

AWSNA SUMMER CONFERENCE 2012

Working With Young People

Answering the Call of the Future

“Teaching adolescents in this time of great complexity demands that we develop our capacities of intuition, moving toward the future rather than working with concepts and actions based on the past. To succeed in our schools, we must also address the young person’s longing to build strong community out of the power of a healthy ego”. With repeated reference to life and experience in Waldorf schools, Florian Osswald will help us to explore how to become more effective in our teaching.

Sunday, June 24, 6:00 p.m. – Wednesday, June 27, 6:00 p.m.

Keynote Speaker: *Florian Osswald*

Florian Osswald is the new co-chair of the Pedagogical Section at the Goetheanum in Dornach. He grew up in Switzerland, first working as an engineer and later working with children in Camphill. After studying Waldorf Education® in Dornach, he became a science and math teacher in the Bern Rudolf Steiner High School. He has also served as an advisor to Waldorf schools both at home and abroad.

Pedagogical Section Meeting

Saturday, June 23, 4:30 p.m. – 9:00 p.m.
Sunday, June 24, 8:30 a.m. – 12:00 p.m.

Delegates Meeting

Thursday, June 28
Friday, June 29

Hosted by

Sacramento Waldorf School
Fair Oaks, California



AWSNA

ASSOCIATION OF WALDORF
SCHOOLS OF NORTH AMERICA™

Conference Schedule

	SATURDAY June 23	SUNDAY June 24	MONDAY June 25	TUESDAY June 26	WEDNESDAY June 27	THURSDAY June 28	FRIDAY June 29
8:30 – 10:15 a.m.		Pedagogical Section Meeting	Foundation Stone Keynote: Florian Osswald	Foundation Stone Keynote: Florian Osswald	Foundation Stone Keynote: Florian Osswald	Delegates Meetings	Delegates Meetings
10:15 – 11:00 a.m.		Break	Break	Break	Break	Break	Break
11:00 a.m. – 12:30 p.m.		Pedagogical Section Meeting	Focus Group	Focus Group	Focus Group	Delegates Meetings	Delegates Meetings
12:30 – 2:00 p.m.		Lunch	Lunch	Lunch	Lunch	Lunch	Meeting ends at 1:00 p.m.
2:00 – 3:30 p.m.	Registration		Artistic Workshops	Artistic Workshops	Artistic Workshops	Delegates Meetings	
3:30 – 4:00 p.m.			Break	Break	Break	Break	
4:00 – 5:30 p.m.	First Class Lesson (4:30 p.m.)	Registration	Special Interest	Special Interest	Closing Session: Panel Discussion Florian Osswald HS Teachers HS Alums	Delegates Meetings	
6:00 p.m.	Dinner	Welcome Dinner	Dinner	Dinner	Dinner: New Delegates' welcome	Dinner	
7:00 – 9:00 p.m.	Pedagogical Section Meeting	Opening & Keynote: Florian Osswald	Evening Activities: Details to follow	Evening Activities: Details to follow		Free Evening	

The Leadership Council meets Thursday, June 21 – Saturday, June 23.

Contact: Frances Kane, fkane@awsna.org

The Pedagogical Section meets on Friday, June 22.

Contact: James Pewtherer, jpewtherer@gmail.com

Accreditation Training on Monday, June 25 4:00 - 5:30 p.m.

Contact: Joanne Andruscavage, jandruscavage@awsna.org

General Information

CONFERENCE VENUE

All conference events will be held at the Sacramento Waldorf School in Fair Oaks, Northern California. Sacramento is located midway between the foothills of the Sierra mountains and San Francisco. Weather is likely to be warm and dry; school buildings are air-conditioned. The school's address is:

3750 Bannister Road, Fair Oaks, CA 95628.

(916) 961-3900

www.sacwaldorf.org

HOUSING OPTIONS

Blocks of rooms have been reserved for conference participants at three local hotels. All hotel rates include breakfast and use of all hotel facilities (including swimming pools). Rooms can be booked directly with the selected hotel: cut-off dates for booking are noted below. We advise early booking to secure a room at the conference rate.

