

**THE HIDDEN POWER OF
A CURRICULUM**

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Abstract

To INSPIRE people to DO more, BE more and BECOME the best they can be should be the hidden goal of every curriculum. There is truth behind the notion that ONE SMALL IDEA HAS THE POWER TO HELP CREATE A BETTER WORLD--a kinder, gentler, more joyful, more loving and more peaceful world. There are no limits on what we are capable of doing. Individually and collectively, we are a better world because of so many shared ideas.

All of my books in The Woodland Elves book series reflect this message. In each book, the elves are “the messengers” --the ambassadors-- who continue to share the WISDOM OF THE AGES with 88 countries and all 7 continents. How do we find JOY in a troubled world? WE CREATE IT! My goal is to be a reservoir of joy, an oasis of peace that can ripple out to all of those around us. Joy is contagious, as is love and compassion. Writing The Woodland Elves Book series has been a journey of unexpected proportions. The messages that we have been able to share around the world have been more powerful than we ever could have imagined. This continues to be a voyage of discovery about relationships as we learn to understand and care for our fellow travelers on this planet, beginning in our own homes and back yards.

The hidden power of the curriculum can be broken down into many categories. The often-understated importance of how words can help create more compassionate people and a kinder world is a good beginning. Every dream deserves to be heard and the importance of following our dreams has enduring consequences for generations to come. Finding, defining and living the purpose of our lives will help determine what kind of world we will leave behind.

How do we link the many important themes that should be included in a curriculum into an educational message? Creativity and imagination become the bridge that makes it possible. All of the teacher training on technology, methodology, curriculum, etc. will be wasted if teachers cannot be creative in delivering their messages.

What we are teaching isn't nearly as important as why we are teaching it. To motivate, inspire and educate people of all ages should be our expressed goal. This hidden challenge should be included in every curriculum.

Keywords: wisdom, curriculum, unwritten messages, six pillars of education

1. Introduction

A basic dictionary will define “curriculum” as the subjects comprising a course of study in a school or college. Curriculum refers to the lessons and academic content taught in a specific course or program.

The fundamental purpose of curriculum development is to ensure that students receive integrated, coherent learning experiences that contribute towards their personal, academic and professional learning and development. But is there more to a curriculum? I think so.

I believe there is a **Hidden Power** within every curriculum that refers to the *unwritten* messages, values and beliefs conveyed within the pages of any subject. At every grade level, (from pre-school to the university), the teacher is the most important part of sharing those values. Only the teacher can release that hidden power between the lines. He or she must give thoughtful consideration to the message students might carry with them throughout a lifetime.

The real power of a curriculum cannot be found in a teacher’s manual. It is the passionate and genuine desire of the teacher to go *beyond* the educational standards, lessons, assignments and materials used to organize and teach a particular course of study. No matter what the subject area, much more than teaching technology, methodology, and curriculum, educators need to **motivate students to “experience” the relevance of inspiration, aspiration, cooperation, participation, consolation, innovation** and so much more.

What teachers do in the classroom isn’t nearly as important as *why* they do it. The secret is the educator’s **intention** behind teaching each lesson in the curriculum.

We are not *normal* people and we do not want to raise the next generation to be normal people. We are EXTRAORDINARY people- outrageously spectacular human beings, and we want the next generation to strive for nothing less than “spectacular.” Life demands what cannot be purchased on Amazon – COURAGE. The courage to grow and change and be better. The hidden power of today’s curriculum will reveal itself in the next generation.

Discovering to uncover, the five pillars of education need to be explained with the intention to make clear this hidden power. This is the endeavor of our next section.

2. The pillars of education

Education is “gearing towards preparing individuals to live in together” (See Rao, 2005). However, according to the **United Nations Educational, Scientific and Cultural Organization (UNESCO)** (1996) (cited in Mitchell and McNaughton, 2016: 24-25), four pillars of education have been demonstrated.

