

The Experiential Learning Model

By Robin Michel

What does it mean when the staff at Upland Hills refers to the afternoon learning schedule as a “hands on” approach to learning? How do parents know that their children are getting the best education possible when their daughter comes home and says, “I went to a class called “Alien Invaders” or their son tells them about a class called “Playful Moments”? How does a parent feel comfortable with this strange version of *school work* when the neighbor child walks by with a backpack filled with textbooks and homework that must be done for a grade? Understanding what drives the Experiential Learning Model, a strong structural and philosophical underpinning of the school’s foundation, can help parents understand the Upland Hills’ difference.

Experiential learning is based on the idea that individuals need to experience, reflect, process and apply ideas in order to truly learn them. Research in cognitive development tells us that this is superior form of learning because it integrates all types of learning styles. Human beings process information through three modalities: ears, eyes, and physical interaction. Individuals use one of these modalities more than others depending on the learning situation, yet most people always have an inherent strength in one of them. In fact, while different learning approaches can be taught, a learning style, ie. a way of remembering and processing information, is inborn.



This belief has gained credence through the theory of Multiple Intelligence, first articulated by Professor Howard Gardner from Harvard University. He identifies eight areas of intelligence: linguistic, mathematical-spatial, naturalist, interpersonal, intrapersonal, musical, kinesthetic, and artistic. While the myth that a child’s mind is a pure *tabula rosa*, or “blank slate,” has dissipated over the years, many have yet to understand that each child has a *unique* way of assimilating and organizing experiences. This is why one child will sit still and quietly listen, while another may need to

write what is heard, while yet another will have to touch something or move around in order to understand what is being explained. For example, a child who has a dominant physical approach to learning (i.e. a kinesthetic communicator) will indicate this through action, word and deed. Until this child *feels* it in the body, he or she does not truly *know* it. The words he or she uses and even writes (in this example, action words) will communicate this learning style. This physical learner will want to be doing, will *need* to be doing more than a child whose dominant learning style is visual or auditory.

Despite these differences—in fact, *because* of them—Upland Hills believes that every child is a genius and that it is the teacher’s responsibility to reach that genius. In addition to intelligence type, a child’s inborn temperament or natural disposition affects learning as well, and provides another factor teachers must take into account

continued on page 7

Contents

Board Connection	2
Calendar	3
The Four Circles	4
PTP	6
Yahoo! Group	6
Karen Joy Theatre	9
Holiday Book Fair	12
A Whole New Mind	12
Engaging the Whole Person	14
Seeing the Big Picture	15

Editorial Note: This issue, dedicated to “Educating the Whole Child” reflects the important balancing act of addressing children’s individual needs and voices as well as appreciating the past, present and future direction Upland Hills School is taking in education. Look inside for an in depth appreciation of Phil Moore’s personal journey, “The Four Circles” in creating the learning foundation of the school.

The Board Connection

By Sandy Rollin

Educating the whole child doesn't seem like it should be such a novel idea and yet, in our society, it is. I think it's one of the major concepts that make Upland Hills School such a valuable school.

As Board President and a Past Parent, I have witnessed how the engaging afternoon schedule provides self motivated learning experiences for children. The Rites of passages each group experiences are much anticipated events, opportunities to conquer fears, and accomplishments to build upon. As I send my first child to Albion College, the skills I am most grateful she possesses are those of building and nurturing friendships. This gift will allow her to be successful and fulfilled as she chooses her next path in life.

In many ways the Board of Trustees embraces the idea of the "whole". We are the financial stewards of Upland Hills School. It is our task to look at the school as a whole and determine how best to financially support it now and into the future. We must consider not only the physical grounds and buildings; but the staff, students, parents and extended community and how all of those things mesh into our "school".

Our current Board consists of ten trustees; one staff representative, David Sosin; and Phil Moore as director of the school. The trustees are made up of current parents, past parents and a former teacher of the school. While trustees and board chairs each bring their own skill set to the Board; passion, dedication and love of Upland Hills School are qualities possessed by all members.

continued on page 3



Board members (L to R) David Batdorf-Barnes, David Sosin, Sandy Rollin, Paula Patterson, Colleen Cavanagh, John Yavruian, Tom Tomich, and John Rooney. Missing are Phil Moore, Mike Anderson, and Dan Leske.

UHS Board of Trustees

Sandy Rollin - President
John Yavruian - Vice President
Mike Anderson - Treasurer
Tom Tomich - Secretary
David Sosin - Staff Representative
David Batdorf-Barnes
Colleen Cavanagh
Dan Leske
Phil Moore
Paula Patterson
John Rooney

UHS Staff

Linda Bowers
Jan Butcher
Terry Gardner
Nick Gauthier
Anissa Howard
Jane Kline
Kathy Long
Robin Michel
Ron Miron-Alimpich
Karen Moore
Phil Moore
Holly Neumann
Jean Ruff
Baruch Simon
David Sosin
Marilyn Szost
Ted Strunck
Joe Tackett
Ken Webster

Global Teachers

Jorge Arenivar
Eugene Friesen
Medard Gabel
Billy Jonas
Rafe Martin

Upland Hills School

Mission Statement

Upland Hills School, founded in 1971, is an independent school community whose purpose is to educate pre-high school children. Our aim is to discover and respect the uniqueness of every child.

