



Care and Development of the Senses

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The understanding of human development and health has many lenses from which it can be viewed; further therapeutics to complement this support may be required in some instances. We recommend that prior to using the suggested treatments each person weigh up any risks that may be involved for an individual situation. This document is available online at www.developingtheself.org and is regularly updated to improve the way the content is presented. Please check the version of this document with the current version on the website so as to be utilising the most accurate content. Any queries can be directed to Developing the Self Developing the World and the content can be individualised for a community or family by requesting workshops or referrals to private consultations across Australia and America.

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The understanding of hyper and hypo senses originates from therapeutic and observational studies by Lisa Romero. Lisa first introduced this knowledge within the Towards Health and Healing set of workshops that ran alongside the EduCareDo Foundation Year in Anthroposophy from 2003 – 2011. It has been taken up by a number of extra lesson practitioners, curative educators and therapists as well as health practitioners within their private practice and the professional development education they deliver around the world. By publishing this document, along with the book 'Spirit-led Community; healing the impact of technology' with the contribution of other members of Developing the Self Developing the World, Lisa hopes that the depths of insight that can come from this knowledge live and grow. Anyone may download and use the document to assist their individual understanding and support their individual work. Please contact Developing the Self Developing the World to seek permission to use the document for anything other than personal use please email info@developingtheself.org

INTRODUCTION TO SENSORY DEVELOPMENT

Through the insights laid down in anthroposophy, we can recognise twelve senses. They start forming when a baby is in utero, maturing at different times throughout life but strongly influenced by the experiences in the first seven years. The senses that give us the ability to perceive where our body is and what it is doing reach maturity in early childhood. Whereas the senses connected to perceiving the natural environment reach maturity in primary school and those perceiving what lives within another person can take a lifetime to mature.

Each sense has its own sensitivity which can be “hyper” sensitive or “hypo” sensitive. Throughout this document hyper sensitive means the sense is over active or over sharp, and hypo sensitive means the sense is under active or dull. The care giver may notice a disposition to hyper or hypo sensitivity in any particular sense from when the child is an infant. The sensitivity is independent of healthy organ function. It can also develop or change throughout life depending on the conditions in which a child is raised, including how a caregiver uses their own senses, how they respond to the child as well as the feelings and thoughts behind the response, and the worldly things provided to the child.

To have a harmonised sense is to perceive things as they truly are. This occurs naturally when a child with a hyper or hypo sensitivity has been shown the way through care and the opportunity to experience harmony. As adults we are more able to ask ourselves: can I see something for what it is despite the impact it is having on my sensory system? Through observing and coming to understand hyper and hypo sensitivity we come to recognise that each person has a unique inner life that can be altered according to what is perceived and impressed by the ‘outer world’. When the senses develop with harmonious experiences we can find individual direction and ask ourselves: Where, as an individual, should I place my time, energy and attention?.

This document provides examples to recognise the different levels of perception in each sense. It also suggests activities and home health care that can be used to harmonise the senses. The skin, which is the body’s largest organ, absorbs the substance that is applied to it, and the fine nerve endings that lie just under the skin receive the treatment more directly than if a medicine is given orally. As simple as they may seem, these home health care applications can have a profound effect and influence physical and mental wellbeing. The home healthcare instructions referred to in this document are available online at: <https://www.developingtheself.org/#/baths-and-compresses>

TOUCH SENSE

When we touch something or something touches us, we discover where we end and where the something (or someone) begins. The touch sense makes us aware of what is outside of ourself and also what is inside of ourself. This subtle duality is the first recognition that we have an inner life within our physical being. It leads us to be able to refer to ourself as “I” which happens at about two to three years old.

The touch sense conveys pressure against our skin, from the outer world. It is experienced by the fine mechano-receptors in the skin. Different receptors measure warmth and pain, and these will be described later in the other senses. The experiences of touch we receive build an inner library that we use to understand boundaries. Through the experience of my boundary against another boundary I come back to myself and become aware of the other. Touch is both a uniting and a separating at the same time.

Hyper sense of touch

Having a hyper sensitivity to touch is to have an overactive response to subtle differences of pressure against the skin which forms the boundary between self and other. It can cause discomfort and irritation to feel every slight change of pressure and this can lead to preferences to receive touch only in familiar ways. Babies with a hyper sense of touch can demand to be held, swaddled, and positioned in a particular way in order to be settled. They can seem fussier than normal or highly strung. If they are cuddly they want cuddles in a particular way and can be choosy about the people with whom they are tactile, often preferring those closest and most familiar to them. Caregivers start to notice that the child is disturbed by particular weights, fibres or textures, including the texture of food. Being tickled may be experienced as painful. As they grow they might seem jumpy when they are approached and complain of being threatened by others. To help feel safe they could push others away or keep their distance. They can enjoy touch that is familiar and on their terms and when they find it pleasurable they could lose themselves to the other.

Hypo sense of touch

Being hypo sensitive to touch is to have an under-active response to changes in pressure against the skin. Experiencing touch gives us a sense of self and when firm pressure is experienced and/or large body surface areas are touched, people who are hypo sensitive to touch have a greater opportunity to encounter a boundary between themselves and another. Babies tend to settle better when they are touching, or being touched and may push until they come up against something such as swaddling or the caregiver’s body. It becomes noticeable that the older child is tactile and may also intentionally hit themselves with their own hand or push themselves against other people and other surfaces including the wall. This gives them a sense of where they end and the other begins.

Since personal space is less defined in a person hypo sensitive to touch, they may naively enter the personal space of others. It can also take them a while to realise their personal space is being penetrated. They generally feel comfortable with contact sport and

friendships that allow physical contact. As a teenager, they may go back to hugging parents, or they hang out with friends who like hugging. Receiving physical attention can help them to experience their self. They may find it difficult to trust in relationships where physical contact is restricted and affection is not reciprocated.

Ways to harmonise and support the development of the touch sense

The healthy development of touch is supported by providing firm but warm and loving physical boundaries. This helps the child with hyper sensitivity feel safe to extend their exploration without becoming “lost” or frightened. And it helps the child with a hypo sensitivity to meet themselves within the boundary provided. Boundaries can relate to many aspects of the day including the home and layout of the play environment, the scheduling of a day’s activities, “rules” and behaviour management, and the personal boundary defined by the skin.

