



Welcome! I am so glad to be here with you during this 6 week journey.

If you have any questions, please post them on the website under comments.

<http://waldorfhomeschoolu.com> technical issues: support@thewaldorfconnection.com

Weekly Agenda:

Notebook- You may find it easier to print the PDF lessons and house them in a 3-ring binder or notebook for easy reference and highlighting.

Lesson Availability- You can download your weekly lessons by accessing the webpage above. The material will be available up to 60 days after the end of the course to make sure you have had time to get everything. I recommend downloading as we go and participating to get the most from this class.

Participate- Ask questions, share ideas and make friends with the others in the course for best experience. You can ask questions under comments on each weekly lesson. I will try to answer as specific as I can, but since this is a group class we may not be able to cover specifics to every situation. If you need further help, email me for private guidance at donnaashton@thewaldorfconnection.com.

Table of Contents

| | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| Weekly Agenda | 1 |
| Week 1 Overview | 3 |
| Class 1: Down to Basics | 3 |
| Who is Rudolph Steiner? What is Waldorf Education? | 3 |
| Relating anthroposophy to homeschooling | 4 |
| The 12 senses/4 Bodies: The Lower Senses 1. The Sense of Touch 2. The Sense of Life /Sense of Well-Being 3. The Sense of Self Movement 4. The Sense of Balance Middle Senses 5. The Sense of Smell 6. The Sense of Taste 7. The Sense of Sight 8. The Sense of Warmth The Upper Senses 9. The Sense of Hearing 10. The Sense of Speech 11. The Sense of Thought 12. The Sense of Ego or the Individuality | 5 |
| 3-Fold Aspect of the Soul Willing Feeling Thinking | 6 |
| 4 Bodies of the Human: (0-6)Physical:(mineral) (7) Etheric: (plant) (14) Astral:(animal) (21) Ego: (I) | 7 |
| Transitions of Child: | 7 |
| Understanding the why's behind the method: | 8 |
| Waiting for Academics: | 8 |
| More Grades Development Ideas: | 8 |
| Why the In-Breath and Out-Breath? | 9 |
| Learning through Stories: | 9 |
| Natural Toys & Materials: | 9 |
| Resources: Books Toys & Materials- Further Reading into Steiner- | 10 |

Week 1 Overview

We will look into what Waldorf is and how that relates back to homeschooling. Understanding this method is a process and we will be covering the simple concepts. Know there is much more out there you can digest and I have given suggestions in the resource section.



Class 1: Down to Basics

Who is Rudolph Steiner? What is Waldorf Education?

The first Waldorf School began in 1919 in Stuttgart, Germany, created for the Waldorf-Astoria Company as a new kind of education for the children of the factory workers. This method of educating a child to become creative and balanced individuals as well as independent thinkers caused the Nazi's to close the schools in the 1930's. Luckily, schools in Holland, & the US had already been established so Steiner's method was not lost in the war.

The first Waldorf School was revolutionary for its time -- open to children from all social, religious, racial, and economic backgrounds, and co-educational. By 1928 it had grown to become the largest non-denominational school in Germany, serving as a model for other Waldorf Schools in Germany, Switzerland, Holland, England, and the United States.

Waldorf education was created to meet the child and to nourish the child's body, mind, and spirit. It is very linked to the developmental stages that a child goes through.

Rudolph Steiner believed that there were different periods of a child's life and they are divided up in seven year cycles. So, 0-7, 7-14, and 14-21. The 0-7 is considered early childhood.

Obviously, there is a vast span there of changes that go on, but that academics were not to be offered to the child until the change of teeth or the losing of the baby teeth or milk teeth. There is a lot of theory behind all of that. Once those milk teeth are lost and the permanent adult teeth come in, the child's forces start to change. So, during the early years, the forces of the child are used to create balance and movement and working on strengthening their limbs and their movement.

This really leads into understanding the basic concepts of Waldorf. There are a lot of little things along the way. The why's behind why we do things at certain times but it basically all comes down to where your child is during their development and why you do this now.

Relating anthroposophy to homeschooling

Waldorf is a living breathing form of education. It requires you to be constantly be observing your child. You make changes based on where the child is and work together with what is present at the time.

Steiner wanted to provide an antidote to modern times and materialistic thinking. Waldorf honors the whole child body, mind and spirit through arts, music, handwork, sculpture, movement. It educates the child's mind, nourishes their soul and meets their spirit at developmentally appropriate stages.

Waldorf honors the child by allowing them to have a true childhood through nature and playing. It protects childhood and simplicity through relationships with seasons, nature and festivals. And by waiting to teach academics until the child has completed their job of mastering movement and their bodies.

As a parent that is planning to homeschool and use the Waldorf method it's very important to understand these reasons so you don't say "Why do we have to wait until first grade or until the child turns seven before we begin teaching the letters?"

