



Waldorf Homeschool U Module 5: Transcript Presenting the Material So Your Child Gets It

Hi! This is Donna with The Waldorf Connection and welcome to Waldorf Homeschool U lesson 5 where we talk all about presenting the material. As we've gone through these last few weeks, we've been building, going through the early stages, talking about rhythm, talking about planning and just sort of building everything up to this thing which is like "okay now what do I do?" I remember my early days of homeschooling thinking "okay that's great. I've got all the information but now what do I do with it?" that's sort of where we are now in this culmination as we come through these steps of setting up your homeschool and getting the curriculum or thinking about what you'll use to teach.

Now we're going to talk a little bit more about the practical side of actually teaching and I'm going to break that down. It can seem a little overwhelming perhaps, what do I do? And it may seem like this sort of daunting thing but once I kind of go through some of those, you'll see that a lot of it is stuff that you are already doing or that will just feel natural, just based on your rhythm and things you may have already been doing with your child.

You may think I have to be this teacher and there's a lot of expectations on you and "oh my gosh, how do I do it?" but if you think about it, you've been your child's teacher since they were born and you've been guiding and helping and encouraging and communicating with and teaching your child all along. This aspect of homeschooling really isn't a lot different from that; of course there's little bit different as far as academics and things. The subjects are different but I want you to just feel comfortable and that you know your child better than anyone else and you have already been there, helping your child like I said and understanding your child.

It really makes homeschooling the ideal situation where you can really give your child that one on one attention and you can really see whether your child is understanding what you're doing and you can go at the pace that your child needs and with Waldorf and again you have to check with your state regulations but for my children for the most part, they've never been given a grade, they've never had a test, it's not about that and some people might think "how do you know whether they are understanding it?" well because you're right there. You're talking with them. You're watching them.

They're doing the math problems for you and you can see firsthand if they get it and if they don't. you don't have to be testing and again some places I know they do require testing and you need to do that kind of thing but basically the point I'm trying to make here is that you're in it with your child every day, you're seeing what's going on, you understand where they are, where they're having struggles, where they're really shining or what they really love to do and all of that. It becomes something that sort of happens organically when you start to get into the curriculum where you can taper things to them and to yourself. I just want to process this week with that.

What I want to talk about first is meeting your child where they are and that is kind of what I was sort of leaning to is that there'll be times where the curriculum that you've planned or the lessons that you've planned, you've got this whole plan, right? We just did all the planning and everything and maybe its third grade and you've got Old Testament and you've got all this plan going and then things start and you start to go along and things don't feel like or your child isn't responding to the stories.

They still are enjoying the stories; there are different things that come up with homeschooling. I want you, again as we talk about during the rhythm section is to really have the temperature, you'll be the thermometer of how things are going and where your child is because only you really have that knowledge. Even a teacher in a classroom doesn't have as much background knowledge and as spending the amount of time with the child as you are, as the parent who knows.

Sometimes it may be, you have to do further lessons until they get it or perhaps back off the stories that you have planned and go to a plan B. You're doing something else and by meeting the child where they are, it's not just "okay here we are. We're going to follow the curriculum" and that's that. That I think is the beauty of this. Is that you have the ability to take it at the pace that your child needs and to meet them where they are developmentally. They're going through a rough patch with the 9-year change or if they're just getting started in first grade and they're a young first grader, they may not be ready to be reading as quickly as you would hope for or there may be some other things there that were not just, they're not really interested that much. They want to do school but they're not really that serious.

You can take it a little slower than maybe you hoped or had all planned out because life doesn't always follow our plans and it works the same way. I want to give you that as sort of a heads up, not that you want to just let them go and not learn but I think there comes a point where you may say "this really isn't working and we've got to do something different instead of me trying to shove something down their throat just because it was supposed to be on the curriculum" but you really meet them where they are and one things I want to bring up which I think falls perfect in this topic is to talk a little bit about the temperaments and I will give you some resources at the end of this lesson, all about the temperaments because I really enjoyed the temperaments and learning about the temperaments.

Now you will hear this sometimes they call, the humors and you'll hear different things and there is a lot about it. you can Google the temperaments and there's a really great book that I will give you the resource but I've got it right here in front of me, I'm just going to grab the name of it while I'm talking to you and that is The Temperaments in Education by Roy Wilkinson. I think this is from Rudolf Steiner press, it is. It's actually a Waldorf book and there's also a really great resource by Kristie Burns from

Earth Schooling which is The Temperaments in the Adult-Child Relationship which is really like a big workbook and I also have several temperament recordings available at my store on thewaldorfconnection.com, Teaching to the Temperaments which is an awesome one. I really go into depth.

There's a three part series where we talk about teaching the temperaments and then I go through the 4 temperaments, 2 on one recording and 2 on another. There are 4 temperaments. It really get into a lot of the basics about the temperaments and how you can teach to the temperaments and I'll talk a little bit about that here just to give you an overview but understanding your child's temperament or sort of like their personality really will help and I'll give you some real life examples here from the own life.

As my children got a little older and before I really started getting into school and maybe they were 4 or 5 I started hearing about this temperament and what was it all about and I know that one of my, I have twins I guess you know that by now, one of them is really a lot like me as far as the temperament and being this temperament that I am, I like to assume that everybody was like that. I've never heard of anything other and there were a lot of times where I had my other daughter there and we would interact and I just was like I totally do not understand the way this child thinks and I almost thought "is there something wrong? Why is she not answering me quickly? Why is she not doing it this way? Why is she standing around, kind of floating around very dreamily and not getting to the point?"

