pedagogy of this Millennium. The idea is to set up collectives, local and international, re-united to transform and co-create an Integral Education in order to satisfy the real needs, present and future, of children, adolescents, society in general and the planet.

### **The most important**

Again, the most important elements in all this process are... we ourselves, with a broad vision and taking never ceasing “solidarity ant” steps.

Welcome  
Change is possible  
We are the Change  
Change is unstoppable  
We are humanity on the move.

The 7 Petal School

*All we imagine vividly,  
Arduously desire,  
Sincerely create,  
And undertake with enthusiasms,  
Inevitably will happen*

*Anonymous (graffiti)*

# Chapter 13

## Spirituality in the children of today

By Graciela Croatto

Graciela Croatto graduated in Science and Education at UBA.

Professor, Psychologist and Systemic Family Therapist.

She is a Teacher in post grade, Hospital Rivadavia and Asociación Médica Argentina.

### A child, who is he and what does he need?

A child is a being in permanent evolution, born in a specific time in a human community. It goes through several states of evolution, during which it conforms. From the time of birth, its essence, spirit becomes transparent, is clear, manifests itself and the child working constantly on this, co-creates itself and reveals its own life. This transformation and metamorphosis is happening since gestation.

When a baby becomes an individual and this task, with changes that are so rapid and noticeable in the first years of life and adolescence, continue all through life, even at different rhythms.

A child is vulnerable and permeable, and that is why it needs the support of the adults.

When everything goes well and the child receives the care, protection and love it needs, it will feel confident, trust and feel welcome in this world. When it is not received with love, or what happens is not according to its needs, its being folds, because its trust was betrayed.

### Supra-perception

Babies are completely receptive; they live giving themselves over to their surroundings and for this reason the world penetrates their interior. Their condition of vulnerability and permeability exceeds the physical level. Babies not only incorporate food, but also sensorial impressions, emotions, spirits of their surroundings. They can't filter them, and that is why we need to take care of their spiritual and physical environment, to preserve it.



Often we see that they are distracted in their games, however they intervene in a conversation or situation the adults thought was of no interest to them. Babies, because of their perceptive qualities in that moment of their development, perceive, listen and feel even unspoken thoughts. To protect them we must take care of our own spirituality, tend to the congruence between our spiritual and ethical values and our life. Being aware that the home gives them warmth, shelter and physical and spiritual care, filtering all that could harm the child.

## Expressing their own spirit

When we talk about spirituality in children we refer to the expression of their own spirit, to the manifestation of their spiritual centre, of their “oneself”<sup>1</sup>, concept by Jung, which refers to the central nucleus, the spirit of the being. The child, as it develops and adapts, tends to close this gap, this opening and communication with its centre. Children are part of a family that can have a confessional faith, belong to a certain religion, have cosmo-vision or simply by being born in a determined age and culture, are surrounded by a system of beliefs. In the first stages of their lives they can express knowledge that exceeds the possibilities of their day-to-day awareness and can be channels of mystic experiences.

## Spirituality

Spirituality comes from *ruah* in Hebrew and the Greek *pneumaticos*, which means divine breath and the Latin *spiritualis*. The meaning of *ruah* in Hebrew is wind, breathing, air, and breath. All these are signs of life, soul, and spirit. Spirituality implies living from the spirit. The word *spiritus* means “union with God”.

You don't need to be part of any organized religion. It's personal and can be lived from the singularity of the subject or in community.

We understand spirituality as a dimension of the human being entrenched in its integrity.

“The nature of Spirituality is personal, specific; it is a dimension which transcends biological, psychological and social aspects of life. It has to do with the individual's inner life, with their ideals, attitudes, thoughts, feelings and prayers and how these elements are expressed in daily life. It can manifest itself as a fear of God, as search for sacred or divine or as

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<sup>1</sup> *Self, concept proposed by Jung integrating the conscious and the unconscious at a higher level. Considered as the centre of being according to Jung. As an archetype organizer, it integrates conscious and unconscious contents and covers the whole being. The self is the centre of everyday consciousness, the self encompasses everything. It is the one who makes the encounter between the immanent and the transcendent.*

expressive needs linked to arts.” It implies the belief in a profound meaning of life, even if this meaning still hasn’t been found <sup>1</sup>.

Children of today manifest a great compassion and precociousness, just as in the following testimony of V, they collaborate according to their possibilities to those in need.

### Let me help you Granny (V. 2 years and 4 months old)

On the birthday of his sister, V, 2 years and 4 months old, was playing with other children.

His great grandmother of 88 years old, who had severe pain in her bones, came slowly walking down the long hallway. V sees her and runs towards her.

V: “Give me your hand Granny, let me help you” he says to her smiling, takes her hand and leads her to the dining room. When they get there he sees that the red chair, which granny always uses because it is more stable, is taken. He asks the person sitting there to move and directs his grandmother to it. “Have a seat, granny”; he says, and then later: “Now I can go play” and begins to play with the other children.

I have met children in my professional practice, who were profoundly interrogative and had an intense personal search going on. Some came from families with a developed spiritualism; others were part of a group, which wasn’t remotely interested in these subjects. That was the reason for which in some cases the expression of their spirituality and the manifestations that went hand in hand with it such as telepathy, precognition, clairvoyance, hearing things were considered as faults in their perceptions, contamination of fantasy, difficulty in understanding or loss of touch with reality. The parents felt insecure, afraid and sometimes threatened by this “weirdness” of their children, especially in cases where their paradigms did not coincide with those manifested by the children.

Children with special manifestations of spirituality usually have difficulties because they don’t know how to act on them. And if the adults don’t understand them, this frightens them and puts them off kilter. Others possess a special clarity; their parents, teachers or social groups can misunderstand them. Some have difficulties integrating with their peers.

They want to understand something that is happening to them or that they perceive and that makes them feel strange, strangers in their families. I think we should tend to our spirituality so that in the education of children and in the clinical realm we can reason in earnest with them.

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<sup>1</sup> Taken from Raquel Bianchi classes, 1st year: *Psychiatry and Spirituality, at Hospital Rivadavia. Bianchi, Raquel Inés, Monografía, Clínica, Espiritualidad y Religión, Buenos Aires, 2009, cap. 1, ¿Qué se entiende por dimensión espiritual?*

We can feel separated or alone even if we are surrounded by other people. This happens when we believe we are separated, islander, isolated. On the other hand, we can feel we are united with a major Whole, which is present and of which we intuitively receive guidance and orientation.

This exercise of intuitive understanding leads to a slow amplification of awareness, which brings us more possibilities to be together and participate in a task with presence, as suggested by Henri Nouwen<sup>1</sup>:

“...Adam has a particular gift of peace in his heart and his presence always calms the community...”

I am there, with my friend. How simple this truth that Adam teaches me, but how difficult to live it! Presence is more important than action...”

## Morphogenetic Fields

The vision of the human mental field, by Jung, in the concept of the collective unconsciousness and the theory of the morphogenetic fields, by Rupert Sheldrake<sup>2</sup>, are valuable tools to understand spirituality a little more and to accompany the processes of those who counsel, at our side. It also scientifically explains the concept of *Akashic* fields in the *Vedic* philosophy.

According to the theory investigated by Sheldrake, we have a feeling with certain people or we don't. We understand our sympathies or refusals, we are advised, we receive information, and we remotely interconnect. We do this from this morphogenetic field by means of '*morphic resonance*'.

“Morphic Resonance is a memory principle in nature. All that is similar in a self-organized system will be influenced by all that has happened in the past and all that will happen in the future in a similar system will be influenced by what is happening in the present. It is a memory in nature based on similarity and it applies to atoms, molecules, crystals, living organisms, animals, plants, brains, societies and also planets and galaxies. So that this is a memory principle and I live in nature.” --Rupert Sheldrake

Rupert Sheldrake, in his book “A new Science of Life”, talks about the hypothesis of formative causation and the presence of the Past. Nature habits define the theory of the morphogenetic fields, which explains the evolution of species influenced by collective information fields that transcend genetics. Sheldrake says that these fields are formed by repeated habits in a determined species. Ideas, thoughts, shared actions build up the morphogenetic field of that species, for example, feline, conifer, bee.

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<sup>1</sup> Nouwen, Henri, <http://panyrosas.es/>, 2001, pg. 47 and 48

<sup>2</sup> Sheldrake, Rupert, *Una nueva ciencia de la vida. La hipótesis de la causación formativa*, Editorial Kairós, Barcelona, 1992

This field intervenes in the development of that species, informing common memory and from there the individual memory. It allows information; learning and achieved skills from one member of a group are available to all the members of that species.

**What does the integration of spirituality imply in the work with children?**

- Include the family (group, community) beliefs with the child so that he is able to understand the meaning of life. The difficulties that appear between the expectations of the family and what can be achieved.
- Start from the children possibilities and strengths, trust, have faith, support their talents.



*“School for creating. Learning with the new children”.<sup>1</sup> Circus workshop Buenos Aires, Argentina*

- Consider their artistic manifestations spiritual, their way of being and acting in an ethical way, naturally compassionate, just, generous
- Facilitate their artistic creative possibilities as a genuine manifestation of their being.

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<sup>1</sup> *“The School for creation. Learning with the new children”: A place for personal development, talents and creativity, created and managed by Graciela Croatto.*



*“School for creating. Learning with the new children”. Theatre workshop*

- Promote their gifts for investigation, their curiosity and desire to know
- Bless their loving, their wisdom.
- Recognize their possibilities to unite their minds and hearts to a good cause.
- Be able to meet the child sympathetically. Generate positive alliances, bridges for dreaming and realizing together.
- Observe and differentiate mystical experiences from pathology.
- Facilitate the formation of groups and promote peer meetings that have spiritual manifestations, worries, and searches for a deeper meaning.



*“School for creation. Learning with the new children”. Group work with young children, their families and teachers*

- Integrate practices that favour balance, peace, creativity
- Favour health, through an alimentation without toxins or chemicals

- Promote idleness and relaxation
- Encourage play. Value play as a privilege
- Avoid competition
- Meditate
- Use breathing techniques
- Give full attention, mindfulness<sup>1</sup>
- Realize creative visualizations
- Take care of thoughts, get the habit of positive thinking
- Bio-energetic dance
- Listen to music, play a musical instrument, compose music
- Singing
- Do plastic art such as: drawing, painting, recording, sculpting, ceramics, arts and crafts and others
- Walk sacred labyrinths
- Love and treat each other as the Andean people, with immaterial love called *Munay*<sup>2</sup>
- Love thinking and feeling that we are because the others are, as is taught by the African philosophy of Ubuntu
- Write and read about life experiences, both of others and oneself<sup>3</sup>
- Create, read and tell: Stories, traditional stories and or stories created by a determined circumstance
- Reflect
- Use forms of reparation and pardon

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<sup>1</sup> Moreschi, Graciela: *Mindfulness means Full Attention. It is to be fully aware in a conscious way of the present, of the current experience. Training at Hospital Rivadavia, 1st Year, 2012.*

<sup>2</sup> Munay: <http://libreriodelaplata.com/jose-maria-arguedas-significado-del-munay/José María Arguedas>

<sup>3</sup> Ubuntu: [http://es.wikipedia.org/wiki/Ubuntu\\_%28filosof%C3%ADa%29](http://es.wikipedia.org/wiki/Ubuntu_%28filosof%C3%ADa%29)

## The 7 Petal School

- Be in touch with nature, with orientation to discover life in various forms.
- Rounds of dances and other.



*“School for creation. Learning with the new children”. Round with children, families and teachers*

- Build with natural elements: wood, water, and rocks.
- Do sowing activities, knowledge and care of the plant kingdom.
- Use symbolic and sacred elements

### **For educators, trainers and therapists:**

- Be flexible
- Construct and live in congruence
- Recognize and embrace my shadow so I can co-help the integration of the shadow of someone else
- Consider the spirituality of the being as an aspect of their whole
- Recognize the child as a perfect being in that moment, so that what they produce, their ways of thinking will be different from the adults
- Understand the mystical experiences in children and give them positive connotations, separating them from the context of disease or illness
- Dialogue with the child and their family so that they amplify their knowledge on spirituality
- Be present, with a constant inner work. Presence allows manifestation of love
- Give and receive love





*“School for creation. Learning with the new children”. Group Reflection Games, with the participation of children, youths and their families*

In addressing the daily task and integrating it into the process of growth itself, we will see how we feel nourished from outside and from within.

Nouwen talks about this: “I began to feel a mutual love not that much based on wisdom or on shared feeling but on our common condition of being human beings. The more time I spent with Adam, the more clearly I saw him as my good master, who taught me what no book, college or teacher could have taught me”. --Henri Nouwen<sup>1</sup>

In my job I have had the privilege to work with children and their parents in various settings: schools, hospitals, community work, groups and I have always lived that loving bridge between souls.

We need to prepare ourselves internally to work with children. The sanitary education, which is also imitative, begins with a human encounter that broadens awareness; the other is a mirror that allows me to know more about myself.

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<sup>1</sup> Nouwen Henri, Pan y Rosas, 2001, pg.46. <http://panyrosas.es/>, Muñoz Soler, Ramón P., Tríada, , Revelación Re- Velada (O de la Reconstrucción del Templo), Arcana Ediciones, Buenos Aires, 2008, pg. 77



*“School for creation. Learning with the new children” Round and group reflection with teachers and families*

## The 7 Petals

As you can see all that I am presenting here integrates with the School of the 7 Petals. Reading testimonials such as those presented in this book push us to continue together with joy. The 7 Petals are a style of life that means: sharing, growing, interchanging, be in solidarity, dream and do things together.

### **We need gardens, open air**

*M. 3 years old*

M: - “Why are kindergartens called gardens if they are almost always inside?”

Children need them to be real gardens and when it doesn't rain we can be outside, in the sun, the grass, the earth and play hearing while birds.

M, at the age of 3 already knew about the need to be in contact with Mother Earth and Nature and wanted this contact. As R Tagore proposed a long time ago: “If you want to take from my ideas, if you want, just one thing: go towards life where it reigns supreme. Get out of the classrooms. Don't bring trees to class, bring class under the trees.”

Realise that we can all learn.

*E. 5 years and 6 months old*

In the first year she asked his mother to bring classmates who had difficulties at school home. She taught them to read and write, also adding and subtracting and to do their homework.

Graciela: -“Why do you help your classmates E?”

