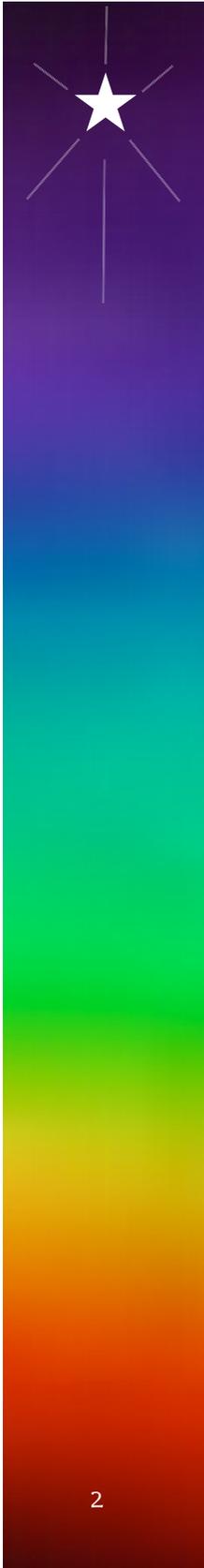


A Kid's Guide to Growing Up	Color/Stage 1 Red Years	Color/Stage 2 Orange Years	Color/Stage 3 Yellow Years
<b>STARTS</b> (approximate years)	with the first breath (0-7)	with the first permanent teeth (6-12)	with puberty and a plethora of ideas (12-21)
<b>FOCUS</b>	Body	Feelings. Sensitive to energies	Mind, and the consequent Will
<b>MATURES</b>	simple autonomy: pee, poo, dress, go to sleep, etc., "all by myself"	flying feelings, really lets go; "don't underrate, appreciate"	by turning from too much self to greater happiness
<b>SAYS</b>	"I Can do it!"	"I feel, therefore I am."	"I understand, I Will."
<b>UNDERSTANDS THROUGH</b>	Magic, Fairy Tales, Stories	Myths, Parables, precepts	Ideas, patterns, concepts
<b>WEAKNESS</b>	dull, sticky, dark red, spoiled	excluding others (too into something/ excessive daydreaming)	lost in a forest of thinking, thinking
<b>UNHEALTHY IMAGE</b>	Couch potato	rejecting others because you feel rejected	<b>3 Headed Dragon</b> of Dilemma, Doubt and Depression
<b>DISCIPLINE MAKES MOST SENSE</b>	directly telling, moving their bodies	agreements/ deals	by understanding, co-creating responsibilities and freedoms
<b>IMAGE TEST</b>	don't get dull	too obsessed/ can't rest	<b>WILL</b> you come to harmony?
<b>MOOD</b>	dependence	dependence	Dilemma (between independence and dependence)
<b>IMAGE OF MATURITY</b>	running down the path confidently, without <u>Mom</u> & Dad	sensitive to others emotional fluency healthy role models	<b>Response-able</b> and <b>Open</b>



Adult Preface  
(Kids can skip this.)

What Is It To Really Grow Up? is a summation of the many talks I have had with children over the last twenty five years about growing up and developing new strengths. The colors of the rainbow are correlated to the stages of life, and this spectrum is felt personally as “growing up” through the colors, hues, and stages of maturation. Through the weaving of these threads, children exercise the writing technique of parallelism.

Both children and adults need to have a full-spectrum understanding about what growing up could be. Such a vision naturally inspires us to grow up from our earthen roots and shoot for the stars.

My son, Salem, helped me in clarifying this collection while in the fourth and fifth grades, and my first/second grade daughter, Ella, loved hearing it read. My fourth and fifth grade students in Richmond and Pinole (California) gave me reflections, suggestions, and praises.

My thanks goes out to the many, many kids who heartily took these lessons to heart, and to the adults who listened and commented as well, particularly my brilliant wife, Julia (mmwhaa).

But more than the conglomeration of the good things I have heard, tried, and repeated, these talks are a reflection of pedagogical features I learned in the ashram schools of Adidam, where I was both a student and a teacher. Let me shout aloud my eternal gratitude to my beloved master-teacher, Avatara Adi Da, Samraj—from whom I learned the depths of love and education.