There were a lot of things because I guess I had the other one with me and it was me and her and the three of us, I kept thinking "there's something with this one over here. She's not acting right" so after I did some research and read all about the temperaments. It took me a little while to kind of really hone in on what her temperament was and she ended up being the phlegmatic. I knew the other one was choleric right off the bat. We'll talk about these in a minute but it really helped so much with the expectations that I have, the way I speak to her, the way I teach with her, the way I motivate her.

I understand why she does the things that she does instead of just me looking at it from a different perspective instead of me thinking "what's wrong with her? How come she's not doing it the way I do it?" Because she can't, she doesn't have that and it's great for your relationship as well I discovered my husband is also phlegmatic and that helped a lot and it helps a lot because we fit together really well, just as my twins did because they balance each other out. It's really interesting.

Let's talk here a little bit about the temperaments. I'll just go through the four temperaments and a little bit of the characteristics of each one. There's a lot online you can find about the temperaments. I think there's even a temperament quiz you can take. You can Google temperament quiz and you can take this pretty lengthy quiz and it will tell you, I think it was like you're 94% choleric and 6% melancholic. It's not even necessary; it was last when I took it which is a long time ago.

Let's talk about the choleric. Rudolf Steiner has all of this and you could probably find something. I'll put it in the resources, as much as I could find some links about the temperaments and you could read more. The choleric is like, they have different signs. The sign of choleric is fire. Think of it as a fiery temperament. It's summer. The temperament is a person who knows what they want. They're going to

go after it. They're leaders. They just walk the earth with a purpose. They sort of will just go it and take over a situation, like maybe see a playground.

Notice the kids on playground, there may be one that "here's a great idea. Here's what we're going to do" they're the ones that make up the rules of the game. They're the ones pointing around "here, this is what you're going to do. You're going to do this and you're going to do that." They sound like they know exactly what they're talking about even when they don't. I love this and I don't know where this came from but I've heard the temperaments being associated with characters from Winnie the Pooh and this would be the rabbit. Rabbit from Winnie the Pooh would be choleric. Also their sign as far as the vision and if you're teaching your math processes, there's the math gnomes which are with the same temperaments.

Division is your choleric because they want everything to be fair. Everything is going to be divided correctly. Everything has to be just right. You get this half and you get this half and that's all. Everything is really fair. A choleric can be kind of fiery, can be kind of quick tempered but then they're also very quick to forget all about it and go on. They're like "oh all over it, let's go" and there are a lot of different things you can read about. Usually they tend to have a certain body type but not always, sort of a short stockier type, walk with pretty heavy feet, like walk with a purpose. They have a big heart. Let's see what else they got, I've got some notes here. Basically they're sort of the leaders. They're the business owners. They're like I said the ones that kind of round everyone up and make a plan. That is the choleric.

The next one we'll talk about is the sanguine and this is your Tigger from Winnie the Pooh and they say that most children are sanguine, that they're all very kind of sanguine in the early years and that really it's hard to even type a child until they're really close to age 7 and I'll say that for some of that I agree. I know with my choleric I knew much earlier but she had a very predominant choleric temperament. For my other phlegmatic I had a harder time until she was closer to age 7 where I could figure it out.

Usually there are one or two dominant temperaments in everyone and really we have all four of them inside of us and usually by the time we're adult, we try to have them balanced. At least that's the plan, is to take the good traits from your main temperament and sort of balance out the things that may not be so desirable but it's part of it and if someone can't really tell your temperament, then you're pretty balanced but as a child they say ages from 7 – 14 is the most unbalanced where they're totally full in their dominant temperament and that you might see come out around the 9 year change and getting into that early adolescent time.

That's with the sanguine. They're very sweet. I think of this fleeting butterfly. They're spring. Their element is air. They walk very light. They're just bouncing. Think of bouncing from one thing to the next. They're multiplication because they want more things to do. They're just constantly going from one thing to the next. They're fleeting around. They could maybe be seen sometimes as shallow, easily distractible I know they love beautiful things.

A lot of times you'll see a sanguine child or adult for that matter very interested in fashion, the latest trends, beautiful things in their home, furnishings and paintings and things of that nature. They're very sweet. They are your social butterfly. They just want lots of friends around. They're like the centre of

attention and they'll just be the one on the playground with all the friends and just kind of "oh, yes, yes, yes" kind of going from one friend to the next and everything's great. That's kind of your sanguine. I mean there's more to this of course. I'm just giving you just a few main things here.

We'll move on to the next which is about the phlegmatic. I talked a little tiny bit about that since I have two of those in my family and that is Winnie the Pooh. Sometimes it seems like they're not doing a lot but then they'll come up with something profound. They're the thinkers. Their season is winter and their sign is the water because they're very fluid. Sanguine, let me talk to you, they're usually the most balanced body type; very beautiful, usually they're pretty people. Not always tall but just very balance in the whole, not too tall, not too small, not too wide, not too thin, just very balanced.