Education throughout life is based on four pillars: learning to know, learning to do, learning to live together and learning to be. A fifth pillar has been added in (2009) by the UNISCO: learning to transform one self and society (ibid.). A six pillar has been added in 2017 by the UNISCO: learning to give and share. To achieve these pillars, we need to build awareness about the metacognition of teaching and learning so as to reach desired results within a society. The six pillars are presented in Figure 1 below:

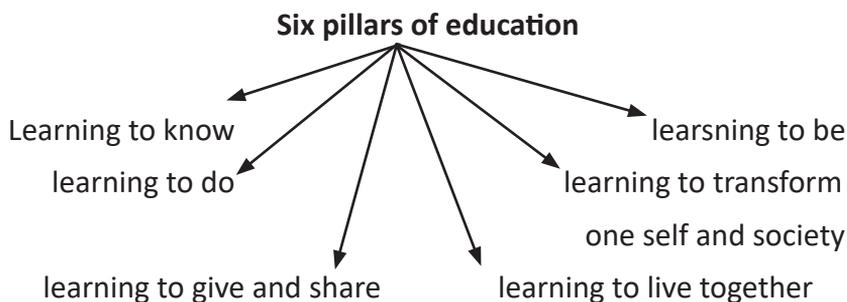


Figure 1 The six pillars of education (after UNISCO authors)

2.1 Learning to know

Learning to know is concerned “all the processes and practices that lead people to experience, construct and transform knowledge for making sustainability a mode of life and being” (Makrakis and Kostoulas-Makrakis cited in Davim and Filho, 2016: 26). By combining

a sufficiently broad general knowledge with the opportunity to work in depth on a small number of subjects. This also means learning to learn, so as to benefit from the opportunities education provides throughout life.

Extraordinary teachers around the globe need to be congratulated and honored. They are the “Educational Rockstars” who are all in the world to take a hand, open a mind and touch a heart. With over 40 years of experience in education, I have seen teachers *live* their profession every day. They put on their magic invisible cape of integrity, compassion, knowledge and wisdom as they walk into the classroom each and every day.

That’s because teaching is their “calling”, their “passion” and it’s in every fiber of their being. They are the psychologist, the bank, the nurse, the teacher of morals and values as well as math and science, language and history. They are the INSPIRERS. They are the parental stand in when need be.

When students of any age need a listening ear, teachers are there to catch them so they can take risks knowing there is a safety net for them. With tireless dedication, teachers are the tear wipers, the joy givers, the professors of knowledge and truth. Teachers are the infusers of hope and faith and love. They live it and they breathe it and they take students home in their hearts every day. Then they return to the classroom the following day to convince students that they are each uniquely and amazingly brilliant and given the proper invisible tools, they can *create* the life they are searching for.

In the midst of it all, teachers deal with their own personal challenges. They must hit their own *reset button* many times a day to recharge their inner batteries as they accept the opportunity to best serve the needs of their students. It may be decades later before they are humbled and honored to realize their importance in the lives of their students.

Long after retirement, their calling never ends. They will still be teachers and they will never truly retire. They will just find new ways to teach and make a positive difference in lives along life’s pathway.

Their hard work, creative minds, dedication and passion will give them the opportunity to make a positive difference in our confused world.

The Hidden Power of a Curriculum refers to the many and varied messages of great value that are shared by educators who are designing and using curriculums for all ages, grade levels, subject matter and countries. No exceptions! Outstanding and dedicated teachers know that the curriculum extends far beyond teaching the subject matter itself. It is *how* the teacher shares the knowledge within the content. What is being conveyed *in addition* to the scientific, historic, mathematical and literary messages that are not printed in the book?

We know that learning is lifelong. It never ends and it is surely not limited to classrooms. The *unwritten* portions of the curriculum are as important as the printed words in the syllabus. Ideas. Energy. Vision. Enthusiasm. Creativity.