E: - “it is so nice to read, write, know, that I want that they realize we all can learn. I help them so they can enjoy school and learn many things.”

Education needs to be fun and enjoyable, says Noemi Paymal. This girl had a great joy for learning and her generosity brought her to share this with her friends

This humanity in the expression of their loving dignity, begins to believe that it can make its souls transparent, and so many children and youths who touch our hearts with their inner beauty irradiate this, making us be with them.

### **So you remember**

*L. 5 years old*

The doorbell rings. I open the door and L tells me: "I brought you a gift, I chose it especially for you."

His mother tells me they were in a shopping mall and he asked to go into a shop, ran to the end of the shop and without choosing, as if he had already been there, took this object saying it was for me, that he wanted to give it to me.

Very happy and excited he looks at me while I open the parcel. It was a bracelet with green links, jade, with a design of a small Buddha of the same material.

L: "I brought you this gift because every time you look at this small Buddha you will remember the Buddha we have in our hearts"; and as he says it he puts his hand on his heart.

I thanked L. and his parents profusely and through them all the children, youths and new families.

This humanity in the expression of their loving dignity begins to believe that it can make its souls transparent, and so many children and youths who touch our hearts with their inner beauty irradiate this, making us be with them.

What we are, what goes through us, impregnates the space we live in, it is inside us. Our smallest "me", the ego, submits itself to this wider reality, to Grace, to the Whole. It is then we understand that:

"The key for the development of the coming civilization is not a system (this or that system) but mankind escaping from the systems in order to connect to the sacred root of life." --Ra

món Muñoz Soler.

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She is a Professor, a Psychologist and systemic family Therapist. She manages Trainer's Trainings and assesses schools and groups. She is a Teacher in post grade, Hospital Rivadavia and Asociación Médica Argentina. Investigator and international speaker, she is trained in bio-neuro-emotion and writer of the books: "*Cuento sueños para los niños Cristal*" and "*Aprender con los niños nuevos*", Editorial Kier.

# Chapter 14

## Conclusion “The Story of the Curious Caterpillar”

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This story symbolizes the development of the human being, based on the *Spiral Dynamics* of Don Beck and the *Integral Focus* of Ken Wilber.

In this story where a caterpillar represents the human being, I propose that our species is evolving.

We are turning into butterflies. Beings that can fly, that live in another dimension. Our youngest generations have different capacities. Nourished by the accumulated knowledge of their ancestors and empowered by technology they are transforming into a new kind of Homo Sapiens. A species that is respectful towards nature, a species that has lived to live together, to value differences recognizing their originality, to integrate perspectives understanding that objectivity is an illusion.

The owl, which represents the wisdom that supposedly gives us higher education, prepares us by scientific methods but it also tells us that we are living in evolution. Therefore we need to keep our knowledge constantly up to date. And above all, it invites us to get to know ourselves. This owl will also show us that we are all connected and that we are part of an exceptionally complex plot that binds all life. That, understanding we are unique, synergy can make our diversity help us to progress and evolve. In this scenario the integration of knowledge from various disciplines will mark the shift in paradigm that will end in us becoming different human beings, more respectful, more loving and more authentic.

## The Curious Caterpillar

This is the legend that comes before time you have known since forever and which is written in the “Sacred Book of Humans”. It talks about ancient times, long before man existed. Even since before the present Universe...

It all began with a good intention. A plan that harmonized with the Universe and that little by little began to make sense. Slowly it became a rhythm, which coordinated all organisms, a pulse that reverberated within the protecting shell. It was the beginning of a life.

Inside an egg a new being began to live. What could be more intriguing yet more natural? It was little more than a cluster of cells, multiplying, orchestrated, looking for a destiny and you could already feel its powerful impulse to live. It had a potential that wanted to show itself. And that was enough to give it the breath of life.

It grew exponentially. Every passing moment gave it more strength and a progressive sense of emptiness, which later would become particularly familiar, began to make itself felt in its insides. It was hungry. Very hungry. And it couldn't get satisfied, because it could only eat from its immediate surroundings.

That night, while it was waiting for dawn, it dreamt about splendid winged beings that wore colourful dresses and lived happily in a beautiful and bountiful garden, which they had built themselves. Proud and majestic creatures that fluttered from flower to flower, working together with nature and recruiting more beings for the Great Exodus. An adventure that was so extraordinary and dangerous that it could only be tried with the help from all of them.

When it woke up, it knew what it wanted to be. A butterfly. It wanted to be like them, soft, subtle, delicate and precious but also intrepid adventurers; generous and cooperative but determined to live a meaningful life. A full life in favour of life.

While it was waiting for the first day of its life, its feeling of being uncomfortable grew. The shell of the protecting egg was becoming suffocating and it had to dare to change its clothes. So it realized something that would stick for the rest of its life, if it wanted to amplify its consciousness it also needed to change its shell. A true change on the inside shows on the outside.

And so it wanted to be born... and overcoming its fears, it crawled out of the egg...with many difficulties. First it stuck out its head and then after what seemed an eternity and stretching from one side to another, slowly it managed to liberate its body and leave its nest, only to find itself alone in the world... a painful experience.

And so began the extraordinary adventure of a wannabe butterfly that was aware. If the story that you are about to read looks familiar maybe some of your atoms lived in this Universe before time, where butterflies reigned. Who knows? In this story anything is possible.

This story is told in third person, but it is not about an experience lived and felt in first person and which was transmitted orally over the generations, as the objective version of the owl who was a witness to the facts will show us later on.

This story is also extra ordinary because it doesn't have an ending. You can stop reading it where you no longer understand it. Or where you lose interest... Or no longer have time to continue reading. It doesn't matter. Any alternative is good. The story goes on for as long as it makes sense to you. As it doesn't have an ending, you can pick up where you left off, anytime, anyhow.

### Beige

In pain after its birth and scared because it was lonely and disappointed by its looks, because it didn't look like those beautiful butterflies at all, it decided to forget about its utopian dreams and follow its instincts. There were no alternatives. Its grotesque body, it didn't even have a spot of those beautiful colours its utopian angels had, spongy and hairy, was covered in a beige skin -nothing more insignificant and insipid. In fact, the whole world was beige. It couldn't walk, let alone fly. It didn't have arms or legs, it was condemned to crawling. Its hopes were abruptly bashed when it was born. The world in which it was born was cruel. Frustrated and scared, it began its adventure towards an uncertain and dangerous future. It didn't know why, but in spite of everything it wanted to live.

It was so hungry it even ate the egg that gave it life. And it kept eating the leaf where its parents had laid the egg. And went on to eat the other leaves of the tree where its parents had laid the egg (it didn't know it at the time, but it was a very special tree) and later it continued eating the leaves of the nearest tree. Its survival instinct urged it to eat urgently and desperately. Its first day went by mechanically, eating everything in its path. If it got cold, it went into the sunlight, if it felt hot, it went into the shade but it kept trying to satisfy its hunger and escape the dangers that possible were stalking from everywhere. Its instincts guided it, its reflexes towards external factors guided its behaviour. It lived but it wasn't aware that it was alive... even if it wanted to keep on living.

During that first dusk it shivered when it saw some small purple spots on its skin. Would that be a butterfly colour? A brief moment of hope, which its fears killed ruthlessly... Could this be a symptom of some disease? It was very afraid. Had it eaten poison? Could it be a curse? It felt uncomfortable; its skin was hard and tight. But in spite of this, it kept eating...

At the beginning of dusk it met a grasshopper, which looked like it was playing the violin with its hind legs. It didn't look dangerous. Its monotonous melody of a single note- a deep Do-called its attention, because it seemed in tune with all of nature. But it didn't pay much attention to it and kept trying to satiate itself. Something it had been unable to do that first day.

Then night came and loneliness and shadows filled it with more doubts. Tired of eating without thinking it hardly moved. It was scared. It felt some kind of danger close by. It stopped. Paralyzed by a terror, which didn't allow it to move, it decided to hide in its interior to keep the fears at bay.

Inside it encountered a presence that lived in its interior. It wasn't alone! Someone lived inside it! It was hard to distinguish, but it looked like the violinist grasshopper.

It talked slyly with its own voice, interrupted its thoughts and looked with certain disapproval. Surprised and curious it decided to question the presence.

Who are you? What are you doing here? What are you looking for? Why are you annoyed? It asked without thinking.

I am your conscience- replied the presence and added quickly:

*- I must help you understand me, and from what I have seen that won't be easy- and kept murmuring to itself, - Why do I always have to do the difficult stuff? And recovering its posture it said: -I want to show you the "dark glasses" you are wearing... and I am annoyed because you are lazy and don't think!*

The curious caterpillar didn't know what to say or do. It just kept still, waiting for the grasshopper to continue, which it promptly did.

- Listen carefully and try to think, because I am not going to repeat this- it said in a serious voice and went on solemnly: - you are a curious caterpillar, a species that from the cradle has this eternal desire to learn. And for this reason you have an extraordinary potential. But you have been living on instinct since day one, reacting without thinking. You have some glasses on to help you survive. They darken everything except the dangers.

You see the world through dark glasses, it's a world with needs and urgent threats; and to solve them you need to act now, instantly and impulsively. Reality is much more interesting than what you can see today, but you can't take off these glasses. It's very dangerous. You have to learn to see what they hide and only that way you can do it, clearing the glass! These glasses have 7 veils that obscure your sight and paint the world in one colour. You can take off these veils with the help of your heart. Every time you remove a veil, and you can only take off one at a time, the glass will become clearer and you will wake up in a world you haven't seen before. You could say these glasses are glasses in photo-chrome. The more light you have in your interior, the more the glass will become clear. Clearing those glasses that will be your... sorry... our task!

It woke up at dawn, upset, without knowing for sure if the meeting was a dream or that it fell asleep afterwards.

It found life in beige boring. It went to many places, without knowing what it was doing and many things happened that it really didn't see. It saw without looking. It walked without contemplating the toad and ate without taste. This wasn't life for a caterpillar "curious from the cradle". It had to disconnect the autopilot and experiment with the outside world in the present.

It felt like someone was giving it a pat on the back, but it didn't see anybody...

It couldn't breathe, its skin wasn't elastic and it didn't allow the caterpillar to grow, so it had to get rid of the skin. It got its head out and moving all over the place, as if it was looking for something; it managed to extract its fat body out of its old beige pyjama. Its new skin was of an intense purple colour. A strange novelty. The world now had a new colour, which made things more interesting. It was beginning its second day and before going for breakfast it tried to think...



Its mysterious meeting didn't seem so casual. If it wasn't a dream maybe it was a message from another dimension. There were things happening in its interior. There, there also was an extraordinary world. There a strange and threatening creature lived that watched over it...

When it finally got out to eat, it realized that it wasn't alone. There its brothers and sisters were. Happily it ran to meet them. Many had beige skins and moved and ate by instinct, just like she had done, the day before. (She had suddenly realized "it" was a She!) They didn't pay any attention to her. But there were others who had small purple spots, who were worried because of them and yet, did not know how to act. As a matter of fact, they all had dark glasses on.

## Purple

Suddenly some purple caterpillars appeared. She could talk to them. She had many unanswered questions. She asked and asked until they grew tired of her, but to her surprise they talked about colourful flying beings, of majestic gardens and fantastic migrations. Maybe the dream in the egg was true. There was even a purple sister, fat and ironic, that mentioned internal demons, something which made her shiver. A joke in bad taste or a warning? It didn't matter much, she was already possessed.

That day she took advantage of the company of her sisters and walked along the path, amazed at every flower, every insect and every leaf they gluttonously enjoyed. She enjoyed every new discovery. The breeze, the sun and nature hid marvels that attracted her curiosity. The intensity of living each moment in the present and learning something new filled her with joy.

She took advantage to learn more about caterpillars. They insisted there were angels who lived in paradise and, if they behaved well, after death, that's where they would live. They also told her that they would travel to the Promised Land together and that there was the tree of life which would give them immortality. They also told her about the great temptations and more common sins. But they also spoke about terrestrial things, the dangers you had to avoid and the best leaves, the most beautiful caterpillars and...music!

The purple caterpillars also heard a higher vibration than the deep Do. It was an intense Re that seemed to be everywhere. In the beige and purple world the two notes lived together, the familiar Do and the new Re, which allowed to walk the road almost dancing in a certain rhythm and harmony that amused them well. They also taught her to ask help with a son that would call her sisters and which only should be used in extreme cases. During the rest of the day they ate, sang, danced and enjoyed traditional rhythms of the tribe.

Sadly, the beige caterpillars, punished by the colourful gods, couldn't hear this note and only responded to Do, which always dis-coordinated them. The world of the caterpillars was wonderful evidently.

That day she learned to behave like a caterpillar. She started imitating her sisters and understood their culture. She absorbed their traditions and understood that the behaviour of the beige sisters came from acting without thinking. She felt some shame having lived like that for an entire day in such an impulsive world.

The extraordinary events of the day made that the night surprised her and she went some distance away to sleep alone. She wanted to belong to the group but was afraid she was going to be refused. She didn't want her friends to hear her talk in her sleep. Neither did she want that they saw her wounds. She had some spots, blood... probably caused by the demon inside because she hadn't felt anything on the outside. She found a place to nest and still too much awake she decided to think about what had happened. Maybe this would keep the grasshopper quiet.

It was true what her conscience had told her. The dark glasses hid a wonderful world from her. Her heart was filled with joy because the purple caterpillars could see with different eyes and with compassion because the beige ones were blind.

-Did you see the glasses? - Asked an interior voice, without showing itself. It wasn't the voice of her conscience, which had followed her all day. She had almost gotten used to that one. -Who could this be? - She asked herself without opening her mouth.

-I am your intuition- replied the voice; I live in the deepest depths of your being. Sometimes I come out, to give you clues that will keep your eye on the treasure. But don't be distracted and answer the question.

-What treasure? She murmured and the voice disappeared.

They all had glasses, but this was a typical characteristic of the caterpillars. What did she have special? Tired and without finding any answers she fell asleep. Between dream and awareness she found an answer: "Truth". Could that be the treasure? And another pat on the back made her open her eyes.

## Red

She woke up choking and she desperately tried to get out of her purple dress which now had gotten too small. That day the world had a new vibrant colour. Her new skin turned out to be bright. During her third day she would wear red.