The phlegmatic is the water sign and they are very go with the flow. They'll kind of go with the flow type but if they get upset, think of it as water like the water can flow really nice but then it can be a big tidal wave. When they lose their cool, just watch out because they will just explode. It takes a while, they're not quick tempered but when they do it can really be something. They're very loyal. They like to finish what they start. They see the big picture. I remember my phlegmatic child would sit down and work on a puzzle and she would sit there for hours until she got it right and as far another example here, playing instruments. She'll sit there and practice and practice and practice her piece until she gets every note right where my choleric is like "I practiced. I played it one. I'm done" it's about being first, about being done. With the phlegmatic it's about doing it correctly and making it better. T

he phlegmatic math sign is plus. They also are very motivated by food. They love to eat snacks, carbs they're into that. My phlegmatic child is very interested in when the next meal is going to be. When you ask her what she enjoys about stuff, it's usually related something to the food. So funny, I never noticed it at first and then I see a trend going there. Can be motivated with snacks and also could be a little, what's the word, tend to love to eat so could be a little more on the heavier side as time goes on there because of the love for food.

The last one is the melancholic and that you may already associate that with melancholy or sadness and that kind of thing and think of the character here as Eeyore, oh poor me. No one wants to come see me. It can be a little bit harder to have a melancholic child to deal with but if you understand again that personality, then you can see and help that along and foster the good qualities in them. Melancholic is autumn and they are minus as far as the math sign. They're the earth.

A melancholic can be overly sensitive, very emotional but also very sympathetic and understand another child's feelings. They're the ones over there may be helping, nursing, "I'll help you, what do you need?" being that caring person out there that helps the other children or even as an adult, as a nurse or a doctor, somebody who's caring for others. They usually are very detail oriented. They like charts and like an accountant or something that likes to do very detailed work. It's very black or white usually with the melancholic. It's right or it's wrong. They don't see this in-between. It's this way or it's that way and it's following the rules and I'm going to follow everything precisely this way because it's the way it is. They can also get sort of lost in the detail sometimes, like too involved and not see the big picture.

They're just honed in there and focus and they can be a little "oh me, everybody is against me" and there's a lot of ways to deal with that and usually it's telling stories about others and having them relate, never to try to cheer a melancholic person up, "oh that's alright, you'll get over that. You'll be fine in just a few minutes" because that doesn't work and for me it's very important to understand what motivates your children and as we're going to get into presenting material a little bit more, we're going to talk about storytelling and how bringing elements into your stories that your child relates to and a lot of it could be based right on their temperaments to keep them interested in the story, to keep them challenged as you're schooling them and how to get them motivated and make them "alright let's try this. We're going to do this great new game" or "you're going to get a snack as soon as you finish doing this one thing here."

How to motivate them while you're teaching them and the best way to reach them in the communication because obviously where they're in school and homeschooling and life all kind of bleeds together and whether you're disciplining or you're teaching lessons, it's communication. It's all about communicating with your child and if you can understand this, understand them on this sort of here's what they were born with, coming into this world and this is the way that they automatically respond to things. Of course it can be learned over the years not to be angry so quickly, even to kind of balance out but during this childhood time they're just being who they are, what they were programmed to be and by you understanding that, it takes the blame, it takes the "oh what are they just trying to do?"

They're driving me crazy" and that whole "I've got to figure out what's wrong. What am I doing wrong?" and all of this kind of blaming and shaming and just feeling like you don't understand and really say "okay well now I see where they're coming from and why. What can I do to reach them? What can I do to help the situation so we can get through this and so that this will help us to continue our lessons or whatever it might be, situation such as discipline or just communication in general.

I encourage you greatly to look into whatever you can find on the temperaments and knowing your own temperament as well will enlighten you as to why you do the things that you do or why you really find it hard to do things. Maybe you've been trying to do but like "I don't know what's wrong with me. I just can't pay any attention to details and I keep going from thing to thing to thing" and if you're a sanguine, at least you can say "now I see why I have the tendency to do this and here are a couple of things I can do to keep me on track" or "I'm just not an organized person" if you say things like that or "I get angry very easily."

Looking into your own and how you react with your child and again that's what Kristie Burns' book is really great because it talks about if you're a choleric, how to deal and how to talk with a choleric child and vice versa. I find it very hard sometimes having a choleric because we're both fighting to be the leader. We're both fighting to be the one who's making the rules and we butt heads a lot but I understand. I know it's not just that she's trying to be rude and trying to be the barbarian or whatever. I understand. It's going to make her a great leader one day and I don't want to squash that down. I may have to temper her a little but I want to keep that fire in her going because that's who she is and that's what she was meant to be.

In fact, I just heard in a workshop a few weeks ago that these days there's less choleric coming into the world than ever before so if there is a true choleric, we need to foster that because we need leaders and we need people with big ideas and that's the choleric. I'll be happy to talk anymore about the temperaments. I know Kristie Burns' does offer a temperament consultation where she will talk with you about determining your child's temperament or your temperament or whatever and there's a lot about that so please look into that more to talk for hours about the temperaments. This is to give you a little idea and if you've never heard of any of this before, please I do encourage you to look and sometime it does take a little bit of uncovering and figuring out. You might say "I know that my child is absolutely not that."

Okay it's not that one so let's look at the other ones. Maybe there's sort of a mixture, maybe she's got a little bit of this and a little bit of that. That's very common. Usually there is some, at least 2 or 3 you kind of see a little bit of this and a little bit of that and that's fine, at least you can understand where they're coming from. I'll let the 4 temperaments rest a little bit but I think it's really important like I was saying, for teaching to understanding this, coming from that and again meeting your child where they are by looking at them and saying "here is this person. Here is this little child and here is why they're doing what they do and here's what they respond to and here is what they were programmed for and how I can bring the good traits out of them and how I can really reach them again. Meeting where they are through the temperaments I think is an amazing tool that you can have and it really is very, very helpful; not even for schooling but of course for schooling it's just like an added bonus.