We know that everything begins with an *idea*. To think is to create. In olden days, teachers traditionally punished students for “daydreaming” in class. Yet daydreaming is one of our most important faculties. It nearly resembles an art form. We have an IDEA in our head. And then we set it into motion. A wave of energy can bring the situation into reality and we can watch it unfold before our very eyes. So many of the world’s greatest inventions and ideas seeded themselves in wandering minds.

Enthusiasm is the engine that drives that spontaneous visioning. When an idea ignites our spirit, it is magnetic and will not leave us. It generates creativity. We educators must never leave out of the curriculum the value of enthusiasm. It is the spark and joy and it is the pipeline that bring ideas to fruition. If I am not excited about an idea, I don’t waste my time on it. We all have the power and capability to watch our creative ideas unfold before our very eyes. I have long believed that the best way to predict the future is just to CREATE it.

I celebrate every person and event that will help me learn more about who I am and what I am here to do. We continually offer each other gifts of inspiration when we least expect it.

I allow myself lots of creative playtime. No matter what it is, I am open and receptive to embrace that vision I have and just let it “happen.” I try to accept no limits and all of my students were well aware of that.

We must never let students lose sight of the things in life that are important – the things that last. We must distinguish between the transient and the enduring and those must be included in the curriculum. Daily we must continually know and celebrate the rebirth of WONDER and we must pass that along to the next generation. Educators are vehicles to bless the world. Those words may not be included in the curriculum but they should be.

2.2 Learning to do

This part of learning deals with “all the processes and practices that lead to human self-actualisation, self-regulation and cultivating a sense of being versus having” (Makrakis and Kostoulas-Makrakis cited in Davim and Filho, 2016: 26). In order to acquire not only an occupational skill but also, more broadly, the competence to deal with many situations and work in teams. It also means learning to do in the context of young peoples’ various social and work experiences which may be informal, as a result of the local or national context, or formal, involving courses, alternating study and work.

Everything we do within the confines of a curriculum must begin by understanding our intention for doing it. My intentions in the classroom for over forty years (and now in the literary world) were clearly spelled out before I began:

- To make a small positive difference in the world
- To make connections everywhere so we can get to know one another. Once we know one another, we are better able to understand one another. Then as fellow companions in this ONE world, perhaps we can learn to love one another. Ultimately, we hope that would lead to a more peaceful world. What a wonderful world that could be.
- To motivate, inspire and educate people of all ages to collect moments, not things and to discover the *wonder* of it all.

Working with young children especially gives us a glorious opportunity to see things through a child's eyes. Children are able to look at the world differently than adults- without bitterness or judgment. And that is why I have a direct and continuous connection with children everywhere, even after my retirement from the classroom environment. I simply found a different way to teach because I did not want to give up the opportunity to be continuously inspired by the spirit of children. It is a gift that keeps on giving.

I had made up my mind to share the wisdom of the ages with young people. I decided to use delightful little folk (elves) to become the messengers to carry the words.

All that being said, WHAT we do isn't nearly as important as WHY we do it. That's the important part and what ultimately determines our destination.

With 45 people on our elf family *team*, we knew we all had to share the same vision. We did! Our book series began as a project. It very quickly turned into an invitation. Then it turned into an opportunity to do more and to be more. We sent our arrow flying in the direction of our dreams and we never looked back.

When you are in the 4th quarter of your own personal life, you have an opportunity to think about your life and what you have done with it. Time becomes more precious because we know there is less it ahead of us than behind us. What we also realize is that what we do with our time does matter. Why are we here? What have we come to earth to do? Time has been given to us for a purpose. We must find that purpose and then live that purpose. That's what success is.

Within everyone lies greatness. I know that life is all about choices. Each of us can do something to make the world a better place.

We don't need to be world leaders or heroes, but we should take what we have been given and use it to the best of our ability. We must do something with our gifts or they will be wasted.