She ran to try to catch up with her sisters that had gone ahead. But they were a long way away and with her scarlet dress she would be noticed. It would be a dangerous adventure. A beige caterpillar looked like it needed help but stopping and helping it would slow her down even more. She kept going without slowing down and it was then when a giant bird came close, about to swallow her whole. Scared and not knowing how to defend herself she asked for help, singing. The darned thrush turned its head to hear her better... and then saw two purple caterpillars coming to her aid. With a tremendous peck of the giant beak the thrush caught one of them and flew off. A miraculous escape our caterpillar thought and she looked into the glasses of the survivor. This explained why they didn't see the danger when they came to help her.

Her sense of relief appeased her sense of guilt and she asked the purple caterpillar to go with her. If the thrush came back, she would know what to do. They had to catch up with their sisters and went on together. There was another red caterpillar on the road and it was followed by several beige ones. A loud voice sang out. It used a new and possessive note:

Mi. It was big and didn't have good intentions. The red caterpillar was in the way and she would only let our caterpillar pass in exchange for her smaller companion.

She went away scared, leaving the threats and her ex-helper behind. Only then she realized that in order to reach the other caterpillars she would need followers. There is strength in union. Convincing them with songs and promises she amassed a big group of purple and beige caterpillars and then she finally reached the whole tribe. There were several tribes there, made up of some red, several purple and many beige caterpillars. Together they went on eating everything they came across until they encountered the Promised Land. They had become a powerful force that killed off all the vegetation. The world liked Do-Re-Mi, where only the strongest survived. And the red caterpillars could control the purple and beige ones. Together the caterpillars were powerful!

Her third day ended abruptly. Adrenaline made time fly. This time she rested sore and cramped among the other caterpillars.

In her introspection the grasshopper appeared, and this time it looked angry.

– I thought you had potential, but you disappointed me. Let's look at the glasses- it grunted and immediately it embarked on a sermon, which left the caterpillar, dumbfounded. – Caterpillars have glasses that limit their line of sight. Not only cultural glasses which the purple ones wear. It is obvious that they only see what their culture allows them to see. And sure, you learnt that their myths, beliefs and values determine what they can see. But you didn't look close enough. These glasses are not exactly the same. They are similar, because they have similar beliefs and values. But every family is different because in each house culture has a different mould. Each caterpillar sees what their culture allows them to see. They don't see what they see, if it doesn't fit in the dominant paradigm of the caterpillars- and the worst is that they don't see what they don't see (they don't notice their glasses). But these cultural glasses aren't that dangerous. Worse come to worse, they were designed by generations and generations of caterpillars trying to adapt to the environment they live in. The dangerous glasses, the ones you didn't see, are the personal glasses, the ones egoists use.

And before she could react the grasshopper continued:

-No comments! Besides the cultural glasses you wear some personal glasses which colour all that you learn in the colour of your desires and interests. These eyeglasses limit your lateral vision and only allow you to see what you want to see. If you go about the world seeing only that which reinforces your beliefs you will become rigid and selfish. And you will stop believing. The worst that can happen to a curious caterpillar. You already have the answer your intuition was looking for. And for you to remember this lesson, I will give you a note that will get the Mi out! And suddenly a strange vibration sounded: Faaaaaaaaa.....

## Blue

The notes sounded differently in her interior. She found this interesting. The echo resonated in her interior. Four vibrations with very distinct sounds, and each one invoked a different world. Only then she understood that the knowledge she had been chewing on the whole day

had an all too familiar taste. That her actions had been selfish, indifferent to the others. She realized she was wearing anti-social glasses. All that she had learnt that day was an illusion in a mirror. These personal glasses could turn her into a despicable being. Without even realizing it!

That night she thought that all the knowledge she consumed was filtered through glasses of impulses and sifted through her own glasses and those of her culture. Her learning had filters and sieves. What to do?

She remembered that they had spoken to her of a place where experienced caterpillars shared their learning, answered questions from young people and if you behaved really well, they taught you how to fly. She knew what to do the following day: go to school. There she would be able to satisfy her curiosity.

She dreamt she was looking for a treasure, digging a hole with a shovel. She dug and she dug and the hole became deeper and deeper. Her shadow grew longer and longer and came alive and started to give her sings.

– Why don't you recognize me? - The independent shadow asked-I was with you the whole day, when you didn't want to help, when you were afraid and were happy over the death of another caterpillar, when you manipulated those of weak character and when you sinned of gluttony- the shadow paused- it smiled slyly and added- I am your inner shadow, that which you hide from your conscience. I am selfish, scared, manipulative and ambitious for learning, without thinking of the consequences. Even if you don't want me to, I will always be with you to remind you in silence that you keep your worst traits in your shadow.

She woke up sweating and understood that her personal glasses didn't let her see her shadow. It wasn't as special, not even as beautiful or good as she believed it to be.

She got up early, after shedding her old red skin and revealing a beautiful blue uniform. She arrived at the school out terrified, in the hopes to be able to get rid of the filters and glasses. Blue gave her world more depth; with different colours everything looked nicer. Her fourth day would give her many lessons.

Everything was neatly arranged. There were rules and procedures. Nothing was left to chance. The authorities had their hierarchy. Some purples who remembered the myths, many red that demanded respect and made them compete, some blues who maintained discipline and some of colours she didn't know. Who obeyed the rules got a prize, the rest were punished. The biggest offence was being creative. Most of the day she listened to teachers (dressed in blue) who had different views on how the world worked and spoke different languages. Neither did they answer questions about other perspectives. They acted as if they didn't know each other. The school experience would have been a disaster if it hadn't been for the break. There she made friends, learnt how to play, share and find ways to bend the rules.

To her surprise they gave her another pair of glasses in the school: the glasses of obedience. Everything turned out to be a competition to find the most obedient and subject blue caterpillar. Some who had been daredevil reds were tamed and controlled. Those who had curiosity from the cradle were treated by Special Forces. Curiosity, if well accepted won

out in the beginning but it wasn't well seen if it clashed with the teacher's answers. They taught her to accept answers without thinking. They made her glasses dark and adjusted the blinkers. The system supposed that the previous generation knew where all knowledge resided. But when they were reminded about the answers that this generation gave, these weren't satisfactory and so the debate was terminated. It was an obligation to accept old conclusions and so the true curiosity was irreparably limited. The world needed stability and school imposed the answers... even if they were given in different languages and this generated an enormous confusion.

She came back from school disappointed, with dark glasses and her three blinkers well adjusted.

That night she had a terrible nightmare. She dreamt about a train that dangerously hurled towards an abyss. The road opened and there was another sound: SSSoooooIIII... she was a car in this train, condemned to follow the pre-established road on the rails, without being able to rest or protest. Her own destiny was irreversibly linked to the future of the train. The only thing she saw was the back of another car and the routine of the sleepers. And the drivers were not disturbed; they were only worried about going faster and faster. She woke up terrified and decided to leave school to go to university. There, she thought, she would be able to take off her glasses.

It was still early and the drowsiness made her remember the treasure. If the meaning of her life was to find a treasure, she needed to keep digging. With the help of her imagination she picked up the shovel again and continued digging. She was about to give up when she hit something metal. The treasure? She picked up a strange coin: when she looked at it, the coin was still, when she wasn't looking it spun round and round. Strange behaviour, to say the least.

-I am the other side of the coin – it explained- when you take a position, I take the other one. Because every thing is like a coin, it has two sides...

Strange digression, but dawn had broken and she had to get up.

## Orange

She got rid of the blue uniform, as it was too small (and she knew that wearing it she had to suspect the school process) and showing off her orange skin she went to spend her fifth day in the University halls.

At university she learnt some truly amazing things. On the one hand they coincided with her previous learning and on the other gave her new sense to her process of development. The caterpillars had 6 pairs of eyes: on the first pair they use the dark glasses in order to survive, on the second pair of eyes they wear cultural blinkers to live in a community and on the third pair they wear personal glasses to find their own way. It is not wise to remove the dark glasses and you can't take off the cultural or personal blinkers. But on the fourth pair some use the glasses of obedience, which, different from the others, you can take off. On the other two pairs of eyes caterpillars don't use blinkers, sadly, they have poor eyesight in those eyes.

For this reason, on the fifth pair the university puts some glasses that allow them to see without sieves or filters, the glasses of objectivity! The scientific method she learnt was what she had been looking for so hard! Finally our caterpillar could see objectively what previously she had been looking at subjectively. Her world got bigger and she felt that previously she had been asleep. She had new tools. Science and technology would allow her to develop her full potential. She understood the mechanism of the universe. Finally she had the tools that allowed her to learn anything, anytime, for her own benefit!

Decided to understand the sciences of life, while she was slowly having lunch, she had what she saw as “the best idea ever had”, evolution. Everything was in motion. Let’s advance! We are immersed in a process of change and development, which progresses in time. We are going places! Or better put, we are becoming something different.

Her blinkers trembled and her certainties reduced. She needed time to think and digest this enormous discovery. But it made the progress in colours and notes make sense. Every one contributed something different being able to live with others. She also recognized that the world had become more complex. On one side she longed for the simplicity of the past, on the other side she wanted to satisfy her unquenchable thirst for knowledge.

That afternoon she noticed that her glasses were wearing out and that they had gotten a strange mate colour. She understood that true objectivity was an illusion and that the glasses were always tainted by the shadows of the blinkers. She needed to keep her university glasses clean! Without constant care objectivity becomes contaminated.

At sunset she was reading in her favourite place, the library, surrounded by books, when she got an unpleasant surprise. While she was browsing with wanton gluttony the book on botany where there were the most exotic and delicious trees and plants, she discovered the tree where curious caterpillars are born. Her tree of origin! It was the tree of knowledge and who ate from its leaves was condemned to die in 7 days. Perplexed but stoic she asked herself what use these science glasses were to her.

That day, even if she was fed up with knowledge, trying in vain to find an antidote, she was unhappy. She was a long way away from the Promised Land to be able to get there in 2 days, especially at the speed of a caterpillar. Outside it began to rain without end.

This is where the story ends for most... those who are pessimists can leave it here. Sometimes life is like that. Often it seems unjust. But it could have ended sooner; for sure... sometimes it’s fleeting.

This is a true story. For those who don’t believe, I have an eyewitness. Without solid evidence I wouldn’t dare tell this story because even if it hides deed secrets, it could be classified as myth or fiction. But this story was written by an old owl, wise bird of prey that enjoyed eating caterpillars. I mentioned him now because the owl will begin to play a part in this story. And even if it is only a secondary role, his part is an important one. If you take into account that the caterpillar told her life in first person and therefore talked about what she felt and thought, and that the owl told the story from an objective perspective of a third party, you will find both versions strictly coinciding. And for those of you who didn’t know, there are no coincidences.

For those among you who are curious I will tell you the story how the caterpillars of today tell the story.

She couldn't sleep. She cried and cried but even if the light of the lightning reached her sobs, the mechanical rain wanted this to be a terrible and dark night. The sound of the thunder was a depressed La, a note supposed to be a draw between the exterior Do-Re-Mi and the interior Fa-Sol-La. The forces of nature were locked in a fierce battle. The river began to grow...

The Maturity of 5 days gave the curious caterpillar the mettle to face her fears. With this rain there was nothing else for it than to face her inner demons. She looked for her intuition in vain, challenged her shadow and called the coin. Nobody answered. She only found a shovel and a hole. Frustrated and angry she began to dig like a maniac. A bit more and she wouldn't be able to get out. She didn't care. And then she hit something. Protected by a rag, there was an enormous red book.

– That is our home! –Her intuition called out from above.

– Don't open it! – Suggested the shadow.

–All shadows will come out! – Warned the coin...

They were no match for her curiosity. She opened the cover and discovered the book was full of images and strange symbols. It told the untold story of all the caterpillars. All they had lived and learned was there. There all the shadows and coins and intuitions lived. It was a register of things learnt through the generations. It was the treasure!

She didn't care about the rain outside or being tired, she studied the book until she discovered another magnificent idea: all caterpillars were connected by the accumulated wisdom which this book kept hidden in its interior, the collective unconsciousness.

The night ended and it was still raining. She kept looking desperately, until she found a story about immortality. It was true! But, there was always a but, it was only reserved for those who had glasses on which were reserved for the wisest of the wise. The glasses the owls had. "Very few are curious enough to wear these glasses" the book said. They are the glasses of connection! With them you could see how all things are connected and the consequences of actions!

## Green

She still had her sixth pair of eyes and her last days of life. She decided to try it. The owl was bad and wise, he ate caterpillars and used to wait until they had grown to swallow them in the moonlight. The worst of the winged devils. He lived nearby hidden in the pine trees.

Dressed in green she was ready for anything. Nobody had prepared her for what she saw. Down in the valley there was a massive flood. There were no traces of life left. The valley had become a lake. Just some treetops emerged from the water. Close, but unreachable, in the top of a nearby pine tree, the silhouette of a monstrous owl could be seen.



She didn't have much energy left. She didn't know how to swim. She got depressed but then she reminded herself that she had to face her fears. She started to jump up and down and started signalling the owl. She shouted at him, she sang and danced until... the owl took flight. Her heart was racing. The bird of prey flew around her and smiled at her. Maybe he isn't that bad, she thought. He came near and with his powerful claws he gently picked her up. They flew very far. The desolation because of the water was everywhere. They rested in a treetop of a majestic tree where the owl set her down. He had a nest there. He looked surprised. His head turned 360 degrees, without knowing what to do next. His glasses came out of his feathers. The caterpillar took advantage of a moment of distraction and stole the glasses. –Wait for me and don't move! Ordered the owl- I have to see how far the flood reaches. We will dine together by the moonlight; he added slyly and flew off.

Putting on those glasses the Caterpillar shivered. Everything was connected! And she realized that the universe was much more complex than she had ever imagined. Now she understood! The ruthless behaviour of the caterpillars, eating the vegetation, had consequences, catastrophic, in this case. She understood the absence of foliage made the ants migrate and behind the ants came the beavers. The dams were abandoned and the rains made them break. Nature, trying to find its equilibrium, reacted with a flood.

The owl was looking for his, but came back to eat. She was dinner! There was nothing else left to eat! Horrified she decided to hide. There were only a few leaves left in the tree and the nest protected one egg. For sure the owl would come back!