It can be beneficial to consider how fabrics touch the body: swaddling a baby hyper sensitive to touch in a light, soft, wool wrap with stretch provides a secure feeling without an overpowering pressure that otherwise stimulates the receptors and can cause difficulty falling asleep. In comparison, the baby with a hypo sensitivity can feel themselves more readily if wrapped in a firm, tight weave fabric and this provides the security that in turn assists sleep. Re-wrapping regains the pressure of the swaddle and requires touching the baby more, both of which can assist the hypo sensitive baby but not necessarily the hyper sensitive baby.

If the person with a hyper sensitivity to touch feels stimulated by the fabric they will find it more difficult to be centred. Try silks, bamboo and cottons with a gentle fall rather than stiff fabric. Quilts filled with wool provide warmth without weight and the skin is buffered from irritation by the outer layer of quilt fabric. Well fitting leggings and singlets sit neatly on the skin without too much movement and form a buffer between the touch receptors and outer layers of fabric. Firmness, stiffness and flowing fabric that is always moving, can provide a constant sensation which reminds the person with a hypo sensitivity of their boundary and assists their development of the touch sense. Stimulating and varying textures and weights can be beneficial for the hypo sensitive person, and increasingly often, weighted blankets and vests are used to calm children in the classroom.

By providing an environment that has a diverse range of textures and weights the hyper sensitive children can develop a familiarity and appreciation for more tangible experiences and the child with hypo sensitivity benefit from regular, familiar experiences that refine sensitivity and differentiation. Nature gifts unique forms and experiences such as feathers and heavy stones, rough barks and slippery shells, spiky ferns and spongy petals, soft wool and hard benches. Between the polarities, the consciousness of differentiation arises and creates an inner flexibility and awareness of the world outside as the child learns to bring forward something of themselves and come to appreciate the outer object while not being overpowered by it. Activities such as sandpit play, hand modelling, gardening and woodwork provide practice towards how much is needed to bring forward to “push against” the other without overpowering them.

The greater the variety of natural materials experienced, the more opportunity of meeting many perspectives of life and self. Touching a variety of natural fibres creates an 'inner resource library' of flexible feelings. This activity is helpful for the child with hyper sensitivity who generally prefer to stay with familiar, safe experiences. It is also helpful for the child with hypo sensitivity who needs help to refine and differentiate between the outer subject matter and their self. Natural objects have a health giving effect in relation to the sensory system as a whole. Most man-made products such as plastics are especially designed to be uniform and not interact with the world. This limits the inner change that occurs when we touch it. Whereas every part of nature is variable at every moment. Each time we touch or unite with nature we must bring something forward in us to meet the other, and through this we find out more about ourself.

A child with hyper sensitivity that hits to defend their personal space is best supported by being allowed to retreat, and also by having ways demonstrated to them of how to communicate to maintain personal space without hitting. The reason for separating them from a situation would be so that the stimulation is reduced and they have a buffer that helps them come back to themselves. There is no need to make them feel ashamed of needing this space. A hypo sensitive child that hits because they do not know their boundary, is best supported by giving an experience of a physical boundary in a healthy way. For example they can respond well to being wrapped in a heavy blanket, cuddled and kept in close physical proximity. Whereas if the same child is being consistently separated from others this does not give them the opportunity to learn the boundary and can also set up patterns of unnecessary shame.

Regular massage can be helpful, using a pressure and pace that is safe and nurturing. A person with a hypo sense of touch can benefit from longer durations or more brisk touch with cool water and enlivening substances to stimulate the sensory receptors and raise the awareness of their boundary. Whereas a person with a hyper sense of touch can need less touch to feel themselves but benefit from having a protective lotion applied to their boundary as a second skin. Hypo sensitive people also benefit from the protection lotion. Rudolf Steiner indicated the value of using peat extracts (*solum uliginosum*) as a protective and preserving sheath for the whole body. The touch can also soothe active sensory receptors, though too much can over-stimulate.

Oil dispersion bath therapy rhythmically and gently sweeps over the skin with stimulating or calming brush textures and oils. The person is embodied in the water without the brushes between themselves and the practitioner. Rhythmical massage uses forms over particular organs and limbs provided by touch from the hand of the practitioner. Eurythmy enhances the sensitivity of the touch sense as the person creates forms in space that become more tangible with practise.

LIFE SENSE

The life sense helps to keep us safe, well and in harmony. Through the sense of life, we perceive inwardly our vitality and life forces. For example it tells us when we need to go to the toilet, when something's hot and when we need to drink. It also tells us about our health and wellbeing.

Until the life sense is matured the adult looks after and protects the developing life sense of the child. The adult is aware of and tends to the needs of the child whether they are hungry, unwell, or tired. Before four years old a child with an earache may say "I have an earache" and point to their stomach. After four years old the child is able to point to their ear when they have an earache. Their own life sense is beginning to register this for themselves. The life sense is a sensory warning system. The activity of the sympathetic nervous system sends a message to the brain, which can isolate the origin of a disturbance in the system.

We begin to experience changes in our body through the activity of the life sense; pleasure/pain, comfort/discomfort, wellness/illness, discontent/contentment. Through the variables we experience a smorgasbord for the life sense to draw on. The life sense becomes the keeper of our health and wellbeing for the rest of our lives.

Hyper sense of life

Having a hyper sense of life will mean that a slight disturbance of the rhythm can cause unsettling. The baby's sensitivity can be so great that a small disturbance such as a finger poking out of a blanket can be expressed through crying or physical agitation. The slightest wind in the bowels can keep them awake. They have a low pain threshold and are very fussy tending to complain or withdraw for long periods over a dirty nappy, a small cut, a change in routine or a new food. A small wound can feel as though life is pouring out of them. The pain of the experience can cause screaming, silent withdrawal or anxious breathing along with the need for all other sensory input to come to a halt until they have resumed order in their inner life. It can be difficult for the caregiver to find the thing that will help them settle. If the wound is ignored or given too much attention in such a child they can fret more and be overcome with pain but they can also withdraw to avoid extra sensory experiences and not be noticed by the caregiver as they silently suffer. They prefer to sleep so as to not feel the pain though they can in general struggle with the change between waking and sleeping.

An older child or adult may avoid foods or experiences because they can deeply feel the variations in the way things make them feel. It could make them feel sick, or they simply don't like to have to change something in themselves to meet the unfamiliar. A person with this hypersensitivity need not be overcome by the experience if they have developed an inner life that can observe and be with the experience but remain on track with their task. For example when an adult with a hyper sense of life cuts their finger, they can experience it deeply as the body reacts and repairs. But if they have had plenty of experiences of overcoming illness and injury they will have had the chance to develop a

measure that tells them when their body is repairing and know what to do to aid the healing process.

