

# Outcome based education

{TOLD comment: Basically the purpose of OBE is to 'dumb down' the majority of students to third world standards of understanding and to indoctrinate them to a submissive work attitude so that they can be used competitively with third world labour. Children who learn basics at home are given better but still not good education in comparison to the education standards of fifty years ago. Basically the idea is that most children will become 'its,' neither they nor their parents, will have much choice as to what they do in life. }

## Outcome based education

The school to work program is designed to route your child into a career selected by the State/schools.

In outcome based education , a student must demonstrate an approved behavior defined by the state/school as the outcome of the educational process. The state:

1. Sets a standard for "mastery" of a specified goal.
2. Tests to verify that the goal has been achieved.
3. Remediates a student who fails to meet the standard until he does.

However, under outcome based education the goal is not to know that  $2+2=4$ , or to be able to read at a certain level. OBE was designed by William Spady, according to him the basis of OBE is the Spady triangle. The three points of this triangle are:

1. Knowledge (What you want the child to know)
2. Competence (What you want the child to be able to do)
3. Orientation (What you want the child to be like)

ALL OBE systems use this triangle as the basis of the educational program, however some systems have eliminated the word Orientation and use Self Knowledge in it's place. According to Mr. Spady's system the components of Orientation or Self Knowledge are:

1. Attitudinal (Attitudes concerning social and moral issues)
2. Affective (Private emotions and feeling about themselves)
3. Motivational (What makes them want to change their behavior)
4. Relational (Private feelings about others, including relatives)

*Personal note: I have personally seen a questionnaire which was to be filled out in a classroom. It asked very personal questions about relationships with family and many other questions which the child did not feel comfortable answering. I sent it back to the school with a letter saying I did not want the child to fill out this sheet and questioning why this was given to the children. I never heard back from the school. THIS IS HAPPENING NOW. Tell your children to bring home any papers they do not feel comfortable filling out in the classroom and that they have the right to tell a teacher "that is private" when asked questions that make them uncomfortable.*

---

Children are being given tests which are called "learning style inventories". The actual purpose of these tests is to determine how a child reacts to supervision and how he works under supervision and how he reacts to authority. These tests are scored electronically and provide a means of determining how best to get a child to respond to supervision and authority.

The U.S. Dept. of Education changed the federal laws concerning the protection of human subjects involved in research on June 6, 1991 (Federal Register, Vol. 56, page 28012). This change EXEMPTS research done in public schools to develop new curricula, new instructional strategies or new classroom management techniques. The school board DOES NOT have to be notified about experimental activity being conducted. PARENTAL APPROVAL is not required. This change in the law applies not only to programs such as OBE but also tutoring, counseling and other programs.

What is the purpose of Outcome Based Education? It would appear that the fundamental idea of OBE is to eliminate all moral and psychological barriers to social change. By conditioning our children to be co-operative and pliable citizens, they can be directed by programs such as the School to Work programs currently being implemented in the schools, in those directions which the State feels is appropriate to the individual student.

This is NOT an academic program.

---

---

## **Some examples of OBE**

The Discovery Journal, Second Edition, contains 40 pages of new material. Designed for use by adolescents 12-18 or by therapists and educators. Presents the young writer with sequenced questions for self-exploration of his/her personal history, peer and family relationships, emotional coping styles and creative aspirations. Use in individual group therapy session, in creative writing and English programs or as enrichment materials with gifted children. (from an ad for the book)

Switching Channels, a cognitive-behavioral work journal for adolescents. Helps adolescents learn skills necessary to manage



depression, anger and anxiety. Helps teach young people basic cognitive therapy skills. Encourages interactive learning by presenting questions and activities in a formal interesting to adolescents. Exercises focus on identifying feelings, thoughts, and behaviors, as well as learning how to develop alternative solutions to problems and distressing situations. Ideal for use in the classroom or individual or group therapy (from an ad for the book)

{ Q. How would a child educated in a school where reading, writing and arithmetic are basically untaught, understand the following questions. What would be the value of the answers (If they have any value) when the child is taught to guess the meaning of words in relation to pictures. }

Samples of work handed out---Want to try some of it ??



### **JOURNAL TOPICS**

If there were matches in your house, would you light one?

If you really didn't like your life, and there was a gun in your house, would you shoot yourself?

