

I TEACH TRUTH



ideas

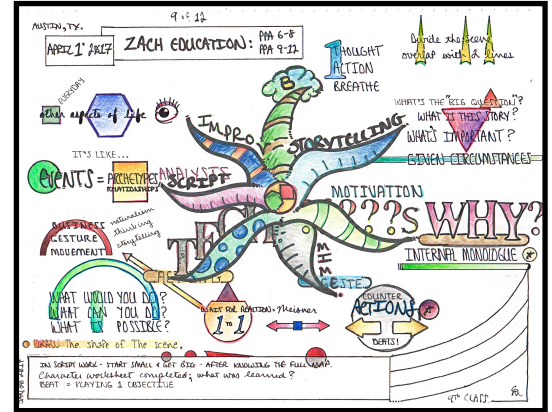
- essential & everlasting
- unchanging in our human world

Masks help students develop introspection, intuition, and insight; masks can **filter out complexities** and find **essential attitudes**. Studying with Thomas Prattki in Berlin, I learned the importance of reducing action to it's essential components, which helps bring consciousness to form and concepts.

EXAMPLES:

In group discussion, I urge the **use of images** for key concepts, which are used to help the students define terms deductively.

I ask students to employ the **use of metaphors** when articulating thoughts, resulting in concise, well-developed, and honest responses.



Here is an example of my class notes.

HARDWORK

- mastery of basic skills
- rules of training - control - analysis

I teach students how to **observe the human world**, a source of rhythms, patterns, and character. My students leave my classroom with a disciplined method, which converts their obstacle into the experience of growth, in a **3-part process**:

1. **find the problem** w/ categorization
2. **analyze** w/ new tools
3. **apply to problem** w/ new knowledge

EXAMPLES:

Before we learn biomechanics, I ask students to video-record themselves in action. Afterwards, they are often surprised to find their movement patterns have become **more efficient and full-bodied**.

Students master basic collaborating skills by developing ensemble projects, which students refer to as **autocour**.

I believe self-discipline develops character.

ACTIVE EXPERIMENTATION

After the students have become **skilled observers**, I urge them to develop associations within other disciplines and domains of their lives; I aim to immerse my students in topics that I love, to demonstrate how disciplines come together, cross-over, and connect.

I teach students **problem solving** in an interdisciplinary way; skills used by **hard working team-members**.

- future careers
- re-fine old forms
- meta thinking skill

EXAMPLES:

Students create devised performances around assigned themes, which challenges them to experiment with story-telling through **puppetry, mask, melodrama**, et al.

When I ask students to take our biomechanics into their everyday, they often tell me their daily activities have become **more mindful & present**.



SOCIAL ACTION

Who am I and what should I do?

I encourage students to **self-direct** community-based projects, starting with the youth.

I teach students ways to create devised theatre projects, where they go into the community and tell stories.

I believe art comes from self, so I teach my students a safe way to **self-actualize** in their creative process.

"The significance of a man is not in what he attains but in what he longs to attain." Khalil Gibran