Let's start getting into some of the details of the actual teaching and how you need to format that and I've got some bigger topics here to talk about if there's other things that you want, let me know, we can talk more about that on the questions at the Facebook group. I'm just trying to think of your day, so the first time you might be thinking about is circle time. What do I do? How do I do circle time? I talked a little bit about that with planning and setting up your homeschool space where you've got your circle time and really if you've got younger children, this is a great way to get your feet wet, kind of dip your toe in the water and say "can I do this? How do I do this?"

Let's start with circle time. let me get a circle time, I don't want to say agenda, a little circle time routine or something, figure out what I want to put into my circle time, make up the circle time, pick my poem, pick my 12 movement games and verses and songs or whatever. Get something together and actually how do I facilitate circle time? Again, as with everything I'm going to just bring to you now, there's not a one-size-fits-all. It can be anything from very traditional school-type setting to just doing school outside. I don't want to say "here's the way you need to teach" because that really defeats the whole thing and just like the rhythm, you need to go with what feels right to you and what feels good to your children and you can change things up and you can do it this day, this way one day and do something else the next day. That I think is the flexibility and beauty of homeschooling and I encourage you to think that we did school outside today while we took a walk around the block.

I had stories I had to tell and we did that and I also did a mental math review while we walked around the block. It's a good walk around, about 20 maybe 30 minutes we walked kind of slow and walked around and we did our whole that first part of it by walking outside because it's a beautiful spring day

and I didn't want to it to spend in the house and do it. That's one example of ways that you can do things. Of course at the beginning you may be like "I don't know what to do. I'll just follow this thing until I feel comfortable" and that's totally fine. I just want to put that out that there's not a one way that's right or wrong. I'm giving you what's worked for me and what I do but there is many different options out there and don't feel that you are confined in any way. I think if it's working, you feel good about it. Your child is learning and they're having a good time then it's working. Just go with it.

Circle time can be outside. You could sit on the floor of your living room. You can just, in your schoolroom wherever you decide you want to do your circle time, just bring it with love, bring it with enthusiasm. Try to have your songs and verses memorized. I usually have like a little outline, either I type up in a word doc or even in an index card, you can have a couple things just to remind you but ahead of time do these things, in the evening when your child's asleep or whatever, practice these songs a few times before bringing it to your child and you'll find that in all of the materials that your presenting, that my friend in Cleveland likened it almost to a play, where you practice behind the scenes, learn your lines and then you perform. I don't want you to feel like it's a performance where you're kind of under the lights and all eyes are on you, some kind of a fake thing but I think with Waldorf there is sort of this feeling of magic and reverence and I think that you can get lost a little bit especially in these early years when you got the younger children and they're so interested in the magic and the fairies and the whole.

They're still living in that world and if they've got you stopping every 5 minutes to read the line or figure out what movements are supposed to come next on your thing, it interrupts the flow and it interrupts that magic. Having it all done and at least somewhat, you don't have to be crazy about it and you don't have to be guilty if you can't remember the songs but try for the most part that that's the ultimate goal and then you just do the best you can with that.

Circle time, start with circle time. Have fun with it though. The children can tell if you are like "oh my gosh, I'm so nervous" and that's okay if you feel a little bit nervous at first but then get into it. It's just the same children that you've been living with their whole lives and it's just songs and fun so have a good time with it. Be silly. Be funny and enjoy and giggle and laugh. You'll find that as you start really getting into the schooling that it is about your child, I won't say you're doing it all for them but there's so much that trickles down and trickles out that you will get from it. It's really a hearing thing when you start doing this Waldorf homeschooling, I will say.

Let's talk a little bit about main lesson and I think I did talked a little bit about it in one of the classes, probably in the homeschool day, like how long should the main lesson be and all of that and we talked about that and then of course in my day I've told you that we do circle time and then we go into main lesson. We light our candle during circle time. We do our songs and everything and then depending on what else we do then we blow the candle out and we have our little verse that we made up and then we go into our schoolroom for the most part.

Of course like today we were taking a walk. If it's a beautiful day, sometimes we do main lesson outside but for the most part we do it in our schoolroom and then we've got ready for main lesson. Again there

are many different ways you can do this but I just want to paint this picture, especially in the early grades which I know a lot of you are, grade 1 and 2 and getting started. You may be working on fairytales and that's to prepare your main lesson ahead of time. If you're doing your planning the way I suggested or you have your stuff planned out, then on the weekend before, Sunday or whatever, you've got maybe 2 stories that you'll be bringing to your child that week that you'll actually be working with so if you're doing the fairytales for instance, there may be 2 letters so 2 different stories that you will be telling and so you will be reading them a few times to kind of get that in your mind. We want, if all possible, not to read the stories right from the book but to be speaking to the child and telling them the story.

A lot of teachers, homeschool moms and teachers recommend doing the chalkboard drawings ahead of time. I have heard of having the chalkboard drawing all ready for the child, like the night before maybe Sunday night or whatever, or if you get up in the morning before your children, you can do it maybe Monday morning or whatever. Do the chalkboard drawing of whatever is going to illustrate your story or you want to represent that story that you're doing and have that chalkboard drawing already.

