

The Class 2 Child

Still living in the 'Golden Age' of childhood, the Class 2 child continues to hold pictorial thought content and experiences him/herself within a homogenous world picture. He or she does not yet experience separation from the natural world but is beginning to differentiate within this wholeness and to experience contrasts. At this age both a deeper feeling of reverence and a playful mischievousness develop. Thus, from the archetypal world of Class 1, we move to the 'twoness' of life, a step towards the diversity of the world.

The abstract written word takes on more reality for the child beginning to emerge from picture consciousness.

The child is also developing physically. New teeth continue to come through and laterality and dominance become firmly established.

Meeting the Class 2 Child

The child needs a range of stories and experiences as his/her emotional range and experience broadens. In Class 2 we work with the great duality of our human existence through stories that manifest our human frailties as well as our divine potential.

Steiner indicated the use of **Animal Fables** (that illustrate particular human weaknesses, expressed in the one-sided image of an animal eg: the hare's superficial quickness, the tortoise's dull plodding). On the other hand, Steiner recommended the Class 2 child hear of the lives of **Saints**- special individuals who have realised the potential that lies in us all, having brought the divine to expression in their extraordinary lives. Such people as St. Francis are a model of the human future that is possible when we have overcome our one-sided animal natures.

Tales from the **Celtic** world form a bridge from fairytales of Class 1 with their archetypal images of human life at one with the world of nature and magic, into the earthier realm of fable and legend where magic is more conditional.

To engage the '**feeling life**' of the child, as in Class 1, concepts are presented as imaginative pictures in song, verse and narrative. Working within a three day rhythm, the child internalizes these pictures, transforms and expresses them through drawing, painting or modelling, discussion, drama and writing. Thus, concepts are experienced inwardly.

As a more dualistic world view is emerging, **numbers** grow bigger, number problems more complicated and the beauty and magic of number patterns is explored.

In our **Nature Lessons** we continue to form connections to the land in which we live and work. So not only should we hear stories of lions and foxes (for universal images

of our human condition), but our children also need images of Australian animals and environments to fill what their eyes see with rich imaginative content.