Hypo sense of life

Having a hypo sense of life is to have a poor awareness of when there is disorder in the body. This can mean that the person may not notice that the body is out of balance and requires attention. It can take a lot to hurt or bother the child, perhaps being called tough. The baby will not complain of a dirty nappy and will seem to be easy going. They may appear to be able to go without rhythm and routine, and choose to skip a meal or say they don't need to go to the toilet. However strain on their systems naturally causes disharmony as it would for a hyper-sensitive person. Instead of identifying the change when it is happening, they may become angry and emotional and less able to articulate what it is behind it. At bedtime, they might say they are not tired but will fall asleep easily because they have not recognised the change their body is going through as it becomes weary. It is possible that the person can be injured or sick and not realise it or complain about it.

Adults with a hypo sense of life can lack rhythm and routine and push themselves to the limit relying upon illness or someone else to make them stop.

Ways to harmonise and support the development of the life sense

It is important to let everyone (regardless of age, position in family, sex or culture) express their feelings and sense of what is healthy for their body. We learn what is healthy by experiencing the 'sensations' that occur when we meet the world. The body needs health giving activities, fresh, natural food at routine intervals, physical exercise and recovery time. These are the basic needs to establish healthy pathways for recovery as well as the sense of knowing when things are becoming better or worse. Overcoming struggles can develop strength and capacities, however ignoring the measures of health can set up chronic patterns of ill health.

The child with hyper sensitivity of the life sense requires more experiences of being able to bring forward their healing capacities to make things right again; to experience disorder then reorder. When they hurt themselves, it can help to reduce other sensory stimulation and give plenty of time to recover, acknowledging the pain and helping them to regain themselves. They tend towards focusing on the pain or they may cry their way to sleep. For a child with hyposensitivity of the life sense, the injury needs to be treated even though they may disagree. They need to have their attention drawn to it with bathing and bandages, especially since it is easily forgotten and may become infected without them realising. Those with hypo sensitivities have to learn to pay attention to changes in their body. Emphasising the transition time between activities helps them learn to recognise the inner shift that happens when one thing ends and another starts. Little things that help include stopping and taking off shoes at the door and lining them up neatly before going inside. Being taught that all things have their place in the world supports the life sense.

Completing tasks is important, to have worked through the more difficult aspects to come to the fruits of the work. Weaving, knitting, bread baking, gardening and experiencing the changes and transitions in nature help establish a connection to the ebb and flow, death and life processes in nature and in ourself. Rhythm in movement, song and routine help experience these changes in the day.

Taking time to touch the child with caring touch leads the child to feel their body rhythms. Rhythmic massage practitioners apply strokes and formations that help to harmonise the breath and connect back to a healthy rhythm. Eurythmy as a form of movement that an individual does for themselves, accompanied by a Therapeutic Eurythmist, is another way for this rhythm to be re-enlivened. Encouraging a healthy but not extreme load of physical activity supports the life sense. Walking, swimming laps, swinging and gentle rocking bring the experience of moving between opposing directions, having to cross through the middle and extend to an opposite experience. By finding the way back to the other side, a repeated experience of a sense of completeness is achieved.

A home nursing application of quark cheese over the chest creates a harmonious and soothing experience of space in the chest and while breathing. The application of protective lotions which was mentioned in the touch sense, is also nourishing for the life sense.

Jungebad oil dispersion baths help to regain rhythm and harmonise breathing and a sense of wellbeing. Rhythmical Einreibung or Hauschka massage as it is known is the application of oil to the skin in a warming and nourishing way that supports deep rest and rejuvenation.

MOVEMENT SENSE

The movement sense makes us aware of how our inner movement can change when we move a particular body part, and how we can abstain from movement despite feeling an inner movement or desire to move.

The sense of movement gives us an internal perception. It's not only the movement we place forward in the world; it is also the movements that we hold back. It tells us what we are doing and what we are not doing. A child under six for example may be told to not touch a biscuit on the table, and their hand reaches towards the biscuit while their head is shaking and they are saying, "I'm not touching it". After this sense is matured they begin to understand they can do something by will. We can move or we can hold back a movement. As this sense matures the child is able to see the biscuit, desire the biscuit and not touch it. The sense of movement is an activity of our own will, to move or not to move.

Hyper sense of movement

A hyper sense of movement means that the person is over-aware of self-movement. They might experience a compulsion to move but also abstain from moving which then causes

them to be disturbed or unwilling to participate. When doing an activity they can over-anticipate. For example, they can be poised ready to catch the ball but they go for it too soon and miss it, or they could make false starts in races. They may have an image of what is coming and control their body to meet it, but it can be hard to let the image unfold into the whole form. Too much movement can be disorientating and scary so they are less likely to take risks. They could complain the other children are moving about too much and can't get their work done, possibly even feeling sick by looking at things moving outside of themselves. They could battle against the discomfort of the outer movement and become agitated or they could be overpowered by it and withdraw and perhaps fall asleep.

Hypo sense of movement

A hypo sense of movement is a poor awareness of self-movement. The person may appear clumsy or careless, perhaps tripping over their feet. They tend to move with the outer environment or their inner movement, not necessarily being able to hold either apart from each other. They are unaware of their capacity to be responsible to move and stop moving, and tend to reposition themselves often while at other times lie about and do not respond to instructions. They are known to touch things or hit others but deny it, and are fearless but also accident prone, as their lack of spatial orientation makes it hard to direct their attention.

If it is time to brush their teeth, the child will not necessarily do so when instructed, although they are willing to go with the parent to the bathroom when the parent helps them to the task. When the music stops in musical chairs, they will rely on watching the others for the cue to find a chair. They tend to be accident-prone. A ball can startle them when it is thrown to them. They don't follow verbal cues as well as they do visual cues and may repeat back the instructions trying to get a hold of what to do. Skipping can be difficult and crossing the road can be dangerous because they may act before they think. Reading can be slow because they can't control their eyes to move across the page or focus. Speech may not be fully formed but the sensation that sounds can make and the reactions that swear words can have is stimulating, so that they may repeat them regularly. The same goes for moving the limbs; they put themselves into all sorts of positions because it stimulates their movement sense.