You can cover it with the silk and this is from my friend Ann who says that that is what Waldorf teachers does in the Waldorf schools. They may have a little curtain rod that goes right over the blackboard and they keep that curtain closed or you can just cover with the silk or piece of material, something so that when they come in they see that and I did this once I heard about it and they were like awed. "What's behind that curtain?" They couldn't wait just to see what that was going to be and what the story was going to be about today and so they're looking at that picture while you're telling them the story.

You're watching their eyes and you're watching the expressions on their face and really getting into what the story is all about. It doesn't have to be long. You don't have to get every single detail of the story. This is what was really worried about when I did the fairytales. I certainly couldn't do it in the same language as these fairytales were and I was afraid that if I didn't set it up or say everything the way they were saying it in the book or the story, that my children were losing something, lost in translation and I've asked several Waldorf teachers about it and they said it's not about that at all.

Getting the main points of the story of course but that it was more about the way you bring the story, the enthusiasm and if knowing your temperament, you can add and slip in little things that really appeals to your child, especially if I would see my one child who loves food, I always make sure they had a big feast and we'll talk about the food they would eat and my choleric child there was a challenge and something they had to do or a game or something where one of them could win out or perhaps there would be, for your sanguine child talking about the clothes that they wore, the beautiful jewels and the beautiful velvet gowns or something like that. Knowing that, you can slant your stories a little and it makes no difference if they have a big feast in the context of the story. You can add some of the things that they love or that really motivates them into the story. I just want to see how that can really relate and how important is knowing the temperament. It could really be a good tool for you.

The rule of thumb that I heard is to read the story 3 times before telling so that you understand it. Most of them are pretty short and like I said you don't have to get all of the details. You may be a little

overwhelmed unless you have more than one child and you've got to do several stories, then you can make notes again on an index card even with the main outline of the story. If you've read the story three times through then you pretty much got how it goes and just have those main points on the paper or something you can just glance down to kind of prompt you or to make sure you don't leave something out.

You've got that story there and so you're telling them the story. They're looking on the board. They're looking at the chalkboard drawing. They are watching and they're taking it all in. It could seem like "oh gosh." Once you get into it, then you're like "this is really fun" and it is. It's really just storytelling and a lot of the Waldorf; you spend a lot of time telling stories. You're teaching through stories. In a totally upper grades really, even the math, the science, the nature stories, the history, it's all taught through stories.

Having that, starting with these fairytales and some of these early stories, even before if your children are young and you're not even in the grade, you can just tell stories and I think we talked before about storytelling, just a little bit and telling stories when you were a child or telling stories or just making up. A friend of mine, they have like an ongoing story of a little character they made up and the dad tells them an ongoing chapter of that story. You could do something like that. Storytelling is really amazing. You can do it in the evening. I did that for a while. I would make up; we had a character, a girl who went up in an air balloon and got blown away with her dog and landed on different island.

We just kept going with that. I didn't really know where the story was going and it was amazing. It was fun for me and fun for them because I didn't exactly know what was going to happen and each time is like a different chapter of things that happen and they couldn't wait for it. You can always do storytelling like that and really that is what you're doing with the actual curriculum of course, you know you've got something more to follow. I'm going to get a little bit more detailed as you get up in the grades.

Your main lesson is where your story is brought to you, to them and then you work on any drawings so you'll be drawing. You tell the story and then the child will draw from that story, whether they copy what's on the chalkboard, you draw something similar, they draw something out of their own imagination from the story that you just said, the drawing and then main lesson book, a picture or maybe a painting and then main lesson book, depending on what you're bringing to them and if you have a curriculum you're following, it may have "day 1: tell story and draw. Day 2: have the child retell the story back to you" and then you write your summary sentence, what was the story about as they learned their writing or paint from the story today or have them model from beeswax today. It will kind of give you what you could do each day with those stories. You know there's a 2 – 3 day period of working with one story. That's why you don't need 5 stories for your 5 days a week. You'll use one story for 2 days, maybe 3 days and then you'll go on to another story.

During that main lesson time is when you'll be doing more of the academics, you may be doing math problems, telling your math stories, having them do mental math. You can kind of tailor, I like to break mine up a little bit more where we do circle time and then main lesson and then I think I said this earlier after lunch we may bring handwork and do a craft or do something else in the afternoon but you could

make it one long lesson. You could do your handwork after your sort of academic part of it. You can do music lessons right there. We do our recorder during circle time. You could certainly do all of that and kind of maybe do foreign language if you want to have that after your main lesson.

When I consider main lesson block, I consider the main lesson that's part of that curriculum that you're following and then all these other specialty classes can fall in kind of wherever you feel comfortable with them; the handwork, the foreign language, maybe the music, what else that would kind of go along with that? Painting really I kind of consider it as main lesson. You may have your painting day, baking and things like that that can be brought in, in a more "okay let's take a break now" kind of a thing and then come back and we'll do it later or however you want to do it and whatever works. Again, I don't want to say you have to do it a certain way but just so you understand the meaning of main lesson and what that generally meant and how that works.

