

## HOME ASSIGNMENT #5: session V – session VI (February to July)

Homework may be stored as hard copies in a binder or shared digitally to [info@waldorflarningsupport.org](mailto:info@waldorflarningsupport.org) or as otherwise directed.

### I. Observation Practice

- 1) Complete observations from previous homework assignments.
- 2) Year 2 mentoring—observe your mentor: 12 hours—see VII below.

### II. Assessment Practice

3) Continue to *develop your forms* for recording your assessment/screening observations for:

a. **Grade 1 Entry**

b. **Second Grade Screening.**

Refer to the assessment activities below (#) for making your form. Remember that your first forms may have much more on them than what has been shared so far as examples—you may wish to insert script to help you with what to say as you are practicing or other notes. Your forms may be on multiple pages. Even if only the draft, type your form before submitting.

Submit the latest typed template of both of your **working forms** by no later than **Saturday July 19** for review and feedback to: [kboshell@waldorflarningsupport.org](mailto:kboshell@waldorflarningsupport.org)

4) Use your working/developing form for your practice. **Submit your notes for each below before the July session.**

Practice:

- G1 Entry screening—use your form to take notes. Complete at least **one full** G1 entry screening
- G2 Screening practice—use your form to take notes.
  - a) *practice G2 screening in sections*
  - b) *complete at least one full G2 screening*

5) File your filled out forms from your practice with your impressions and questions in your binder in preparation for your advising session.

### III. Movement Practice **due date: session VI (July 2025)**

*Notes for your practice:* The goal of your practice sessions is to become totally familiar and comfortable with performing each exercise without having to look it up each time. Your overall development will also benefit as these become more fluid and harmonious in your body. **Keep using a practice chart that you can review at your 1:1 advisory meeting.** Notice and write down on your practice chart any changes or responses you find in yourself and in your movements as you work with the various exercises. Be diligent with your regular practice. This practice, along with self-observations, will serve the *long-term* goal: to bring knowledge & ease to your work with students in the future who need support. File your notes in binder.

NOTE: if you have not yet completed the handmade exercise forms, complete them and have ready for use by **session 6 in July**. Your forms should be properly **fitted for you**. If you need support with this, contact Kris at [kboshell@waldorflarningsupport.org](mailto:kboshell@waldorflarningsupport.org)

This includes:

- Three-fold Spiral

- Dominance Form
- Right Angled Triangles for Right AND Left sides
- Handedness Patterns for under 10—includes the red circle.

**Your Practice:**

- 6) Group practice: *Attend at least three group practice sessions between now and session 6.*
- 7) Individual practice: Continue to REVIEW and REFINE **ALL previously learned** and practiced exercises from sessions I-IV to attain a high level of comfort in your ability to perform them. **The Adult Extra Lesson** (approximately 1 hour 3x/week for best results)—**include the schedule for your practice on your practice chart:**
- *Grand Crawl*
  - *Counting Star*
  - *Right Angled Triangle (3:1 = 3 sessions using your dominant side forms : 1 time using the non-dominant forms; e.g. for right-dominant person over 4 sessions: 3 sessions using Right sided forms : 1 session using Left sided form; continue in this pattern)*
  - *Copper Ball Exercise followed by I 8 + thumb twirl*
  - *Blue-Red Perspective Painting (3:1 = over 4 sessions—> 3 sessions paint “L” : 1 session painting “M,” “N,” or “O” based on your needs).*
- 8) Continue to practice the following exercises in preparation for next steps:

**Exercises to Develop Spatial Orientation:**

- *Left-Right Beanbag/Ball Exercise*
- *Above-Below Double Beanbag/Ball Exercise*

*Practice both exercises, building them up so that you can comfortably do them standing, walking, while speaking and while walking + speaking both forwards and backwards.*

**Bring 2 balls to the summer session—tennis or similar—for practice with balls.**

9) Practice NEW Exercises & Activities learned this session:

**Supporting the Development of the Sense of Touch**

- *Feely bags/socks—find matching objects with fingers with both hands simultaneously in two bags or socks.*
- *Draw a form on the back (after desensitizing the back ‘erasing the chalkboard’) and then the student draws the form on the chalkboard or piece of paper.*
- *Cocoon wrap—wrap the child in a blanket starting with what the child tolerates: just lower legs and feet, plus from waist, plus torso arms out, plus torso arms in, plus part of head leaving face uncovered. When time to come out of the cocoon, hold the blanket at the child’s feet and the child wriggles out the top end head first.*
- *Tapping game for arms and hands—Cross arms so hands end up on opposite shoulders. Start clapping as firmly as comfortable in symmetrical motions: palms against shoulders, keep clapping rhythmically while moving downward to upper arms, elbows, lower arms, wrists, palms—then back up wrists, lower arms, elbows, upper arms, shoulders—thus ending where clapping began.*

**Handwriting Exercises:** on A4/8.5”x11”paper practice writing stretches of the alphabet and the whole alphabet using 3 parallel lines that create ‘ground floor’, ‘upstairs/attic’ and ‘basement’ spaces—creating round and upright letters.