Guiding Principles

Upland Hills School holds the following principles as our core values and seeks to create an environment that:

- Protects, nurtures and defends the innocence of childhood
- Encourages a relationship between children and the natural world
- Empowers teachers and staff
- Fosters cooperation and consensus in decision-making
- Promotes mutual respect and trust that encourages our community to form authentic relationships
- Teaches us to think comprehensively
- Builds friendships that connect us with others around the world

Upland Hills School encourages children to know themselves and to connect with their environment as responsible world citizens. We provide a full academic program that emphasizes mastery of skills and creative growth. Our vision is that through the alignment and commitment of parents and teachers, children will come to see themselves as having extraordinary learning potential and access to the greatest miracle or tool in human experience, love.

Connecting with the Future

Calendar of Important Events

December

Wed., Dec. 6	6:30-8:30 PM	Holiday Book Fair at <i>Halfway Down the Stairs</i>
Fri., Dec. 15		Staff/Student Holiday Celebration
Mon.-Tues., Dec. 18-Jan. 2	No School	Holiday Recess

January

Wed., Jan. 3		School Resumes
<i>Sat., Jan. 20</i>	<i>7 PM</i>	<i>KJT - Alumni Showcase</i>
<i>Thurs., Jan. 25</i>	<i>7-9 PM</i>	<i>PTP-Friendships</i>

February

Tues., Feb. 6		Arts Festival & JBP Performance
Mon.-Tues., Feb. 19-20	No School	2nd Evaluations
Wed.-Fri., Feb. 21-23	No School	Winter Break
Mon., Feb 26		School Resumes

March

<i>Fri., March 9</i>	<i>1 & 7 PM</i>	<i>KJT-Wild Swan Theatre Troupe</i>
Sat., March 31	5:30 PM	Dimensions Auction

Board, continued from page 2

We are volunteers who meet formally once a month to oversee the financial position of the school and adjust course appropriately. We determine and dream of ways to sustain and continue to grow into the future. In addition, we provide the resources and support for the Director, staff and students to do their life's work, as well as offer guidance, advice and feedback when appropriate.

Our goal is always the same: creating and implementing ideas which keep Upland Hills School secure, strong and vibrant in the present and for the next generations, while remembering and honoring its past.

The Four Circles

By Phil Moore



Every few months I join friends to participate in a Native American sweat lodge ceremony, or *inipi*. Participating in an early morning sweat lodge means that we arrive in the dark. The firelight serves as the guide into the lodge. We sweat, sing, pray, and listen and exit into the light of the new day.

When we build or rebuild the Native American Sweat lodge, our guide, Jorge, makes sure that we understand the wisdom inherent in the design. The Inipi is symbolic of a mother's womb. The four horizontal circles of lashed willow that make up the frame of the lodge represent the physical, emotional, mental, and spiritual aspects of our being. These four circles also guide us through the four doors of each lodge. As a seeker who has dedicated much of my life to learning how to teach to the whole child, these four



circles serve as an ancient guide. However, my understanding of these principles began even before I found my calling in education. It began when I started my own journey as a parent, when Nina, our eldest daughter entered my life and brought me to ask: how can I parent this child in the most complete way?

The inipi tells us to begin with the **physical** self first—our bodies. As a 21-year-old parent, I began to think about food, fresh air, and play. Intuitively I knew that providing a healthy diet was the key to raising a whole child, and I knew that I needed to begin with myself. The food journey alone took three years, demanding that I transform almost everything about the way I ate and the way I thought about food. The simple idea of eating food that nourishes your body began as an inquiry and experimentation that is still ongoing.

But providing food for one's own or child's body is just the beginning. As a parent and as a teacher, I have witnessed the essential foundation that physical activity provides for a growing child. The joy of running, jumping, skipping rope, throwing a ball, playing hide and seek, hiking, and exploring provide the foundation for all of the higher cognitive skills. By contrast, over the 38 years of UHS history we have noticed that video screens, competitive sports, and diets that are high in processed food have eroded many children's ability to learn.

The second horizontal circle in the inipi represents our **emotions**. UHS is currently experiencing a breakthrough in the area of Emotional Intelligence. Work in this area has made it clear that we human beings need to understand how to express, identify, and transform our emotions so that we can learn to understand others and ourselves. Emotional Intelligence helps us to be better husbands, teachers, friends, lovers, and parents—in short, better people. Learning how to express a wide range of emotions in a healthy way is another of life's great journeys. Perhaps my greatest regret as a parent is that I teased my children often. I thought I was being funny. Now I know I was using thinly disguised humor to cover feelings of frustration, inadequacy and impatience.