Desperately she remembered that before dying caterpillars weave a sack where they sleep for eternity. She preferred to lock herself up prematurely in her tomb to read her red book rather than becoming the owl's dinner. In any case, she was almost out of time. She wove and wove and was about to finish when she saw the owl come near. She dove into her sack and managed to weave the last stitches from the inside. She heard the wings of the owl flap and his grunts when discovering dinner had escaped. The sun had set and the owl cried out of frustration, a sorrowful Siiii, without sleep that day, and breakfast had escaped.

The musical scale was complete. Still wearing the Relation glasses, she looked over the notes and realized everything is a cycle that repeats itself harmoniously at a superior level of vibration. Nature and music were interconnected. Growing is an essential characteristic of life. The balance of an organism with the medium is ephemeral. But it is a shared responsibility. We are part of the plot of life and we all have our role to play.

She turned her attention to the red book again and understood there was a certain unbalance between the development of science of nature and that of the spirit.

To give substance to the culture and the traditions of the caterpillars the survivors should start getting to know their own interior. She cried bitterly knowing that her message could not be transmitted, she was locked up and about to die.

## Yellow

She started her seventh day and decided to rest, waiting for the inevitable. That day she would let her body rest, to let her mind pray so that her spirit would reach her before she

died. She didn't go out, but the sunlight came through the cocoon so that her surroundings turned an intense yellow. The day would be splendid.

She felt ashamed. She had committed the sin of pride. She had lived her whole life, convinced she held the answers. She went over the various stages of her development. The mistakes she had made were due to the worldview she had at that time. If she were to live her life over, she would make the same mistakes because she had lived biased. Everything turned out to be a false illusion. When she found the right glasses, she had already made the mistakes and there was no way back. And so she wished she had been more humble, more conscious and more considerate. And she reserved her last hours for contemplation.

She felt a great inner peace; she understood that her mistakes had been unavoidable. And so she decided to be thankful for the miracle of life and remained silent.

After several hours of meditation her conscience, intuition and the coin came to her.

-Are you here to say goodbye or to apologize?

-We came to ask you to read the last chapter of the book, before you go up to heaven- they replied in unison, smiling and almost satisfied. – You are transforming.

The caterpillar `picked up the book and read.

“Transcendence is only achieved when the caterpillar integrates all the perspectives looking through its 6 pairs of eyes at the same time.”

She started reading again. Would it be possible this was the immortality she had been looking for, for so long? First she tried with two pairs of eyes. It wasn't easy because one perspective always tried to get the upper hand. After a bit of practice she felt confident and added the third pair of eyes. She looked through her dark glasses, her personal glasses and the cultural glasses. Then bit-by-bit she added the glasses of obedience, of objectivity and relations. Now she saw more clearly. The colours were intense, the music moving, the memories comforting and now, re-examining her life, her extraordinary adventure made sense. A feeling of belonging and connection with the universe invaded her... and she sang.

## Turquoise

A silhouette came closer and passed through the cocoon.

-I am your spirit-it declared-I have come to get you. I want to invite you on an uncertain journey. To create a world that evolves inside another world that also evolves towards a future riddled with mutual possibilities, to co-create a garden of flowers in the paradise of the butterflies, a world in turquoise-and ended by saying-Close your eyes and get ready...

The different points of view were closing and the Caterpillar gave herself over to the uncertainty of accepting the invitation. Maybe her original dream was coming true, after all. Who knows?

And this is how the story and the life of the curious caterpillar ended.

## Now we will see how the owl tells us the same story

One day a caterpillar was born. She came out of the egg, looking in all directions and with difficulty. She was a curious caterpillar, one who wanted to get to know the world, even before coming out of the egg.

She ate many leaves of the Apple tree, which gave her a special taste. Then she ate leaves of cinnamon. In a few days she would become a delicacy. I needed to look after her so that she would survive.

She was still too innocent. Her first day she didn't see the sparrow that was watching her with indecision (and which I had to chase away), nor did she see the squirrel that jumped on her tiny body. She didn't see the messages of the sun, the wind or the rain... her senses were immature and it was a miracle she even survived in those circumstances. She tried to talk to a grasshopper but she hadn't learned to converse yet, let alone with another species. She slept alone and she sleepwalked.

The following day she met other caterpillars, who taught her to converse. She was better protected in the group, but it was hard to tell her apart from the others. She fell asleep talking to herself.

The third day was dangerous. A thrush wanted to eat her and it hadn't been for my cries it would have done so. I saw her first! The slightest moment of distraction and my food would have been gone! I preferred her to be with the group. It was easier to watch over her during the night.

The fourth day was easier. She got in line and walked in an orderly fashion with the rest of the caterpillars. The fifth day she found a magnifying glass and distracted herself with everything she came across. That night the rains came... and then there were the floods.

It rained so much that I lost sight of her. During that dark night the water threatened her life. The following day I didn't want to wait any longer. I took her to the tree of life and placed her close to the nest. She couldn't go anywhere because there was water all over, I thought. I flew in the four directions to see how far the floods had reached. All I could see was water and infinite death.

Shaken I went back to the nest just to talk to someone. My dinner had become the only possible conversation to be had. I arrived tired and really sorry I had only seen her as food. But the caterpillar had gone. A greenish sack flamed in the stem of the tree, at half-mast, as if to signal she had given up on life. Loneliness invaded me and I started to cry. I was alone... life was fleeting...

All night long, I searched for the body of the Caterpillar everywhere, but unsuccessfully. At breakfast I went to rest at the tree of life and even if you don't believe me, I swear I heard the Caterpillar singing. I felt happy because she was alive and I understood that we were connected. Owls, caterpillars and life still had hope.

Caterpillars learn to fly, I concluded. How else could she have disappeared?

## The 7 Petal School

This I show the version of the owl ends, irrefutable evidence of the story of the curious caterpillar. If you read carefully, you will see only 2 different points of view of the same facts.

There are versions told by man, but they are rather distorted because they tend to be part of it and to exaggerate things. There are various interpretations, but in most of them they become the main characters and the caterpillar becomes a diabolical snake. In any case, all these stories respect and even revere life and understand it as an adventure of learning that, lived with integrity, it has to gradually lead us to transcendence. A beautiful message, no matter where it comes from. Don't you think?

# APPENDICES

# Testimonials

Here are some successes we've had with the 7 Petal Schools.

Sometimes the 7 Petal School might seem romantic (because of the word Petal), naive and not very practical. But it is exactly the opposite of all that. As we saw in the first Chapter, the Petals are simply pedagogic areas or areas of study, to be considered systematically in order to achieve an Integral Education which is beneficial for the children of today. It is simple.

The 7 Petal School is a reality with amazing results that have helped (not to say "saved" in some cases) many children. It has also allowed teachers to recover their enthusiasm and sense of purpose as educators, their motivation and joy and it has helped many parents to find their north again with joy and enjoy their children to the full.

I thank those brave teachers and parents, for having the courage to dream THEIR school, to set up that school and share their experiences from the bottom of my heart. They are valiant pioneers of a change never seen before on this Earth. I honour and admire them.

The following examples are varied, taken from various contexts, to be able to give examples of the wide range where the concept of the 7 Petals can be applied. The idea is to begin, step by step and enjoy. There is always an enriching experience, something new to learn, a pretext to grow and advance. The concept of the 7 Petals is not limited to a school setting, it can be applied to a Municipality, theme park, eco-village, prison, homes for the elderly, pre-natal classes, businesses... There are no limits.

We hope that in this way you can have more ideas for implementation, see concrete cases and not have doubts to also set up YOUR integral school, activities, own projects... according to your dreams, needs and desires, in your cultural, social and economic situation.

Enjoy!

We will present the following material by country, in alphabetical order.

# ARGENTINA

## The 7 Petal School: La Casa Escuela Soles del Faro

### La Plata, Argentina

By Ana Karina Intelisano, Teacher in Educational Sciences at UNLP

Certified facilitator of Pedagoogia 3000

Co-creator and coordinator of *Casa Escuela Soles del Faro* and its team of facilitators

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### Educating OURSELVES from and for Love, Peace and Care for the Planet

A proposal for Integral Education of the Association Faro 3000, seat of Pedagoogia 3000 Information and Resource Centre, La Plata, Argentina

Soles del Faro came from and is nourished by dreams that are becoming more and more and are becoming one at the same time. In August 2013, from Faro Pedagoogia 3000 La Plata (today Communication and Resource Centre), and after a year of intense and hard work of personal and group preparation, this dream made more than one heart beat, began to come true. Knowing the needs and research of many families and guided by a clear vision of Happy Humanity, in peace and harmony with the Universe, we started on the road to co-create this integral educational space, united, harmonious, affectionate and joyful.

The name Casa Escuela, House School, comes from the spirit of the proposal; Soles del Faro is a house where we all learn, children, facilitators and families, in unity. As our project expresses: in this house we live learning and learn living. IN conclusion, LIFE happens here!

We propose:

- To favour the development the potential and gifts that each one of us inherently possesses and to make them available for the good of Humanity. Working together for the full flourishing of wise and happy beings, who, like Suns, expand their warm and bright rays and live in harmony with the Universe.
- To accompany the learning processes of each and every one, respecting the characteristics, needs, interests possibilities and individual rhythm, and to celebrate each achievement, generating thus a permanent passion for learning.

We conceive:

- The House School as an integral place of learning, with unity, harmony, love and joy. Where the interaction with all the participants of the educational community



allow for the discovery of one's self, of the others and the whole world. A space where diversity is embraced and the best in each person is brought out.

- The children as complete beings, wise and loving, each and every one with their characteristics, capacities and rhythm.
- Teachers as facilitators in processes of learning and change, who learn and transform in permanent interaction. Their role is to accompany, listen and bring those processes to life.
- The family as an essential part of this proposal, contributing with their presence, commitment and active participation.
- The limits as demonstration of love, respect and care. When these are established clearly, we can freely act.
- Conflicts as opportunities for learning and growing, both as an individual and as a group. The same are dealt with in a holistic view, considering the multiplicity of factors that are in play.

The pedagogical proposal has as its centre the children adults of the educational community and is based on 7 areas of the integral development of the being, the 7 Petals (areas for the development of the human being, society and the planet) all at the same level of importance and in permanent interconnection. In those same areas are specified basic knowledge in complement with others enriching ones. According to the interests and needs of the children open and flexible projects are generated which integrate these areas in function of a final product, which provides a sense of action.

- Physical development and movement (Will)
- Articulated Cognitive development (Wisdom)
- Social and Multicultural development (Unconditional Love and Cohesion)
- Aesthetic Development, Bio-Architecture and Art (Beauty)
- Ecological Development (Health and connection with the Earth)
- Hands-on Development (Self-sustainability)
- Personal Development (Sense of Purpose).

To these 7 areas of development (7 Petals) we add 5 fundamental axes:

- **Love**, as a way to link with all and everyone
- **Respect**: For oneself, for the others, for the environment, for the work space, for our own space and that the others one, for the work materials, for work, for agreements, for silence, for discussion...
- **Opening and flexibility**: as a golden rule, be aware of the fact that the daily tasks requires our permanent attention and be opened to adjustments, changes, and why not, profound reorientation.
- **Play**, as an inherent necessity for human beings. Play is serious business.

- **Joy:** education needs to be fun and joyful, but not less serious because of this!

Day to day practice allows us to test and try the 7 Petals. Based on the pillars of Pedagoogia 3000 it is a wonderful proposal that is coming alive and creating Life, in so many different ways, in every space, in every context, with each group of human beings, in every moment.

We the adults, we transform, we re-create ourselves permanently, we become children again, we are learning with them, being able to recognize each one of their processes, a part of ourselves.

Today we are living the Dream, in full co-creation, feeling and being there, here and now, building every moment through shared decisions actions, working together in the making self-sustainability a reality, sharing with our families, integrating ourselves with the community and expanding the network of a respectful education of every Being. Together for a Culture of Peace.

Here are some testimonials collected in Soles del Faro:

*“One day I was invited to walk a road I didn’t know. And to go there I had to be born again. Education became a constant game of creating the present listening to the truths of the heart. And in the profound desires of the soul to express itself on this earth, as integer people. When the possibilities are infinite the road presents us with important challenges, but which are easy to overcome thanks to the brotherhood, the communion, the hope and unconditional love that makes us share with children, youths and adults this reality is a free, healthy, sincere and harmonious world. That was my experience in the group “Soles del Faro” and I thank the Universe for being part of this.”* (Jeremía M., Facilitator).

*“Soles teaches me many things every day. I say Soles because all these children express themselves freely, showing me there is so much to learn. They taught me to be a child again; because only being a child can I understand the world they want. And only giving them a piece of my road and some other tools so that they simply build what they want. There is no doubt some of them are great teachers! I love them a lot!”* (Cristian S, facilitator).

*“We are a family that had chosen de-schooling our children. In Soles we saw an opportunity that those who participate in some way would heal their school experiences. What began as an opportunity for them became a personal experience that enriched my vision towards others, allowed me to know myself better and develop resources to communicate assertively, getting into a healthier and more respectful relationship with my children and children of other families. I learnt to value time to play and discern what knowledge is valuable for each person; which is what we wanted to acquire in accordance with our interests.”*

(Verónica I., mother of Juanse, Max and Malvi, and today member of the team of facilitators).

*“In Soles del Faro my children did not just find a temple of knowledge but we, (their parents) did too. Spending some time in Soles, even a short while, is always an experience, it is an irrefutable invitation to look inside you and feel comfortable in the process. Our family already was in a process of becoming aware and with Soles del Faro this became a reality.”*

(Mónica and Alex, parents of Tomás and Matías).

*“My experience in Soles is really nice. Everything we did was very productive. We did all the projects and we did them well, the stop motion, the solar charger which was my dream and we even had a musical band. I liked it because the teachers waited for me, and I got to know the other kids and what each likes. I didn’t want this first year to end, because we had many projects. I liked the projects because they had a use, for things I imagine I am going to do in the future, such as recitals, a film inventing useful stuff... I love Soles.”* (Juance C., 10 years old).

*“Soles is like a big house with many brothers and sisters. It is like being on holiday all the time because we are not obliged to do anything, I can study what I want, I learn more playing, almost without realizing I am learning. I learnt mathematics, physics and electronics by making a solar charger for a cell phone. Making a film I learn about photography, language and history. I love working in the vegetable garden, practising with the band that is called Las Preferencias del Nuevo Mundo. Actually I like everything. I am very happy going to Soles.”* (Mateo Z., 10 years old).