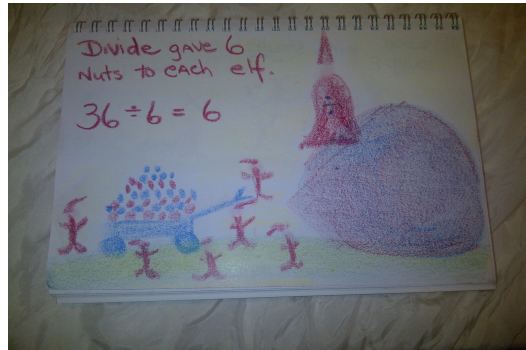
There is no manual, however, there are things that Rudolph Steiner recommends and Waldorf schools have created over the years a sort of guideline curriculum. This is what's done in first grade, this is what's done in second grade, this is what's done in third grade.

Example: First grade we teach the fairy tales and we teach the four math processes. We do nature stories and we talk about the quality of numbers. We teach recorder and knitting...

It is very helpful if you do understand the reasons why.

Knowing the reasons behind why you're doing it, will make it a lot easier. It will allow you to relax and not feel like you're not doing enough or are you doing too much. You'll know you're right on track with where your child needs to be.

Let's start with the 12 Senses and Child's development.



With Waldorf Homeschooling, we are looking at the human being in a different way.

The 12 senses/4 Bodies:

Steiner defined twelve senses in three groups:

- ***The senses of knowledge** which are ego, thought, speech and hearing.
- ***The senses of feeling** which are warmth, sight, taste and smell.
- ***The senses of the ego** which are balance, movement, life, and touch.

The Lower Senses:

The Sense of Touch – Contact through the organ of the skin. This includes what is inside of me and what is outside of me. Tactile experiences are best (hugs, being held, caress).. (Not TV or media, books)

The Sense of Life /Sense of Well-Being – The way that our body is working and connects with the rhythm of the world around us. Determining if you are tired, thirsty, and hungry. The best way to boost this sense is to provide your children with a rhythm to help support this while it is developing.

The Sense of Self-Movement – You know you're moving, and everything in the sense of movement. Childhood games that involve starting, stopping can also affect this sense.

The Sense of Balance – Physical balance as well as balance in life, being centered. Steiner says “Look at the sense of balance”, he said, “We acquired this sense only gradually in life, we just don't think about it because it also remains in the night of consciousness.”

Middle Senses :(cannot be filtered in the early years so watch for sensory overload)

The Sense of Smell - Relates to memory. Protect this sense during first 7 years.

The Sense of Taste – Not only physically, but an emotionally knowing experiences (a “sour” experience, a “sweet” experience)

The Sense of Sight – Our vision and the ability to distinguish color, and form. Really studying deeply.

The Sense of Warmth - (This sense does not fully develop until age 9) Our sense of temperature of things and inner warmth. Nurturing, love, joy.

The Upper Senses: (*develop during adolescence*)

The Sense of Hearing – hearing the vibrations of sound through inner ear.

The Sense of Speech or The Sense of the Word (another person, not yourself) – To really hear what someone is saying- The meaning behind their words.

The Sense of Thought -Thinking things through, realizing ideas.

The Sense of Ego or the Individuality – Who am I? And what is my place in the world. Our experience as an individual and how that can bring us back into oneness with everyone.

3-Fold Aspect of the Soul

·Three soul activities: (Head, Heart and Hands)

Willing (Sleeping state of consciousness) : age 0-7 Hands

Learning through movement. Being in motion, doing, not much memory (starts at 3,4)

Feeling (Dreaming state of consciousness): age 7-14 Heart

Learning through images, feelings, pictures and stories to connect to their heart & soul. Learning through polarities (opposites) and the arts.

Thinking (Awake state of consciousness): age 14-21 Head

Learning through intellect, not reacting but thinking before doing. Having common sense and rational thoughts.

4 Bodies of the Human:

(0-6)Physical:(mineral) the actual physical body, inside your skin, mass. Element of the earth (ashes to ashes)

(7) Etheric: (plant) also called Life body. It is your energy. Your life force. Age2-3 when child discovers “I” and beginning of memory. A child is mastering its own physical body, its own ability to move in space.

(14) Astral:(animal) Your consciousness, independence of thinking. Having their own perception, ideas, thoughts, decisions ways of behaving.

(21) Ego: (I) When it’s home has finally been built; the physical body, the etheric body and the astral body, the “I” comes in to take on the consciousness of the individuality. Spiritual connection of why you are here.