All parenting comes down to modeling. In the area of emotions this means we need to ask ourselves a series of questions and follow that up with an increased awareness about how we express ourselves. How do I express

continued on page 10



Please join us for a special evening as we celebrate
"Dimensions" 2007
 benefiting
 The Upland Hills School

Saturday, March 31, 2007 at 5:30PM
 Twin Lakes Golf Club, Oakland Township, MI
 Live & Silent Auction Quilt Raffle 50/50 Raffle
 Elegant Edibles Cash Bar

Sponsorship and Patron Programs

Business/Organization/Person _____
 Contact Person _____ Phone _____
 Address _____
 City _____ State _____ Zip Code _____

Sponsorship Program Options:

_____ Philanthropist \$7500

Benefits at this Level include:
 Ten (10) admission tickets to the Auction
 UHS and KJT Website link
 Full page ad in Auction Booklet
 Full page ad in Karen Joy Theatre Playbill, 2007-8 season
 Four (4) Season tickets to the Karen Joy Theatre
 Verbal recognition during the Auction

_____ Champion \$2500

Benefits at this Level include:
 Ten (10) admission tickets to the Auction
 UHS Website listing
 Half page ad in Auction Booklet
 Half page ad in Karen Joy Theatre Playbill, one show
 One (1) Season ticket to the Karen Joy Theatre

_____ Patron Program: \$600

Patron Program benefits include:
 Ten (10) admission tickets to the Auction
 Program Book acknowledgement
 Quarter page ad in Auction Booklet

_____ I am not able to attend. Please accept
 my/our enclosed contribution of \$ _____
 to support UHS.

_____ Benefactor \$5000

Benefits at this Level include:
 Ten (10) admission tickets to the Auction
 UHS Website link
 Half page ad in Auction Booklet
 Half page ad in Karen Joy Theatre Playbill, 2007-8 season
 Two (2) Season tickets to the Karen Joy Theatre

_____ Sponsor \$1500

Benefits at this Level include:
 Ten (10) admission tickets to the Auction
 UHS Website listing
 Half page ad in Auction Booklet

_____ Individual tickets \$50

Reserve your seat for a memorable evening

THANK YOU FOR YOUR SUPPORT!

Please return this copy with a check written out to:

**Upland Hills School
 2575 Indian Lake Road
 Oxford, MI 48370**

Phone 248.693.2878

Fax 248.639.4317

Parents Teaching Parents (PTP)

By Kathy Long



As I listened to another parent share her experience of challenge, frustration, and recent optimism and excitement, I began to feel teary. I was at the first session of PTP, a new program hosted by UHS parents and facilitated by alumni parents. We were exploring *Parents as Gatekeepers* as the topic for the first trimester. I have found that listening to other parents is rather like looking in a mirror. Through others I see my own parent reality, the me that is being stretched and challenged beyond anything I could have imagined, or possibly would have even chosen.

I have been on a serious quest to learn how others are dealing with the risks of children navigating on the internet. It has been no simple task to figure out how to be an effective gatekeeper in cyberspace.

However, at PTP, I re-found my heart's greatest hope for my children. Pat Shulty, our facilitator, encouraged us to identify what it is that we most want to offer our children. What is it that motivates us to overcome challenge and frustration? In my group there were obvious common values and hopes:

Childhood—including board games, picking berries, bed time stories, and forts.

Family—games, bike rides, meals.

Innocence and compassion vs. desensitization.

Quieter, slower (otherwise known as boring) experiences.

The natural world and the opportunity to run and play freely.

Conversation.

Less doing, more being.

Recently, I received a quote from a friend that summed up what I learned at that first PTP: “We do not see things as they are, we see things as we are.” It is risky to believe that what my children already have within themselves is more than enough to overcome the confusion and frustrations of the world. It is their playful innocence and compassionate, free nature that is their answer to our world, definitely worth preserving and protecting.

PTP meets once each trimester at host homes in different locales. Our next session, “Friendship,” is scheduled for January 25th, at 7PM. Look for updates and locations on our website, in UHS monthly updates and our January reminder mailing.

UHS Community Yahoo! Group

By Julie Fiorani-LaPorte

A Yahoo! group has been created for the Upland Hills Community, providing free, paperless communication amongst parents, grandparents, teachers, alumni and alumni parents.

A few features of the group are the ability to post pictures (which can be downloaded by other members), files, and links, as well as posting events to a calendar and sending out group messages. Messages posted thus far have included event information, group discounts, coordinating effort to help someone in need, and general questions about the school.

We have a goal of having 100% of staff members joining and 50% of families by January 1st, 2007. The group is private, so only members specifically invited may join, protecting our privacy. If you would like to join, please send me an e-mail at fioranij@mac.com and I will get an e-vite out to you ASAP.

PLEASE NOTE: Some of you may not receive your invite if you have a spam-blocker on. Please check your spam folder, or turn your blocker off until you get your invite. The group's website is www.groups.yahoo/group/uhs_comm_group, but you'll have to be a member to access it!

Model, continued from page 1

when reaching children. A child might be exposed to a topic via multiple approaches, yet there is often a best way through which the information is internalized. Forcing a child through a stress-inducing experience causes them dissonance and difficulty in absorbing ideas, and may even prevent learning. However, an experiential learning model that employs Multiple Intelligence theory allows children to avoid the negative feelings and behavior all too often associated with rote learning and standardized methods.

With all empirical evidence buttressing our intuitive knowledge about children and their ways of developing and learning, then how can a school *not* reflect this important understanding? While these theories are integrated into the Morning Meeting groups, it has even more applications for the Afternoon Program at Upland Hills because of its emphasis on rich, *individualized* exploration. In any educational setting, the objective of teaching should be to open new and effective ways by which a student's present understanding and future integration can grow. The afternoon program does this in a multiage, multi-experiential way that builds relational understanding on all levels: cognitively, emotionally and socially.