I am not striving for perfection here. Perfection is overrated and boring. I am going for the best I can be, the best I can do and that

will be good enough. I do not set realistic goals and I do not believe in “average”. Anyone can do that. I am going for outrageous.

It is important that within the confines of a curriculum we let students know that small things make big things happen. Little is good. Little steps, little deeds all add up. And while passing along the truth that small things make big things happen, we must also instill the importance of dreaming big dreams because big dreams bring big results.

I dreamed the biggest dream I could possibly imagine, and still am dreaming those dreams, even at 73 years old. It has been a journey of unexpected proportions that I hope can be an inspiration to everyone. This book series is about much more than elves. It is about the things that are really important: relationships, courage, curiosity, bravery, compassion, tolerance, acceptance, teamwork, family, friendships, faith, love and so much more. The series is about the joy of discovery as the elves go out into the world and learn real life lessons. Now in 88 countries and all 7 continents, we are passing the joy of life around....and around....and around! I believe that one of the greatest legacies we can bestow is JOY.

We must guide students to believe that there is no one in the entire history of the world who has ever been or will ever exactly and uniquely like them. They must dream bold dreams of action to make small changes in the world. As educators, we can do that. It must be built in to our curriculums or they will be of no value.

Life demands what no store can sell: courage. The courage to change and grow. *Vision* gives us more *energy* than we can imagine. My illustrator and I are trying to pair our words and our art and dedicate them to the healing of our one world. We are hopeful that this book series can be one small step toward making the world a better place. The word “YES” has amazing powers. We must convince the students that YES, they can follow their dreams because there is no one just like them. We must inspire them to believe that ALL THINGS ARE POSSIBLE. Together, we can do this because WE MUST.

2.3 Learning to live together

Learning to live together takes into consideration “all the processes and practices that lead to a peaceful and non-discriminatory society and human co-existence with the natural world” (Makrakis and Kostoulas-Makrakis cited in Davim and Filho, 2016: 26). By developing an understanding of other people and an appreciation of interdependence - carrying out joint projects and learning to manage conflicts -in a spirit of respect for the values of pluralism, mutual understanding and peace.

The importance of “teamwork” while developing and executing any curriculum cannot be stressed enough. We know that if we want to go someplace *fast*, it is easiest to go alone. But if we want to go *far*, then going with a TEAM is the best solution. Furthermore, joining forces with not just *any* team but the *best* possible team makes even more sense. The bottom line is this. In developing a highly effective curriculum, we must know the importance of working together. Any subject. Any age. Any classroom. WE CAN GO FAST BY OURSELF BUT WE CAN GO FAR WITH A TEAM.

The Woodland Elves book series proudly includes 45 outstanding people from around the world. (one amazing illustrator, one musician and creative director, an editor, print page formatter, web site designer, book trailer, a printer and the list goes on and on.) I believe that’s the way a curriculum is most successful. Each person does what he or she does best. The rest is left to others who have their own important role to play in the whole scheme of things.

Our book series is about the importance of relationships. It begins with the relationship between a grandmother and her grandchildren. All grandparents have wonderful secrets about life to share with their grandchildren. Grandparents must speak while they have a voice and grandchildren must listen while they have the opportunity. It is crucial that in a world of technology, we must keep focused on those relationships.

Our frailties and limitations are constant reminders that *we need one another*. This is ONE world, ONE humanity and we have so much

goodness that together we must pass along to the next generation.

I believe we are all like-minded people who live delightfully ordinary lives that are filled and overflowing with *wonder* and *joy*. We know what we are capable of but we never assume we are better or worse than anyone else. We are happy to be able to celebrate our differences.

We are not indifferent to injustice and we know that each individual action affects everyone on the planet. We must never accept what is unacceptable. We are here in order to help our fellow man.

We all need to behave like twinkling stars in the sky. It is our responsibility to uniquely light up our part of the Universe. In doing so, we can join together to form constellations, each with our own unique mysteries to share in a way that only we can share.

