

Scenario for Unit 2b

The NSDPH City Repair youth group has just returned from Mount Shasta, where participants heard about the history of their route as they traveled and then erected an altar they had designed to offer a statement of their dedication to their community. Youth participants were inspired by the experience of seeing their home state from above and thinking about their highest ideals. But on the way home, they also expressed wanting something they could integrate into their daily lives on solid ground.

Terry of course finds out that you have studied medieval Chinese forms of reflection that intensify practices done with regularity; you are not surprised that she consults you about the three contemporary American practices that City Repair is considering (see links in online schedule):

1. A local martial arts instructor is offering to teach an innovative style of martial arts that fuses ancient forms of movement with contemporary visual representations of scientifically verifiable bodily processes. His method involves combining **visualization of the neurochemistry of the body** (as in "What the Bleep Do We Know") with a regular daily practice of Qi Gong & Tai Chi. (| | Daoist ritual & visualization practice)
2. A friend of the primitive skills instructor who helped plan the fire & song event of scenario 1a has trained at the Wilderness Awareness School (see online video) and currently works as a nature guide for the Soil Born Urban Agricultural & Educational Project. She proposes to create a week- long **nature immersion** in undeveloped areas along the banks of the American River, using **journaling, sketching & poetry writing** to sharpen awareness of the natural world. This program would be followed by weekly meetings of participants who wish to maintain their skills. (| | T'ao Ch'ien's poetry writing)
3. An artist friend of the sculptor of scenarios 1a & b is proposing a **weekly study group** dedicated to reading, studying & learning the **calligraphy displayed in letters of Thomas Jefferson & Benjamin Franklin**. Her intention is to use this kinesthetic experience to guide the young adult participants in gaining a better understanding of the principles that inspired the founding of this country. (| | Chinese calligraphy study)

Terry fully expects that these proposed projects share certain features with Chinese practices, and you indeed affirm similarities with China's Daoist rituals and its Confucian influenced traditions of calligraphy. The City Repair staff awaits with anticipation your **collaboration with one or more of the above community members to facilitate these activities**. This time the goal is to promote reflection that will motivate and focus young adults' participation in some type of regular practice.

(—> see "Homework for Deep Reading Exercises" on back)

Homework for Deep Reading Exercises

Print out the reading guide page with questions AND TERMS for each assigned historical record paired with the above activities (see schedule for page numbers).

Reading through each source, circle THREE terms related to practice ***&*** THREE terms related to reflection, which help identify ways that participants' **reflection** about unseen beings & forces **motivate & focus regular practice**.

Then map these terms, consulting the sample provided:

- arrange the six terms in relation to one another on a blank page, with a box around each of the practice terms & terms for reflection placed in thought bubbles; add short phrases describing **actions, objects, locales, times &/or words (spoken, recited, chanted)** for practice, and **words & images** about which people reflect, citing a page # for each.
- draw arrows & thought-bubbles connecting the terms to one another, and **write a verb phrase along each arrow or thought bubble** explaining the relationship of the terms being connected (see sample).
- based on your concept map, write 20-30 words next to each term explaining its placement on your map and its relationship to other terms. Then see to what extent these notes help you answer one or more of the questions under which terms are grouped.