Holiday Inn: 11269 Point East Drive, Rancho Cordova, CA 95742. Approximately 3 ½ miles from the school; shuttle service will be available. \$69 plus taxes per room. Book online at AWSNA Conference or call the hotel, 1-800-641-1076 or 1-800-HOLIDAY and mention *AWSNA conference*; deadline May 24, 2012. *The number of rooms is limited: early booking is recommended.*

Orchid Suites: 130 N. Sunrise Avenue, Roseville, CA, 95661. Approximately 8 ½ miles from the school; shuttle service will be available. \$69 plus taxes per room (can sleep up to 3). Book at 1-800-882-7848 and mention *AWSNA conference*; deadline May 24, 2012.

Red Lion Inn: 10713 White Rock Road, Rancho Cordova, CA 95770. Approx. 5 miles from the school; no shuttle. King or double queen room; \$65 plus taxes per room. Book at <http://redlion.rdl.com/HotelLocator/HotelOverview.aspx?metaID=86> or call the hotel (916) 631-7500 and mention *AWSNA conference* or *Sacramento Waldorf School*; Deadline June 6, 2012.

There are a number of other hotel and motel options within an easy 3-10 miles of the school.

Private Homes: A limited number of rooms will be available in private homes; rates will vary according to amenities but may represent an inexpensive option within walking distance of the school. Please inquire directly to the school: lbeaven@sacwaldorf.org.

General Information

MEALS

Meals will be served at the school and will feature Northern California's abundant farm produce. Please indicate your meal choices on the registration form; limited meals may be available without pre-booking.

Sunday Evening Welcome Dinner: \$15/person.

Light Breakfast: available daily, \$9/day. *Indicate days selected.*

Lunch: available daily, \$12/day. *Indicate days selected.*

Dinner: \$12.00/person; on-campus dinner, boxed possibility for excursions. *Indicate days selected.*

All meals will include a vegetarian option and a range of fresh salads or fruits.

TRANSPORTATION

The Sacramento International Airport provides convenient access to the school (23 miles); Oakland and San Francisco airports are an easy drive (approximately 2 hours). Cars can be rented at any airport; access to a car is recommended. Shuttles are readily available from Sacramento Airport.

More information on accommodation and transportation will be available closer to the conference dates.

Focus Groups

F1 Managing and Leading in Moments of Crisis – Michele

Andrews It seems inevitable that we face moments in our schools when we are called to give our full attention to an issue or concern, and we find ourselves wishing we had more preparation, references, help! In this workshop we will share our learning together, working through some real examples as case studies of managing crisis in our schools. Our discussions will be designed to provide practical tips to anyone in a leadership role: communication how-to's; the use of processes for assessing or investigating a situation; serving the needs of multiple stakeholders; identifying and managing conflicts of interest; the use of outside resources; and clarifying the roles of faculty, administration, parents, board members, and others in the community.

Michele Andrews has been the administrative director at the Toronto Waldorf School since spring 2005. She joined the board of directors at TWS early in 2002, and spent time as chair. She has a bachelor of commerce degree and a master's in adult education, with a focus on learning and change in workplace settings. She had a career working in organizational change and leadership development with a diverse range of clients in the Toronto area before joining the Toronto Waldorf School in 2005. She has three children, and a passion for the Waldorf movement on this continent. She currently serves as one of two regional coordinators for DANA in the Great Lakes region.

F2 Drawing the Human Figure: Techniques for the Class Teacher – Kelly Beekman

This workshop will offer tips and encouragement for the class teacher. Stepping through the grades, specific lessons and techniques will be shared to build a vocabulary for teaching young students how to draw the human body with confidence and creativity.

Kelly Beekman is a class teacher at the Waldorf School of Garden City, in New York. She has taught grades 1 – 3 and 5 – 8. Prior to becoming a Waldorf teacher she worked as a professional artist, and holds a B.A. in fine art.

F3 Parzival: Rites of Passage for the Modern Teenager – Betsy Ghorso

Parzival is often a key main lesson for the Waldorf high school students, addressing timeless questions of identity, purpose, and common humanity. In this workshop we will explore how the themes of Parzival reflect the challenges of the modern day. The workshop will combine discussion, reading, writing, and physical and artistic activity.

Dueling and building bridges with wooden staves, short in-class writing prompts and art are among the activities that will serve as springboards for discussion.

