

Is-Be Experiences and Expression Learning Framework

The purpose of this framework is a stepping stone to assist Western society parents and educators to move from the current product/ process mind control model of teaching via subjects, to an **intuitive heart led process which champions learning**. It is meant as a bridging tool to guide them to honour personal sovereignty.

The intention is to inspire all beings to consciously experience life, express themselves freely and progress authentically in their passions while connecting with self, nature and contributing to the community.

Be present – Be creators. Who do you want to be?

Is-Be Experiences and Expression Learning Framework

Intuitive Heart led Learning Model- Reshaping learning from the head to heart

Heart coherence
Light / fractal
Emotional mastery
Quantum
Water
Flora and fauna
Power up – abilities

Frequency - Resonance

Senses
Imagination

Meditation – stop thinking

Recalibrate, rest, recharge

Synchronicity

Truth about chakras / DNA

Self-healing, regenerate

Gateways Environment

Crystals

History

Geography

Math – divine geometry

Science - biology
Technology

Governance and law

How to learn

How to attract/ create

Power of words

How things work – inventions, transport and the universe

Energy mastery

Time and space reality

Financial literacy – bartering

Timelines

We don't know what we don't know

Frequency

Harmonics

Languages

Interpret others and animals

Nature and elements

Telepathy

Literacy skills

Express self – music, arts

Respect other cultures and customs

Communication styles

Conflict resolution

Energy transference

Body transmits and receive information – antennae

Energy body

Dimensions

LOVE THYSELF. GO WITHIN

- WHO AM I?
- MY PREFERENCES,
- GIFTS and TALENTS
- SELF ACCOUNTABLE
- VALUES
- PERSPECTIVES
- LEARNING PREFERENCE
- SOVEREIGNTY

SPIRIT

- ✓ Emotional regulation
- ✓ Breath work
- ✓ Intuition
- ✓ Spiritual hygiene

MIND

- ✓ Learning
- ✓ Imagination
- ✓ Critical thinking
- ✓ Attitude
- ✓ Subconscious habits
- ✓ Focus and attention

BODY

- ✓ Daily exercise
- ✓ Body an antennae
- ✓ Grounding
- ✓ Water
- ✓ Self-discipline

Sustenance

Multi-dimensional self

Sew

Cook

Design

Build

Act

Write

Draw

Paint

Play

Music

Grow

Tech

Pathways

Innovate

Hands on skills

Metaphysical skills

Sing, hum, harmonics

World and beyond

Community

Nature

Plant, grow, harvest

Animal therapy

Collaboration

Co-create

Sharing circle

Leaders and mentors

Share

Listen

Conflict resolution

Sexuality – relationships

Spirit merging

Respect sovereignty of others – ask permission

Universal law

Make a difference – do something meaningful.

Find your passion and purpose

Share

Service to self – honor your own growth and expansion

Apprenticeships/internships

Love expressed - Service to others

Community projects

Community garden

Share chores and workload

Bartering barn

Develop and share your gifts with the world

Be a mentor – teach others

Nature Knowledge Communicate SELF MASTERY
Nurture our essence and purpose of being Create Connect Contribute

Is-Be Eco-systems of Learning

Is-Be PLAYTIME (approximate ages 2 to 8)

Essential learning

Start from tapping into the heart-guided by feelings

Mixed age classes

Walk about – nature and nurture based, excursions, farm stays

Play based learning based on child interest

Growth not grades

Is-Be ADVENTURE (Ages 9 - 14)

Fundamental learning

Inquiry, problem and skills-based learning – tinkering

Students apply knowledge

Mixed age classes – students can teach each other

Focus on learning, not teaching

Must be literate and learn how to learn before progressing to Exploration phase, mastering emotions and energy

Walk about – camps, farm stays, internships or community projects

Choice electives

Student committees and daily chores



Is-Be EXPLORATION

(15yrs & up or when a child is ready)

Purposeful learning to raise self and others in harmony –

Connecting with Passion

Mixed age classes, collaborative projects, students mentor

each other, adults are mentors

Student committees, leadership and governance

Community service and chores

Project based passion projects

Walk about – apprenticeships, on the job training or

entrepreneurial projects, farm stays

No set curriculum or classes. Initiative by students and

tailored for individual

Possible extension to extended specialized study

Rationale: For everyone to know themselves, play in harmony and explore in order to create from the heart, while honoring personal sovereignty of all.