Ways to harmonise and support the development of the movement sense

For children, it helps to have lots of gross motor activities that have a purpose and a rhythm including bread baking, gardening, climbing, walking, building and preparing for seasonal changes. Not until the sense matures which is at about five years old, can the child follow verbal cues; they are influenced greatly by the movement of the people or things in the room. Hence actions speak louder than words when it comes to learning to sit still or get a move on. And speaking in the collective indicates a rule that everyone follows. For example "this is the way we close the door." Instructing a child under nine years old to follow movements is most productive with as few words as possible that gives

a direction as to what to do rather than what not to do because they turn the instructions into pictures in their imagination to use as a guide. For example to give instructions to “stand still” is easier to follow than “stop moving”.

As the sense is developing, we will notice a child spending many hours moving things into position, lining them up and making patterns such as with rocks or wooden blocks. Folding cloths and sheets with another child encourages them to mirror a movement because they have to meet each other’s fingers to catch the corner of the cloth and use spatial awareness; they walk backwards to open the cloth out again and repeat the steps becoming closer each time while judging the distance. This everyday activity supports the development of a number of senses including touch, movement, balance and sight sense. Games such as “statues”, “Simon says”, and “musical chairs” are a practice in following auditory clues to make the body stop and start. Classroom activities that use movement from going quickly to stopping are best to finish with a movement that is harmonious, neither rushed nor still. An exploration of the park and a walk around the block can return harmony to the movement sense that has not been able to find its way back to harmony.

A child with a hypo sense of movement who is not participating or who is making uncontrolled movements will benefit from songs and an adult doing the gestures with or near them. A child with a hyper sense of movement who is not participating is likely overwhelmed and requires less movement in the space.

The speech forms and movements that the caregiver provide have the opportunity for beauty and variation for the child to experience and follow. Hearing, and learning to pronounce beautifully formed sounds and words, including learning more than one language, expand the shape and movement of the mouth and broadens the relationship to words. Tongue twisters and rhymes encourage the eyes and the mouth to keep up with each other and catch on to the patterns.

Making the eyes focus on distance and close vision, on moving and still objects is also an exercise of the movement sense. It does not exercise the movement sense when an external stimulus makes the eyes move rather than the person controlling them. Looking at movies and programs on television cause the eyes to stare, electronic games make the eyes jump about, dreamily gazing out of or at fast moving vehicles causes the eyes to flicker. Because the sense develops over the first five years of life, minimising these activities for this period contributes to the healthy development of the sense of movement. The eye movement is connected with an inner movement. In circumstances where the eyes are controlled by the outer stimulus, the inner movement is not controlled by the person. When a person controls their outer movement, they have more chance of being able to control their inner life rather than relying on external stimulants for thrills and entertainment. Early education that forces a child to use fine motors skills or restricts or over controls gross motor movements before the child has entered their seventh year, can hinder the development of the movement sense.

The home nursing application of chamomile compressed over the abdomen helps the nervous system to calm, and for warmth to be available for movement in the metabolism and limbs. This is particularly helpful for hypersensitive people. Skin brushing and the

application of cool salt or rosemary wash can help hyposensitive people. Eurythmy brings consciousness into the limbs along with beauty and form, a therapeutic Eurythmist can work with specifically with eye exercises or integrating awareness of particular limbs into unity with the whole.

BALANCE SENSE

The sense of balance is the experience of being in harmony. The balance sense perceives our relation to the external spatial world. Based on our perception, we adjust our balance. When someone moves closer to us we inwardly and externally adjust ourselves to maintain a state of harmony. By experiencing equilibrium in our physical body, we have an inner experience in our feeling life. This helps the sense of balance to mature and grow a relationship to inner harmony in our whole being.

Hyper sense of balance

A hyper sense of balance gives a heightened experience of the effort that it takes to keep from falling or leaning over. The person can feel disoriented when the environment is out of place and slightly lopsided and therefore have to overcome a tendency to avoid heights, unstable paths and even rooms that are not proportionally arranged. Some personalities will avoid risky activities, whereas others will show off their refined balancing skills. They are sensitive to spinning around or sailing on boats because the point of equilibrium is always changing and this inner effort to maintain their equilibrium and not be overcome by the outer imbalance can be exhausting as well as sickening. Knitting and activities that require crossing from the left and right brain, and left and right hand can be tiresome and if their handwork is lopsided, or tight it may be because they are concentrating very hard.

Hypo sense of balance

Being less aware of the lack of equilibrium of a space, the hypo sensitive child's tendency is to enter unstable surfaces or heights without first adjusting their inner equilibrium and as a result they may fall over, or start to climb the tree without first assessing the proportions. They may swap between hands during activities or for different activities. Making mirror image patterns may be difficult, and knitting and activities that require crossing between the left and right brain, and left and right hand are likely to be out of alignment because they cannot judge when it is off balance and it is difficult to know what to do to make it balanced.

Ways to harmonise and support the development of the balance sense

The balance sense is supported by encouragement towards activities that require being able to return to uprightness against gravity, for example: jumping from heights and standing up, using stilts and bicycles, crossing wobbly bridges, and walking on rocks around a garden's edges. Interest and capacity for this increases from about four – five years old. Having non-uniform spacing between steps keeps us aware of where we have to place our feet; it doesn't exercise the balance sense if someone else has figured out where

we should put our feet and controlled the environment. Many opportunities can be made available in a home, garden and while out and about. It is not necessary to push a child towards balancing, in fact if a child is pushed or made to find their sense of balance in a physical way before they are ready, their relationship to the full context of what the sense provides can be in itself, unbalanced.

Playing statues, and doing Eurythmy, are exercises in holding one self in equilibrium. Knitting, weaving, ball sports and games where the midline has to be crossed on the vertical and horizontal plane harmonise balance. Balancing a variety of organically shaped objects into a tower, and sculpting with clay, sand and wax are a practice in balance even though it is not balancing our body.

We need to experience what balance is to be able to find a weight or measure that will make something harmonious. Mathematics, geometry and music require balance and can be used with props and gestures and extended to comparing weights and measure. Also useful are form drawing and moving in patterns such as the figure 8. It is good practice for the balance sense to free draw and handwrite on unlined paper rather than colour between the lines. Children new to writing can draw the lines on the page themselves then write upon the lines, this is a double practice of the balance sense. Wheeling barrows of dirt, digging holes and filling pots with dirt uses the balance sense to hold the weight and perceive the measure. Singing in rounds and harmony takes the practice into the social realm.