Another aspect of the Afternoon Program that is not always well understood is its belief in "challenge by choice." This is not just a philosophical idea, but a component to building independent, self motivated thinkers. Students choose classes that are interesting and challenging (with a "whole child" application of this word) with the support and encouragement of their Morning Meeting teacher and peers. This philosophy creates exciting learning opportunities and insights into the issues of risk taking, mutual support, self-confidence, leadership and teamwork. At the upper end of the school this idea is applied to the "senior project," where students mentor in their first year as a Ted's Grouper and then integrate their own learning through a year long developed program that is student initiated and executed (with staff guidance and support).

Thus whether a student is playing house or marbles in Holly and Jean's group or spending time with preteen peers on the Adventure Playground, learning is taking place. Students are applying and creating ideas and insights, and transferring them to their lives. They are experiencing, reflecting, and processing learning. Whether it is developing skills such as setting goals, staying balanced, recognizing personal limitations, supporting others, working outside of a comfort zone or overcoming fears, children are gaining a sense of accomplishment and confidence. They are integrating knowledge in personal ways that can be easily remembered, accessed and applied. The children are growing and learning by doing. Isn't that what living is all about?

COMMUNITY COFFEE

Make new friends and reconnect with old ones
each Friday after dropping off the kids!

We gather at Starbucks in Lake Orion on M-
24 across from Jacobsen's Flowers,
From about 9-11 am.

Stay for a little bit or the whole time!

***Don't forget to come on Jan 5th, when we
will trade tips for success on acquiring auc-
tion items!

Linda's buying coffee for all who come!



Dear Alumni, Friends and Parents:

For this issue, I call your attention to our Annual Giving Appeal. It is conducted within the dates of our fiscal year, July 1 to June 30th. Annual Giving is the essential connection of energy, love, talents and financial resources that comes into the school each year so the staff can focus on what they do best: educating the hearts and minds of each child attending the school.

One of the strengths that UHS has fostered through the years has been its socioeconomic diversity of families and affordable tuition. Within the Association of Michigan Independent Schools (AIMS), tuition at UHS has consistently stayed the lowest while offering one of the most diverse learning experiences.

For us to maintain this diversity, we are focusing on our annual giving effort. At the center of this issue, you will find a gift envelope. If you have not already done so, please consider supporting this year's annual appeal. **Thank you to those who have already given.**

Thank you!

Linda Bowers

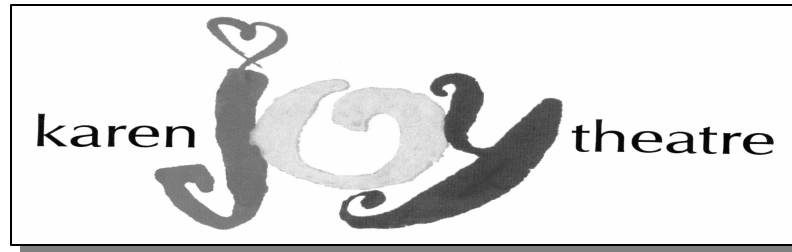
Linda Bowers
Director of Annual Giving



P.S. Looking to Create Community with other Upland Hills Alumni and Friends?

We are hoping to create a Welcome Back Reunion for Alumni, Friends and former staff of Upland Hills. If you are interested in being part of attending or bringing this dream and vision into fruition, please contact me at development@uplandhills.org or at (248) 693-2878. If you are in contact with someone who might be interested, please pass on the word. We are in the process of updating our records and wish to make this an inclusive event that tells the complete story and impact of Upland Hills School...from its farm days to now.

Also for Alumni and Friends outside the Michigan area, we are looking for individuals to help organize and host a gathering in their area. If you would be willing to help create community with fellow UHS friends and alumni in your area, please email me at development@uplandhills.org.



The new season is in full swing at the Karen Joy Theatre! I'm Jane Kline and I have been a part of the Upland Hills Community since 1993. My youngest son, Brett, graduated from Ted's Group this past June. In addition to joining the ranks of "alumni parent," it is with great "joy" that I became the Managing Director for the Karen Joy Theatre. Over the years, I have assisted with Theatre Play Shop productions. I have witnessed the pure magic of live theatre's creative process among the children; watching quiet or shy personalities transform with confidence as they discover new skills and talents. I've enjoyed the performances of children who love to be in front of an audience and have witnessed the special bonding that occurs when children are a part of an ensemble, each child finding their "voice."



The Karen Joy Theatre 2006-2007 Season continues...

On **January 20, 2007**, join us as we honor our own **Ted Strunk...."The Man Behind the Music."** Alumni and current students will come together to reprise "characters" from the collected works of our Music Director, Ted. Additionally, this 2nd Annual Alumni Showcase features the "UHS homegrown" talents of musicians, vocalists, artists and photographers.

On **March 9, 2007** the nationally acclaimed **Wild Swan Theatre Company**, will descend upon our stage with four lively folktales from around the world. Come in your P.J.s and enjoy a pre-performance "Pajama Party."

On **May 4 and 5, 2007**, Theatre Play Shop will feature the "Olivier Award" winning musical **"HONK, Jr."**, a contemporary retelling of Hans Christian Andersen's "The Ugly Duckling." It is a fun-filled adventure in discovering the joys of being different. The May 4 performance includes a "Pajama Party" before the play. Or experience the thrill of matinee theatre with someone special with our "Afternoon Delight" pre-glow on May 5.