Beth Ghorso attended the Sacramento Waldorf School as a child. She graduated from CalPoly, San Luis Obispo with a degree in history and literature. She has been teaching for twenty years, nine of those years in public middle and elementary schools, where she used some Waldorf methods in the classroom. Beth returned to Waldorf Education® and she taught as a class teacher for five years. In 2004, she joined the high school faculty as a humanities teacher.

F4 Moving Forward ...by Removing Hindrances –

Connie Helms In June 2011, Peter Selg stated it well: "Educators must stand in awe of the individuality and remove any obstacles that will hinder the individual from realizing his potential freely...The hindrances of body and soul are what we need to work with to remove." Experience how Extra Lesson work removes bodily and soul hindrances in adolescents to help them take more initiative and responsibility and develop resilience. Hands-on movement exercises, geometric drawings, and paintings will show how we can strengthen the ego forces in the physical body, enabling the individual to shine forth.

Connie Helms is a Waldorf remedial consultant and has a private practice working with children, adolescents, and adults in Vermont.

F5 Observing the Unobserved – Michael Holdrege

One of the core components of anthroposophy appears in the third chapter of the *Philosophy of Freedom*, where Rudolf Steiner speaks of thinking as "the unobserved element in our ordinary mental and spiritual lives." At the same time, he asserts that "this observation is the most important one that an individual can possibly make..." because "the object of observation is qualitatively identical with the activity directed at it..."

Through concrete exercises, this focus group will attempt to explore how observing this "unobserved element" can be practiced. Along the way, we might also be able to gather some insights into the nature of thinking. There is no prerequisite for this focus group other than the willingness to focus one's mind and work hard for the three 1 1/2 hour sessions.

Focus Groups

Michael Holdrege is a high-school life-science teacher at the Chicago Waldorf School. He also teaches in the Arcturus Teacher Education Program in Chicago and the Waldorf High School Teacher Education Program in Wilton, NH. After completing his Waldorf training in Stuttgart, Germany, he lived in Vienna, Austria for fourteen years, where he taught at the Rudolf Steiner School and at the Institute for Goethean Studies (which he co-founded).

F6 Boomers, Xers, and Millennials – Meredith Johanson

This focus group will examine how the different generations play out and impact our work in our schools as colleagues and with parents. It will provide an overview and introduction to the study of generations, examining such topics as our working as colleagues across generations, varying parenting styles across the generations, and marketing that will meet the different generations.

Meredith Johanson has studied this topic for a number of years, including in depth research at Sunbridge College. She recently retired from 18 years as administrator of Camellia Waldorf School, and will bring insights from her study and years of observation.

F7 Seeking The Journey II : Wilderness Education for the Adolescent Waldorf Student – Karl Johnson

How do we help young people stay connected to others, to the earth, and to themselves? Through presentation and discussion this workshop will focus on the role of outdoor/wilderness education for Waldorf middle and high-school students, including anthroposophical viewpoints and discussions of the importance of nature for the developing child and adolescent. The workshop will also include practical aspects of program development, trip planning, and risk management.

Karl Johnson has been leading adolescents on wilderness adventures for over 32 years. He is the educational support specialist and high-school wilderness experience program coordinator at the Santa Fe Waldorf School. He serves on the faculty of the West Coast Institute for Studies in Anthroposophy in British Columbia. He is a certified instructor with the National Outdoor Leadership School (NOLS).

F8 Meeting the World: Media Consciousness in Our School Communities – Ryan Lindsay, Patrice Maynard

The media and technology influence us all—the New York Times article

last fall taught us the power of a single article! How may we use these tools for furthering awareness of Waldorf Education® while we also build community consciousness around these potent tools for communication, information, promotion, and publicity? In this workshop we'll take a 360° view of media and technology in our approaches:

On the professional and school level: We will look closely at how to present our schools to a changing demographic, highlight our strengths, make great first impressions, and tell our story with confidence. We will look honestly at who the parents are, how they find us, and what they need to hear about our schools. We will focus on messaging, branding, web presence, and publicity. Consciousness is the essential element in cultural renewal. Taking steps to build consciousness in using technology and the media is the goal!

A trained Waldorf teacher, *Ryan Lindsay* has been the marketing coordinator at the Toronto Waldorf School since 2005. He is also president of the Waldorf School Association of Ontario. He has a B.A.; a Strategic Communications Certificate; and completed the Waldorf Collaborative Leadership program. *Patrice Maynard* has been the leader of outreach and development for the Association of Waldorf Schools of North America since 2005.

