



COMPARATIVE CHARACTERISTICS OF THE FIRST AND SECOND PLANES OF DEVELOPMENT

It is important to see how the first and second planes are complimentary to each other and complete the childhood of the individual. The tendencies operate on both planes, but with different areas of exploration and through a different quality of mind. The tasks done in the first plane are expanded upon in the second, both in scope and in nature. Solid preparation in the first plane allows the child to blossom in the second. Nothing can be left out for development to happen according to the laws of nature.

THE QUALITY OF MIND	
1 st plane: ABSORBENT MIND	2 nd plane: REASON AND IMAGINATION
The quality of mind is such that it absorbs experience directly into the structures of the brain, without reflection by the conscious mind. It is therefore bound by the concrete and literal world in time and space	The quality of mind is such that it searches beyond the surface of things: plans, analyzes, predicts and reflects. It can travel in time and space. It is interested in the reasons for things, not the things themselves





MONTESSORI SCHOOL ALMERIA
Growing place

THE TASK

1st plane: TO CONSTRUCT THE INDIVIDUAL	2nd plane: TO CONSTRUCT THE INDIVIDUAL AS A MEMBER OF SOCIETY
The child must acquire the basic competencies of the human species: coordinated movement; language; the basics of social life; the understanding through the senses that is the basis of intellect	The child acquires culture, extends knowledge, explores society and must try to understand his/her place in a group The child develops the reasoning intellect through exploration and language

THE FIELDS OF EXPLORATION

1st plane:	2nd plane:
The child explores the immediate environment of objects and the qualities of the world. The child explores society in the form of the home and Casa.	The child explores the universe of objects and ideas in time. The child explores society in the twofold environment of the classroom and the world outside the classroom. The child explores the morality of adults and the society of his/her peers.



SPECIAL SENSITIVITIES AND NEEDS

1st plane:	2nd plane:
There is a need for individual work. The life of the family is the model.	There is a need for group work. The child needs the peer group and many examples of how groups can be organised and function.
The child needs order in the physical environment .	The child needs some order in the physical environment and help to order the environment of the mind.
The child needs freedom and independence of movement to explore the immediate environment.	The child needs independence to go out of the confines of family and school.
The child needs to develop the will and the intellect through choice of constructive work.	The child needs to continue to develop the will and intellect through choice of constructive work, but must also harmonize these choices through cooperation with others.
The child needs to name the environment in order to understand it.	The child needs to delve into the hows and whys of the environment in order to understand it.
The child needs to speak and be spoken to.	The child is sensitive to subtleties in language and can reflect about language.
The child needs to explore the language of mathematics through sensorial exploration.	The child continues exploration of the world of mathematics and begins to generate rules. The child asks: Is it true? Is it really true? Is it always true? Why is it true?
The child needs to repeat an exercise many times, developing concentration.	The child repeats largely through variation on a theme.
Individual work is the norm; cooperative work arises more towards the end of the plane. Spontaneous acts of kindness arise as the child normalises.	Cooperative work is the norm. Individual work is done for the perfection of particular skills. Spontaneous acts of leadership arise as the child brings normalisation into a social context. The child is attracted to the extraordinary, the grand, the mythical and the adventurous.
The child is attracted to the real and concrete.	The child needs freedom to wander intellectually through the entire universe.
The child needs freedom in the exploration of the qualities of objects.	The child shows a great sensitivity to the sentiments of group life: compassion, loyalty, morality, justice. The child shows a great sensitivity to the planet as a living organism.
The child shows a great sensitivity to the care of the physical environment through the need for order.	





RESPONSIBILITY

1st plane:	2nd plane:
<p>Respect for the physical environment and the materials is expected.</p> <p>There is an emphasis on individual responsibility for individual choices.</p> <p>Grace and courtesy lessons show how to do things.</p> <p>Presentations are given largely to individuals. There are simple causal limitations to freedom.</p> <p>We help the child to choose work that will respond to their inner needs.</p> <p>Since work is the only activity that can bring inner peace and harmony, there is no freedom not to work.</p>	<p>Respect for the physical environment and the materials is expected.</p> <p>There is an emphasis on group cooperation for group projects.</p> <p>Grace and courtesy lessons show what not to do and one invites the children to analyze and critique.</p> <p>Presentations are given largely to groups. Social skills are practised in group presentations.</p> <p>The children discuss issues relating to group life. The limitations to freedom are analyzed and empathy for others is cultivated.</p> <p>We help the child to choose work that will respond to their inner needs. We expect the children to keep a record of work. We help the children set goals for the accomplishment of standards set by society.</p> <p>Since work is the only activity that can bring inner peace and harmony, and the only thing that can bring about world peace and harmony, there is no freedom not to work.</p>