How would you like to die? By a gun, in your sleep, or by "Dr. Death" (Kevorkian)

If you knew you had only one day left to live, what would you do?

Who should pick out your clothes for school, you or your parents?

Write about a time that you were really, really angry at your brother or sister

If you could have three wishes, what would you wish for?

Imagine you're a turkey on a turkey farm on the day before Thanksgiving. Write a letter to the farmer.

### **SELF CONCEPT EVALUATION**



Score as Follows: 3=true, 2=largely true, 1=somewhat true, 0=not true

1. I usually do my own thinking and make my own decisions
2. I often justify or rationalize my mistakes and defeats

3. I rarely experience envy, jealousy, or suspicion
4. Losing usually causes me to feel "less than"
5. I normally let others be "wrong" without attempting to correct them
6. I am very concerned about what others think of me
7. I am free of guilt, shame and remorse
8. I feel vulnerable to other's opinions, attitudes, and comments
9. I am not prejudiced toward religious, racial or ethnic groups
10. I tend to look down on my own achievements and talents
11. I willingly accept the consequences of my actions
12. I often exaggerate and lie to maintain a desired image
13. I normally feel warm and friendly toward all people
14. I usually feel inadequate to handle a new or changing situation
15. I freely express love, hostility, joy, anger
16. I am very often belittling or critical of others
17. I am normally poised and comfortable with new people
18. I try hard to please people
19. I speak up for my own opinions and convictions
20. I have a strong need for recognition and approval
21. I normally anticipate new endeavors with a positive expectancy and confidence

### **MY BELIEFS, MY PARENT'S BELIEFS**



Directions: Write down your views and the views of your parents on the following issues

1. PARENTS SHOULD BE THE ONLY ONES TO GIVE CERTAIN INFORMATION TO THEIR CHILDREN
2. MEN AND WOMEN SHOULD SHARE HOUSEHOLD DUTIES

3. WOMEN SHOULD STAY HOME TO RAISE THEIR CHILDREN
4. GIRLS SHOULD NOT PLAY CERTAIN SPORTS
5. RELIGION SHOULD BE AN IMPORTANT PART OF EVERYONE'S LIFE
6. THERE SHOULD BE PRAYER IN PUBLIC SCHOOLS.

### **IT'S ALL MY FAULT**



Think of as many ways as you can to make each of the following events all your fault:

1. A Classmate decides to switch classrooms because she wants to be with different kids. It's my fault she's moving because (example) I wasn't friendly enough
2. Your Parents are getting a divorce. It's my fault my parents are getting divorced because (example) I didn't do well in school and my parents fought over how to help me
3. Your father is angry at your mother all the time. It's my fault that my father is always angry with my mother because (example) I should be able to keep my father in a good mood.

Discuss with your teacher and classmates which of these events could really be your fault and for which you are not at all responsible. How do you know the difference? Do you take responsibility for things with your family and friends that are not at all your responsibility and that you have no control over? Why? Do you take personally everything that happens around you? The next exercise will help you not make everything your fault.

{TOLD comment: Sharing intimacies with classmates is to build "Peer-group" bonding. As seen in our literature the icebreaker is standard practice with Hegelian Dialectic indoctrination programs. }

### **Welcome:**

1. Each class will begin with an icebreaker. An icebreaker is an open-ended statement which encourages you to share your experiences, opinions and values.
2. You are expected to participate in all class activities. However individuality will be respected and at any time you can refuse to answer a question or participate in an activity by stating "I pass"
3. Many of the activities will involve you working in small groups. Smaller groups will help you have a chance to develop cooperation and closeness with your classmates

4. You are expected to keep confidential anything that is discussed in the class room
5. Each class will end with a group hug. Touching is an important part of communication and needs to be practiced in a safe, nurturing environment.
6. You are expected to complete all home practice exercises and share your successes and failures in class discussion
7. Brainstorming is a technique that is used often. Comments need to move quickly. There are no right or wrong answers
8. You will be required to keep a Growth Journal which is a diary of the changes you are experiencing throughout the class. The Growth Journal will be kept by the teacher in the classroom 
9. Your teacher will share the additional expectations he/she has for the class

We hope you enjoy this class, have fun learning to nurture yourself

(family Development Resources, Inc.)

RETURN TO HOME PAGE Poe's Girl's Home Page (Page 1 in MW1)  
<http://www.members.aol.com/poes-girl/index/htm>