*“I go to Soles to learn things, I learnt how to use scissors, boligima (a kind of glue). Writing and drawing, making truffles, use a cell phone and play with my classmates. I like going to the river, play with the cars we have, play in the playground with Ángel, painting, playing with the grills and playing with the big children, with Moira and Mateo.”* (Genaro A., 4 years).

# ARGENTINA

## An Itinerant 7 Petal School - Socio-Multi-Education in action.

Coordinated by Pedagoogia 3000 Information and Resource Center, Carpintería, San Luis, Argentina

By María Isabel González, mejorpuente@gmail.com

In the North-Eastern region of the province of San Luis, Argentina, we, a group of families and their children, set up an experience of self-sustainable communitarian projects. The theoretical framework of Pedagoogia 3000 and their model School of the 7 Petals inspired us. The activities started end 2012 until December 2014 and are still going on. Our common headquarter is the Information and Resources Centre of Pedagoogia 3000, located in Carpintería, San Luis.

### **How to implement an integral education successfully and with well-being?**

“The 7 Petals School consists of an innovative pedagogical vision which is integral, productive, ecological and designed for the holistic personal development of children and the adults who accompany them. They are “schools” with pilot experiences that lead to a “Socio-Multi-Education”. This “Socio-Multi-Education” proposes an Education for everybody, for all ages, from the Knowing and the Being, in a responsible, protagonist and sustainable productive, with more awareness, humanity and fullness”.

From this concept, the families, children and adults who are interested in an innovative experience began with a variety of activities of shared learning in 2012, leading to a 7 Petal itinerant Pilot School.

We are itinerants, in constant movement, because we share the homes of families and other locations in nature, without worrying about the format of the school in a traditional building. For the better, because we haven't found the ideal space yet, geography, the homes, the variety of locations, the full life... they are all locations for learning while doing and co-creating with others, adults, children and youths. We want the future of education and we want it now!

We designed and built biodynamic vegetable gardens, communitarian acquisition of food, natural constructions, walks in nature, non-competitive games, recreation, making pedagogical material, various workshops aimed at children and adults. All this has helped us realise that e can be protagonist in our own changes and in the collective construction of a better life for all.

Personal development of parents, adults and children is given special attention. To generate a good climate of joy, work play and collective learning are our main concepts. We

are always attentive that each of the mottos of the 7 Petals is adhered to. It's the best contribution we can make for these children, families and ourselves.

- Blue Petal. It also has its moments of introspection and silence; it has abundant energy and health.
- Yellow Petal: Cognitive development "a happy child is a curious child"
- Pink Petal: social development; a happy child is proactive in its society and proud of its roots"
- White Petal: Aesthetic development "a happy child is a child who creates beauty".
- Green Petal: Ecological development "a happy child loves and takes care of the Earth".
- Red Petal: Productive development "A happy child knows it can act and do assertively, in any circumstance".
- Purple Petal: personal development "a happy child knows itself in all its dimensions"

Between all of us we set up a life community, with the capacity to sustain the personal and group projects without selfishness open to creative possibilities to gestate new and self-sustainable undertakings. We are discovering new economies, new wisdom from concrete experiences, which are so value for each that we treasure them in our hearts... they are the best capital we have.

This is the engine that keeps us going. And we are heading towards a true Socio-Multi-Education for all.

The photos are testimony to the fact that it is possible to create an Itinerant 7 Petal School now and one with its own space real soon.

Initially the activities and workshops were aimed at parents and adults in general. It was necessary to accompany them in the understanding and recognition of the characteristics of babies, children and the changes and transformations of this planetary stage. This way they will be more prepared to co-create the integral education that their children and themselves need.

During this preparatory process the children were signalling the road, giving signals even proposing their needs naturally and simply. They have been and still are little teachers of life to all of us.



*Space for telling stories (at the children's request and where the circle of emotions is held, Space for the wheel of conversations of the adults - Petals 3 and 7 (Pink and Purple)  
Personal and Social Development*



*Cooperative games and dedication of loving time with children, with a father  
Petal 3 and 7 (Pink and Purple)  
Personal and Social Development*



*The Geodesic Dome, place for meetings, workshops various activities in the Itinerant School  
Petals 1,3 and 4 (Blue, Red and White)*

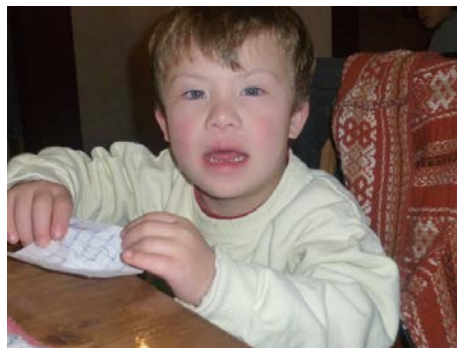
*Physical development, Social, Architecture, and Arts.*

*Afternoon with games. Team work, joy, culture of Peace and Arts...  
The personal development of parents and children is given special attention.*



*Communitarian acquisitions. These meetings, where also the children participate, are moments of exchange, socialization and opportunities for social and personal development of all. Various situations and experiences are shared. Much attention is given to healthy food and health. Weighing and distribution of fruit and vegetables. The children learn mathematics applied to real life. They enjoy these encounters and feel that are the adults are extended family.*

*Petals 2, 3, 5 and 6 (yellow, pink, green, red): Cognitive, social, ecological and productive development.*



*Julián, Beautiful being who accompanies us and manifests the purest expression of love.  
He is 6 years old and is very sensitive and empathic with adults... he makes us aware of our mission in life. The attention to all necessities and in particular the special needs persons are those that mark new roads in (Special Education 3000)*

*Petals 3 and 7 (Pink and Purple)*



# ARGENTINA

## Territorio Kai, Proyecto Tierra de Delfines

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The present generational wave of children is signalling new roads to humanity, with a condition for their transit that is a deep internal change in each one of us.

*The Game of Life* from the *Spirituality for kids Program* (El Juego de la Vida (<http://www.spiritualityforkids.com/es>) del Programa Espiritualidad para Niños), by Karen Berg, was key for the internal and external reverberation of this project. Here the spiritual is defined as becoming aware of the interconnection among all of us (our thoughts, actions and their effects) the others and the world. Through this program (videos and activities) children and adults together; use the necessary tools to live in PEACE, LOVE, HEALTH and TRANQUILITY, both in this territory as in each family.

There are no formal or permanent recipes of nest-schools. But there are basic rules for the Game of Life. They, the children give us the signals, and we envisage the dimension of each step we take, making the necessary connection to that our thoughts and actions are consequent. This way our life will be coherent, as will theirs.

Territorio Kai, Tierra de Delfines is a way of learning from the Soul, a positive state of mind, which allows us to get out of the whimsical ME, to work for the wellbeing of THEM. For this it is necessary to build a bridge every day, a new US, where we learn to receive in order to share.

We followed many footprints before making our own. The scheme of The 7 Petals School was useful to us to put ourselves in order and establish 3 connections like a chalice of the 3 Petals:

- Connection with my BODY
- Connection with the EARTH
- Connection with the OTHERS (and be ourselves)

We work on various lines: Capoeira, AcroYoga, Cloths, Tai Chi, Stellar Dances, Clown training, Chi Kung, Gurdjieff dances (see photo), body expression, conscientious movement, image theatre, *performances*, traditional games, rounds, games in sandboxes and with trees.



*Gurdjieff dances*

<http://latinoamerica2012.cehbolivia.org/wp-content/uploads/2012/10/gurdjieff.jpg>

One thing we noticed is that we ALWAYS have to start with some SHORT movements. And in the School Workshop, it depends on the time of the concentration of the children, go for a sudden run, play with a ball, skip rope, a short dance, whatever imagination offers, and agree on the number of minutes. And set limits the talking and the listening, stop, count until... breathe deeply and continue walking.

María Estela Domínguez  
Coordinator of Territorio KAI

# ARGENTINA

“I had never seen a workshop like this one, made with such love, dedication and respect.”

## Teachers Training N° 87

Ayacucho, Argentina

By Analia Samo y Mariela López

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The experience was done in practice in the Institute for the Training of Teachers No 87 of the city of Ayacucho, Buenos Aires Province during the 2014 school year. It was a weekly meeting of 2 hours with a group of 21 teachers and adults from various careers (Professors, Masters) and various years of study.

The base of the Training was Pedagoogia 3000 and the 7 Petal School. Having the possibility of working in the line of Pedagoogia 3000 has been and still is very exciting and in particular this year, having the opportunity to share the Workshops for Tools with future teachers was very interesting. With Mariela (Facilitator Pedagoogia 3000) and the people of the workshop who in several classes worked together, we met with youths whom had never experimented the living form in their classes.

In the end they could feel what happens to the child in these activities and how this form of protagonist works. As time went on they found it so attractive that even if these were lessons in a timeslot where they arrived tired, they were always present and enthusiastic. Furthermore they expressed on more than one occasion that they had more joy, felt different and better. We really felt that this experience in an Institutional context has been very enriching and luckily next year we can do these workshops again.

Personally, it was a wonderful experience in which we implemented, lived and recreated, in total freedom, many of the tools that I learned about and shared with the Pedagoogia family over these years.

Many changes, both individual and in-group, can be seen in the group as we had more and more meetings. They arrived full of expectations the first day, “to see what this was all about”... and bit-by-bit they integrated, united and became a group that enjoyed the magic of the meeting.

They showed they were tired, no energy, after a long day of work and study. After the meeting they were joyful, with a smile, revitalized and happy to have assisted in the meeting. They found a space where joy, peace and the commitment to learn from the heart reigned. The director of the institute showed us the joy and enthusiasm with which the students talked about the meetings.

At the end of the year, their devolutions and evaluations were fantastic and showed their evolution and integration of a group. They were very thankful for the contribution of an integral vision, which was very different from what they were used to in their previous years as students.

All that is left to do is to say thanks, thanks to life, to all who made the Meeting possible, to our families who support us and allow us to go on with our dreams, to the students and future teachers who received us.

# ARGENTINA

## Experience with Pedagoogia3000 as curriculum content

At the School for teachers (third level)

Catamarca, Argentina

By Noelia Viviana Lucero, Graduated in Educational Sciences, Pedagoogia3000 Certified Facilitator.

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*"I was teaching while playing.*

*And the attitude of love was the essence of everything.*

*When I understood, I began to create the theory."* Marisa García Mareco

The chair of Pedagogy is the door to pedagogy as a formation, in the structure of the careers: Professor in early education and Primary Education and is part of the pedagogy-didactical area.

In the year 2011, we started this initiative, as part of the diploma for the Training of Teachers in Early Education, keeping in mind the experiences of previous years. We had seen the needs of the young people to have concrete activities, which allowed them their integral development in the secondary education. If those youths need new dynamics, which allow them to co-create the learning process, why not incorporate it in the formation of future teachers?

The proposal of the chair wants to contribute to the formation processes of future teachers and become a methodology that allows them to live, experiment, innovate and orient, comprehend and give meaning to day to day activities in schools. Keeping the characteristics of the children of today and the future in mind, developing in all their potential in the following aspects: Physical, emotional, cognitive, ecological, aesthetic-creative, intuitive, spiritual, socio-multicultural, ethical-solidarity, conforming the levels of human Development which is present in the ASIRI method (Peru) and Pedagoogia 3000<sup>1</sup>.

From the year 2011 onwards the bibliography and experiences of Pedagoogia 3000 were incorporated as methodological resources. Application of the test for Multiple Intelligence was begun, some elements of Systematic Pedagogy were incorporated, and with this new

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<sup>1</sup> See notebook No 3: Pedagoogia 3000 and the Expansion of Awareness

techniques and role-play, representing the precursors and methods included in the design of the Provincial Curriculum that also considers Pedagoogia3000<sup>1</sup>.

The goals and objectives of the Chair are as follows<sup>2</sup>:

- Analyse, compare and understand traditional pedagogy models of the classical theories, with new modern theoretical pedagogical models, looking at future theories and pedagogy practices.
- Introduce new practical theoretical debates about Pedagogy and its interaction with other sciences in education.
- Offer theoretical-conceptual methodologies which permit knowing and understanding present problems and debates, recognizing the tensions and interpellations, which are present now in the task of educating at Schools and in Early and Primary Education.
- Know and create tools, which allow living, experimenting, innovating, orientation, understanding and give meaning to the daily activities in educational institutions.
- Promote the reflection and analysis of the practices of teachers from pedagogical implications, which support them in order to generate better alternatives of same.
- Have an attitude of dedication to begin the process of construction of the own identity as a teacher, in an on-going and permanent process of formation and training.
- Build our own pedagogy with the tools presented in order to re-create it according to the prevalent culture and social and ecological characteristics of the region and place where we live.

Pedagoogia 3000 can only be seen, explained and interpreted in the light of complex social, historical and cultural contexts. Education is a social practice and pedagogy is a theoretical construction constituted by the same educational practices.

Methodological innovation in the chair “pedagogy” is endorsed by the provincial and national legislation in Argentina<sup>3</sup>.

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<sup>1</sup> *The experience of Pedagoogia 3000 as a bibliographical and didactical recourse in the Chair. Pedagogy of the PROFESORATE of EARLY EDUCATION in the I.E.S. “Instituto de Estudios Superiores “Clara J. Armstrong”, Catamarca, Argentina.*

<sup>2</sup> *Design of the Provincial Curriculum of the Course of Early Education and Primary Education, Ministry of Education, Science and Technology, Catamarca, Argentina. 2009.*

<sup>3</sup> *Law on National Education Nº 26.206, in Chapter II, on the Formation of the Teacher, Article 73: (e) to incentivise research and educational innovation linked to the tasks of teaching, experimenting and systemizing the proposals that contribute to the reflection and renovation of scholastic experiences.*

# CHILE

## Experience of a more integral Education

Talca, Chile.

By Dominique de Solminihac

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Hello, my name is Dominique de Solminihac, facilitator of Pedagoogia 3000. I am going to tell you about my experience in a state school in Chile, a school within the traditional educational system.

I am an Arts teacher but we practice certain lines of the Montessori method, which makes it different.

The children almost never miss class; they look very happy because they are respected in their individuality. Some aspects to remark upon that can be shared and generate a more harmonious environment are:

- The first four years learning is not done by qualification, there are no visible marks or grades for the children, there is no competition, the children learn for the joy of learning, and overcome themselves.
- They observe their mistakes and correct them, because they are explained that making a mistake is part of learning.
- Another aspect is that children are dressed the way they want. This gives them a certain autonomy and personal stamp. There is only an institutional uniform for sports and outings.