There is a bridge that links what I do with my life and what you do with yours. Eventually our lives become one and we face another bridge together. We communicate in many ways and eventually exchange energy because we know the importance of relationships.

Thankfully, we are all different in some ways. We are all the same in some ways. Ultimately, we are ONE. Our secret dreams and hopes are the same worldwide.

I am certain of the ONENESS of everything. We are ONE in this world together and somehow; we must continue to spread the word. These important messages must be taught within every curriculum in order for them to be effective. How else are we to develop a spirit of respect for one another? Working together gives us a mutual understanding of one another which leads to peace. That is, after all, the ultimate hidden purpose behind any curriculum.

2.4 Learning to be

Learning to be is to tackle “all the processes and practices that lead to human self-actualisation, self-regulation and cultivating a sense of being versus having” (Makrakis cited in Thomas and Muga, 2014: 623). So as better to develop one’s personality and be able to act with ever greater autonomy, judgement and personal

responsibility. In that connection, education must not disregard any aspect of a person's potential: memory, reasoning, aesthetic sense, physical capacities and communication skills.

I believe this is such an important pillar because it would be impossible to accomplish the fifth and final pillar (learning to transform oneself and society) without becoming and ultimately BEING who we are meant to be.

When we enter life's arena fully, we must do it with all of the enthusiasm we have. We realize that all of our life lessons and training, education and experiences are not enough to allow us do what we intend to do. We must BE who we are meant to do. When we are inspired and alive with enthusiasm, we will know that we are on the correct path.

When we reach that point of being who we are meant to be, we will be willing to take *risks* for the things in life that are worthwhile. We must talk to our hearts and we must listen. We must create channels for some form of higher wisdom to come to us. We must believe and we have great faith. We must know that miracles are around the corner just waiting to greet us.

It is easy to recognize people who know they are on the path of finding their full potential. They have a certain gleam in their eyes that others don't have. They have a certain confidence that they will make the right choices and connections. They are unafraid.

We all have the necessary gifts for our particular journey of *becoming* who we are meant to be. We know that we have a destiny to fulfill. We recognize our own unique path and we are willing to stay on the course of following that path. It is on that path that we discover our purpose in life. We are not afraid to greet each new day, knowing that our potential is unlike that of anyone else. Each stone on our path welcomes us and takes us around the bend to the next challenge. We are guided to meet the tests that life has reserved just for us.

How do you know when you are on the right path? You just know! How do I explain to someone that this is the path I am supposed to

be on? I don't have to explain it to anyone. I simply have no doubts and that is good enough. By the fruits of our labor we shall know--- that's how I know and that's the rule I follow.

We must believe in the value of intuition, instinct, trust and faith and we must pass that along to those we teach. We must listen to the wind and talk to the stars if we are to develop our full potential.

We must be committed to the dream of being the best we can be, this freely chosen path for which we will be required to make many sacrifices. We must learn much about paying attention to the small things. Is it all worth it? It is. YES.

One of the things that continues to surface daily on our mission is courage. We must all be aware of our own immense strength because our journey will take an enormous amount of energy. There will be a day when we all will have to answer this question. Did I fight the good fight? Did I do the best I could with the time I was given in the one life I had to live. When my day arrives, I want to be able to proudly shout out and say YES, I DID. Yes I did!

One of the world's greatest lies is when we are told (and buy into the premise) that we have no control of what's happening to us. We are led to believe that our lives are controlled by fate, by circumstances, money, where we live, our age, who won the election, etc. We believe that to be true and we give up. But that is all false. We ARE in control of what's happening to us and how we feel. It makes no difference what is happening in the world around us.

The one characteristic that sets humans apart from all other creatures is imagination and creativity. An animal sees something as it is. We have the ability to see it as it "could be." We have the ability to move past the cruelties of each day and imagine the positive changes that could emerge. Can we imagine for a moment what the world could be like If each person would be willing to see his or her own potential? Learning never ends. A curriculum that includes guiding students to discover their own potential is crucial to the success of any educational project. It is crucial to life itself.