Emphasis: Heart to head coherence and create in the present moment. Growth and progress. Frequency beats strategy.

Curriculum approach interdisciplinary: not competition and judgement – athletic, artistic, intellectual, spiritual, intuitive, expressive and practical everyday life skills

How do we measure growth and progress?

☒ No report cards

☑ POSSIBLE TRANSITION TOOLS: Skills continuums, capacity matrix, the gap plotting, self – evaluation & reflection, learning dip, observation, conferences with mentor/parents/child, impact on contribution – their community footprint. Feedback from internship and apprenticeships. Challenges and journalling or discussions to reflect.

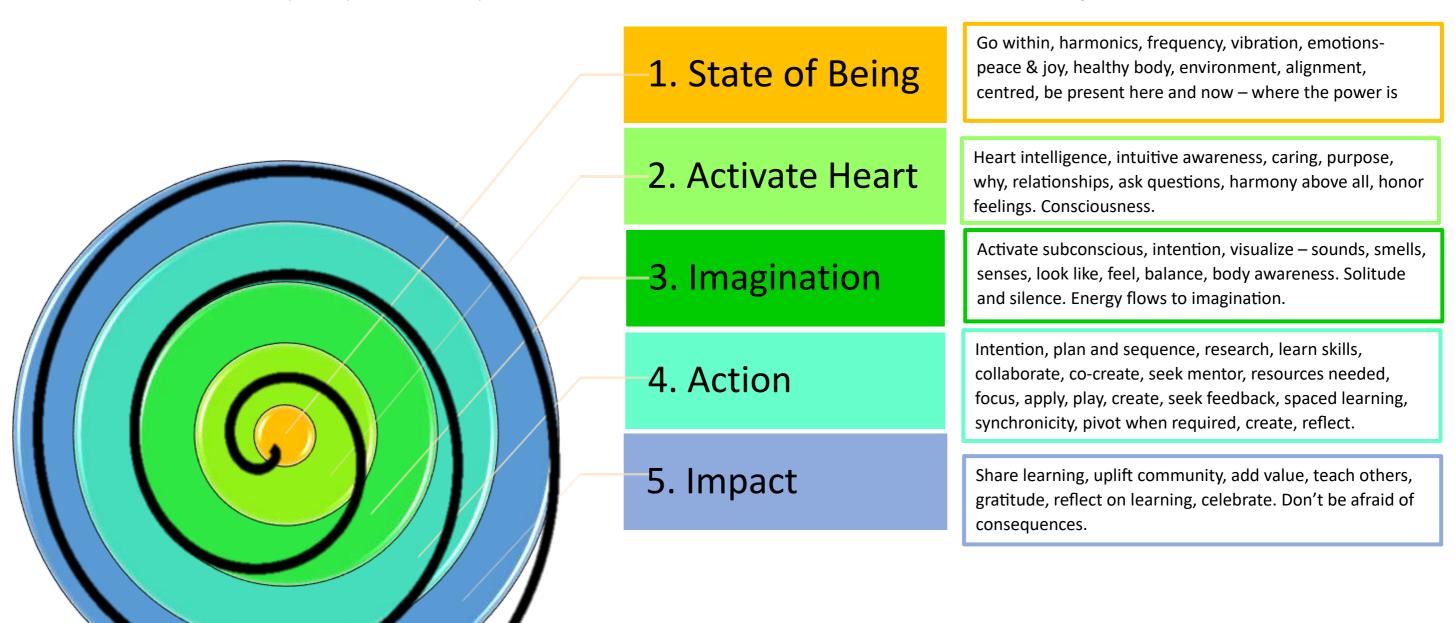
Is-Be Phases of Creating/ Learning

<u>Community Learning Hubs Mission</u>: To create inspiring and beautiful environments capable of producing self-motivated, intuitive, collaborative, caring and contributing members of society. Hubs will be in harmony with nature, energetically optimized and focus on exploration. They will honor and celebrate local cultures and be eco-conscious.