Ergonomic furniture that encourages effort in uprightness can be helpful if also given the chance to be free of props to remain upright. The nursing application of quark compress over the chest and a footbath that alternates between bowls of hot and cold water awakens a middle space, a point of balance. A lemon footbath can also be grounding which helps establish a starting place for the inner sense of balance.

SMELL SENSE

There are what is called four middle senses (of the twelve senses) and they are – smell, taste, sight and warmth. They all help us relate more deeply with the world. The first four senses (the lower senses) help us to relate to our own body. And the 'higher senses' relate us to other human beings.

The sense of smell is the first of the four middle senses and the first sense that takes us outside ourselves; we relate to the environment through this sense. With the sense of smell we come into contact with the external world. When we smell we are brought into close contact with matter through the gaseous or airy medium.

When the sense of smell is matured we are taking in the environment and learning about it without placing our opinions or like and dislikes onto the smell.

Hyper sense of smell

When a person has a hyper sense of smell they have a heightened ability to distinguish between differing scents. It is difficult for them to keep themselves separate from the aromas that they don't desire and do desire which would allow them to perceive the fragrance for what it truly is and develop social tolerance, rather than the aroma and social mingling having the effect of overpowering them. If they feel an unwanted odour has penetrated them, they might desire to wash or rub it away. If they enter a room and smell something new, they might seek it out as a priority. The smell of a particular food or flower could make them dry retch; if a food is off they will be the first to say so. If a classroom has been cleaned with antiseptic or artificial smells, the introverted child might not say anything but they sit quietly 'in pain', unable to complete their task. An extroverted child might disturb the whole class by making a big deal of it but still be unable to do their work properly.

Hypo sense of smell

A person with a hypo sense of smell has difficulty experiencing variations in aromas; all scents may seem similar. They may notice strong scents, but not the gentle scents. And they could put something right up to their nose to identify the smell, possibly taking a few days before the smell of rotting food in the refrigerator starts to bother them.

To smell and to socialise is to mingle, and a person with hypo sense of smell generally do both without discernment. Lack of discernment could lead them down the garden path if they were to follow their nose.

Ways to harmonise and support the development of the smell sense

Aromas educate us about the world, and we have to use this sense to guide our way like we do the other senses. We may enjoy what some scents do to our inner life more than what other scents do, but if we place this judgment aside we can ask, what can we learn about the other through this aroma? If an adult tells a child that an aroma is good or bad or places a judgment on it, this can hinder the child having an experience for themselves.

Wondering what is cooking or what is in the garden are day-to-day possibilities to refine this sense and be prepared to meet the world. If a child needs extra refinement, introduce games that involve being blindfolded to match a smell to the name of an object.

Keeping natural aromatic oils or scents for medicinal purposes and to balance a space where needed, allows the opportunity to come to know changes in the day and life verses death. On a normal day the smells of health and illness, and changes in the season and the day can then reveal our inner bacterial cell life and the outer world. It is healthy if a child can tolerate aromas that are naturally occurring and belong to health, and shield themselves from things like toilet deodorisers and nicotine. An inner resource library becomes discerning of the truth.

TASTE SENSE

The taste sense is a connection between the inner and outer world. Socialising, like eating, requires mixing ourselves with something other than ourselves and bearing it. Because of this maturing individual relationship to the smorgasbord life has to offer, the nine to eleven year old child can become more open to the world. In relationship to food they may open up to new flavours or even reject flavours they have enjoyed all their life.

Along with the development of the taste buds the child may also become aware of new feeling life experiences. The matured taste sense allows us to have a refined individual experience of how we 'taste' the world.

Hyper sense of taste

To be hypersensitive to taste means that every slight variance in flavour can be discerned. Therefore those with this sensitivity have a strong tendency to choose bland or familiar food, limit their variety, and stay with textures and flavours that are familiar. They tend to separate their foods rather than mix them up. The flavour of something could leave a lasting impression that they cannot overcome, so they withdraw from eating it. But they could also want to eat a lot of a particular food because they lose themselves in the experience of pleasure it brings them.

Their social circles and fashion sense may not be very experimental or broad.

Hypo sense of taste

A person with a hypo sense of taste lack discernment in regards to what they put in their mouth. Overall their palate is less refined which makes it easy to try new things and be less impacted by the flavour of food and the people they meet.

Ways to harmonise and support the development of the taste sense

By allowing mealtimes to be a time of coming together in social harmony, many of the senses can be nourished. Sharing in growing food and preparing meals provide the child with hyper sensitivity time to relate to foods that they may not be so inclined to put into their mouth at meal time; this can help them become familiar with the food. The child with a hypo sensitivity can develop a deeper relationship to each food as it is prepared. Serving the meal in separate components with the expectation that everyone eats some of each component in the proportion that suits their body, while also considering to leave portions for the rest of the family, gives the hyper sensitive child more awareness of the whole and the need for social tolerance, a naturalness towards being expected to meet all parts of the meal, and an opportunity to extend themselves without being overpowered. The child with hypo sensitivity is given the chance to come to know each food on its own, refine their discernment and develop social etiquette. It can also be a joy to wonder what is in a stew and learn to discern the individual ingredients within a combined arrangement.

The beauty of the surroundings and tastefulness of the environment can help the child develop a healthy taste sense. Offering food that is full of life at a similar time each day, supports organ functions and processes whereas a child who is tired will be less likely to eat well or be willing to try new things. Keeping wonder, reverence and beauty alive in the way we value and present food affects the nourishment that is available in the food as well as nourishing the taste sense.

To come to discover a food, even as adults we need to taste without judgment and be able to wonder at the world. Offering food that is full of life helps to experience these greater qualities.

SIGHT SENSE

The sight sense is connected to the movement sense; the eyes use the movement sense to track the shape and the sight sense to see colour. Our eyes stretch forth their vision like a pair of arms extending and grasping colour and form. The sight sense helps to distinguish between what is being seen and where it is in space and it brings the world to life through colour.

A small child has an inner experience of everything they see. The impression is left within them. The distinction that happens at maturity is the ability to differentiate between the images that are on the outside and those on the inside. The ability to filter external sensory impressions and be able to discern that what we are looking at is outside of us, means we are not inundated by the images.

Hyper sense of sight

For a person with a hyper sense of sight, bright colours and light can cause discomfort, perhaps causing pain and ill health in other parts of the body. Intense images impress deeply and can be difficult to overcome.