How we create each day is OUR choice. We must be brave enough to step out and live our dreams. Life has no limits unless we impose them on ourselves.

Our INTENTION determines our outcomes. What are the messages we want to share with our students? What are the messages we want to share with each other? It is important that we define them clearly in order to be who we are meant to be.

In addition to these four UNESCO four pillars, yet there are a fifth in (2009) and a sixth pillar in (2017). They are discussed below.

2.5 Transform oneself and society

This pillar concerns “all the processes and practices to transform their unsustainable values and behaviours and collectively engaged to change society towards sustainability” (Makrakis cited in Thomas and Muga, 2014: 623). We cannot transform society without transforming ourselves first. We all have the necessary gifts for our particular journey of transformation. We must recognize our own unique path and follow it. While we are traveling throughout our life, it is not our responsibility to judge the path of others. We must only keep going on our own path.

We will surely be met with many challenges along the way, but each stone on our path will help take us around the bend. We will be guided to meet the tests that life has reserved for us.

Every dream has a chance to be heard. If we wait for the ideal moment to follow our dream (our path) we will never set off down the road. It requires continuous courage to be willing to take the first step and the next and the next.

If we carry only a few things with us at all times- (faith, hope, courage and love), we will not need to worry. The only thing that can stop us is from our own growth and transformation is *us*! If we get tired and give up, then our dream of transforming ourselves ends and we are the ones who ended it.

Throughout my life of 73 years, I have discovered that *joy* is my own personal compass. When I am happy, then I know I am on the right path and I remain on that path.

It does not take 73 years, however, to discover that life is not easy and we need a strong will to keep going. We build our road with our own steps. We adapt to whatever route proves possible for us, given our own unique set of circumstances. But we must never forget where we are going. We are constantly reminded that the river always knows it is going to the sea and it gathers strength from the other rivers it encounters. Like the river, we must always keep our eye focused on the prize and we will gather inner strength along the way from our faith, our courage and from each other. It gives us power.

We must always ask ourselves how we will affect the next generation- and the generation after that – our descendants. Everything we do has enduring consequences and we need to understand what kind of world we are leaving behind.

The most important words in all languages are the small words. YES - LOVE - JOY – PEACE and of course GOD.. They are all small words but so powerful and essential to our transformation.

One small idea “can” make the world better, kinder, more loving & more peaceful.

There is a plan for each of our lives that is much bigger than we ever dreamed. One small idea “can” make the world better, kinder, more loving & more peaceful. And isn’t that the idea after all?

We will all have many opportunities throughout our lives to look back and assess what we are doing for others as we follow along on our transformative path. We can be grateful. We can thank our many traveling companions and continue on making memories of a most unforgettable journey that is uniquely our own.

We all want to leave our children and grandchildren a better world than the one we found. Locally and globally, that goal becomes more challenging each day. But we can pass the joy of life along no matter the rest of the world is doing. No what our age or circumstance, we

can choose to make the world more joyful, loving and peaceful in some small way. Our goal to positively influence children by creating a powerful curriculum is not dependent on what's going on in the world. It has to do with what's going on in our hearts.

The world is complicated. However, there is one common thread running through every major religion of the world and it is LOVE. Even in the educational realm, love and compassion must remain at the core of our classrooms and all educational systems. As I mentioned earlier in this article, *what* we are teaching isn't nearly as important as *why* we are teaching. That is often the inspiration behind successful educators.

The Woodland Elves book series has given us a chance to reach out and connect with each other- our ONE family of mankind. What we do in one country can make a difference on the other side of the world. At this point in 2019, our books have given us opportunities to bring 88 countries and many different cultures together.

