

Deeper Investigation Into Each Number

Here are some lessons that will create a deeper experience of the nature of each number, one through nine, and the energy of that number. For each number, I have made a list of the qualities of that number. I've started with Schneider's suggestions (*A Beginner's Guide to Constructing the Universe* by Michael S. Schneider) about these number qualities (or energies). I then drew parallels from his ideas to the Elevating (Sattwa) psychological qualities listed by Paramahansa Yogananda in 1920 (*Psychological Chart*). Finally, I drew another parallel to the universally valued character qualities that Christopher Peterson and Martin Seligman outlined in their positive psychology handbook, *Character Strengths and Virtues: A Handbook for Classification*. In the book, they also suggest great people from history whose lives embody these characteristics, which I have included.

A fully integrated curriculum could thus be created for each number. Students might study the lives of historical figures that had the qualities associated with the number you are studying. They might read and write stories, poems and plays that touch on these themes. Imagine the writing prompt for older students who are studying character development in fiction: Write a story with a character who displays vitality or a reforming spirit. Younger students could write a story with only 1 character, then only 2 characters, then only 3 characters, etc. It could get interesting when you get to 10! Students might study the flags of many nations, finding flags that show the number you are focusing on and then further investigating that nation. Students might find plants or animals in nature where these shapes naturally occur and embark on a scientific study. These lessons and concepts can be extended to the extent of you and your students' imaginations!

Two

Schneider: divide and unite, joining, creation

Yogananda: Love towards neighbors, Outspoken.

Peterson and Seligman: Creativity (Albert Einstein)

Two represents the branching out from the self to connect. In its simplest form, two is shown geometrically as two points, the shortest distance between them being a straight line. This section focuses on giving students the experience of reaching out from their center to connect with an other.

Partner Yoga

One great way for students to experience the quality of two is through partner yoga. There are many yoga instructional books that explain some partner yoga poses. The favorite in my classroom are the set of Yoga cards for kids called Yoga Pretzels, by Tara Guber, Leah Kalish, and Sophie Fatus.

Partner Mudras

In my classroom, we often practice mudras (yoga poses for the hands) from the book, *Mudras: Yoga In Your Hands* by Gertrud Hirschi. With each mudra, we say an affirmation from the book. After becoming familiar with mudras and affirmations, the students love doing "partner mudra". They create a mudra with a partner. The mudra has a name and they also make up an affirmation to go with it. Then, they teach it to the class, and we all do the mudra with our partner.

Cooperative Venn Diagrams

EFL Curriculum Categories: Understanding People, Self-Expression and Communication

Materials: Compass or Bowls to trace around to make a circle

Objective: Students will find similarities and differences between themselves and others.

Students will increase self-understanding by relating with others.

Schneider emphasized the experience of the Vesica Piscis in his investigation into the number 2, explaining that it represents “the birth of the other”. (p. 23) Here is how to make a Vesica Piscis:

1. Start with a dot.
 2. Using a compass, draw the circle around that point.
 3. Find any point on the circumference of the circle and draw a dot there.
 4. Keeping the compass the same size, draw another circle using the second point.
- You may recognize the Vesica Piscis as a Venn Diagram. The Venn Diagram is a useful metacognitive tool used to organize and sort things according to their commonalities and their differences.

Directions:

- Demonstrate how to make a cooperative Venn Diagram with another person. Label one circle with your name and the other circle with another adult's name, someone the students are familiar with. With their help, fill in the Venn Diagram, recording ways that you are different and similar to that person.
- Start with a dot. Can you make a circle around that dot? For younger students, provide bowls that they can trace around, rather than using a compass. This won't be precise, so they will have to do the best they can tracing the circle with the dot in the center.
- Put a dot on the circle. Can you make a circle on that dot that is the same size as your first circle? It should hit the dot in the first circle.
- Students can then find a partner and to create a cooperative Venn Diagram.

Variations:

- To include some color theory, students can use primary colors for their diagrams. For example, the circle on the left might be red, the circle on the right might be blue. When they are recording things that only apply to the circle on the left, they would be written in red and written in blue for things that only apply to the circle on the right. Things written in the overlapping oval would be written in purple.
- There are a variety of things you can compare:
- Compare self with another student or teacher.
- For homework, the students can compare themselves with a parent or sibling.
- Compare self with self! i.e., Age 3 and age 7. This is a great way for students to recognize how much they actually have learned over their short lifetime.
- Compare self with an animal.