

# The Form of the Main Lesson

**Rachel Pomeroy,**  
Havelock North, New Zealand

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Use of the terminology "Three-Fold Structure" immediately gives me a sense of rigidity, rather than breathing through a living process.

You could view a main lesson as an incarnation-exarnation process.

- The teacher arrives with a learning goal inside them.
- This comes to physical manifestation with the students during the lesson.
- The students leave with a learning experience maturing inside them.

Like other incarnation-exarnation cycles, the main lesson could develop through the cycle of the seven planetary processes. The archetype of the seven-fold process is retained in our seven days of the week, each named for one of the seven planets. In the course of one main lesson we could try to consciously move through a seven day "mini-week".

So how might this look?

Monday, Moon: The children experience a plan of great wisdom, hidden within the teacher, but they can't yet see it because, like the Moon, it is hidden behind the reflective surface. It's all potential, yet to unfold. During the night, something has matured in the children from yesterday which is as yet unformed or unconscious.

Tuesday, Mars: The teacher discloses the vision of a goal. The quiet order has to be disrupted, getting equipment out, rearranging desks or groups, removing yesterday's creations from a space to make room for today's. You are breaking new ground, disrupting the old, causing discomfort to those who like things to stay the same.

Wednesday, Mercury: Children fully penetrate into the task. It's the most interactive time of the lesson, communicating with each other, someone may have to visit the library or office to collect something, some are preparing a base that others have to build on. The children are up-

to-their-eyeballs in it, and as yet, unsure of the outcome. The overriding ego of the teacher must penetrate into every corner of the classroom. He may need to "crack the whip" from time to time to reassert the vision carried in his ego, to prevent the "thieves and quick-witted scoundrels" from using this situation for ulterior motives!

Thursday, Jupiter: We sit under the wide-spreading leaves of the maple and allow goodness and wisdom to be born. We collect together and review what we have done. The children individually reflect, respond to questions and make notes and drawings. How does it relate to yesterday, what is its place in the overall main lesson, what arises for me that I'd like to explore tomorrow?

Friday, Venus: Try to condense to a phrase, a poem, or a picture, the essence of today's experience, a neat package that I can carry with me from the lesson.

Saturday, Saturn: The deed has been done in the world—it will have a certain effect. The essence will need to be revisited in a metamorphosed form at a later time.

Sunday, Sun: The Sunday experience is for this incarnation (this single lesson) to die and allow for the "magic moment" when the essence of the experience of this lesson will fire the enthusiasm and direction for rebirth and a metamorphosed future physical incarnation. This stage of the lesson includes the sleep during the night.

The learning goal (spirit) that was within the teacher at the start of the lesson reached its peak of manifestation in the physical world during the Wednesday stage of the lesson. Thursday to Saturday the physical manifestation reduces and the spiritual essence collects up in the child. On Sunday the exarnation is complete and the impetus for a rebirth enters.

My own daily round of activity includes star gazing, (with a particular interest in the movement of the sun, moon and planets), and biodynamic gardening. Although I am not a school teacher, the universality of the seven-fold process within life, suggests to me that to work with it would help maintain the dynamic vitality in a classroom lesson. ♦