F9 Further Gestures of Embryology in Light of Health and Sex Education (grades 6-12) – Douglas Gerwin & Frances Vig

Drawing upon exercises from both the performing and the visual arts, we will resume the discussion and artistic practice of previous years to develop a phenomenological approach to sex education and teaching health in grades 6-12. New and returning participants are warmly welcomed.

Frances Vig is a high-school arts teacher and class advisor at the Chicago Waldorf School, and a core-group member of the Arcturus Teacher Education Program. Frances has taken two classes through grades 1-8 as a class teacher, and has been a subject teacher for grades 5-8, teaching modeling, painting, and drawing.

Douglas Gerwin, Ph.D., is the director of the Center for Anthroposophy and chair of the Waldorf High School Teacher Education Program, and is co-director of the Research Institute for Waldorf Education. Himself a Waldorf graduate, Dr. Gerwin has taught for thirty years at university and high-

Focus Groups

school levels in subjects ranging from biology and history to German and music. He is preparing a Waldorf sourcebook on sexuality for teachers in grades 4-12.

F10 Social-Emotional Learning in a Waldorf School – Kelly McNeely Nutting and Megan Sullivan

Kelly and Megan will share the 6th -12th grade curriculum that they are developing at the Sacramento Waldorf School. They will discuss how they are working with themes such as bullying, technology use, character development, healthy relationships, substance use, and class community building. They will also share techniques for facilitating class meetings and parent meetings.

Kelly McNeely Nutting and Megan Sullivan teach in a weekly social-emotional learning program at the Sacramento Waldorf School for grades 6-12. They also facilitate a weekly parenting education program that supports the SEL curriculum.

F11 Exploring Phenomenology through Optics Investigations – John Petering, Wade Calvin

A participatory workshop, exploring a human, sense-based approach to optics, with discussion of both the phenomena and the underlying methodology (philosophy of science); suitable for both middle-school and high-school teachers, even those not teaching optics.

John Petering teaches science and practical arts at the Sacramento Waldorf School. *Wade Calvin* teaches high-school science at the Portland Waldorf School in Portland, OR.

F12 Pedagogical Leadership: Shaping the Next Steps for Waldorf Education® – Michele Starr

“Today our teachers cannot know at all what will be good in the Waldorf School in five years time, for in these five years they will have learned a great deal and out of this knowledge they will have to judge anew.” — Rudolf Steiner (*Human Values in Education*)

The role of pedagogical leadership is shifting in our schools. Can we enliven our collaborative leadership models, confidently responding to the needs of today’s children not in order to become “like” the world, but to be poised to change it? Through collaboration, study, authentic dialogue, shared experiences, and understanding, can we examine our assumptions about what makes Waldorf “Waldorf”? This workshop will challenge participants to examine the activities needed for effective leadership that can shape the next steps for Waldorf Education®.

After six years teaching kindergarten and twenty-one years as a class teacher, *Michele Starr* is currently a support-team teacher for the upper grades at the Lake Champlain Waldorf School. She serves on the school’s collaborative college-leadership group, which has been instrumental in reshaping their school programs. She is interested in supporting new ideas in education while deepening our experiences of Rudolf Steiner’s impulses, as well as rethinking the role of the College of Teachers in our schools.

F13 Building Strong Math Skills in Grades 6-8 – Uli Stuerznickel

In this workshop we will be exploring how to build a solid foundation in mathematics during the middle-school years. We will explore the unique aspects of the Waldorf math curriculum and the transition from the early grades to the middle grades (6 – 8).

We will explore how to awaken students’ strength and inner activity in the middle-school years to support them in turning toward their future, as they want to be met in a new way during their adolescent years. I will share my enthusiasm for this subject and this age group in presentations, and also invite participants to join hands-on activities.

Uli Stuerznickel is currently a math teacher in both the middle school and high school at the Santa Fe Waldorf School. Her previous experience is in class teaching. She also serves as a summer faculty member at Rudolf Steiner College, where she shares her experience and research in mathematics with colleagues in the “Art of Teaching” conferences for grades 5-8.

