

## Is-Be Experiences and Expression Learning Framework

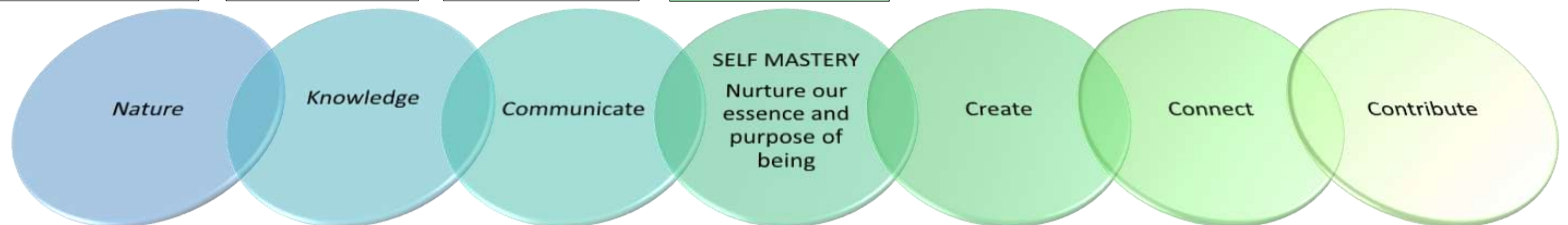
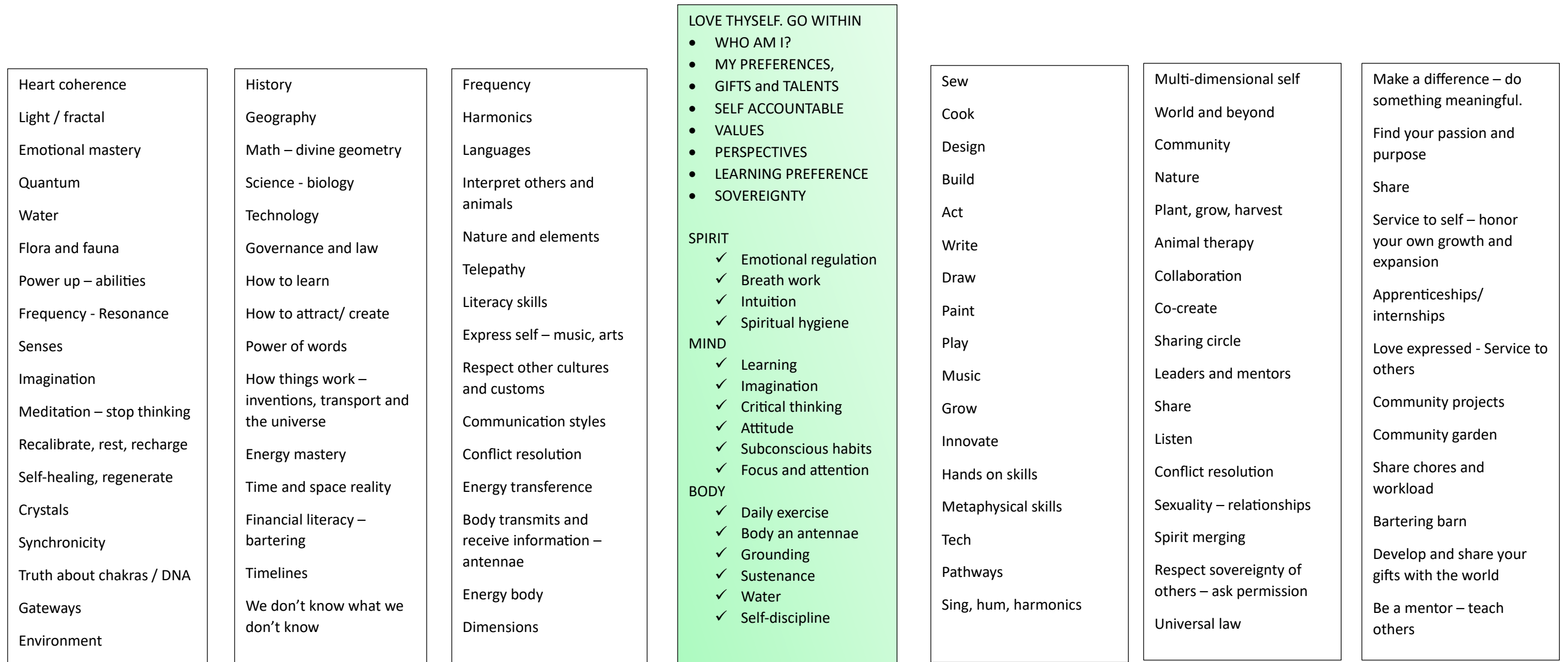
The purpose of this framework is a stepping stone to assist Western society parents and educators to move from the current product/ process mind control model of teaching via subjects, to an **intuitive heart led process which champions learning**. It is meant as a bridging tool to guide them to honour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