Another milestone is that teachers and children call each other by name, which gives them a horizontal relationship. The teacher or guide is respected for the way he treats the children and not for their hierarchy.

Another fact is that every morning class begins with a circle. The children sit down on the floor and tell about their experiences. Silence and respect are practiced. Furthermore each subject-teacher also does this circle, where they explain their subject and what will be worked on that day. I generally do meditation exercises and visualization exercises for conscious imagination.

The children grow great ease and motivation; they have beautiful experiences that they then personally tell to the other children.



# CHILE

Training / actualization

Workshops with community educational orienteers and the lines of Pedagoogia 3000

Arica, Chile

By Haralda Riquelme

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With the educational orienteers during the workshops the lines of Pedagoogia 3000 were outlined. These were well received by the colleagues, and a commitment in the short term was agreed upon.

We are also participating as NGO in the citizen forums on the Educational Reform in Chile.

# CHILE

## Project “Sol de Soles”

### Integral Education and Health

Chile, Santiago (Cajón el Maipú)

By Nayade Figueroa

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Sol de Soles Educación y Salud Integral

“We are a Sun within many suns”

Sol de soles is a cultural socio-educational project whose main objectives are to generate bio-eco-sustainable areas so that the new children, youths and their family and community have access to new bases in the Integral Education of the Third Millennium, “New Education of the New Society”. Besides we also divulge and promote Integral Education-Health, in all its forms, with lines from Pedagoogia 3000 and the eco-bio-activities that came out of the prototype in the year 2011, from the project Sol de Soles.

Sol de Soles opens to the community through 4 great areas:

- Integral health, Blue Petal
- Integral Education, All the Petals
- Ecological environment, Green Petal
- Arts and creativity, White Petal

This project is flexible and is based on the new paradigms of the Third Millennium.

We have been working with Pedagoogia 3000 and emAne since 2009.

#### **Prototype House-School Sol de Soles**

In 2011 we set up a prototype to see the new learning/teaching methods in action and to concretize the idea of a better school. With the help of parents, teachers and a wide group of people that got involved, we worked day after day with a group of about 10 children of pre-basic age. This number fluctuated over the various days.

Various activities were developed, such as: bio energy, harmonizing circles, universal geometry, bio-construction, sensor-perceptive techniques, bio-integration, among many more. One of the most used techniques in the Prototype House-School Sol de Soles was Art therapy, which is understood as being a profession which uses art, images, creative processes and the answers of the patient/client with their creations as reflections on development, abilities, personality, interests, worries and conflicts of the individual (American Art Therapy Association). In its turn the British Association for Art Therapy (BAAT) states that Art Therapy is a form of psycho-therapy which uses artistic means as their main form of communication.”

### **Investigation in process**

For my thesis as Master in Psycho-Pedagogy of language in the Universidad Central de Chile, and in accordance to the process discussed, I observed the contribution of Art Therapy in the project Sol de Soles, via questions about the perceptions and meanings. These questions were asked to teachers and parents, in relation to the impressions of the project, their personal motivations that made them take part in the project, the characteristics of their children and students of today and how they saw Art Therapy in the school.

### **Conclusions**

As we have seen we can mention that we all are in constant evolution and the children of today even more so. There is a need for the education to adapt to the awakening and development of the spirituality and emotions. That is to say an Integral Education with neuro-psycho-pedagogical tools and practices is needed. This needs to be integral, meaningful, playful, didactical and practical, giving space to doing, feeling and thinking and more than anything else, to being happy.



*Area for integral projects, I make my own projects (Red Petal)*



*Area For integral communication  
Reading, writing, language (Pink Petal)*



*Area of Knowledge. Area Mathematics in movement. Origami  
(Yellow Petal)*



*Area for bio-energetic intuition (Purple Petal)*



*Area*

*For integral sciences (Yellow Petal)*



*Area of nature (Green Petal)*



*Area for integral health (Blue and Green Petal)*

# CHILE

## Pedagoogia 3000, 7 Petal School and Early and Basic Education

Santiago, Chile

By María Patricia Astaburuaga V.

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From a didactical perspective, the Seven Petal School offers an essential component to the so desired curricular articulation and methodology between the Early level and the Basic level of Education because it proposes a pedagogical focus centred on the characteristics of the children and their natural ways of learning, developing all their cognitive abilities starting from experience, exploration of their surroundings, self-knowledge and body awareness.

The Seven Petal School: a bridge towards the education we need!

The new curriculum in Chile opens opportunities for a more integrated and articulated education from interdisciplinary, but the pedagogical practices are not completely aligned with this new way to approach pedagogy.

The Seven Petal School gives clear orientations and opens spaces for academic dialogue and methodology so that the educational system can take the necessary steps towards an Early and Basic education which is more focused on the real needs of meaningful learning for the children. The Seven Petal School can be a bridge to advance towards the education we need to improve the quality of our educational system, starting from classroom management in our country.

# CHILE

## Extra School Educational Project

### Farm for Integral Development “7 Petals”

Valdivia, Chile

By María Liliana Lagos Figueroa

Kindergarten teacher, Master in Education and Coordinator of the Project

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The project presented here comes from the need to implement a pedagogical package where all levels of the development of the Human Being are taken care of. Our present society suffers from the consequences of this lack, where disoriented behaviours lead to vicious criminal and self-destructing behaviour in children, adolescents and adults. This is in a context where having is more important than being.

There are no centres for integral development present in the city of Valdivia in Chile, which present said characteristics of orientation and holistic development of the human being, for the work with children, adolescents and adults.

On the other hand, we must mention that the 7 Petal Methodology allows for the co-creation of an Integral Education with liberty, joy, love, respect and harmony, moving a process for cooperative learning, whose goal is to stimulate integrally the education of children and adolescents for the growth of the Being and which promotes a new ecological, pacific, solidarity society with wellbeing for all.

#### **One school / A Farm for all**

The project comes out of the knowledge had of the educational reality in the city of Valdivia, Region de los Ríos, Chile.

On the one hand there are insufficiencies and weaknesses in tools, methodologies, anti-stress strategies and values for integral human development for children, adolescents, teachers, families of the area.

This aspect can be remedied and improved by reaching the goals proposed in this project, proportioning the implementation of the Farm for Integral Development. A project which tends to the process of positive transformation and personal growth of children, adolescents, teachers, families and the public at large on one side and on the other side, to



contribute to the knowledge and awareness of the care and respect for nature in the area of Valdivia.

Guided visits by means of invitations of various educational institutions of the Region of Los Rios and the regional city will be done. This is so that their students can participate in class times and after class with their families and friends. These visits will be held from Tuesday to Sunday, between 09.00 and 17.00, during the whole year and open to the general public.

There will also be trainings by teachers to the general public interested in the various topics of the 7 Petal methodology and Pedagoogia 3000, such as: physical development and action, articulated cognitive development, social and multi-cultural development, geometry and art, ecology, productive development and personal development (7 Petal methodology and Pedagoogia 3000).

The farm will be located on a terrain in Valdivia, which is to be bought when the finances are available. This farm should be about 2 hectares, depending on the financial cost of the land, with trees; rivers nearby and if possible rock formations among other.

A pilot project is to begin within 6 months, implementing firstly the first segment (Petal for physical development and Action) where the following aspects will be focused on: Martial Arts (Tai Chi), gymnastics, various types of dances, yoga, soft group activity, acrobatics and other circus activities, among others.

As self-sustainability will be achieved step by step and implementing the Petal of Action, 6 months later the second Petal will be developed, and so on, until reaching the 7<sup>th</sup> Petal.

### **An architectural project to go with the 7 Petal farm of integral development**

Analysing how to ensure the architecture is adequate to each Petal mentioned above, we reached the following conclusions:

- The materials need to be noble
- Energy sources must be based on renewable technology
- And construction in general to be based on the principles of bio and Universal Geometry architecture.

An architect, expert in renewable technology, bio-and universal-architecture will take care of the design and construction in the early stage (pilot project).

# ECUADOR

## The in-materials of Pedagoogia 3000

By Verónica Durán, Facilitator of Pedagoogia 3000

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Learning is an endless spiral. We believe we are teaching and learning, we are learning and we are teaching...

Pedagoogía 3000 we take it to heart. Sometimes we apply it in a concrete project where we can find ourselves “seeded”, such as the creation of a school, of a college that will take years, a lifetime of continuous work.

But it can also be part of our being in constant movement, beyond the school, the classrooms, the house, the field, the city, even beyond our adult being.

It is an attitude, recognizing yourself within a local and global necessity, a search for change for the seeds of humanity, the children, and for ourselves, being aware we are beautiful beings who came to this world to feel joy, enjoyment, play, laughter, and also to canalize in a healthy manner the pain, sadness, to honour our totality as beings. And be happy with who we are.

When I was five, long ago in the 1970's, I was already part of Pedagoogía 3000 long before it was created. And taking part in the training in the Isla del Sol in 2014 I went back to my childhood, I recognized pieced of me in the future, in the past and beyond time.

I remembered a drawing I had never forgotten and made when I was 5. It was a cold context, far away from the Andes when my teacher in France asked us to draw the Sun. I did it with all my conviction that this creation was an important part of my being. I remember having entered a different state of conscience and doing my drawing beyond the approval and understanding of adults. At that stage I did not know anything about Chakras, Inti (sun in Aymara and Quechua) and many symbols that I would decipher in my drawing, as time went by. I am and was learning from my child-wisdom.

When I got to know Noemi, travelling to the Isla del Sol and talking to Aymara wise-simple people, unifying me with Mexican, Argentinean, Venezuelan sisters, reconciling with the Spanish. I recognize the wisdom that existed when I was a child, and from my whole being I honour each and every child on my way, with my backpack full of subtle tools, simpler tools, those immaterial tools that as a teacher, as a student I take wherever I go. And I keep picking up and leaving this learning, this love, on the road.

And I believe in the change of paradigms in the education of today, because I am it!

# ITALY

## Gigliopoli, the first 'official' 7 Petal School

Associazione no-profit "il Giglio" Via S. Antonio, 6 - Capo Milazzo - 98057 ME (Sicilia-Italia)  
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Angela Olla, founder of Gigliopoli, Vincenzo Scaffioli and Salvo Sottile

A Convention was signed on the 20<sup>th</sup> of October 2015, between Pedagoogia 3000®, emAne (Worldwide Link for A New Education), the Foundation Barone Giuseppe Lucifero di San Nicola, and Associazione Il Giglio to constitute the school: *Il Giglio - escuela dei 7 Petali – Italia*.

The 7 Petal school has the endorsement of Messina Mayor, Renato Accorinti and has inspired a famous Sicilian Architect.

The existing association named *Gigliopoli, the city of the carefree children*, has already been running various activities on the beautiful site of the house of Foundation.

The following is an interview of Angela Olla, founder of Gigliopoli, Vincenzo Scaffioli and Salvo Sottile.

### What is Gigliopoli?

Gigliopoli is alternative answers to each necessity, the freedom to express yourself without being judged, the beauty of being recognized and loved, respect for simple rules based on experiences, the smile of children and adults, who practice happiness, the insatiable desire to dream, the untameable enthusiasm of creativity...

All this is Gigliopoli.

A city made to the dimensions of children, a place built with an educational vision fed by love, a reality supported by teamwork. We opt for the road to happiness, which is a win-win option.

**"Gigliopoli, the city of the carefree children"**, was founded in 2006 by the *Association Il Giglio* and the *Foundation Barone Giuseppe Lucifero de San Nicolás*, which has been working for over a decade and uses the site to its maximum. The site, located in the state of the Baron and surrounded by the exceptional beauty of Cape Milazzo, with open-air classes

and a teaching farm, where children can learn and develop skills and capacities. Gigliopoli is the search for a way of life and a world which are more harmonious with a style of life that simpler, more empathic, more serene and more respectful for the environment.

The educational focus promotes affection, good relationships, motivation and collaboration. The children use their own innate abilities. The main aspiration of Gigliopoli is to implement a new type of education, which is the synthesis of the newest pedagogical focuses, with special attention to those who pursue the vibrant investigation into freedom and happiness of all human beings.

### **Integral and social activities of Gigliopoli**

Over the years Gigliopoli has become well known for doing many activities and events of great social impact that promote awareness, self confidence and self-esteem giving importance to each of the individual talents and resources.

The main activities in Gigliopoli include:

- A Study Centre – centred on the children and adolescents between the ages of 6 and 14, which offer services of care and help in the learning process:
- Gea, the alternative school of Gigliopoli, a school in the environment for children between the ages of 1 and 5, inspired on the criteria of the free democratic schools and Pedagogooogia 3000, based on various educational methods including Montessori, Steiner, Neill, Malaguzzi, Pikler, Zavalloni;
- The project “Walks of Life”, directed at the inclusion of disabled young people.
- The project “Growing in Gigliopoli”, which accompanies the story of life of children older than 14 years old.
- The summer camp, a profound experience in the summer months, open to more than 250 children of ages between 5 and 14 where there is a participation in the recreational activities and experience which lasts 10 hours a day.
- The workshops with educational activities, which include scientific laboratories, creative activities with the environment for the schools of the region.
- The yearly events, such as Carnival of Diversity, Christmas, Spring, the “Who goes slowly” Feast, the Festival “Night of the Children’s Rainbow”, “Waiting for the Sun”
- Courses and congresses and training on education, childhood, the environment and legality.

### **The 7 Petals at Gigliopoli**

During the first meeting with Noemi Paymal, in October 2015, we realized that for over 10 years the activities we were doing coincided with the directives of the educational project of

Pedagoogia 3000. This surprising “coincidence” led to recognizing Gigliopoli as a 7 Petal School, the first in the world.

To give an example we will show the correspondence between the principles of the 7 Petal School and the activities of Gigliopoli during the summer camp, one of the many yearly activities in Gigliopoli, which houses around 250 children between the ages of 5 and 14 during the months of June through August.

### *1. Blue, physical development and movement*



We do all kinds of physical activities and learn through action and movement. Dances, planting trees and the construction of little houses (together with the Green Petal), martial arts and yoga (with the Purple Petal), gymnastics and sports, acrobatics, excursions (together with the Green Petal)

Games and activities are non-competitive.

Workshops on ballet, modern dance, free body expression, workshops on the environment and care for the earth, the Workshop “Happy Mind”, meditation, yoga, shiatsu and mandala.