## **Painting Exercises**

- *Secondary Color Exercise*

*Paint one set each for each secondary color: orange, purple, green. Bring to your advisory session for a check.*

## **IV. Exercise practice with a student or other partner:**

**THE GOAL:** become familiar with each exercise so you are able to demonstrate/practice with your classmates in a free manner without the book. **OPTIONAL:** Some find it helpful to make notecards for quick reference.

Begin your practice with a student or other partner (can be an adult). Practice as many exercises as possible before summer. You may select from all of the exercises learned so far:

- *Developmental Movements (see handout)*
- *Rod Exercises—Finger walking, Forward-Back, Horizontal Midline, Rod Rolling, Triangle Rod.*
- *Exercises with Charts—Three-Fold Spiral, Dominance Form, Right-Angled Triangle*
- *Beanbag Exercises—MIT #1-#8 (see handout), Beanbag build up (see handout), Above-Below Ball/Beanbag (w/1 and 2 balls), Left-Right Ball/Beanbag*
- *Eye-Finger Exercise*
- *Counting Star*
- *Body Geography Grades 1-8 (see handout)*
- *Cubes Between the Fingers*
- *Wool Winding*
- *Skein Twisting*
- *Beeswax Ball Rolling*
- *Marbles Between the Toes*
- *Tracing/Coloring Hands*
- *Whole Body Exercise (“pummeling”)*
- *Ball Twirling*
- *Copper Ball Spiral, Copper Ball Exercise (+ 1 8)*
- *Moving Line & Lemniscate (1 8)*
- *Lifting One’s Weight*
- *Bouncing Ball Exercise*
- *Hand Expansion & Contraction*

### **Painting Exercises:**

- *Eye-Hand painting*
- *Yellow Sun in the Blue Sky*
- *Painted Lemniscate*
- *Blue & Red Spiral*
- *Blue-Red Perspective*
- *Secondary Color*

### **Chart your practice:**

- Find a practice rhythm that works for you. For best results, aim for 4-5 days per week for 10-20 minutes.
- Record all of your practice including the time you practiced and the exercises worked on, on a calendar or chart of your own design.
- File your written response to your practice—note questions that arise: how the exercises make you feel, if you find any challenging to learn, any that would benefit from coaching/

support, how you progress as time passes. Remember to listen to your body—don't overdo and follow advice from your personal health care provider where needed.

As you practice, look up descriptions up as needed in The Extra Lesson or handouts given to you. Contact your practice partner or group, then us, if you have questions for which you cannot find the answers.

## V. Reading due date: by session V (Feb 2025)

Free access/downloads & audio versions can be found at:

\* [www.rsarchive.org](http://www.rsarchive.org)

^ [www.waldorflibrary.org](http://www.waldorflibrary.org)

\*\* [www.rudolfsteineraudio.com](http://www.rudolfsteineraudio.com) (audiobook)

+ [www.archive.org](http://www.archive.org) (the Internet Archive)

- 1) Handouts & reading from sessions I-IV (see *previous* homework assignment sheets).
- 2) Being Human K. König
- 3) ^ Balance in Teaching R. Steiner (free download) (\*\*free audiobook)
- 4) \* The Spiritual Guidance of the Individual & Humanity R Steiner
- 5) Meditation & Initiation: Knowledge of the Higher Worlds: Meditation, Initiation, Spiritual Exercises & Will Development by Conrad Rehbach
- 6) \* Discussions With Teachers Lectures 1-4 by R. Steiner (\*\*free audiobook)
- 7) Sleep: An Unobserved Element in Education by Audrey McAllen—Chapter 8 (Moral Color Painting Series).

## Looking ahead to session 7:

- 8) The Temperaments in Education R Wilkinson (or other book on temperaments)
- 9) Learning Difficulties Section 1 (see study copies—more information coming soon)
- 10) \* Deeper Insights Into Education R Steiner

## Optional:

- 11) ^ Finding Your Self: Supporting the Inner Life of the Teacher by Torin Finser
- 12) + Between Form & Freedom B. Staley (free access)
- 13) ^ Tending the Spark: Lighting the Future for Middle School Students B. Staley (free download)
- 14) ^ \*\* Education of the Child Section I R. Steiner
- 15) The Wonder of Childhood: Stepping Into Life by R. Querido
- 16) The Well Balanced Child S. Goddard-Blythe
- 17) Reflexes, Learning and Behavior or A Teacher's Window into the Child's Mind S.Goddard-Blythe
- 18) + \*\* Anthroposophy In Every Day Life R Steiner (free access))
- 19) \*World of the Senses and the World of the Spirit R. Steiner (\*\*free audiobook)
- 20) Form Drawing Niederhauser & Frohlich

## VI. Research Report Due: Session 6 July 2025

Develop your *approved* topic for an oral and written report.