F14 How to Teach 12th Graders – Andrew Sullivan

Through presentation and discussion, we will look at strategies, radical and not so radical, for ameliorating the growing plague of “senioritis” afflicting our eighteen-year-olds in their final year of high school. Topics will include (but are not limited to) curriculum, the inner life of the teacher, adolescent development, and the evolution of consciousness.

Andrew Sullivan is a poet and high-school humanities teacher at the Sacramento Waldorf School, his alma mater. He has taught in Australia and the U. S. and has particular interest in examining and reshaping the 12th grade year.

Artistic Workshops

A1 Creating the OLOID; Thinking, Feeling, and Willing

with Stone – Jack Bryant Participants will develop an oloid form working in soapstone or alabaster. This remarkable shape will provide the medium for engaging in a truly balancing, formative activity.

Jack Bryant brings more than 30 years of practical experience to his teaching, working in the building and construction trades. He attended Art Center College of Design, WISC and Santa Monica College. He is currently in his 12th year of Waldorf teaching, is a 12th grade sponsor, and teaches practical arts and sculpting in grades 4 through 12. He is also on the faculty of the Waldorf Institute of Southern California.

A2 Improvisation: A Tool for Transformation – Colleen

Everhart Improvisational theatre can be used in many different group settings—from high-school theatre classes to adult meetings. It can strengthen dramatic skills, develop imagination, build a team, or help with challenging social dynamics. In this workshop we'll explore "Chicago-style" improvisation. Come prepared to move, learn some games, and have fun!

Colleen Everhart has taught high-school theatre at the Chicago Waldorf School since 1994. Before becoming a Waldorf teacher, she was a professional actress, appearing on stage and screen. Colleen is currently serving on AWSNA's leadership council for the Great Lakes' region.

A3 Cheesemaking 101: Exploring the Chemistry of Proteins by Making Fresh Mozzarella Cheese – Christine

Gruhn This is a hands-on workshop, and while we wait for the various stages of cheesemaking to happen, we will discuss protein chemistry, and how to present the concepts demonstrated in either a 9th- or 12th- grade chemistry block. (Note: This will take 2 hours. If I have a bit longer, we can make cottage cheese and play with the proteins in wheat gluten. And with 4 hours, we can make feta cheese, too!)

Christine Gruhn is a high-school science (biology and chemistry) teacher at the Sacramento Waldorf High School, where she has been teaching since 1999. She has also been a class teacher. She has been able to find an excuse to make cheese in almost every science class she teaches. Prior to Waldorf teaching, she taught environmental microbiology at Nazareth College in upstate NY, where she designed and

taught one of the first college-level service learning courses in the U.S.

A4 Forming and Directing a Recorder Ensemble – Ronald

Koetzsch The aim is to prepare the participant to form and direct a recorder ensemble composed of students and/or teachers! We will review the history of the recorder, playing technique, the recorder literature for ensemble (mostly Renaissance and Baroque), and ensemble playing. Most of the time will be spent playing selected pieces in ensemble. Participants should have at least an intermediate level of proficiency, i.e., know all the notes and be able to sight-read—at least something simple. Please bring recorders, especially tenors and basses. In recent conferences the group has played at some of the plenum sessions.

Ronald Koetzsch is dean of students at Rudolf Steiner College and editor of *Renewal, A Journal for Waldorf Education*. Ronald teaches recorder at RSC, and for the past ten years has directed the recorder ensemble there. He was formerly president of the Sacramento Recorder Society.

A5 Working with Mordants and Modifiers As a Way to Explore the Chemistry of Natural Dyeing – Patricia

Lambert Through hands-on natural dyeing. We will dye test samples of wool yarn, using four different mordants and three different modifiers. We will dye samples of yarn in three colors, and the yarns will have been prepared using four different mordants. We will also use different modifiers, which will change the possible range of colors.

Patricia Lambert has been a natural dyer for about 20 years. She has been a trained Waldorf early-childhood educator for almost the same amount of time. Patricia is currently on the WECAN board and the board of Lifeways North America. She loves exploring the colors and chemistry of natural dyeing. She also has a commercial dyeing business: "Colors of Nature."