If we have the faith of a grain of a mustard seed, we can move mountains. Small amount of faith gives small results. Large amount of faith will bear profound results. If we know exactly how we will transform ourselves and society, faith is not required. But if we do not know precisely how we will achieve our goals and we continue moving forward anyhow, then we are strengthening our faith as we look ahead to major results. We must have both faith and trust that if God gave us a vision, then we will be given the means and support to see it through.

This is the perfect time to serve the world in any way possible. Each act of love as we educate the next generation is infinitely powerful.

Our dreams are worthy of our efforts. The hidden messages we are sharing as we educate our students are lifelong and powerful and they need to be heard and understood.

May all of our journeys be blessed.

2.6 Learning to give and share

Learning to give and share is another pillar that “concerns all the processes and practices that promote solidarity, generosity and caring to meet human needs as learners gain a sense of purpose and meaning for their learning and civic engagement” (Makrakis and Kostoulas-Makrakis cited in Anastasiades and Zaranis, 2017: 7).

“All around the world groups of informed, skilled and motivated people are striving to achieve more responsible ways of living. It is recognized that education is essential to achieve sustainable development for all. There is also growing recognition that people everywhere need to acquire the knowledge and skills to change their consumption behavior and to become more creative and active citizens. The question today is what policies and practices are needed to facilitate education for sustainable living and what lessons can be learned from the experiences already taking place in different countries.”

UNEP: PERL

3.The future of education

We are moving from a society of information to a society of creativity. A teacher organizes the context where learning takes place. Our goal is motivating students to make the most of what they have. Besides, we are responsible for exposing students to what they are supposed to learn. Learning can be considered a dynamic process.

4.Improving Lives Through a Curriculum

This is the perfect time to serve the world in any way possible through a powerful curriculum. Each act of love as we educate the next generation is infinitely powerful. The hidden messages we are sharing as we educate our students are lifelong and powerful and they need to be heard and understood.

Every lesson we teach (regardless of the subject matter) is full of consequences and therefore should be considered carefully. Any action is a thought that we bring into being.

One of the most important things in all human relationships is conversation. Every curriculum should present many opportunities for students *to talk* openly and honestly to one another because people aren't talking and listening to each other like they once did. They may do things together: go to the theater, the movies, watch television, play on the infinite variety of electronic or digital games. But they don't talk. If we really want to improve the conditions of the world, we must have to return to a time when people gathered together and actually communicated with one another.

We, as educators, have the opportunity to truly make a difference in the lives of those in the next generation. We can teach them so much more than algebraic equations, languages, history and geographical facts. We can share with them the importance of a degree at the same time we are teaching them about the importance of life itself. They can learn from those of us who have been there before. We know the dangers of the landscape ahead of them and yet we can help them reach the mountains anyhow. We can guide them to prepare to go the extra mile and then celebrate with them when they reach the top. We can tell them our story whether they want to hear it or not. It should all be part of the curriculum. Therein lies its power.

May all of our journeys be blessed.

5. Learning and changing the world towards sustainable development

Achieving sustainable development means continuous progress of a community and its members. This progress is accompanied by certain goals that the community is seeking. We should spread education throughout the community and accordingly improve the prosperity of that society.

6. Conclusion

From what we have discussed above, we can reach the following conclusions.

Curriculum can be considered a lifelong teaching and learning endeavor towards a learning society. There is a role for teachers, parents and government.

Learning explains the meaning of our existence throughout our life: how one can bring benefits for himself and his society. So our first job is to expose our students to life. Learning then gives us the chance to try to do what we are supposed to do in our society so that we improve us and our society. At the same time, we have to take into account the society we live in. We should cooperate with each other so that we arrive at something that benefits the entire society and us as well. We should be what we are supposed to be at home, at school and in society. Done collectively, that would benefit everyone.

Learning leads us to the path of prosperity for ourselves and our culture. Thus, we should follow a path that ensure the integration of these pillars into a curriculum.

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