Sports, circus workshops, volleyball, football, rugby, acrobatics and juggling, psychomotor tournaments, cooperative games, water balloons, Olympics and treasure hunts.

### *2. Yellow, Cognitive Development, articulated, contextualized and fun*



We activate an articulated cognitive development with new and connected topics. The children take the lead in their own education. Reading and Writing. Physical games, educational magic, Brain Gym, experiments and manipulations, expositions, excursions, astronomy, workshops on creative writing, flower workshops and storytelling, journalism with "*il gazzettino del giglio*", chess tournaments and games on intelligence, the explorers 'club and a scientific laboratory.

### *3. Pink, Social and multicultural development*



We develop: Skills for managing emotions (our own and those of others), relationships, working in groups, culture of peace, multiculturalism, brotherhood, ethics, and, in team, we do projects on solidarity...



We implement: freedom of union managed by the children, the hour of the circle, treasure hunt,

*Gigliopoli got Talent*, the workshop on cooperative games, the artistic workshop “colours and emotions” and we have a library open to everybody.

#### 4. White – Aesthetic creative development

On this side we promote the study of bio-architecture, universal geometry and various arts. We also plan various types of workshops: art, make-up, puppets, theatre, music, and sewing.

#### 5. Green, ecological development



We practice Health and connection to the environment, alternative technology, permaculture, bio-agriculture, and therapies in preventive health.

We do: fruit and vegetable harvesting in the natural gardens of Gigliopoli, hugging the trees, explorers ‘club and creative recycling workshops.

#### 6. Red, Productive development and practical activities





Self-sustainability and preparation for daily life is developed. We help comply with our own abilities and responsibilities through: production, business (with a fair economy), and sustainable activities, activities of practical life, cooking, arts and technology.

We propose scenery, artistic creation, arts workshops, conserves, small jewellery (necklaces and bracelets), workshop of crowns, perfume, toys, hair making (braids etc.), and sewing.

#### *7.Purple, Personal and spiritual development*

We get to a “cosmic” education with Meta-language, active philosophy, intuitive activities, Greeting to the Sun, mandalas (colouring, creating 3D with the human body), shiatsu and meditation.

#### **Inspiration for a new school building**

Pedagoogia 3000's 7 Petal School proposals has deeply inspired Claudio Lucchesi, head of the architect agency Urban Future Organisation, located nearby. With his team, they designed an architectural project for a 7 Petal School and offered it to Gigliopoli.

<https://youtu.be/wpuBT-GdXjM>



# SPAIN

## Kindergarten (3-6 years)

### With a lot of will to participate

Madrid, Spain

By María del Mar Urdillo

Kindergarten Teacher (3-6 years)

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I have been working in a public school in Madrid for more than 6 years, always trying to give the students experiences that allow them to grow, understand the reality that surrounds them, experiment with various places.... When I got to know and trained as a facilitator of P3000, something changed in the classroom. I began to put tools, games, activities etc into practice and the group completely changed. I felt that the children were more integrated in their relations, they helped each other, learning together. They were more expressive in their emotions, in what happened to them, trusting in their actions, more daring in proposing games, with a lot of energy to participate. They laughed a lot! Sometimes I think that if I went out of the room, they could function by themselves, and that I find fascinating! They are only 4 years old!

One day, at the time of getting together, the first hour of the morning, we started talking about our heart and the things we keep in it. Now they want this time every day to get in touch with their hearts, the gifts, breathing, all holding hands and with our eyes closed. It is really beautiful to feel the magic and purity of this moment. Before this moment, or after, depending on the day, we activate the body with some exercises of the Brain Gym type. They love this part, they invent new movements and postures for the body and we all do these. It is fundamental to listen to and give room to the proposals of the students. They know very well which movement or posture they need to un-block, activate or recover an area.

Teacher training...

In this school year 2014-2015 I am facilitating a 50-hour course on tools for Pedagoogía 3000 to 15 teachers of my school. Some have begun to apply techniques and already see results in the children between the ages of 6 and 8. They tell me they are more motivated, smiling and with a better disposal to learning. Not only them, the teachers too. They have more fun in class and that gives them the drive to keep on learning.

In the first session we did a joint reflection where the teachers indicated what their needs were in the classroom with their students. We also reflected on the defining characteristics

of the children. We built the content of the training on these reflections. They had to be useful, real and immediately applicable, if not, they were useless.

The training was very practical, because everything we experiment we integrate in what we can offer. During these sessions my colleagues are able to play, dance, think, act, etc. Some confessed that they hadn't done that in a long time, maybe ever since they were children, and they enjoyed it tremendously. I felt that this proposal was making them reconnect and remember something that deep down they already knew. They only needed to realize this and put it into practise, for the common good.

# VENEZUELA

## Several Experiences for Peace

Venezuela

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*Program: Education as a seed for peace: Workshops for Pedagogooogía 3000, to be done in 5 states in the Spaces for Peace and Living together*

*Workshops and training for Education and Culture of Peace for private and public sectors*



*Project with the Presidential Commission of the Movement for peace and life*





*Celebration of the Earth (Green Petal)*



*Communitarian Mandala with chalk, White and Pink Petals*



*Blue Petal, public school*





*Participation in the Latin American project: A world painted in Peace, where Venezuelan children exchanged their drawings for peace with other children of the World.*



*Culture of Peace, and Mandala in a vulnerable area, the workshop was held on the sidewalk.*



*Co-creation of an Ecovillage of the 7 Petals in la Azulita – Edo Mérida.*

# URUGUAY

## Kindergarten of the 7 Petals

### Evolution of babies starting from a holistic education in the Inner Being

Santa Lucía - Canelones - Uruguay

Nelva Graciela Martínez

[ngraciel02@hotmail.com](mailto:ngraciel02@hotmail.com)

Experiences of integrated workshops on care for nature, healthy cooking, language stimulation according to the 7 Petals.

In our centre, the babies lived all the activities. We noticed the attitude of the “big” babies who participated in the activities from when they entered the centre. From the initial rounds of harmonization, the final round, the workshops, we believe we propose, that much is clear, in the impregnation of what they produce, even if they are so small, even if they don't talk, don't manifest knowledge of what they are doing when they are only a few months old. The importance of this “living the experience” has really surprised us and surpassed our expectations.

#### **Observations from a specific activity: elaboration of a Peach pie**

Similar proposal in March and December of the same year

Areas studied through action and observation

- Language
- Music
- Oral expression
- Reading /writing
- Measurements
- Numbers
- Biology
- Chemistry



INTERVENTION OF THE BABIES UNDER OBSERVATION

	March	December
Yellow Petal	<p>Reading/writing</p> <p>Attention to the first syllable and to the name (They watch and listen)</p> <p>Measurements</p> <p>We use various measures: cups, spoons teaspoons (They observe)</p> <p>Chemistry</p> <p>Observation of changes in matter</p>	<p>Recognize their name and smile when called</p> <p>Recognize their name and smile</p> <p>Participate with hands</p> <p>Use measurements</p> <p>Observe and learn</p> <p>Elements: dry and wet</p> <p>They mix</p>
Pink Petal	<p>Language and social area</p> <p>We use polite forms. Listen to story</p>	<p>Hug, look, they watch and greet each other.</p>
White Petal Music	<p>Listen</p> <p>The beginning song and the song that introduces the activity, the motivator</p>	<p>React</p> <p>Sing</p> <p>Follow rhythm</p>
Green Petal Biology	<p>Observation of a fruit</p> <p>Use of senses</p> <p>Observe</p>	<p>Touch, smell. Look, taste</p>
Red Petal	<p>Making the cake</p>	<p>Making the cake</p>
Purple Petal	<p>Hugs, self esteem</p> <p>Being considered</p>	<p>Hugs, self esteem</p> <p>Being considered</p>

Workshop leaders

Teacher: Nancy Urdampilleta

Director - Responsable: Nelva Graciela Martínez

# 7 Petal Schools Network



This Network unites various schools of the 7 Petals allowing them to collaborate in union, exchange information and tools and also to create an awareness of peace and solidarity at a worldwide level.

The proposal is to affiliate, by country, a 7 Petal School, acting as a reference:

- Working globally with the other countries
- And also, supporting locally the other 7 Petal schools of their own country

This Referent School is also called the “Official 7 Petal School” and is supported by a signed convention with Pedagoogia 3000®, which implies that it get the adequate trainings. Later on, other schools within the country who want to adopt the 7 Petal School Model will be patronized and assessed by the “Official School”.

The first Official School from the 7 Petal Schools Network is *Il Gilglio - scuola dei 7 Petali – Italia*, located in Milazzo, Sicily, Italy. The agreement was signed on the 20<sup>th</sup> of October 2015, between Pedagoogia 3000®, emAne (Worldwide Link for A New Education), Associazione Il Gilglio and Fondazione Barone Giuseppe Lucifero di San Nicola.



*Picture: Agreement signed in presence of Gigliopoli team, Angela Olla and Vincenzo Scaffioli, Noemi Paymal and the administrator of the Foundation*



Fondazione  
Barone G. Lucifero  
di San Nicolò

The 7 Petal school has the endorsement of Messina Mayor, Renato Accorinti and has inspired a famous Sicilian Architect.

### **Contacts:**

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# Letter to the Governments of the World

22 Simple steps

Towards an Integral Education  
A Culture of Peace for the whole planet

Ladies and Gentlemen Country Leaders, Ministers of Education and Culture of the World

It is an honour and pleasure delivering this letter and presenting to you 22 Easy and Practical Steps to help with defining an educational structure that allows a substantial improvement in the educational systems and of society as a whole.

As members of Pedagoogia 3000 and emAne, worldwide link for A New Education, our objective and desire is to selflessly collaborate in all that may benefit and support an Education renovation at a global level.

Because of the enormous responsibility that the Governments and Education and Culture Ministers face in terms of their respective Educational Systems;

For the billions of children and young adults that must be understood and attended – in complete dignity;

Because of the fast neurophysiologic, psycho-emotional and cognitive changes in today's children and young adults, according to the reports of so many paediatricians and neurologists as well as psychologists and pedagogies;

Because of the fast changes within society itself, technology, and the media and for this millennium's peace and solidarity paradigms;

And for the innate desire of human beings towards fulfilment and personal and global peace;

Respectfully and from the heart, we suggest simple techniques that can substantially improve educational systems within your respective country, lowering school abandonment and failure, and gaining happy, efficient and creative people in all the educational institutions.

## PHASE I: SHORT TERM and urgently Transition Emergency Education, TEE

1. Provide anti-stress techniques for parents, professors and school administrative personnel. *A relaxed teacher is ten times more efficient and effective.*
2. Allow anti-tension exercises at least every 30 minutes, Brain Gym (educational kinesiology), dances and movements of all types, physical exercises and anti-stress techniques. *Thought is anchored with movement.*
3. Support all forms of art in pedagogical establishments. *Beauty and harmony are indispensable for a human being's development. They balance both brain hemispheres therefore increasing positive scholastic results.*
4. Encourage daily activities that develop Emotional Intelligence: listening circles, self-esteem, positive thinking, and conscious breathing... *The Emotional Quotient is more important than the Intellectual Quotient in relation to success, performance and people's quality of life.*
5. Allowing the cognitive to be: experimental, self-taught, practical, active and fun. *I learn doing, I learn discovering, I learn teaching.*
6. Offer a variety of multidisciplinary extracurricular workshops depending on students' interest. *I can expand my knowledge according to my interests and talents.*
7. Support sports – as cooperative as possible – in all its forms according to the children's and young adults' preference: soccer with breathing exercises, capoeira, martial arts, swimming, climbing, field trips, etc. *Healthy body, healthy emotions, healthy mind, peaceful spirit.*
8. Develop applied ecology: grow all kinds of plants and trees, recognize medicinal plants, and create school orchards, a sustainable approach towards the environment in all educational centres, including pre-schools. *Contact with the Earth has a healing quality and it teaches solidarity.*
9. Eradicate physical and psychological abuses in all ages, mutual respect and dialogue prevailing. *Well-treated children learn and grow better and harmoniously and deploy its wings.*

## PHASE II: MEDIUM TERM

### Integral Preventive Education, IPE

10. Update Teacher's Basic Education and Educational Science Departments: in content, methodology and objectives. *XXI century education does not work with information from the XIX century.*
11. Design and implement an Education in Short Cycles for multi-disciplinary trainers or pedagogical assistants to support teachers, creating employment for young adults and providing a space for their pedagogic creativity. *Young adults are excellent pedagogues for today's children.*
12. Support (including the legal aspect) parents, teachers or those responsible for schools that are offering educational experimental, alternative or complementary activities. *Education is a responsibility for all citizens.*
13. Change the traditional homework for project investigation, development and application, self-taught activities, didactic games and exhibits. *Boring homework from the past century is counterproductive. It must be active, attractive, fun and productive or else it should be - simply eliminated!*
14. Supplement exams with projects and exhibits that help in the evolution of each human being, society and the Planet. *Exams must reflect the student's real aptitudes and must be multi-disciplinary considering all the Multiple Intelligences.*
15. Create school plans and programs (curriculum) that are flexible and adjusted to reality. Give more options to teachers and students in terms of what they wish to study. *New contents, new pedagogy, new methodology tools and new goals.*
16. Use and co-create audio-visual support and supplementary material in school proposals. *Knowledge enters through the eyes.*
17. Develop and implement integral interactive, multicultural and cooperative games. *Playfulness and cooperation will make children happy with a sense of solidarity, therefore creating a true Peace Culture.*
18. Healthy food and nutrition pilot programs. The children's and young adults metabolic processes have changed... *A healthy meal helps everyone and effectively fights Hyperactivity and Attention Deficit (ADDH), along with daily sports.*
19. Ensure integral and fun physical education for at least one hour daily in all educational centres. And systematic relaxation and internalization moments in schools (to be adapted according to the local culture). *Healthy body, healthy emotions, brilliant ideas.*
20. Provide feedback, create a methodology, and broaden that which was introduced in Phase I, accompanied by exchanges of experiences found in other countries.