A6 Dry Felting – Mary Lynn Lorenz Although wet felting has been around for centuries, dry felting or needle felting is a relatively new art form. In this workshop, participants will learn to "sculpt" wool fleece, making small objects, creatures, or anything else imaginable! These small figures can be used for displays, playscapes, table puppets, and even jewelry. No experience necessary; come and create!

Artistic Workshops

In 2001, *Mary Lynn Lorenz* came to Waldorf Education® first as a parent and volunteer at the Green Meadow Waldorf School in Chestnut Ridge, NY. She completed a handwork certificate program at Sunbridge College and the Fiber Arts Studio, and worked as a handwork teacher at Green Meadow for four years. Mary Lynn now teaches handwork in grades 1-8 at the Rudolf Steiner School in NYC, where she has been since 2009.

A7 The Daily Speech Practice in Grades 6-8: Why, What, How, Where, When, Who – Helen Lubin This workshop will focus on the studio practice of speech, and will include seminar and mini-lecture portions. Text will be provided.

Helen Lubin teaches the *Art of Speech* course at Rudolf Steiner College and continues to develop *Speech and Drama in Waldorf Schools in North America* (now in its 18th year), dedicated to cultivating this integral component of Waldorf Education® through annual visits to North American Waldorf schools, working with teachers, classes, and individual students, and offering parent/community lectures and workshops. Helen also works with children and adults in private practice.

A8 Through Darkness and Light into Experiences of Color – Laura Radefeld, Patricia Lynch Through the mediums of watercolor, charcoal, and eurythmy, participants will take a journey through light and darkness into the day colors (Goethe's color wheel) and from there into Rudolf Steiner's color wheel of 12 tones—the color wheel of the zodiac.

Laura Radefeld is a eurythmy teacher at the Green Meadow Waldorf School in Chestnut Ridge, NY. She is an experienced adult educator, Waldorf teacher, and performer of eurythmy throughout North America.

Patricia Lynch is a founder of the Portland Waldorf High School, where she has directed the fine-arts program since 1999.

A9 Singing Games – Anna Rainville Come join us for traditional and new singing games full of active, joyful movement for community building. We will dance our way through kindergarten and the grades. These time-honored gems address essential skills in the foundational senses (touch, life, movement, and balance) as well as providing the opportunity to practice social graces.

Anna Rainville has been a teacher and mentor in Waldorf and public schools for over 30 years. Her popular book, *Singing Games for Families, Schools and Communities*, includes dances for all ages, which she presents in workshops and community gatherings coast to coast.

A10 Avoiding Teenage Trauma through Drama – David Sloan Drama is one of the most therapeutic activities for adolescents. Where else can one undergo a mini-initiation and learn about oneself while playing other characters? Participants will have the opportunity to pretend they're back in high school, experience theatrical warm-ups and exercises, and then take on roles in selected scenes from well-known plays.

A founding teacher of the Merriconeag Waldorf High School in Maine, where he currently teaches, *David Sloan* has directed or codirected nearly 50 plays during his 30-plus years in Waldorf Education®. He is the author of two books: *Stages of Imagination: Working Dramatically with Adolescents*, and *Life Lessons: Reaching Teenagers through Literature*. He has also written numerous articles for *Renewal, A Journal for Waldorf Education* and has had his poetry published in several literary journals. Since 1998, he has been a faculty member in the Center for Anthroposophy's high-school-teacher training program in Wilton, NH.

A11 Hygienic Movement for the Teacher – Valerie Baadh Garret An active workshop featuring Spatial Dynamics movement to help achieve and maintain personal balance, presence, and effectiveness in one's own body and in shared spaces. Quiet movement, meditations, and group activities allow one's own movement to find its most healthful gesture while deepening one's understanding of the dynamic forces that form each and every movement.

Valerie Baadh Garrett, RMT, BFA, was movement educator at the San Francisco Waldorf School for 15 years, and is presently at the faculties of Rudolf Steiner College, the Spatial Dynamics Institute, and the Waldorf high-school teacher training program in Chengdu, China. She is a registered somatic movement therapist in Spatial Dynamics, with a diploma in Bothmer Gymnastics, and founded the Movement Academy Project, and Agile Aging

Artistic Workshops

A12 Poetry and Speech in the Classroom – Daniel Stokes

This will be an active workshop using games, exercises, rhythmic activities, and an anthology of poetry for grades 1-8. This is designed to be creative and practical for class or subject teachers, or anyone wanting to explore their love of poetry.