In the classroom, the child may be overpowered by whiteboards and videos, unable to hold their behaviour, becoming overstimulated, exhausted, or perhaps nauseous. Their dreams can be affected by what they have seen in the day, and traumatic events or images could remain undigested for years, being reflected in nightmares. They are likely to also have favourite imagery or a theme with which they fill themselves with regularly, and possibly repeat snippets from movies over and over - the external image creating an inner reflection and movement that they take great pleasure in.

Hypo sense of sight

Having a hypo sense of sight means the person is less able to define colour gradients. And although colours and images penetrate them the hypo sensitive person does not easily register the effect through their sense of sight.

Having a hypo sense of sight means the person is less able to define colour gradients. The child may need more detail and living colour in the visual images or to be closer to the

front to stimulate their sense of sight and interest to help grasp the picture. They may choose to experience and wear bold, dull, or intense imagery, without realising the impact it has on their inner life as well as other people. Their behaviour can therefore reflect the images that have crossed into their inner life unnoticed.

Ways to harmonise and support the development of the sight sense

Retaining joy and wonder in each task opens up more of the world to our vision. The subtle but dramatic changes in nature, such as with the rising and setting of the sun can help us to experience the relationship of what we see, and what lives in us. Observing nature in real life nourishes the sight sense whereas viewing it on a screen with artificial penetrating light can cause the natural process to deteriorate. Gentle colours with soft edges are nourishment for children under seven years old, and from the seventh year they have greater ability to process more defined forms. This can be applied to architecture, furnishings, wall colours, clothing and the activities that are offered.

The world is a colourful and exciting place as a young adult when we have been nourished with a social life that is warm, tasteful and true.

Chalkboard drawings created by hand that are full of colour and detail tell a story and invite the eye to move across the landscape and into the shadows without being over-penetrated by the light.

The application of chamomile over the abdomen can help calm the nervous system and pain from overexposure to light.

WARMTH SENSE

The sense of warmth is concentrated in the heart of the human being. With warmth we are participating with what is within the object perceived. When we hold ice we come to know that it is cold through and through not only because of the boundaries of our skin but also because we experience the cold within.

For this sense to mature it needs to be held by the adults early in the child's life. It is not fully developed until around twelve to fourteen years old, which may be much later than most people would expect. When an adult holds the responsibility for the child's body temperature through awareness of the environment and responding to that with appropriate clothing, the child's sense of warmth has a strong foundation. For example a child will swim until their lips are blue, as they are unable to discern that they are cold. A baby needs an extra layer of clothing than that of an adult. As the warmth sense develops along with the greater development of the heart and circulation, the child becomes more able to perceive their internal warmth in relation to the external environment. The foundation for the harmonious maturity of the warmth sense is laid in childhood. So that the now teenager, will adequately measure and correct the needs of their body temperature within a changing environment, and will also be able to discern the level of soul warmth in a room.

Hyper sense of warmth

The person who is hyper sensitive to warmth experience the subtle changes in the environment and can find it uncomfortable and difficult to maintain their own body temperature. They may carry lots of clothes in order to be able to make themselves comfortable as the outside temperature changes, or they may avoid places if they think they won't be able to cope with the temperature.

It is useful to look closely at the reason a child might want to change their clothing regularly. Is it because they have a hyper sense of warmth or is it related to the touch sense or the life sense? A connection can be noticed between the senses and the way the first four senses have a relationship to the the development of the other eight senses.

Hypo sense of warmth

To be hypo sensitive to warmth is to lack awareness of the effect the environment has on one's own body temperature. They may under-dress or over-dress, unaware of the appropriate clothing for the environment. When a hypo sensitive young child's lips are blue and they are shivering, they may still deny they are cold. Likewise they won't necessarily recognise when they are overheating.

Interestingly, Australians raised in a beach culture tend to ignore the need to dress adequately because the changes in the environment are not as extreme as in parts of Europe and America. And in addition to that cultural habit, a surfer or competition swimmer may purposely ignore the sense to allow the passion of the sport to continue.

Ignoring the cold and not covering the chest, kidney area, calves and feet make the body work harder than necessary to maintain warmth. This effort takes away from using the forces for growth, thinking and healthy organ function. Cold has a noticeably adverse affect on the reproductive and digestive organs, with studies also showing that treatment for people with eating disorders is enhanced with the application of warmth.

Ways to harmonise and support the development of the warmth sense

A physically warm home, as well as warm relationships, bring a measure by which to establish individual warmth. Warm relationships can be developed through showing interest in one another.

This sense does not fully develop until adolescence, therefore children require a measure to learn to build a relationship to their warmth and how the outer temperature affects them. Basics include expectations of wearing socks or house shoes, and the body dressed warmly, not compromising on covering the chest, kidney region, calves and feet. Caregivers need to oversee the child's clothing and bedding to maintain a healthy body temperature in changing environments. Very small children always need an extra layer of clothing. Until the child is about five years old, the caregiver needs to support the child to dress appropriately by doing it with them. Then until they are about twelve to fourteen years old, the caregiver needs to remind them to take the layers on and off and teach them healthy durations for exposure to extreme temperatures.

Combating the elements despite rain, hail or shine, dressed in adequate attire that remains dry in cold climates, can strengthen the warmth sense. Try not to make the inside temperature overly cold when the outside temperature is high so that the difference is not extreme.

Natural fibres let the body breathe, and wool insulates and regulates temperature much more than cotton. Cotton is suitable for warm environments. Using real-life seasonal changes as indications awaken an individual relationship to an inner authority about what to wear, so that it becomes a conversation with nature as opposed to parental authority. Adolescents who have been raised to have a healthy measure of warmth by being expected to warmly dress at home, will be more likely to choose clothing that helps regulate and protect their body temperature because they will be able to experience their healthy zone. It can only be learnt by experience, and since teenagers need to have the freedom to think for themselves these foundations occur before twelve years old. These teenagers may try under or over-dressing outside of the home but they experience the disharmony and more easily return to what is health-giving.

Treatments include massage with protective lotions and the application of heat. Nutritional baths that leave a layer of protein on the skin and generate warmth from the inside can be used as long as no prescribed or recreational drugs are being taken. A lemon footbath draws the warmth to the feet and distributes it throughout the body. Alternate footbaths provide a stimulating experience by moving the feet between hot and cold buckets of water. Hot water bottles, rugs around the shoulders and fireplaces on a daily basis through the colder months have a health giving effect on the warmth of the body and soul. Eurythmy can be prescribed to circulate warmth that may be trapped in the centre or periphery and has a health-giving effect on blood pressure and circulation as well as organ functions.

