

‘This change in humanity, this growing indifference to the great questions of destiny, is the most striking phenomenon. Everything bounces off mankind, so to say. The most comprehensive, incisive facts are accepted like any other sensation. People are not deeply shaken by them. The reason for this is the ever increasing clever egotism that constricts people’s interests.’¹⁹⁰

Obviously, I cannot find meaning in my life by simply asking what ‘I want’, instead I also have to perceive what the world around me needs. This requires looking at the world, a worldview. Creating the conditions at school for enabling adolescents to develop their own worldview is a primary task of Waldorf education. For this, the awakening of world interest is the most important instrument, as are teachers who are seen to be participating in life. Rudolf Steiner formulated this very clearly: ‘*The right kind of interest in other human beings is not possible if the right sort of world-interest is not aroused in the 15 or 16 year old.*’¹⁹¹

All of these are essential background questions for technology lessons and age-appropriate use of digital devices in the home and at school.

13.3.4 Curriculum recommendations at a glance

A tabular summary:

Early childhood	Telling invented stories – without any media
Pre-school age	Regularly reading to the children. The adults show the children how to use books.
Class one	Learning to read and write.
From class two and three	Encourage the joy in writing and reading with a class library, reading circles, etc. Intensively support reading at home.
From class four and five	Learn to research in book collections. Getting to know public libraries.
Class seven or eight	Learn to master the 10-finger touch typing on a keyboard.
Class eight or nine	Become familiar with and master the various possibilities of word processing programmes by means of work experience reports.
Class ten	Typography/ font style: create your own writing style.
End of school	Where appropriate, use information technology and word processing at school and at home.

This basic structure of the curriculum shows another fundamental idea: A developmentally orientated curriculum allows children to accompany the history of media concurrently with their own development. The children learn to understand all the aspects of the possibilities of writing and, above all, they can actively master them. Such an approach makes comprehensive media competency possible. It is not only limited to digital media.

In the *first five* years of school, media education begins with the mastery of writing by hand. Additionally, the ability to read with focus and with an understanding for what one has read is something that has to be practised. Researching in books should also be learnt by the children.

In *class six*, the children should be given the first introduction to how the internet works in principle, what advantages there are in its use, but above all, what risks one needs to watch out for. Since the first cases of cyberbullying often occur at this age, and unfortunately often sooner, the question has to be addressed, above all, where one can seek help in an emergency. If social problems already arise in the first years of school, they should always be taken up and addressed in the school context.

Once the pupils arrive in *class seven and eight*, it makes sense for them to learn 10 finger touch-typing on a keyboard. The annual project at the end of class eight or their first work experience report in class nine are opportunities to work with the pupils on how to use the various functions of a word processing programme in a meaningful and creative way.

In *class ten*, the adolescents can be shown how to create their own writing style. They then learn how to produce an individual font, for example one that is similar to their own handwriting. They can then format their texts individually.

In *class eleven and twelve*, the possibilities of information technology can be incorporated in the classroom wherever it is required.

Conclusion: Development first – digitalisation second!

Not addressed in this context is the question of a school and classroom that is as electro-smog free as possible. Suggestions for this can be found in the guide which has been cited several times: *Growing up Healthy in a World of Digital Media*. The long-term health implications of pulsed microwave radiation have not yet been adequately researched, but what is known thus far calls for caution, especially while children are still growing. Please refer to the very informative websites, emfacademy.com, ehtrust.org, screenagersmovie.com. Alternative technologies are also introduced here, where light is used for data transmission, but is not yet available on the market. It is urgent to slow down and possibly suspend extensive coverage of 5G until the health risks have been investigated in more detail and possible alternatives for data transmission have been developed further.

190. Rudolf Steiner: *Education as a Social Problem*. Lecture VI. *The Inexpressible Name, Spirits of Space and Time, Conquering Egotism*. Dornach, 17 August 1919. GA 296. Anthroposophic Press, New York, 1984. <https://wn.rsarchive.org/GA/GA0296/19190817p02.html>

191. Rudolf Steiner: *Education for Adolescents*. In: *Education and Instruction*. GA 302a. Anthroposophic Press, New York, 1996. <https://wn.rsarchive.org/GA/GA0302a/19220621p01.html>