Is the Program of Living in Your School Based on Child Needs in Today's World?

Are Children's Experiences Planned as Integral Parts of a Program of Balanced Living?

Do boys and girls—
Give time and attention to the "here" and "now"?
Tackle problems that are real and important to them?
Have an opportunity to "do something" about these problems?
Participate in planning the problems and the method of study?
Make choices and assume responsibility for these choices?
Discuss problems informally and with freedom of expression?
Use the total community as their learning environment?
Acquire skills in group living, physical skills, and skills for rich leisure-time activities?
Have opportunities to work in groups of different sizes and groups made up of individuals from many different backgrounds?
Appreciate and understand the important contributions of all individuals and groups to the accomplishment of the whole?
Learn to be both good leaders and good followers?
Have opportunities for individual activities as well as those of the group?
Have time for rest as well as play?
Learn skills of communication and mathematics as functional parts of daily living?
Share in evaluation as an integral part of the learning experience?
Have time for activities that develop all the skills necessary in balanced living?
Live in buildings designed for their use?
Have the tools and equipment for a rich program of experiences?