HEARING SENSE

The hearing sense perceives the sounding element and reveals intimate knowledge of the nature of something. The nine year old starts to experience things more deeply and can take an interest in music, though this is most often connected to what is around them. It is from about fourteen years old we can crave a connection to hear the nature of something else, and we start to relate to particular genres of music or artists that have a similar resonance to our own, or that give a mood-altering resonance. It may be obvious from early in life when a person is 'musically gifted'. Yet the capacity to hear the other without judgment or pain is part of the process of maturation that can vary greatly depending on how the person was influenced as a young child in their sensitivity to listen.

Hyper sense of hearing

A person with hyper sensitive hearing is over sensitive to sound, sometimes to the point of pain. They can be affected when a sound is out of key, tone, pitch, rhythm, or the volume is not measured. Their inner space feels penetrated and they may leave the room

or area, or put their hands over their ears in order to block the sound. As a sound comes towards them, they are sensitive to individual components and may lose themselves to it in pleasure, or they can be disturbed and not want to listen. A child will find it difficult, if not impossible to not be affected by the resonance. They may repeatedly create or play one particular sound, having a desire for it to resonate in them.

Hypo sense of hearing

Hypo sense of hearing it to lack differentiation between various sounds and components of sounds. Differentiation in pitch, tone, rhythm and volume is difficult for them to perceive, and they may not realise the way sound affects the space. They too may repeat listening to sounds but be less discerning as it is the overall stimulation that creates the interest.

Ways to harmonise and support the development of the hearing sense

The pentatonic scale produces harmony, therefore, can be harmonizing on the sense of hearing and is an especially therapeutic sound with which to fill the room in the early years. Providing handmade instruments and natural objects to listen to the sound variations can increase the appreciation for diversity and discernment of the kingdoms of nature. Children are supported by singing and hearing compilations and varieties of sounds, rhythms and harmonies. Quiet times are also important.

It is valuable to experience live music, theatre, poetry and stories, through which we can truly meet the human being behind the sound. Allowing the adolescents to experiment with a wide variety of musical styles, sounds, and noises, while ensuring to provide experiences that activate the heart rather than sympathies and antipathies can help come towards a healthy measure and the ability to listen deeply.

Developing the Self Developing the World offer an Arts Program that provides experiences which use the soul processes of thinking, feeling and willing in harmony through speech, drama, singing and drawing, drawing, painting and eurythmy. They are a great support especially to the growing child, who already speaks the language of inner experience most readily. Tone Eurythmy in particular requires listening to tones and moving the body into gestures that move the inner life in harmonious tones.

WORD SENSE

The sense of word is to perceive the being of language as a vehicle formed by the thoughts of another human being. We perceive and make connections to words, differentiated from other sounds. The way we perceive words has a particular relationship to the development and sensitivity of the sight sense and the movement sense. Typically between sixteen and seventeen years old, we notice a greater ability to filter what is intended for oneself, and the relevance of things to oneself. This contributes to being able to recognise archetypes in communication and only connect with what is relevant to us, without being as affected by someone else's direction or mood.

Hyper sense of word

A person hyper sensitive to the spoken word can be sensitive to word forms. Although they may easily perceive words, they may also become fixated and lost in some words.

Hypo sense of word

If a person's word sense is hypo sensitive, they can lack discernment of the spoken word. The process of recognition and response to perceiving language can be slow while they gather and repeat the words.

Ways to harmonise and support the development of the word sense

Everything that harmonises and develops vocabulary is health-giving for the word sense. Harmonising the movement sense and sight sense also harmonises the word sense.

It helps to use a wide variety of words around the developing child: choosing different words to express the same thing, as well as playing with words, can help to expand the word sense. Speech exercises and stimulating conversations filled with wonder and beauty build an appreciation for the power of the spoken word. Adults can also study history, as well as the way symbols are used in myths, legends, and languages.

When someone connects to the meaning and thought living behind the word or gesture before speaking or acting it out, the word 'lands' in the other like a gift. To support the word sense to develop, stories and conversations need to be enlivened by living in the heart of the speaker and growing as it is spoken, rather than purely recited from memory. A conversation or lesson is made digestible by using descriptive words that have within them freedom for the listener to catch onto the rhythm and form a living imagination. Keep in mind to use words that are true for the whole, leave an impression of beauty, and demonstrate goodness in the world. Words can otherwise land in the other undigested, or we could leave the other un-free.

THOUGHT SENSE

We understand the meaning behind what someone else is saying by using our thought sense. The thought sense starts to mature in the late teens, early twenties and helps us understand the essence of what we are studying and of those teaching us. When reading, listening or viewing something we use the thought sense to relate to the thought living behind the language. It follows on from what has been perceived through the sense of word. To be able to follow someone else's thinking, we unite ourselves with the rhythm of the other, perceived through the activity of the parasympathetic nervous system. The matured sense of thought allows us to perceive the thought of the other and keep our own thoughts.

Hyper sense of thought

The sense of thought is the perception of meaning and differentiation of the thoughts created by another that lie behind words, gestures, symbols, patterns and systems. An over sensitivity makes it difficult to maintain or bear the separation of the thoughts of another and one's self. The person may lose the meaning of their own thoughts to the other's, or find it difficult to integrate all of the thoughts that they perceive.

Hypo sense of thought

Hypo thought sense is lack of discernment in clarifying meaning behind words expressed by someone else. They can often find themselves in unclear agreements, because they mistakenly understood to be in agreeance with another, but they rather they had not followed the thought and clarified the meaning.

Ways to harmonise and support the development of the thought sense

Harmonising the life sense also harmonises the thought sense. Children can be read traditional Grimm's Fairytales and share in prayer and verse which serves to build a reverent relationship to something greater than the material self. These practices are also beneficial for adults, as is poetry, history, art exhibitions, and studying the way symbols are used in myths, legends, and languages.

Forms of spiritual development that strengthen the individual's relationship to the truth and harmony within the cosmos and the meaning of life also extend the sense of thought.

To develop this sense, adolescents require teachers and role models who have a living connection to their work and enthusiastically bring this through what they are teaching, while at the same time letting the adolescent take up the parts they are sensing a connection with, and leave the others behind.