Chalkboard drawing, we talked a little bit about the chalkboard drawing. There are special chalk, the Mercurius chalk is really good. There's ambrite chalk that you could get. It does take a little bit of getting used to, working with the chalks, to have your chalkboard drawings. You can have a big chalkboard that you have on the wall. You can paint your wall with the chalkboard. You can have the bigger chalkboard that you can carry around, I've seen one on wheels, large ones that can slide in and out. There are different ones and it's nice to have that chalkboard. It's not necessary but I think it is nice to have something that you can erase and do things on the board so you don't waste paper so much and can just have a place for things be displayed and for your children to see up there. It's not the same situation as you were in school and the teacher was standing up there, doing everything on the blackboard as much as it's a place to display things that you're working on and especially the beautiful chalkboard drawings which are great.

My children hardly ever like go to the board and do anything like that. they have their own little laptop slates if you will, I think an 8 ½ x 11, 10 x 12 something like that size that they keep, I think I mentioned to work on their form drawing. Form drawing is another thing that we would do during our main lesson. After we do circle time, we would come in and do our form drawing and then do the story. Form drawing could be separate. I think most of the time it's considered during the main lesson. Back to chalkboard drawing, there is really an art and you can get good and bad and you can really practice with the chalk, there are so many techniques out there on chalkboard drawings.

I do have an audio I think on chalkboard drawing and then a lot of beautiful chalkboard drawings you can just Google on Pinterest, just Google Waldorf chalkboard drawings and you'll see some amazing things. Don't be intimidated by them. You can really make them work quite beautiful even if you have no, I mean I'm not an artist by any means and it's really fun to do the chalkboard drawings. I'll include some pictures that I've done, some of my chalkboard that you can see here. I'll put up so you can look at them. Again, no artist here but I enjoy it.

One thing that really helped me and I'll talk a little bit about this is we talked about block crayons. I'll just go ahead and go into that next I guess. Block crayon drawings is something else that you probably will want to have a little bit of technique with. I had those block crayons in our house for years before

and I was like “I have no idea what to do with this. Why would we need these big crayons?” I could not figure it out and then I got that DVD on block crayon drawing by, I’ll give the resource, by Siegli is all I can think of her name.

I’m going to put that down so I make sure. I watch that one weekend. There’s a couple of hours probably worth of drawing. I sat down, had the block crayons, had my paper and drew right along with them. It took one weekend and I was like “oh my gosh, I understand what I’m supposed to do with these now. I had no idea. How do you make those beautiful Waldorf people? how do you do those things they do?” and she shows you everything right there and it really bleeds right over to the chalkboard because it’s the same techniques even though you’re using chalks so it’s a little bit different but as far as the actual drawing techniques and things, it’s very similar. I highly recommend that if you don’t know what to do with those block crayons; get that DVD because it will just show you exactly what to do, how to do it and it’s really something.

Here it is, Coloring with Block Crayons, I’m pulling it up here, with Sieglinde de Francesca, Coloring with Block Crayons, a 3 DVD set. It’s amazing. I would definitely, definitely recommend that because you will use that, those techniques that you learn from her thing, you will use for years and I have been using it ever since then. Like I said, with the chalkboard, with the block crayons and then you can show your children how you start drawing out as well and it really makes those beautiful Waldorf pictures so much more attainable, like “I can really do this. This is great” and it shows you how to mix the colors too because you only have the three colors at first and then she shows you how to make brown and she makes things go. I highly recommend that for the block crayons. It changed my whole world about that. It’s something I thought “okay we’re going to put this aside because I don’t know what to do with this” from “oh my gosh, I can do this. This looks amazing.”

Again, I recommend that. In the early days, that’s really all your children will need – a main lesson book and there’s 3 block crayons and some stick crayons because when they start to write the letters, they’ll use the stick crayons but there’s no pencils and no colored pencils or anything like that. It’s all from those 3 color crayons. It was years before we even got other colors because we could make most of the other colors right from the three and we started adding like oh my gosh we actually got a green crayon, it was weird. We have been making green for so long but you can do so much with that and the investment you’ll make into that DVD will guide you for years and then you really only have to get those few crayons that will last forever. It may seem like these crayons are expensive but again they last so long, really, really, I mean years these block crayons will last if you take care of them correctly.

We talked about chalkboard drawing. We talked about block crayons. Wet on wet painting is another big thing. I’m going to include the wet on wet painting tutorial that I have that my friend Ann did so that I don’t have to go through the whole thing but she talks about how to prep, how to do the whole things. There’s other, you can find also on YouTube for wet on wet painting tutorials that show you but I think that’s another one of those things where I was like “oh my gosh, what is this and how do I make this work?” and it does take a little practice. If you got time now, we’ll talk about this in a few minutes.

I'm going to talk about enhancing your skills. If your child is 4 then you're not going to be actually painting here for a little while in main lesson books and things, take some time now and just do some painting. You can just paint along with you and watch you and learn how to use those. It's very different when you're with painting watercolor on a wet piece of paper because the colors really run and you have to figure out how to do that and to judge depending on the thickness of your paper and how wet it is and what their sponge is and all of that, to get something that will feel right and I know my children are saying "we can't make anything because it all bleeds together" we had a learning curve there on how to get that effect but it can be so beautiful, those paintings that they make.

I've got paintings around here, in fact the 3-ring binder that I use for my planning every day, the front cover and the back cover were just paintings that they did and I put in the plastic sleeves and we've got paintings hanging up around. They're beautiful. A friend of mine has a couple of them framed in her bathroom because the colors are just inviting and bring you in, it's very therapeutic. It's very healing and it's one of those activities you can just feel while you're painting with your children that they are so into it and it is that atmosphere of creativity and just letting them express themselves to the paint.