<u>Is-Be Experience Learning Model</u> <u>Intention:</u> To inspire all to consciously experience life with passion and express themselves authentically and being of service to self and others.

<u>Motto</u>: No matter what the question, love is the answer.

- **♥** Imagination is more important than knowledge Albert Einstein
- Nobody is superior, nobody is inferior, but nobody is equal either. People are simply unique, incomparable. You are you, I am I. I have to contribute my potential to life; you have to contribute your potential to life. Osho
- Your visions will become clear only when you can look into your own heart. Who looks outside, dreams; who looks inside, awakes − C.G. Jung

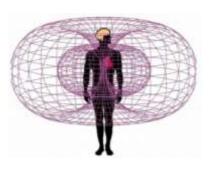


5. Impact 4. Action 3. Imagination 2. Activate Heart 🎔



This image above is to assist current parents and educators to consider state of being (vibration, frequency and emotional state) and what the heart says <u>before</u> moving to using the brain as a tool. The image is open to interpretation and meant as a tool to spark discussion and reflection on current practices.

1. State of Being



Guiding questions for children of all ages and adults who are mentors in learning experiences.

Phase	Self - guiding questions	Key Coaching Questions for mentors
State of Being	Am I tired or hungry or rested and comfortable?	How are you feeling?
	Am I distracted or focused?	Is my environment inspiring and appropriate for what I want to achieve?
(tune inward)	Do I have natural lighting and fresh air?	Are you choosing the highest frequency options available?
	Am I calm and at peace? How do I centre myself?	What can you do about that?
	How can I use movement to improve my mood?	
	How can I raise my frequency or shift stale energy?	
	Have I been in the sun today? Am I grounded?	
	Do I feel safe? Do I feel a sense of belonging?	
	If I am not ready to learn, what can I do about it?	
Activate heart	What am I curious about?	What does your heart say?
	What do I want to create?	What are you passionate about?
	What makes me smile and excited?	What can you not wait to do?
	When I do this activity do I lose a sense of time?	What is the project/ task intention?
	What do I prefer? What do I desire?	How does this serve myself and others?
	Why do I want to learn, do, create?	How is this fun?
	How can I help?	What can you create today?
	What can I do to inspire others?	
	How can I add value or contribute?	
Imagination	When I achieve this, what will it look like, sound like, smell like, feel like?	How will it feel when it is finished?
	What other senses will I use?	What will it look like? What senses will I use?
	What priority do I give attention to?	Who will be involved?
	What is the best-case scenario – picture the task complete and a success	What options are possible?
	What choices do I have?	What are possible barriers and how can they be overcome?
	If I had a magic wand, what would I wish for?	If there are no current ways, how can I create one?
	Am I open to other perspectives? Do I need to un-learn anything?	What perspectives will you observe?
Action	How can I respect the sovereignty of others?	The brain is a tool – it responds to stimuli and can be biased. Are you looking at all
	Do I need to ask permission from others or nature?	perspectives?
	What spaced action can I take? Action. Stop. Action. Stop.	How can I seek feedback and adjust when needed?
	What will we do? Who will be involved? How long will this take?	How will I know it's effective?
	Am I removing distractions?	How will we measure success? Does that even matter?
	Who can teach me this skill?	What sequence of actions are needed?
	Where can I find accurate information?	Who is accountable?
	Am I working alone or collaborating and co-creating?	What materials or resources will we need to achieve this?
	Who has the skills to complement mine?	How can the process flow and I follow synchronicity using feelings as my GPS?
Impact	Will this be of service to others?	What will change as a result of this?
	How far have I come in my progress? How will I measure progress?	How can we share our success/ learning?
	Can I share what I learned to others?	How can we celebrate?

Created with love by Teresa Carolyn aka Trees are caroling 🞜 (Aussie Educator)