Order your tickets online at

www.karenjoytheatre.org,

or call UHS at 248-693-2878

If you have any questions or comments, I can be reached at jkline@uplandhills.org.

The Karen Joy Theatre...a place to gather in community, to connect and create! We hope you enjoy our fourth season!

P.S. For anyone wanting to acknowledge Ted in the PLAYBILL, we are now accepting ads and personal greetings. Please visit our website for complete information on how to submit your special message!

Circles, continued from page 4

anger? Frustration? Disappointment? Approval? Delight? Jealousy? Envy? And most importantly, love? As educators, guiding the whole child in this area has a lot to do with helping them learn how to make friends. Friendship is the gold of childhood. It is the entry way into all of relatedness, which is why we encourage and celebrate it in our school environment.

The third circle of willow represents our **mental abilities**. This is what most of us think of when we hear the word “school.” Our ability to speak, read, calculate and problem solve are embedded in this domain. As a young father, I knew that my daughter Nina possessed gifts far beyond my own. She seemed to have an appetite for everything and I found my role by facilitating her natural interests. Karen helped her unlock the mystery and wonder of books, and all throughout her childhood her imagination was encouraged by the stories her mother had loved during her childhood. As a student, she had both her mother and myself as teachers, and by the time she graduated from UHS, she had far surpassed me as a writer, speller (she did that before she was 8), poet, and natural scientist. But it was during the time that our second daughter, Sasha, was in my Morning Meeting that I encountered the work of Edward DeBono, who designed a curriculum on learning how to think. His lessons provided us with powerful tools to help us make decisions. For example, whenever a class explored a topic that was challenging, I was able to reference one of DeBono’s lessons and ask them to do a “PMI.” They knew that meant to make a list of all the plus, minus and interesting aspects of whatever we were studying. Providing children with the tools that enable them both to learn how to think and to learn how to use thought is one of the most difficult but crucial things any teacher can do.

This leads us to the fourth circle of willow: **spirit**. I was raised by immigrant parents who wanted us to be “assimilated American children.” They were both Jewish but they had departed from the orthodox and the conservative branches of Judaism and joined a Reform Temple. We worshiped in a Temple that valued ethics, compassionate social action, and modern American values. We wore fine clothes, the service was mostly in English, there were no signs of tallit, tefillin, or yarmulke, and the sermons were expertly researched lessons on social consciousness, only sometimes thinly connected to the readings from the Torah. This experience left a hunger in me, shared by my generation, to seek out and discover through direct experience the world of “spirit.”

Early in my relationship with Karen, we spent eight weeks in the Upper Peninsula at a summer camp. It was there, embedded in a large tract of wilderness called the Hiawatha National Forest, that I fell in love with the natural world. The direct experience of the forest, rivers, lakes and the lives that flourished in and around them provided my first glimpse of the spiritual life I had been seeking. One night in the lodge where I slept, I distinctly remember a moment of deep stillness. Earlier, that day, I had lost my temper and my dear friend sleep was not available. I lay in my bed wide-awake in the stillness of the night. Thought after thought arose, but no peace. Finally, I got out of bed and went out into the night. I sat down and listened. From this stillness came an awareness of something much greater than myself, the place I was in, or the light messengers we call stars.

That experience is the reason why I still think of the natural world as being the primary teacher here at our school. We are blessed to be surrounded by trees, hills, lakes and wetlands. By giving our children many opportunities to be outside, we encourage a natural link to form. Providing opportunities for our children and ourselves to experience silence and stillness nourishes our spirits in a way even more important now in a time where so much noise and information vies for our attention and thoughts. We know that once this bond takes hold it will transform the child in a way that nothing else can.

Another lesson arose from that summer camp, which has to do with the transformational value of community. The experience of being with a group of people the size of a small village in nature with the sole intention of having fun provided us with a feeling of belonging and connectedness. In the Buddhist world they call it *sangha*, the spiritual feeling of belonging to a group. To be known and valued for your uniqueness, linked through bonds of friendship, provides an atmosphere that is conducive to risk taking and creative pursuits.

Educating in a holistic way embraces the four circles of the physical, emotional, mental, and spiritual. As a teacher and as a parent, I am challenged to continue to grow and learn. No easy answers exist, no simple “learn for the test and

continued on page 11

Circles, continued from page 10

forget” moments. Just as I climb in a small willow hut every few months to remind myself of my connection to mother earth, I am daily reminded that parenting is a collective process. Every human being on this planet that has ever lived or is living is connected to the word “parent.” Yet at times we have allowed ourselves to think as if we are alone in this process. This is the single biggest mistake I ever made as a parent. I have been deeply blessed by my parents and by their parents and by parents I have never heard of or known.

One of the reasons our school culture has impacted some of our former students so powerfully is because our teachers are like loving parents, thus giving each child an opportunity to experience parenting in a different form. A Native American woman who fell in love with our daughter Sasha once said she wanted to adopt her. She looked into my eyes and explained, “For us adoption means simply putting this child in our heart.” To hold children in our hearts and let that genius guide us is the benchmark of a UHS education.