ACTIVITIES IN THE CLASSROOM

1st plane:	2nd plane:
<p>Practical life: the continued experiences of the home environment; care of person; care of the environment; exercises for independence and coordination of movement; meeting culture through the objects and customs of everyday life.</p> <p>Sensorial material: To classify and organize the impressions of the world of the senses; to refine the senses and aid exploration of the environment; to give language that will aid in the expression of the world of the senses.</p> <p>Language: The conquest of oral language continues through additions to vocabulary and the informal introduction to grammar. The sensorial approach is used to make the child aware that what they and hear can be made visible.</p> <p>The child needs to explore the language of mathematics through sensorial exploration.</p> <p>The child meets history, science and culture through direct experiences of daily life and nature, and through simple experiences.</p> <p>The whole is given very simply, then the parts are examined. Matching, sorting and grading proceed from high contrast to low contrast.</p> <p>The child needs to repeat an exercise many times, developing concentration.</p> <p>Individual work is the norm; cooperative work arises more towards the end of the plane. Spontaneous acts of kindness arise as the child normalises.</p>	<p>Practical life: The care of the environment as a collective responsibility; the organising of “Going out” into the world of nature and society; the practical organisation of group endeavours; the gathering of necessary materials for projects.</p> <p>Sensorially based material is used for the guided journey to abstraction. Great Lessons and Key lessons inspire the imagination. The use of experiments, impressionistic charts, books and materials bring aspects of the oral lessons to awareness. Language is used as a tool of exploration of the world beyond the senses.</p> <p>Language: We continue the conquest of both oral and written language. Living Grammar is the approach to the analysis of one’s own language. Precision and variety of expression are cultivated. The historical significance of written and spoken language in human history is explored.</p> <p>The child continues exploration of the world of mathematics and begins to generate rules. The child asks: Is it true? Is it really true? Is it always true?</p> <p>The child meets history, science and culture through direct experiences of nature, Going Out into society, storytelling, material, experiments and discussions.</p> <p>The whole is given dramatically. The parts are examined as having a job to do, a function to perform for the whole. Then other wholes are imagined based on knowledge. History is the central point on which all the work in the classroom revolves.</p> <p>The child repeats largely through variation on a theme.</p> <p>Cooperative work is the norm. Individual work is done for the perfection of particular skills. Spontaneous acts of leadership arise as the child brings normalisation into a social context.</p>



THE ROLE OF THE ADULT	
1st plane:	2nd plane:
Watch and observe. Intervene only when necessary.	Watch and observe. Intervene only when necessary.
Assist rather than judge. Present rather than correct.	Assist rather than judge. Present rather than correct.
Prepare the environment to suit the psychological characteristics.	Prepare the environment to suit the psychological characteristics.
Limit the material. Analyze your movements. Count your words. Be precise and clear in presentations. Show how to do things. Make materials	Limit the lessons to keys for exploration. Analyze your values. Count your ideas. Be clear and dramatic in your presentations. Seek to inspire to big work.
Give many individual presentations but do not lose sight of the group	Make materials Work actively with the group dynamic in both small and large group presentations

Because the children are different, both physically, cognitively and emotionally, the Montessori approach has to change to reflect those differences. The approach used is called Cosmic Education. This approach cannot be given at the 3-6 level because the child's mind has not matured enough to understand linear time and more complex relationships. However, the preparation Cosmic Education is an underlying factor in everything that is done for the child at the first plane. Nothing may be left out. The factual exploration of the natural world and the world of human beings in a sensorial way is the gathering of areas of interest to explore ore deeply when the mind is ready at the 2nd plane.

If this does not happen, then the mind, imagination and reason of the six year old will still be there, but may not be able to easily navigate in the world. The child may become more easily lost, confused and frustrated. Educating the human potential will be an uphill battle.

