

# Regenerative Education I

## Connect and Thrive Foundations

Regenerative Education I is a seven-day residential experiential learning course exploring the foundational human capacities that supported long-term thriving across most of human history and how these capacities can function as educational foundations for regeneration transitions today. Drawing together experiential learning, ecological literacy, systems awareness, narrative inquiry, and community learning, the course investigates the relationships between human development, regenerative social systems, and the educational practices needed within today's interconnected ecological, social, and economic realities.

The course explores seven source-evolved human capacities and attributes:

- the neurochemical basis of social behaviour
- upright walking and embodied awareness
- the desire to know and understand
- tracking and observation
- prosocial cooperation
- multigenerational communities
- connected education

Alongside these foundations, participants investigate seven major disconnection thresholds that emerged across human history as societies scaled, centralized, stratified, and increasingly separated knowledge from direct ecological and communal experience. These thresholds include the emergence of status hierarchies, hereditary systems, extractive land relationships, abstraction of knowledge, centralized coercive power, inherited social roles, and the erosion of Indigenous and experiential learning systems.

Rather than approaching regeneration as a specialized environmental topic, the course explores regeneration transitions as a broader developmental challenge involving relationships between self, community, learning, ecology, governance, identity, meaning, and long-term continuity. Participants work across these thresholds through experiential and narrative learning paths designed to reconnect the capacities needed for regenerative participation and long-term thriving.

Each day combines direct field experience, community practice, movement, tracking, storytelling, mapping, mentorship, elemental immersions, solo reflection, cooperative inquiry, and practical learning activities. Participants engage shelter building, fire making, ecological observation, social role exploration, group process, wandering practices, food gathering and sharing, decision-making, rights and responsibilities, life-stage reflection, and convergent regenerative narrative work.

The course is guided through the River System of Human Time and the Seven Direction Compass frameworks, integrating Nature Connection, Prosocial Connection, and Universal Connection along experiential and narrative learning paths. By the final stage of the residency, participants begin mapping their own pathways of divergence, reconnection, contribution, and convergent regenerative participation within learning communities oriented toward long-term thriving.