

Future You in Primary & Middle

“Don’t forget you have to meet with your Story Guide later today,” Mom says.

You know you are going to meet with one of your all-time favorites from the online “Garden,” the Story Guide who helps you write your own Story of what you know. Your Story Guide might have been what used to be called a “teacher” combined loosely with a counselor and curriculum director. Her job is to know what you are capable of, where you are in mastering everything required of you, and what your interests are, so you can keep being challenged and keep learning. She even helps with discovering what you could be interested in learning that you didn’t even think of being interested in before, even with the help of all the advanced directories and marketing coming at you from online learning media and apps.

“Okay, my W says 2 p.m., and it already told me a long time ago,” you say. Your “W” is your wristband, which talks to you and helps keep you on track for your Story Guide learning day and pretty much your whole social life, reminding you in advance of things you should probably prepare for and even people you should probably call since you have named them “friend” but haven’t talked to them for a while. It also answers incoming communication in your voice and in the ways you would normally answer using artificial intelligence. It will only prompt you for definite decisions or creativity in answering. If it’s

just a reminder to be at Timko's birthday party, for example, your \mathcal{W} answers for you and puts it on your calendar since it knows you will want to be there. It tells you of these minor decisions at some lull in the day in case you want to change any of them. If it is a commercial call, like someone selling something, those get automated replies unless \mathcal{W} knows you are in need of new shoes or a new headset.

You've been studying plant life and biology a whole lot because the regular common standard lesson piqued your interest. After you mastered the requirement, you chose the "Arrow Up" and got a whole list of other things you could study beyond the simple concept of from-seed-to-mature-plant-to-death-and-recycle idea. You are now totally into seeds and the whole idea of genesis. You are even asking Mom where babies come from. Seeds? You have searched for lessons on any plants that "get fat" before they have babies. It seems one similarity in the plant world is the pea-pod.

At 2 p.m. you discuss this with your Story Guide.

"I see you've mastered Primary 206 and gone beyond, well done!" says your Story Guide, Jessie, over live video interface. She says, "Have you considered this conception of life from any other perspective, like maybe how it works mathematically?"

"I haven't picked any math-side discoveries (lessons), no," you say, "but I am wondering more about seeds and biology and what about *people* and *babies*. I asked my mom... and she said it is not time for me to know all that yet but that women do *not* swallow watermelon seeds no matter what my friend said."

“No, no they don’t,” says Story Guide, Jessie.

“Well, what am I supposed to do to find out? It seems like there are links that I can’t go to...” you say, very frustrated for an eight-year-old.

“First, let’s talk about why you want to know about seeds, because I can see that’s the first thing you wanted to link on to get more information,” says Jessie.

“I picked seeds because it’s the start, and I want to know what starts things – just putting them in the ground and watering and sun – I found that stuff out – but still...” you say, unable to put into words exactly what you are suspicious is missing from the biological equation.

“Oh, I see, that’s very good that you have found out more of what goes into plant growth. I am going to give you some extra credits in your Story account for that, and then I will tell you that what you are searching for is what many people try to figure out and have through all of time. You are trying to figure out the spark of life, what makes that happen. There are many philosophical references for this, and I will send you the links at your reading level, but this is also something that you should talk to your mother about, because it comes also into the field of religion. I am sending her a reminder on her W to talk to you about this,” says Jessie. “Now, let’s talk about math Standard 475, because I have a new game that uses ocean adventure that can help. Aren’t you and your family going to the ocean this summer on vacation? This could be helpful for math and also identifying the fish you will see. How about that?” Jessie puts up a window showing the game live for you to see.

“Yes, that sounds good,” you say, seeing on screen a glimpse of the game Jessie is talking about

and getting really interested in all the fish floating by, numbers flashing on their gills.

“Good,” Jessie says. “I am recommending you use it in 3D for now, and you could earn extra credit later if you come back and do a report after vacation on the ocean.”

Future You, in Middle

None of the kids in your original POD, except for Renee, are in the same Standards class as you are anymore. All the others are working in different parts of the Standards, either above or below, or are on Tangents. A Tangent means they are off on some sort of travel-study or work-study or life-study.

One student you knew from Primary who was in the same set of lab classes with you, is now helping in a convalescent home for a six-month Tangent, because his grandmother is there and very ill. She may not live too much longer. He reads to her every day and helps her finish her Story. She wanted to write up what she learned from doing one of her own Tangents, star-gazing on a ship at sea a few years ago. Tangents are, after all, learning that you can do any time in life. Her voice shakes and so do her fingers, so any machine artificial intelligence is not able to help her keep up a Story. He is helping. His Tangent is getting him extra credits towards his plan to be in medicine later, and he gets a lot of credits for Compassion. It is a requirement of one of the High Standards anyway, but he is doing it in Middle because his Story Guide says it aligns with the time in his life and his grandmother and he can do it.

Your parents and your new Story Guide for Middle tell you that you are doing very well, and could actually slow down and enjoy being 12 for

a while if you like. You decide to plan a Tangent and reach out to ask about this with your Story Guide. You got a male Story Guide this time, because your dad wanted you to have a male influence at this time in your life rather than female.

“Hi Matthew, I want to plan a Tangent rather than just hang. I want to learn something and not just play around like you and Dad said I could be doing right now since I’m ahead. I’m thinking something in art. I want to explore color and how color is affected by things like culture, and maybe how it relates to math. Does it? Is there a sort of scale to color like we learned about the rainbow? What else is there to know?” you say.

“Well, this is exciting for you. A Tangent is well-timed for you. I took a note on art, culture, math, rainbows, and interrelations. I’ll be glad to create a special Tangent for you.” Matthew the Story Guide says.

“Great, and let me know if there is anyone else in our Garden or Branch, or even anywhere, that would like to Tangent with me. I’d like to maybe do my Tangent *with* someone else,” you say.

“Mmm, that’s really a good idea, and if you do want to really get cultural implications, it’s a perfect thing to do with students from other cultures, even possibly more than one. I will create a lesson plan and shop it internationally,” Matthew says.

“Okay, let’s do that,” you say.

A week later, you have attracted the attention of a Chinese student, a South American student, and a European student. All students speak English, but you also use online artificial intelligence interpreters between you as needed during the Tangent.

Your Story Guide builds an original lesson plan that is later modified by a Chinese Story Guide and also one from Switzerland who is working with the European student. The finished Tangent is projected to take the four students at least four months to complete.

The first set of discussions are around videos all four students make up of a selection of twenty-five colors chosen jointly. All four students have to video each of the colors or make something of each color, and write about that color and share.

Projects involve reference works around color and math and discussions.

Pottery becomes a major historical journey, and present time pottery examples are sought in each country. Each student finds local potters who can give lessons on the art of pottery, and all lessons are videoed and shared. Each student has several lessons and creates pottery that they ship to one of the other students.

The Chinese student sees a relationship between the color vibrancy based on a mathematical principle having to do with how high the heat was in the furnace, an idea that was surfaced by the European student who had watched a video on early Egyptian pottery methods to make brilliant turquoises and glazes.

All four write papers on how all the ideas tie together and win a whole Tangent Badge for their efforts. Much to their delight, the work culturally allows them to cross off High Standards that they hadn't even gotten to yet.