I will include the wet on wet painting tutorials for you and if you have questions after that feel free to ask all about the wet on wet painting. Talk about block crayons and then teaching through stories; I talked a little bit already about how most of the curriculum is really taught through telling of stories. There's no textbook, it will just be you telling the story, even if it's from the book. When the children get up into the grade a little more, 3rd and 4th grade then they are reading pretty well.

You may find some reading and I have them like I'll tell a story, maybe they're Norse myth and then I let them read some Norse myth on their own and we still discuss them on those other stories but they're reading from other things on their own. They start to get a little more independent as you get on but in the early years it's all you but basically, like looking at what I just talked about here, let's go back and break it down. What have I said? We're doing circle time.

You're bringing songs and verses and movement games and then you're moving in to your main lesson where you're doing form drawing. You're demonstrating a form drawing up on a chalkboard or on a main lesson book in front of them and again you need to have all of the same supplies as your child because you'll be doing it right along with them, even if you're doing a chalkboard drawing, you start to do the main lesson, they're going to be watching you, they're going to be following you, exploring and explaining how you're doing this and "let's do the head" and you're watching them. "Now we're going to work on the lady's dress" and you're going through.

You have to do it right along with them, including the painting and everything. Then you're teaching them, you're showing them the form drawing. They're working on the form drawing. Then you're telling the story and watching them and you're bringing materials of the curriculum to them, through the stories then you're drawing something that represents the story and then writing the summary or paragraph or a sentence or a letter that sums the story, any of the other special day classes that go along with the foreign language. Handwork, again it's all about imitation and them watching what you're doing.

You're going to be knitting and they're going to be watching you knit or crocheting or whatever or they're going to be watching you, they're going to be learning the Santa song as you're teaching them that. They're going to be watching you mix the flour and the sugar and everything and then help you as you're kneading it. It's stuff that you've already been doing. Again your child has been watching you since they were born. It's about imitation and it's about bringing it to them in a joyful way and they see you enjoying what you're doing and that you understand it so that that conveys over to them and they can pick up on your enthusiasm and your love for it and that's a really big part of it.

For something you don't understand and feel frustrated with, they'll pick up on that right away. That's why I encourage you to practice ahead of time to do things. Don't wait to do the project right there in front of them if you have no idea or never done anything like that before. Of course if you're an avid knitter, you don't have to practice ahead of time, you already know but if you've never played the recorder before and you're just learning a new song, then you need to be a little bit one step ahead of them. Learn the first line and then teach them the first line and then you go back and learn the second line and then teach them the second line. You just have to be one step ahead there.

Let's talk a little bit about that, enhancing your skills. All of us come from different background, all of us have different gifts and talents, things we love and things we don't love; things we're frustrated with. Math is not a big thing for me. I've not been big on math but I'm going along the best I can and I'm relearning things in a different way that's helping. I'm very music oriented. I've played the flute. I sang and I have that musical tendency so it's easy for me. I don't have to prepare to play the recorder for them. I can just show them. That's one thing I have but I never knitted before, had no idea about knitting. I knew that knitting was coming up in 1st grade.

I had to learn knitting. I went to the knitting shop about a year before, started to learn to knit. I wasn't a great knitter but I was better than that and I could show them how to knit. I did crocheting when I was young and then I couldn't even remember how to crochet but it came back to me and then I could show them how to crochet. It's the same thing. Baking bread, I was terrible. In fact I was the worst bread baker you would ever imagine. The bread never rose, I just couldn't figure it out but I just kept trying until I found a recipe that worked and I now make bread every couple of weeks. I make us a couple loaves of bread and we've got bread here and the girls help and now I love, I do like baking but it was not something that came natural to me. I had to struggle with it. I had to really learn. I was not brought up in a house where we did baking or any kind of cooking really, nothing came natural.

I had to really learn it all. I wanted that though so I just kept messing up, making terrible things until they got better and now it's like "great, let's make some crumbs. Let's make some bread or pies or whatever and cookies and it's all great" but it is practice and it's the same thing with any new skill. The wet on wet painting, as I said there was a real learning curve there and the block crayons. Once I had some instructions and showed me how to do it, I said "oh, I got it" and I wasn't great at first but then it came along and it's just like anything.

Give yourself a time and you don't have to jump ahead. Look at what you've got to teach this next year or this upcoming year and focus on that first. Once you get that thing running and going well and you

think “now I can look ahead to second grade. We’ve got the first grade going pretty well and I’ve got everything here, what have I got coming up next year? Oh I have to crochet, do I know how to crochet? Not really but my friend knows how to crochet and she can show me” you can start building on it and that’s really what this all is.

Starting with the small foundation of circle time then adding main lesson and then adding some of these then it’s knitting and then it’s added a couple of these other little things in. if you don’t have time right now to learn wet on wet painting, don’t do it. You can bring it to your child later on in the year when you got the chance to do it. If you’ve got a baby or you’ve got 3 kids you’re trying to school, you don’t have to do everything. That’s really where I want you to really think. It’s about how you’re bringing it to them and you’ll never get everything. You’ll never cover everything. You’ll never be able to do every Waldorf thing imaginable.