A person with a hyper sense of thought will be supported by being asked questions that lead them towards individual consideration to build broader perspectives so they can learn not to drop their own, but to hold many. A person with a hypo sense of thought will be supported through questions that deepen their point of view so that the nuances become highlighted.

'I' SENSE

The 'I' sense is the sense of perceiving the individuality of another; to truly sense there is another human being present rather than only perceiving outer characteristics, cultural conditioning or being unable to discern the difference between a "bot" and a human. Despite a person's race, sex, gender, religion, social status and culture there is an 'I' being that is not those things. Sensing the 'I' of the other is important for healthy relationships; in fact, we start to develop a sense about a new human being while they are in utero.

We can usually see this sense developing when we start standing up for our individuality in the late teens, early twenties. Whether or not it matures fully, depends significantly on the maturity of all the other senses which together develop the capacity to be in a place within ourselves that does not judge or have a preference, but can truly meet the other. Without effort, it may come and go and be more like a gifted moment of perception.

Hyper sense of I

To have a hyper sense of 'I' is to experience the 'I' of another strongly and find it difficult to hold one's own self as a separate individual without experiencing overpowerment in one way or another. When alone, people with a hyper sense of 'I' can have a strong connection to themselves, but when mingling with others, they may find it difficult to have or maintain their boundaries. They tend to fall in love easily and be overly sensitive in a relationship.

Hypo sense of 'I'

A person with a hypo sense of 'I' is less able to perceive the 'I' of another human being, tending to treat people according to outer characteristics such as their sex, age and skin colour. They can feel connected to others within a collective group and have intimate relationships, however perceiving the needs of the other and falling deeply in love can be difficult due to their lack of discernment of another as a unique and independent human being.

Ways to harmonise and support the development of the 'I' sense

No matter how people express themselves we can seek and acknowledge the part of their expression that is unarguably true. And when seeking of the higher is offered by someone else to us, we learn to do the same for another. The 'I' sense is supported to maturity by upholding expectations in homelife that help every household member to flourish, rather than rules based on making a particular person's life easier.

Treatments and activities used to harmonise the touch sense also harmonise the 'I' sense. Eurythmy, Oil dispersion bath therapy and rhythmical massage are especially helpful. Developing the Self Developing the World also offer an arts program that supports the harmonious relationship of thinking, feeling and willing and sensitivity and strength in perception.

HOME HEALTH CARE INSTRUCTIONS

For a collection of resources and instructions for the applications mentioned throughout this document, please visit: <https://www.developingtheself.org/#/baths-and-compresses>

WORKSHOPS AND LECTURES

Caring For the Senses in Early Childhood

A talk for parents and teachers caring for children from birth to seven years old. It introduces the twelve senses with a particular focus on the first four senses. It raises awareness of the significance of how these senses develop between birth and seven years and their relation to the rest of life. This talk is utilised by Waldorf Communities to help young families understand the basis of the Waldorf early childhood curriculum and the benefits of creating a complementary home routine.

Harmonising Sensory Development in the Primary School Years

A talk for parents, teachers and learning support staff to understand the impact the senses have on behaviour and learning in the primary school years. This can be delivered independently or at a class parent-teacher meeting, and may help lead parents towards further education to support their child's individual needs.

Learning To Observe Sensory Development

We can use the understanding and observation of the development of the twelve senses as a guide to know when children are ready for broader experiences, how to protect them from overexposure, and how to harmonise the impressions they have absorbed and are yet to digest. Our awareness of our own tendencies to use each sense can also help us to improve the way we work with colleagues and partners.

This workshop is presented as a one or two day workshop for anyone working with children to come to understand the way we each have hyper and hypo sensory processing tendencies, and how we can support all children to flourish and fully develop despite these variances. It brings examples of ways to observe behaviours at school and home through the lens of sensory development to give the most helpful encouragement to a child, and to enable the awakening of their own sense of self and place.

Extending the Understanding of the Senses in Relation to Class Behaviours

This half or full day workshop is to assist school staff to extend the relatedness of sensory development to particular behaviours that are presenting in a class group, in order to develop new ways to support the class.

The content can be extended furthest when the participants are aware of their tendencies to be hypo or hyper sensitive and whether this is colouring their perceptions of the class needs. This can assist in working towards opening the doorway to perceive what a child

may need to assist them to learn or digest. When we work with sensory development in this way, we find that we focus on what a person has rather than what they do not have.

Harmonising the Senses in Adulthood

A one or two day workshop where participants spend time on individual observations to come to know how they perceive through their different senses and how these perceptions colour their choices in life. To develop healthy, matured senses for ourselves, we put aside the bias and conditioning that is colouring our view of the world and others. This opens the doorway to the wisdom that helps us to understand someone else's point of view, which greatly assists collegial communication and puts the health of the family or the school at the centre.

Practical Workshops to Learn How to Apply Treatments to Harmonise the Senses

By applying medicinal substances to the skin, the nervous system is reached more directly than via oral medication. Anxiety, fatigue, sleep disturbances and erratic behaviour that is a result of inadequate sensory processing can be assisted by these applications. The treatments benefit all ages, but because the environment so easily influences children, these treatments can have a profound effect on bringing about a soothing, harmonising or awakening experience that assists the integration of what has been absorbed from the world. These workshops provide hands-on experience with a variety of practical applications. Each treatment is a one to two-hour group workshop.

Peer Support for Parents, School Staff and Health Professionals

Professionals in the fields of health and pedagogy are available for individual class teachers, learning support staff, parents and health professionals to offer one-off or ongoing individualised support. This can provide the opportunity to refine programmes, home routines or healthcare practices and integrate activities and nourishing experiences that help children to build a rich inner resource library and adults to harmonise their senses.

Further Education and Resources on Human Development, including Gender and Sexuality

Further programmes offered by Developing the Self Developing the World can be found on the website www.developingtheself.org

Inner Development

For those who want to work more directly with their inner life through meditation and self-development, lectures and course outlines can be found at www.innerworkpath.com

OTHER SUGGESTED READING

'Spirit-led Community – Healing the Impact of Technology' Publication by Steiner Books, 2018 Author: Lisa Romero.

EduCareDo Foundation Year in Anthroposophy Lessons 3 & 4. www.educaredo.org

ABOUT US

Developing the Self Developing the World is a not-for-profit community organisation made up of volunteers who offer their professional expertise towards educational resources and workshops. The profits from which go to support 16 to 26 year olds in their work and life questions. For more information visit: www.developingtheself.org