This school year, UHS parents, past and present, have the opportunity to share with and learn from each other during a new program that we are co-creating, PTP, or Parents Teaching Parents. It’s our way of providing a forum to create more parenting wisdom. We hope the PTP experience will provide the support, understanding, and nourishment that all parents need in raising a child, in a *whole* way. (*editor’s note: See the article on page 6 for information on the next PTP, “Friendship” on Jan 25, 2007*)



The perfect gift for friends and family

this holiday season...



STITCHING & STIRRING

A School’s Celebration Of Quilting and Cooking

**This first edition of the Upland Hills School Cookbook includes
photos and history
of all 18 community crafted quilts as well as
favorite recipes of our UHS families.**

\$20

UPLAND HILLS SCHOOL

**To order *Stitching & Stirring*
please call us at (248- 693- 2878) or email the school at
info@uplandhills.org**



Upland Hills School
HOLIDAY BOOK FAIR



Wednesday, December 6th 6:30-8:30pm

Halfway Down the Stairs,

114 E. Fourth St., Rochester

*Buy books for holiday giving and benefit the UHS library.

* 25% of that evening's proceeds will go to the school.

*Fabulous selection of children's books

& recommended reading for adults.

*Partake of refreshments and holiday cheer as you shop



*Enjoy an exclusive evening
for the Upland Hills School community!*

Book Review: A Whole New Mind

by Michael Anderson

Daniel Pink's *A Whole New Mind* is a book that all parents interested in the fit between their children's education and the country's future should read. Written with an eye toward past and present economic trends, and hoping to attract the attention of business leaders and executives as well as a wider audience, Pink's treatise calls for nothing less than a radical reconception of the way we think about knowledge and work.

Despite its subtitle, "Why Right-Brainers Will Rule the Future," *A Whole New Mind*, is not about the neuroscience of the brain's asymmetry. Instead, Pink uses the right-brain/left-brain metaphor to explain what he views as a fundamental shift now occurring in the U.S. and world economies. As Pink describes it, "We are moving from an economy and a society built on the logical, linear, computer-like capabilities of the Information Age to an economy and society built on the inventive, empathic, big-picture capabilities of ... the Conceptual Age." The waning demand for "knowledge workers," the rise of "creators" and "empathizers," and the aptitudes that will allow one to negotiate this transition are the subjects of *A Whole New Mind*.

Pink begins by describing where we have been and where he believes we are going. Through most of the twentieth century, our economy (and those of other developed nations) has been dominated by "knowledge workers": lawyers, doctors, engineers, computer programmers and others who are distinguished by their "ability to acquire and apply theoretical and analytical knowledge." In the early twenty-first century, however, three factors have resulted in the declining importance of knowledge workers in those same economies: Abundance, Asia, and Automation.

Although in earlier times the scarcity of goods limited choices, as Pink writes, "[t]oday, the defining feature of social, economic, and cultural life in much of the world is abundance." Because of the sheer abundance of available goods, "... it's no longer enough to create a product that's reasonably priced and adequately functional. It must be beautiful, unique, and meaningful..." The skills of an engineer are less important than those of an artist.

Asia represents another challenge to knowledge workers. Asian countries are producing their own knowledge workers at an incredible pace (350,000 new engineers graduate from universities in India each year) and in large part, they can and will do the same work at a fraction of the cost of U.S. workers. As the ability to communicate globally has advanced, so has the outsourcing of all types of knowledge based jobs, from software development to legal research to accounting and financial analysis.

Similarly, an increasing number of knowledge workers have been replaced by technology. "Any job that depends on routines - that can be reduced to a set of rules, or broken down into a set of repeatable steps - is at risk." From Turbo-

continued on page 13

The Holiday Book Fair

By Karen Moore

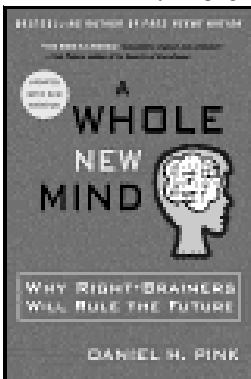
Early this Summer Keith Distributors informed me that they would no longer be able to supply books for our book fair. I was surprised and saddened, remembering all of the Holiday Book Fairs we had held at school. About 16 years ago, Jean, Nancy Jerger and I started handpicking books for our book fairs during a full day trip to Keith Distributors in Flint; an event we looked forward to each fall. The profits from the fair had always been the way we supported our library.

I was in a quandry. What was I to do? I had tried working with Scholastic Book Fairs one previous spring, but was unhappy with the choice of books sent to us. It just wasn't us. And I couldn't find another children's book distributor. So I contacted Cammie Manino, the owner of that treasure of a children's book store, "Halfway Down the Stairs" and asked her if she'd be interested. Cammie said she wasn't able to do an in-school fair, but suggested we might try a Holiday Book Fair at her store. What a terrific idea! We had a plan.

"Halfway Down the Stairs" is not your usual bookstore. From the knowledgeable, welcoming staff to the rocking chair on the rug in front of the fireplace, you know that you are in a special place. The coziness belies the fact that the store houses close to 10,000 titles. We're excited to do our holiday shopping with so many choices that include books and gifts for children of all ages, teenagers and even a section of independent booksellers choices for adults.