Is-Be Foundation Stones

# 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.

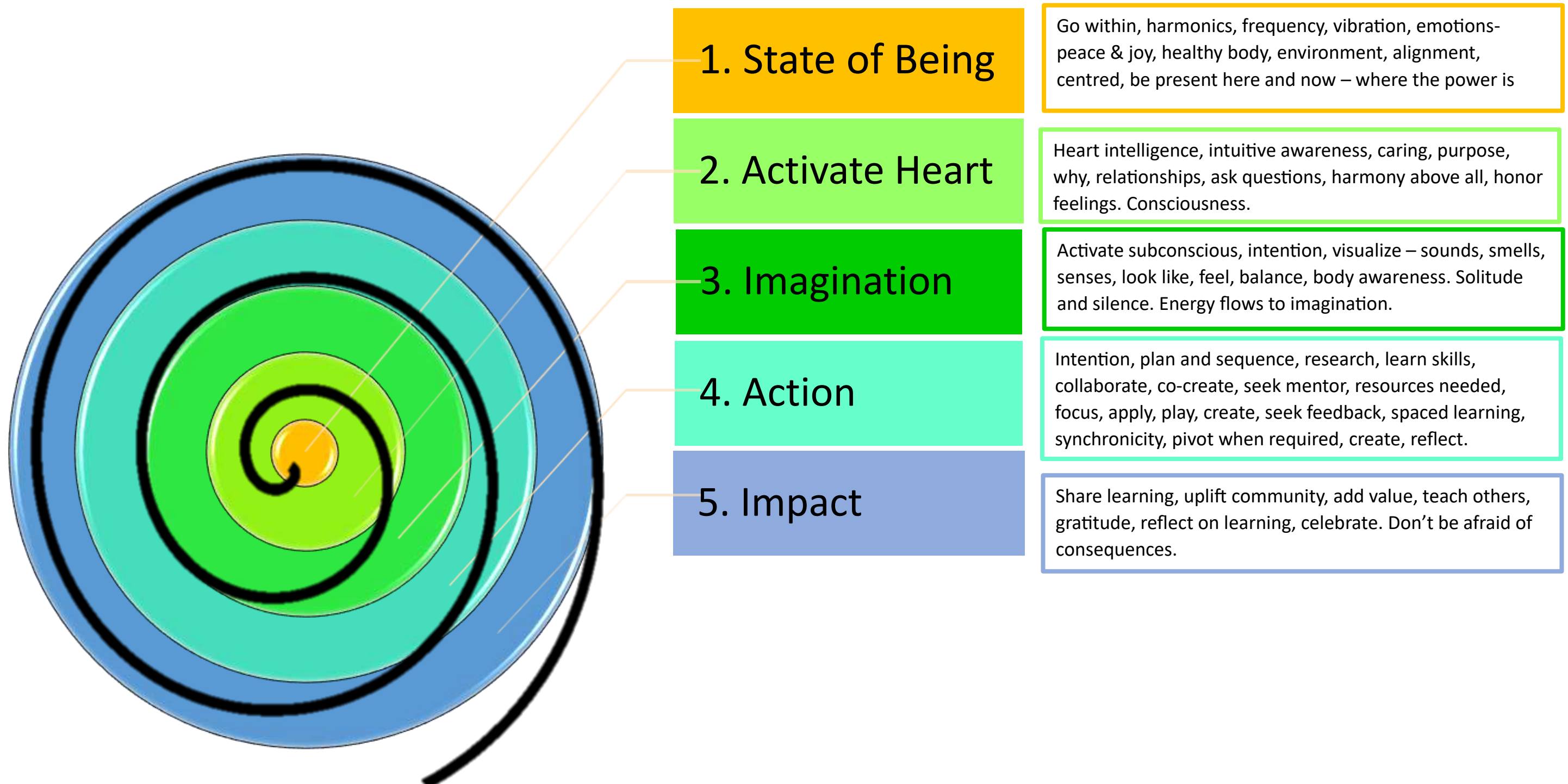
# Is-Be Phases of Creating/ Learning

**Community Learning Hubs Mission:** 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.

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

**Motto:** 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 ♥

1. State of Being



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 before 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.



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

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