Transitions of Child:

Age 3: Birth of memory and “I” have my own life

Age 9: (9 yr change)Stronger spark of feeling separate and “I”

Age 12: (12 yr change) Out of heart of childhood and beginning intellect

Understanding the why's behind the method:

Waiting for Academics:

Steiner felt that academics should not be taught until the change of teeth. You were born with a set of teeth, but now you are making something of your own (permanent teeth) you become more a grownup human being. You're on that path.

Seven springs is another indication a child is 'ready' as is a lot of other physical factors.

Hopping on one foot, reaching your hand over your head and touching the opposite ear (longer limbs) It all basically comes down to your child being physically ready. The child has had a chance to master these movements, physical things before starting work on the head.

[Here is a link for more on this.](#)

More Grades Development Ideas:

Example Knitting in First Grade: Steiner felt that knitting was one of the first things children should learn in Handwork. He felt that thinking as "Cosmic Knitting."

Because in knitting, you are taking up a bunch of loops. You're taking loops, and then you pull more loops through those loops, and then you pull even more loops through those loops. Suddenly you've got a fabric. It's sort of the way you take all these little random thoughts that you have in your head, and you put them together, and you are creating ideas. You are formulating concepts. This is where the first grade child is.

2nd grade you've got crocheting. And a crochet hook, you've got to hold it in one hand. It usually comes in more towards the end of 2nd grade, or the middle of 2nd grade, to really just reinforce this. "This is my right hand," or "This is my left hand," and that pushing forward deciding which hand they will favor. Second grade children are testing right and wrong. They start to feel that pull and the fables, legends and saint stories fit them perfectly.

Third grade introduces the Old Testament where they see consequences for not listening (meeting their 9 year change head-on)

Fourth brings the Norse Myths and a time for opening their eyes a bit more into the realities of the world. Adventure and balance is shown through these stories and it is exactly where your 10 year will be. Local geography shows them there is a bigger world out there, but starts at home and slowly moves out.

Fifth is the Greek Myths and study of ancient civilizations. They have crossed that bridge out of the heart of childhood and are moving into adolescence.

Why the In-Breath and Out-Breath?

This goes back to polarities and balance. Whether it is harmony in the rhythm of your day or the activities you plan during your lessons, balancing the in and out is important.

You can't let a child run all day without resting or keep them sitting still too long without getting antsy. Let them experience the opposites or polarities help balance them.

Learning through Stories:

Waldorf's lack of textbooks doesn't mean your child will not get a full rich dose of literature.

Storytelling is a lost art these days, but brings life back into teaching in this method.

The ability for you to look into your child's eyes and gauge their feelings and reactions by watching is amazing! It brings part of you into the mix and that is the key to all Waldorf homeschooling.

Natural Toys & Materials:

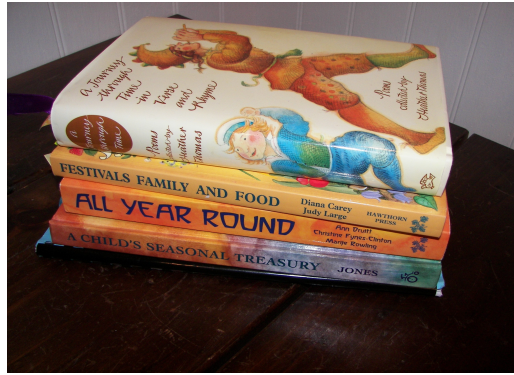
Waldorf encourages natural materials and beautiful surroundings.

Wooden toys, silks, pine cones, acorns and other items from nature are preferred for a child to get the feel of real materials.

Art & school supplies are also high quality to give the best and truest experience. While these may cost more up front, the quality and value of these items is well worth it. We still have crayons from when my girls were 4! The materials last and the wooden toys can be fixed instead of discarded. And they feel and look amazing.

Start small and work items in as you go. Make a wish list for birthdays or holidays. (see resources for websites & ideas)





Resources:

Books-

- You are Your Child's First Teacher- Rahima Baldwin-Dancy
- Simplicity Parenting- Kim John Payne
- Festivals, Family & Food- Diana Carey/Judy Large
- Rhythms of Learning- Rudolf Steiner lectures/Roberto Trostili
- All Year Round- Ann Druitt (Lifeways)
- Heaven on Earth (younger children)- Sharifa Oppenheimer
- Child's Seasonal Treasury-Betty Jones

Toys & Materials-

[MeadowSweet Naturals](#)

[A Toy Garden](#)

[Bella Luna Toys](#)

[Cedar Ring Circle](#)

[Waldorf Books/Bob & Nancy's](#)

[Sparkle Stories](#)

[Paper, Scissors, Stone](#)

Further Reading into Steiner-

[Kingdom of Childhood](#)

[The Child's Changing Consciousness](#)

[Practical Advice to Teachers](#)

[Rudolf Steiner Lectures \(free audio\)](#)