On December 6th, you are invited to a festive evening at "Halfway Down the Stairs". School and store staff will be available to help you pick those special books for family and friends. Join us for refreshments and some early holiday cheer as we shop at our leisure in this friendly atmosphere and support our school library at the same time. 25% of what we spend will go back into our library as books. See you there!

Mind, continued from page 12



Tax to medical diagnostic software, tasks formerly performed by knowledge workers are now automated.

Abundance, Asia, and Automation have combined to move the economy in the U.S. (and other developed countries) from the Information Age, based on knowledge workers, to something else. That something else, in Pink's view, is the Conceptual Age, an age where success is based on "high concept" and "high touch." In order to succeed, "[w]e must perform work that overseas knowledge workers can't do cheaper, that computers can't do faster, and that satisfies the aesthetic, emotional, and spiritual demands of a prosperous time."

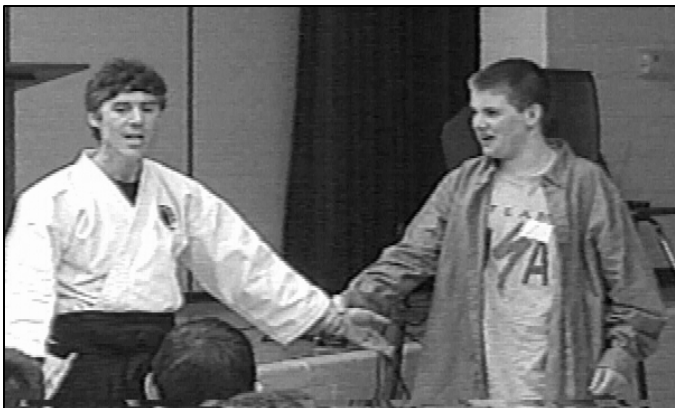
High concept is "the capacity to detect patterns and opportunities, to create artistic and emotional beauty, to craft a satisfying narrative, and to combine seemingly unrelated ideas into something new." High touch "involves the ability to empathize with others, to understand the subtleties of human interaction, to find joy in one's self and to elicit it in others..." The search for high concept and high touch has moved forward thinking companies to recruit artists, designers and writers for positions that formerly would have been filled by business graduates.

Pink identifies six aptitudes - he calls them the six senses - which he believes are essential to success in the conceptual age: Design, Story, Symphony, Empathy, Play and Meaning. A chapter is devoted to each of the six senses, and each chapter is followed by a set of tools, exercises and readings intended to help understand and develop that sense. Pink believes that by understanding and mastering these six senses, individuals and companies can differentiate their products, services and capabilities in ways that are difficult to outsource or automate. It is this ability that will determine personal and professional success in the Conceptual Age.

How are schools living up to this challenge so far? Pink shares a telling anecdote that illustrates a pattern that has become all too common in schools today. In kindergarten and first grade classrooms, when asked the question, "How many artists are there in the room?," all the children will raise their hands. In second grade classes, about three-fourths of the children will do so. By third grade, only a few children raise their hands. By sixth grade, no child will admit to such unproductive pursuits. Clearly, a re-thinking of the skills we impart to a well-educated citizenry is necessary. For our country to thrive in the Conceptual Age, we need to prepare not just artists but philosophers, wordsmiths, social facilitators, and dreamers of all kinds.

Engaging the Whole Person

by Ted Braude



We are always educating the whole person. We are learning all of the time. This is acutely true for young people. It is really a matter of how much we realize it. The real trick is how conscious we are and to put that consciousness into practice.

I learned this lesson as a school teacher back in the late 1970s. As I trekked across a mountain in Greece during the summer of 1978, it occurred to me that the students I taught were learning more than one lesson: the content I was teaching them and the behavior. I thought, "Man, they're learning to be good by sitting still, raising their hands, being quiet, speaking when called upon or to be bad when they're fidgety, talking whenever, fooling around and other such stuff. They have to use their bodies in their learning."

I threw out the curriculum and started from scratch designing programs that had the young people out of the classroom, in various locations in Detroit, engaged with people and their environments learning through observation, collecting data, interviewing people and experiencing cultures. It was a fun and very successful.

As I practice psychology, the setting and context are different, but I am still engaged with the whole person: I meet and join with a whole someone in her/his changing. One middle school boy stunk at reading textbooks and remembering the information. Tests were disasters. Hurt his self-esteem? You bet. I never met a boy who likes to fail. The kid had a mind like a steel trap for sports statistics. One look at a chart and he had the data, so I knew he was more than capable at remembering material. But his mind just wandered off from remembering what he read.

When he had to prepare for a geography exam and memorize a bunch of definitions and terms, I got out the nerf paddle ball set. He was a little embarrassed and surprised. "Are you sure this is OK?" he asked. I said, "Let's play." As the ball sailed back and forth across the room, we repeated the terms and definitions. He laughed. I laughed too. It took about 25 minutes and more than half were memorized. He said, "Can my mom come up and see this? She won't believe me." So, his mom joined us for the last few minutes so she could hear what he knew. She was shocked! She couldn't believe he learned and remembered so much in so little time. "We could have struggled and screamed for an hour and a half and still not remembered three terms," she said. "I can't believe it." I shrugged my shoulders and smiled.