Written report—2-5 pages

Presentation: 30 minutes (20 minutes max for presentation + 10 minutes for Q&A)

Class List of Approved topics-to-date

Carmen

Elizabeth—Vagus Nerve or Gut Health

Emily—Colorpuncture or parent work/education  
Françoise  
Heather  
Janice—considering 1. Spirals in the world and the human being and their relation to Extra Lesson exercises or 2. Neurological research that supports Extra Lesson.  
Kelly—Hauschka Therapeutic Painting  
Kerry  
Kristi  
Mary  
Samantha—Geometry of the universe/projective geometry in relation to human being & EL  
Simona—selected reflexes, effects on learning + relation to EL work  
Viktoria—Therapeutic Story Telling & its relation to EL

Suggestions for other possible topics are below—**CONFIRM** your choice before starting your research with Ingun or Kris whether it is on, or not on, this list—are coordinating your choices so everyone will have a different topic:

- Ontology of movement development from birth to 12 months, incl. possible anomalies as seen in school-age child and appropriate Extra Lesson exercises (according to age of child) for remediation
- The Pythagorean Theorem in relation to the human being and to the Right Angle Triangle Exercise
- The cube in relation to the human being and Extra Lesson exercises
- Geometry of the universe/projective geometry in relation to human being & Extra Lesson exercises
- Spirals in the world and the human being and their relation to Extra Lesson exercises
- Relation of Extra Lesson exercises to the First Goetheanum
- Neurological research that supports Extra Lesson
- The nine-year change in relation to learning difficulties
- Imagination, Inspiration, and Intuition in relation to our work (incl. the third dimension as foundation for imaginative faculty)
- The four ethers
- Aroma therapy
- Chirophonetics
- Music therapy
- Flower essence therapy
- Cranio-sacral therapy
- Curative education—the Camphill movement
- Art therapy
- AD(H)D
- Sensory Integration
- Auditory therapies
- Primal reflexes (Bobath, INPP, Neurodevelopmental training, Bonnie Bainbridge Cohen)
- The HANDLE Institute
- Vision therapy
- Sand Tray therapy
- Autism/PDD
- Waldorf tutorial approaches for arithmetic/reading/language arts
- Dysgraphia, Dyscalculia, or Dyslexia

- [Secrets of the skeleton](#) (work of L.F.C. Mees)
- Musical principles in human physiology (work of Armin Husemann)
- Nutritional aspects of child health (research of Weston A. Price, etc)
- The Madonna treatment

Any other related topic of interest—share your idea with Ingun or Kris for approval.

## VII. Year 2 Mentoring: Practice with Support of a WLS Mentor

Observe Extra Lesson in the field: **12 hours with \*approved mentor(s)**

You should now have a mentor—if not or your mentor is not working out, contact Kris right away.

Your observations will include:

- Screenings & Assessments: G1 entry, G2 screening, full assessment—under 10years & 10years & up. **IMPORTANT**—*Observation for credit must include* a variety of screenings & assessments—not just one type.
- Follow up of these screenings and assessments with parent (or guardian) and/or teacher(s).
- Extra Lesson individual session(s)—aim to observe as many different exercises in practice as the mentor can show you.
- Extra Lesson classroom session(s)—optional—if you are working at a school or have group working opportunities, this may be beneficial.

### To receive credit for year 2 mentoring:

- 1) [Click here](#) for a form to submit your observation hours and information. Please submit as many forms as needed to report **a minimum of 12 hours** of observation.
- 2) You have 12 hours of paid mentoring for year 2. Make sure your mentor knows how many hours you have available. It is up to them if they wish to allow you to observe beyond 12 hours.
- 3) [Share this link](#) with your mentor(s) to submit a separate evaluation form for record of your observation with them. Your mentor must complete this form **for you to receive credit** and to receive their compensation from WLS, LLC.

**\*IMPORTANT:** You may observe as many EL teachers as you like, however to fulfill your course credit for mentoring, *your mentor must be approved prior to doing your observation(s)* by Kris and Ingun. We strive to find mentors that work in the way that we are teaching you so that your experience coincides with what you are learning. This is important to note—*hours observing without prior approval will not be applied to the 12 hours required for completion of year 2.* If there is no one in your area or within a reasonable distance for you to observe, you will be assigned a mentor to work with you over ZOOM, or credits from class viewing may be applied (but will require a second viewing with you and the teacher in the video where possible).