Broaden the ecological piece and introduce Permaculture in scholar establishments.  
*We learn reciprocally and constantly.*

## PHASE III: LONG TERM Socio-Multi-Education for all, SME

21. The systematic creation of an integral educational system with the experience obtained from Phase II, achieving an integral, ecological, multicultural and productive education. An insertion of neighbourhood schools and different community institutions. Education is broadened and extended to all ages and social sectors. *We are looking for an education where we all win, being happier and more creative. Education is permanent, from the moment we are conceived until our last breath.*
22. A flexible and articulated curriculum, projects that are social, scientific, technical, ecological, productive and interacting with society. The students are the main characters of their learning, with ethics, social, ecological and citizen consciousness. *Education is integral, otherwise it is not an education.*

Governing leaders and Ministers of Education and Culture

What we are proposing and pleading to be considered are concrete and practical steps with an easy implementation (it's not about large and costly reforms), that can be taken on by citizens and the educational body with enthusiasm within their respective countries, so that together we may understand and address the current enormous childhood and youth potential.

***Your support, commitment and vision for the future are absolutely necessary for a new humanity.***

Therefore:

- Teachers from your country/region express their gratitude for having less stress and enjoying their vocation.
- Parents express their gratitude for having the joy of jointly raising and educating their children from the heart.
- Babies, children and young adults express their gratitude for having a space where they can be happy and creative.
- And society in general thanks you for allowing future scientists, ecologists, artists, geopoliticians, and other professionals to emerge, with ethics, commitment and solidarity.

We reiterate that the ever growing team of volunteer members of Pedagoogia 3000 and emAne, worldwide link for A new education, stands faithfully committed to this task of co-educating new and different generations and re-educating ourselves, everyone all together. Our deepest and most sincere gratitude, wishing you success in your important missions and functions in service of your people and countries.



For the children, young adults and those to come  
For a fraternal humanity  
For our planet Earth  
For Peace, Harmony and Unity

La Paz, Bolivia, March 21st, 2013.

# The Blue Declaration

## Declaration of the Boys and Girls of Today and Tomorrow

We, the Boys and Girls of today and of tomorrow come before You to remind you about the need to change Education on Planet Earth, this, our World. Many beings support our petition: babies, girls, boys, youngsters, we are millions, billions... with billions more to come. Please heed our petition and listen with your Heart.

We, the Boys and Girls of Today and Tomorrow

We, the Children of the World,

Declare:

- That we want a World in Peace
- That we want a World without Hunger
- That we want a World without Wars
- That we want a World that takes care of our Earth and the Animals
- That we want a World of LOVE

We, the Boys and Girls of Today and Tomorrow

We, the Children of the World,

Request:

1. That the first change in this world is in EDUCATION since we are compelled to attend school almost every day – and that is too much! We need an Education that allows us to connect with our inner being. And we need to be heard.
2. That the Education we receive be:
  - Useful
  - Supportive
  - Truly a preparation for our Future
  - Fun, not boring
  - With loving teachers that treat us well, that do not raise their voices nor judge us.

3. That how we are educated:
  - Be working Together, side by side
  - Allows us to bloom
  - Allows us to express ourselves
  - Allows us to discover and to learn through our own efforts
  - Be Through teamwork and without competing.
4. That the Curriculum be:
  - Applicable
  - Broad
  - Interesting (taking into account what we wish to learn)
  - Enhancing our talents.
5. We want and need:
  - Lots of physical activity: allowing us to move, run, jump and enjoy a healthy body.
  - Lots of interesting knowledge: we are eager to learn, learn new and updated subjects.
  - Lots of knowledge of the World: to know countries and cultures. To achieve World Peace we need to know the World and we need good communication tools.
  - Lots of Arts and Creative opportunities: to express sing, paint, dance and ourselves.
  - Many activities in Nature that allow us to know the Earth. We want to touch her, to know the plants, animals, and rocks. We want to know our Planet, to be able to take good care of it. That is our commitment.
  - We need lots of action. We love doing, building and feeling useful. Everything we learn we want to apply. Do not forget we are here to reconstruct our Planet, so we need to be practical.
  - More than ever, we need subjects that allow us to connect with ourselves. We long for direct connection with our own heart. We need to learn profound subjects. We understand many things. Allow us to develop our Innate Intelligences and our talents.

And above all, if you do not understand us completely, simply love us, as much as we love you.

6. Firstly consider the Human Being:
  - We ask to be seen as human beings who need to give and receive LOVE; school subjects are secondary.
  - We are the Boys and Girls of the World, who will rebuild the Society and take care of the Planet. If we are happy we shall do it better, much better.
7. We ask that, you, adults also be happy, that you play, laugh, and have fun with us. That makes happy, very happy.
8. We implore that you take good care of us:
  - Allowing us to dream

- Seeing that we are not put down
  - Seeing that we are not object of violence and abuse
  - Allowing us to fly, not clipping our wings
9. And finally, we request that you teach us:
- With Enthusiasm
  - And with the Truth

We, the Boys and Girls of Today and of Tomorrow

We, the Children of the World

This is our plea, the plea of millions of Boys and Girls of this time, and of millions of Boys and Girls to come. The plea of the Earth itself, of the *PachaMama*, the plea of Today's Humanity and of the Next Humanity.

We are billions. We are the Future. We are your HOPE.

With Love, The Boys and Girls of the World

*Launched on 08/08/2015 to be signed worldwide.*



*Signing of the Blue Declaration by José Pepe Mujica, Ex President of Uruguay  
and Noemi Paymal, August 2015*

# Glossary

**Intra-culturalism**: studying, understanding and integrating one's own roots, local culture and being proud of one's origins and the place you live

**Inter-culturalism**: studying, understanding and accepting the culture of others

**Bio Intelligent Tools**: alternative and complementary pedagogy-therapeutic practices for integral development: they are natural, flexible, inclusive and involve the student or patient.

**Bio-morphic tools** or techniques of resonance: they are techniques based on the activation of the right brain half, the pineal glands and the pituitary gland, the alpha and theta brainwaves and the psychic-intuitive and spiritual field. They recognize and promote direct access to knowledge and morphic fields by the resonance effect. They are also known as access techniques and mega-knowledge management. They are based on the research by Rupert Sheldrake and were implemented in pedagogy by Dr Shichida.

**Bio-reconnecting tools**: tools, which reconnect the human being to its essence and its natural connection to other dimensions. They are of a spiritual nature.

**Multi-culturalism or Multi-culturalism** the combination of both **Intra-culturalism** and **Inter-culturalism**, creating a mutual and real culture of Peace based on knowledge, understanding and respect.

**Multilateralism**: The ability to understand a topic or a person responding simultaneously to various aspects.

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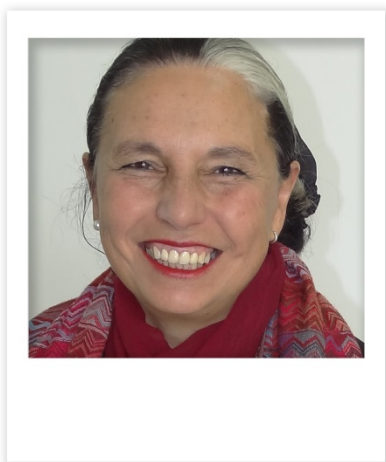


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# Pedagoogia 3000 background

## Biography of Noemi Paymal, founder of Pedagoogia 3000



Noemi Paymal is a French anthropologist and founder of Pedagoogia 3000.

She is also President of *Asociación 3000* and Vice-president of the *Asociación Wiñay Qhana Wawa* in Bolivia – where she lives-. Noemi is also founder and Vice President of emAne (Worldwide Link for a New Education).

Researcher and international speaker, Noemi Paymal has hosted over 1440 events on the 5 continents.

She is the author and co-author of 12 books on Education for the Third Millennium and 5 books on anthropology.

Noemi Paymal has brought together teams of hundreds of people in order to achieve a common goal: change Education into a more human (e) education, which is more pleasant, more integral, more multicultural, and more fun and aimed at a profound Culture of Peace.

She has collaborated in more than 50 different countries on the 5 continents in the field of applied anthropology and alternative education, which has brought her to meet children, youths, educators, parents, even Presidents, ministers, the Arab League in Cairo, OECD and people such as Deepak Chopra and the ex-president of Uruguay José “Pepe” Mujica.

## History

Between 1990 and 2001, she coordinated projects of social, multicultural and ecological development with the European Commission, the French Commission, PNUD, GEF and UNESCO.

Noemi Paymal started *Pedagoogía 3000* in 2001, in Ecuador, together with an international multi-disciplinary team

2003 sees the beginning of tours around the world to let the world know about the new educational paradigm. Up to date, Noemi has hosted events in Germany, Argentina, Australia, Austria, Canada, Colombia, Croatia, Cuba, Bolivia, Belgium, Brazil, Bulgaria, Chile, Ecuador, Egypt, The United Arab Emirates (Dubai and Abu Dhabi), Spain, The USA (including Alaska), Ghana, Guatemala, Greece, France, Finland, India, The UK, Italy, Israel, Japan, Jordan, Kenya, Lebanon, Morocco, Mexico, Nepal, New Zealand, Paraguay, Peru, Portugal, The Dominican Republic, Romania, Russia, Syria, Sweden, Switzerland, South Africa, Taiwan, Turkey, Uruguay and Venezuela.

In 2005, she started a series of publications and media actions, generating up to now 3 e-magazines, radio-shows, production of several TV programmes and 20 videos on the topic of Education and personal development; At the same time, she publishes three volumes of *Pedagoogía 3000*, 6 mini books on Education, 33 notebooks on applied pedagogy, 7 Petal School books, version 1 and 2, and a scientific book *The Children of Today and Tomorrow*.

All this material can be found for free on [www.pedagoogia3000.info](http://www.pedagoogia3000.info) and on *YouTube*.

In 2008, *emAne, Enlace Mundial para una Nueva Educación*, is created, with headquarters in Arica, Chile.

In 2010, the program called "Puntos Focales Fractales" (Fractal Focal Points) began. This program established a network of physical and virtual centres of volunteers trained in the topics of the New Integral Education. These official points of reference for *Pedagoogía 3000* are present in various countries in Latin America and in expansion in the rest of the world. There are 64 points at present.

2011 is when an international team of 54 specialist doctors, psychologists and pedagogues support the applied research, through the Scientific Alliances 30 Convention.

For her work and commitment to a profound Culture of Peace Noemi received the Flag of Peace from Nicolás Roerich and is nominated Ambassador of Peace by the foundations P.E.A y *Mil Milenios de Paz* in November 2011.

2012 began with the constitution of a network of Certified Facilitators of *Pedagoogía 3000*, which is a team of people trained to give workshops, talks and official training, and are furthermore prepared to open Academies in various countries. To date 72 Facilitators from

10 different countries graduated. Meanwhile hundreds of schools use Pedagoogía 3000 formally and informally, spontaneously and self-taught.

At university level two open Chairs opened, one in Maracaibo, Venezuela and another in La Plata, Argentina. There is current collaboration with two universities in Mexico (Toluca, Universidad Autónoma del Estado de México, and UABC, Universidad Autónoma de Baja California), with the Universidad Mayor de Santiago de Chile and with the UPAL University in Bolivia, with whom we do research and publications.

In 2013 *Asociación 3000* was created in Bolivia, in order to give Pedagoogia 3000 a legal structure, which allows us to effectively complement the emAne Foundation, which is in charge of the World Network.

Throughout the world, various foundations or associations have been officially created to represent Pedagoogia 3000:

- 2014 in Argentina, Chile, and Spain
- 2016, in Venezuela
- 2017, in Mexico

During May and June 2014, Noemi Paymal toured seven countries of Middle East and North Africa with the Conference theme: Education, a Seed for Peace, where she expressed: “We want for our children and grandchildren, a Comprehensive Education of Peace, of inner Peace and of Peace with our environment, within an integral political multicultural frame and horizontal civilization dialogues. This will help, in a large-scale and in the long run, to achieve the objective of the Alliance of Civilizations and the Millennium Development Goals...”

During this tour, she was invited to give a speech at the Arab League in Cairo on the topic of Education, a Seed for Peace.

In 2015 she launched the *Blue Declaration* of the children of today and tomorrow for the change in global Education. The ex-president José “Pepe” Mujica, among other personalities, signed this declaration.

Regarding training, Pedagoogia 3000 and emAne signed an agreement with the UNESCO Center Foundation for Human Rights Training, Global Citizenship and Culture of Peace. This results on an e-learning diploma program on Pedagoogia 3000, available for Spanish speaking community with the endorsement of UNESCO.

2015 also marks the beginning of the Worldwide Network of the *7 Petal Schools*. Association Gigliopoli, in Sicily is the first one to sign the Convention. After that Argentina, Brazil, Mexico, Colombia and Venezuela incorporated as well. To date (2017), 14 countries

are interested in participating in said Network. The goal is for each country in the world to have at least one 7 Petal School for reference.

Beginning of 2016, along with Nelly Chavarria, Noemi Paymal designed, developed and implemented a very innovative Program: 'Post Traumatic Tools 3000' (PTT3000). This consists of a compilation of educational and therapeutic techniques especially chosen to be easily shared with children, playful and entertaining, easy to replicate, easy to perform and without any costly materials. With an international team of 4 people, Noemi Paymal went to deliver this program in two refugee camps: in Turkey, in Sanliurfa, Akçakale and Suruç, with the International Blue Crescent, then in Lebanon, both in Beirut, in the Ouzai Centre and in the Bekaa Camp, with Beyond Association. In Lebanon, they certified 13 teachers with the tools and worked with 95 Syrian refugee children, ages 7 to 14, with immediate results for 82% of them. The whole program is based on anti-stress techniques and post-traumatic healing. Teachers, parents and children living in difficult situation, can benefit from it.

In November 2016, Noemi Paymal was invited to speak at the GLOBAL CHANGE LEADERS ALLIANCE, in Beijing, on the topic of Education.

# What is emAne?



emAne is a worldwide link for a new Education, whose objective is to co-create an Integral Education of Peace, based on new paradigms which are ethical and social, which cater for the present and future educational needs of the children, youths, society and Planet.

It is devoted to:

- Developing strategies and campaigns on a Global level, on the needs for an Integral Education which is playful and complete, uniting the concepts of Pedagoogía 3000 and other tendencies which are simultaneously in development all over the globe.
- Creating a diplomatic platform of interface of information and support for the Governments and institutions involved in Education.
- Sharing, promoting and diffusing innovative educational experiences and relevant international news on education.
- Promoting practical pedagogic tools for the integral development of children, youths and adults in all steps of their evolution.
- Setting up a digital network for support, information and exchange.

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