

The DGBS Learning Process:

How to raise youth worthy of living on the planet

(1) Social and Emotional Intelligence

The foundation for a meaningful life and all learning

(1) Physical Health

What it is:	How it is nurtured and gained:	How it is nurtured and gained
<ul style="list-style-type: none"> • Empathy & Compassion • Confidence • Persistence • Resilience • Self-reliance • Imagination and Creativity • Individual personality • Being able to connect with others • Maturity & responsibility 	<ul style="list-style-type: none"> • Freedom • non-coercive environment • stress-free environment • democratic decision-making • healthy role models • very little screen time • being outside in nature all day • mixed ages 	<ul style="list-style-type: none"> • Freedom in nature • Freedom to play, move and exercise all day • healthy food • fresh, clean air • Close contact with plants, trees, a clean stream and the soil • no toxic chemicals, herbicides or pesticides (such as glyphosate) • no wireless radiation (no cell towers and no Wi-Fi) • no modern technology and no screens



(2) Ecological Intelligence

What it is:	How it is nurtured and gained:
<ul style="list-style-type: none"> • Knowing how to live within the Earth's limits, to promote biodiversity • Understanding and living by the Laws of Ecology (Barry Commoner) <ul style="list-style-type: none"> ◦ Everything is connected to everything else ◦ Nature knows best ◦ There are no free lunches ◦ Everything goes somewhere • Living as equals or kin with life around us, not as if humans are superior • Energy Intelligence – understanding how a low-energy culture is healthiest 	<ul style="list-style-type: none"> • Healthy role models • very little screen time • storytelling and a culture which reflects ecological intelligence • freedom • being outside in nature all day • time to be alone and to reflect



(3) Historical Intelligence

What it is:	How it is nurtured and gained:
<ul style="list-style-type: none"> • This is the essence of all oral traditions – connections to the past • Understanding the past is essential to living well in the future • At the DGBS it includes understanding the full two million years of human existence – including our hunter-gatherer heritage • Knowing the historical origins of institutions such as government, armies, slavery, taxes, capitalism, modern technologies and compulsory education • Understanding the causes of current global political, economic, social and ecological problems 	<ul style="list-style-type: none"> • Discussions, storytelling and a culture which reflects historical intelligence • Engaging youth in discussions around history • Freedom to ask questions • healthy role models • very little screen time • time to be alone and to reflect



(4) Critical Thinking

What it is:	How it is nurtured and gained:
<ul style="list-style-type: none"> • Having the ability to analyse ideas and situations without attachment to any other assumptions other than the aim of increasing the health, happiness and well-being of current generations, future generations and all of life on the planet • Also known as fearless thinking or free thinking • Being able to identify and avoid brainwashing and indoctrination from various institutions • Recognising the sources of wisdom and knowledge that is healthy and beneficial for life on the planet – i.e., primarily indigenous knowledge and wisdom 	<ul style="list-style-type: none"> • having social and emotional intelligence • being physically healthy • having ecological intelligence • having historical intelligence • healthy role models • very little screen time • being able to discuss ideas with others • reading • time to be alone and to reflect



Responsible Action

being worthy of living on the planet (i.e., living a healthy and meaningful life)

- Challenging what is unhealthy through:
 - direct action
 - collective action
- creating healthy alternatives