An elementary school boy I met with was picked on mercilessly by other boys. He wanted to change schools. Hurt, angry, confused and frightened, the fellow didn't know what to do. So, we played hockey sticks each time we met for several weeks. He told me all kinds of stories while we played. I listened. We played hard; to win. The boy grew more confident in himself.

One day, he was really mad about one boy always picking on him and excluding him. At first he started thinking about changing schools. Then he decided he didn't want the boy to win. Instead, he asked his mom to stop at the store so he could buy the bully boy's favorite candy. Once home, he jumped on his bike, rode to the kid's house, rang the bell and gave it to the boy when he came to the door saying, "I thought you might like this. It seemed like you might be having a hard day." Then he got on his bike and rode home . . . smiling.

His parents were elated! After telling me the story they asked, "What did you do?" I replied, "Played, listened, engaged him in what was meaningful and important to him. All of him needed to grow, to change, to fill out."

We are learning all of the time. The whole person, not parts. When we lose sight of that, and fail to engage a human being in his/her completeness, we're asking for trouble. And trouble will represent the aspects of that someone we left out.

Ted Braude is an integral psychologist and the founder of BoysWork™. A popular speaker, he writes a monthly column on BoysWork for the website Menstuff.org. He is a musician and a second degree black belt in the Japanese martial art Aikido. Ted's training and practice offer a unique, disciplined, visionary and sometimes humorous eye to his serving people and our planetary commons. His offices are in Royal Oak and Milford, Michigan. Contact him at 586-825-6483 or at ted@tedbraude.com.

Seeing the Big Picture

By Terry Gardner

"Miracles are built from love, and as far as love is concerned, I am a true believer."

Oh My Stars, by Lorna Landvik



"Don't Mind Us" members, from l to r: Katie, Tim, Ben, Amanda, Ally, and Jenny

When my children were young, I didn't realize the importance of educating the whole person. I learned this when Katie began school at 3 years of age in our local public school. Because she was not yet speaking, the "experts" were concerned that she was not developing like she "should." I was not so sure they were getting the big picture. To me, Katie was wonderful; she was the happiest of my three children, the most cooperative, very curious, warm and friendly with others and could communicate all her needs. I was surprised when her kindergarten teacher pointed out ALL her differences. She knew Katie came from the Pre Primary Intervention program, where we had already identified her differences, and this rehash seemed unproductive. In January of first grade, the teacher explained that Katie wasn't able to copy phases off the board. I was dumbfounded. Katie was not ready to hold a pencil let alone identify a letter on the chalk board. Why, when they knew this, were they asking her to do this task? I knew that if Katie stayed in this school, something very important in her would be damaged.

Already parents at Upland Hills for our elder daughter Meggan, we decided to move Katie to see if we could improve her school experience. Katie flourished. I began to hear from others about her compassion, her intuition and organizational skills. Her genius was being seen. Granted, her genius wasn't in math or reading, but the simple acknowledgement of her gifts was powerful. Katie was no longer defined by what she couldn't do, but by who she was. Focusing on her positive attributes gave her the motivation to spend extra hours studying and working hard to keep up. Yearly, the staff discussed whether they could continue to meet the needs of this child who was clearly outside the box. Each time I knew this conversation was to happen, I held my breath. I knew in my gut she was exactly where she needed to be.

In Ted's Group, Katie began to notice her learning differences. One day, she very clearly explained to me how she felt about being different from the other students. I felt that her ability to communicate these challenges was the best medicine for a young girl who would most likely struggle with these issues for the rest of her life. Katie was developing her self image and skills that would help her go out into the world with her head held high. She felt strongly about communicating what she was realizing about herself with the class. Ted told me later that is was a powerful conversation for everyone because they could all see how each person had their own personal challenges in life, and that the challenges didn't have to define them.

About a year after leaving UHS, Katie announced that she wanted to sing in front of a bunch of people, "I just want to sing." Over the years at UHS, Katie had watched her classmates confidently sing during TPS performances and wished that for herself. I signed her up for voice lessons, and explained to the teacher that it was for fun, nothing serious. Boy, was I wrong. The combination of her self confidence, curiosity and careful nurturing allowed her talents to blossom.

Four years later Katie's résumé of performances has just begun. She has sung twice at the Grand Ole Opry, for several non-profit fundraisers with audiences of 700, and international board meetings. She helped form a band with other special needs people called "Don't Mind Us," where she is a vocalist and bass player (*she's the one on the left in the picture above*). Among their list of performances is the Michigan State Capital, a Music Therapy Conference, Indian Trails Camp in Grand Rapids and Jardon High School.

Last year, Katie had a special opportunity to perform in the Alumni Showcase here at Upland Hills School. She returned to share with her community what she had done with the confidence and courage they had seeded; a school that recognizes and nurtures the whole person can make dreams come true. All this happened to a child who started her early education carrying a label. Katie is continuing her education and has goals of becoming a massage therapist and an aid to special needs people. No doubt she will.

For Ken's Trail- Blazing Class

UPLAND
HILLS
SCHOOL

2575 Indian Lake Road
Oxford, Michigan 48370
248.693.2878 Fax 248.693.4317
www.uplandhills.org
Email: info@uplandhills.org

Non-Profit Org.
U.S. Postage
PAID
Permit No. 6
Lake Orion, MI

Address Correction Requested