A lot of people ask about you-read-me and how are you going to bring you-read-me and I talked to many and I think I answered this question in the forum but it’s really hard. You-read-me teachers been trained and it’s an art and it’s really hard to duplicate that. Moms think that if their child is not doing you-read-me that they failed somehow and they’re not going to get the full Waldorf effect but they’re not in a Waldorf school where they’ve got a handwork teacher, a foreign language teacher, a you-read-me teacher, a main lesson teacher and a music teacher. It’s just you. We might say “gosh that doesn’t sound really good” but if you think about it, it is.

You’ve got the capacity to understand your child. You’ve got the inside scoop, you’re right there watching and knowing your child and learning with your child and giving them that one on one attention and there’s so many other things with having your child at home where they can run outside the backyard and play and then can climb trees and they may not be doing you-read-me but they’re doing movement games and they’re playing hopscotch and they’re riding a bike and they’re running and they’re tumbling and they’ve got a balance beam they’d setup in their backyard that was a log that they’re working on. There’s so many other ways to get the same or similar type thing. It may not be a you-read-me but they’re still getting what they need to get by being in a healthy environment where they get to play and run around outside and have you right there, nurturing them and guiding them.

I don’t want you to be so overwhelmed with all of this but if you’re like “where am I going to start?” pick one small thing. Say “okay I know how to do this. What’s the one thing I can learn right now?” and then learn that and practice that and then go on to the next and then going on to the next.

Let’s talk a little bit about troubleshooting hotspots. This may be one of those things where you really just don’t have a talent for something and you’ve tried and tried to play the recorder and it’s not just coming. It’s alright. One is to find someone else to help you. If you’ve got a Waldorf community and a co-op, then I think it’s great. If you’ve got someone who’s great at handwork to teach all of the children handwork every week in a co-op or once a month; maybe you’ve got a musician who can teach your child the recorder or the penny whistle or something instead of you trying to do it.

You don’t have to do everything yourself. If there are experts and artist or a foreign language person who speaks a foreign language you can teach, it doesn’t have to be just you. Look around and see what’s

available. Who do you know? Who is in your network of friends or even if you have to hire a teacher, maybe that's a well fit to you. You're busy and you've got a lot to do and the last thing you need to do is learn how to play a recorder or whatever, whatever it might be. Don't feel like you have to do everything. Look outside and see where can you get some additional support? Who do you know?

I know my husband is going to be doing a lot of math help with me as we're trying to get up into the grades because I just know it's not my forte but literature and writing and everything and the stories is what I love. That's my piece of it. He can help in the math skills or if I have to do even an online class later on when they're older or at a college, community college or something I like that. I have no problem with sort of letting go of that piece and letting someone who knows more than me do it because we can't be everything and you don't have to. You just do the best you can and look around to see who can help you out there.

Like I said, if you're weak with something, like maybe you really have a hard time with form drawings. Really take a little time off from form drawing with your children and get a DVD on form drawing, there's books on form drawings. Just spend some time working on those skills yourself and enhancing that and really kind of getting over that trouble spot until you understand it, until you get it because if you're sort of in a fog about it, it's going to be hard to bring to your child. You have to really understand why it's all happening and why are you doing this. With you understanding it, it will come across in a believed way, the children will get it, you'll get it and it won't be this whole frustration of "I don't know why we're doing this but this is what they say to do" that kind of feeling. It may not be ideal.

There's going to be things that come up in the curriculum that you might be like "hey this is not resonating with me" and you don't have to do it. That's the thing. It's your homeschool and depending with if you're kind of Waldorf purist following everything or whatever, then you have your work cut out for you a little bit more. You've got to really understand everything or there may be some things that you're like "I'm okay with not giving my child you-read-me but I'm going to let them play outside every afternoon for an hour or two" you've got to be realistic in what you can do and what you want to do and not force yourself or feel you have this unrealistic expectations that you're failing your child somehow if you don't get every piece and even if there's in the curriculum, there may be some things that doesn't appeal to you and there are plenty of fairytales that could be brought.

They don't have to be the Grimm's fairytales. They don't have to be this certain type. there's other stories that could be brought to your child in a way that as long as you feel comfortable with it and telling it, then that's really what...obviously it's important that they get the fables and things but they're getting the meat of what they need developmentally at that time but also you have to be able to feel comfortable in bringing it to them.

I know I've been talking for a while here, presenting what else. That's all I've got here on my outline as far as presenting the actual material because if you've got your plan in place and you've got all of these other pieces in place that we talked about the forum with the rhythm and you're setting up your homeschool day and the plan, then basically it's just bringing it to your child. It's alright again to feel nervous at the beginning. I was really nervous those first few weeks of the first year and then again as

we started 2nd grade I felt the same way but then I thought “it’s just us again. It’s just me and the girls like it always has been and I’m just changing a little bit what I’m doing and I may not know everything but I know a little bit more than they do” and I’m working my way through the curriculum and then I began to really just fall in love with everything and see how much they’re blossoming from it and how it’s just become a way of life for us.

I hope I’m not rambling too much here. I’ll go ahead and close it up because I know I’ve been talking a little while. Please ask questions on the forum about presenting if there’s a particular something that you need help with. Look for the tutorial there and the resources. I’m going to give you a lot of resources here because I couldn’t cover every single thing and how to present it. It would be a really long call. I’m going to give you a lot of resources on the temperament and same thing you can look around for some of these main things and if you need something else please let me know. Alright, I’ll talk to you again soon, bye.

End of Audio