Daniel Stokes was trained in speech and drama in Australia, and has been helping to train Waldorf teachers for the past several years. He is now retired after 23 years as a class teacher, and is devoting his time to adult and teacher education. Daniel is currently living in Honolulu.

A13 Exploring the Chestahedron – Matt Taylor

The Chestahedron is a seven-sided form similar to the five platonic solids, in that it has equal surface areas on all its sides. Unlike the platonic solids, its faces are composed of two shapes, not a single shape. The Chestahedron was unknown prior to 2000. Frank Chester's path of discovery forms the basis of our workshop in sacred geometry. Workshop participants will be carefully and patiently guided through the process of constructing the five platonic solids and the Chestahedron, and helped to understand the esoteric and geometric relationships between these archetypal forms of our universe and humanity.

No previous experience with sacred geometry is necessary to participate in this workshop. Format includes instructional lectures and hands-on geometric work.

Matt Taylor has been a math teacher and class teacher at the Cedar Springs Waldorf School for 13 years. During that time, he has discovered and deepened his love of sacred forms and delighted his students with the wonders of geometry. He has also led several workshops in support of Frank Chester's presentations of his work with the human heart and the Chestahedron.

A14 Carving for Those Who Always Wanted to Carve but Put It Off – Atta Turck

This is a hands-on class "on the cutting edge." Some conversation will be possible as safety allows, and in a few short breaks I will share some of my thoughts about teaching woodworking in Waldorf schools. On the first day, we will carve a gnome from green willow wood to learn the technique. On the second day, we will carve a mouse. On the third day, we will carve a bird (or you may choose to do less if your hands hurt, or you would like to make the mouse really nice, or to take it easy).

For the last ten years, *Atta Turck* has been teaching woodworking in Waldorf schools. He was a woodworking apprentice, student and teacher of economics, world traveler, contractor, craftsman, farmer, manager, and entrepreneur in four different countries and three languages before becoming a Waldorf teacher. He currently teaches woodworking to grades five through eight in Eugene, Oregon.

Registration Form

Or register online at www.whywaldorfworks.org

To register for the AWSNA Summer Conference 2012, please complete this page and mail or fax to:

Association of Waldorf Schools of North America • 2344 Nicollet Ave. South • Minneapolis, MN 55404 • Fax (612) 870-8316

INFORMATION

Name _____

School/Affiliation _____

Address _____

City _____ State _____ Zip _____

Phone _____ Email _____

- 1st Delegate 2nd Delegate
 Teacher, grade level _____ subject _____
 Administrative Staff Board Member Parent
 Focus Group Leader Artistic Workshop Leader
 AWSNA staff Leadership Council
 AWSNA board member

FOCUS GROUP

1st choice **F** _____ 2nd choice **F** _____ 3rd choice **F** _____

ARTISTIC WORKSHOP

1st choice **A** _____ 2nd choice **A** _____ 3rd choice **A** _____

HOUSING

See general information page for housing options.

Make hotel reservations by May 24, 2012 for best rates.

Please contact Liz Beaven, lbeaven@sacwaldorf.org if you would like private housing options

Cancellation fee: \$50
No refund after June 20, 2012

MEALS

Please select your meals. All meals will include a vegetarian option and a range of fresh salads or fruits.

Light Breakfast: \$9/day

- Sat 6/23 Sun 6/24 Mon 6/25 Tues 6/26
 Wed 6/27 Thur 6/28 Fri 6/29

Lunch: \$12/day

- Sat 6/23 Sun 6/24 Mon 6/25 Tues 6/26
 Wed 6/27 Thur 6/28

Dinner for Conference Opening: \$15

- Sun 6/24

Dinner: \$12/day

- Sat 6/23 Mon 6/25 Tues 6/26 Wed 6/27
 Thur 6/28

TOTAL COST \$ _____

CONFERENCE FEE

- \$315** by May 1, 5:00 p.m. CDT
 \$365 After May 1
 Delegates Meeting Only \$75
 Pedagogical Section Meeting Only \$75

PAYMENT

- Check/Money Order (U.S. Funds ONLY)
 Visa Mastercard American Express
 Card # _____ Exp. Date _____
 Name on Card _____
 Billing Zip Code _____