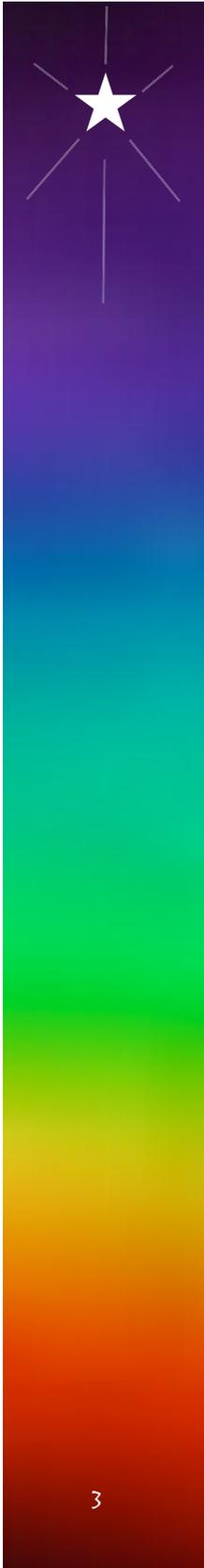
Please note: the separations in the following text are there to inspire dialog and writing responses. Use the teacher’s guide to the right along with the lessons learned in the R-E-S-P-O-N-D unit. Develop this response to ideas by having your students listen to the following paragraphs/sections, and write quick notes and short sentences about them, aided by discussion and sharing. Collect the students’ daily

*Teacher’s  
Curriculum Guide*

*This section will be a teacher’s guide for class discussion and writing prompts. The final product will be a detailed essay recapitulating and personalizing the information as the students learn and exercise the essay technique of parallelism.*

*Procedure:  
Each day, you will cover 1-4 paragraphs; reading, relating to, discussing, and contributing. The narrative should be thus read and/or retold in small bits, with discussion or clarification deeping every paragraph or idea. You will always fill in some of the DEVELOPMENTAL CHART.*

*The students’ job is to take notes of what is being read, as well as write their own examples/reflection s and notes from the class discussion for the entire 15-20 minutes (You’ll be coaching with : “Well said,” “Good point”, “Write THIS down!”).*



notetaking for a larger summary at the end. Then, using their notes, they will write their best sentences and paragraphs, adding the technique of parallelism, and take the entire essay through the writing process. Using The Developmental Rainbow Grid, they will develop parallel writing and check for completeness.

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### What Is It To Really Grow Up?

Lots of people think that growing up stops when our body stops growing — when we’re about 17 to 21 years of age. At 18, we are considered an “adult” for most things, like driving freely, voting, going to war or college, and making a lot of our own decisions. But just getting to be “big” or making our own decisions is not all that there is to being “grown-up”. It’s a lot more than that, so it is very useful to have a clear idea of what really grown up could be.

There are many, many ways we could talk about the phases of growing up and all of these descriptions are helpful. Almost every culture, people, religion, and philosophy has a way of talking about growing up. It’s kind of like talking about the stages of a plant — like an apple tree: if we start with the seed, then it sprouts, it grows into a sapling, and after a few cycles around the sun, it’s big enough for blossoms. From the blossoms, apples grow, making more seeds, and the phases start all over and the tree grows bigger with every cycle. Now humans are a lot more diverse, complicated, and developed than apple trees; even still, we can talk about the stages of growing up.

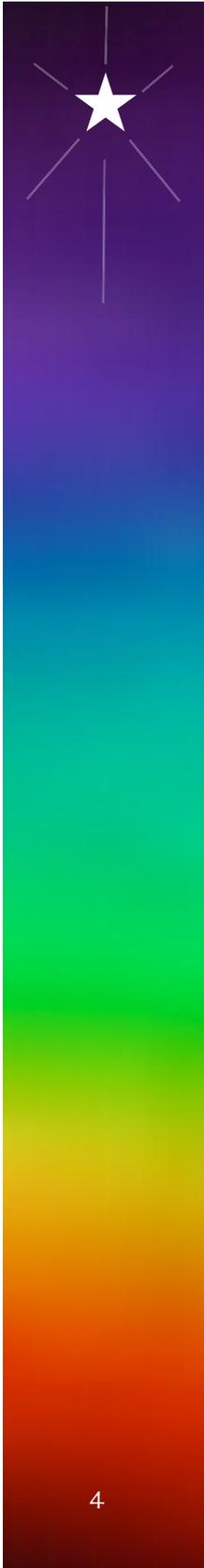
Have you ever seen how a prism breaks clear light into the colors? We could look very, very closely and say that there are a hundred colors in the spectrum, or we could step back and say that there are seven. In the same way, we could look very closely and find a hundred different levels in people growing up, but to be simple, we’re going to mimic the “seven colors” of the rainbow

*To stimulate discussion, consider the prompts in this column associated with the reading. You may only get one paragraph read per day (or you may skip one). After this 15 minute note-taking session, students are to write their notes into sentences for 10 minutes.*

*Collect each day’s notes and sentences. Repeat this process for as many days as is necessary to finish this essay (I take about three weeks, going over 1-4 paragraphs per day). Each day they simply exercise note-taking and summary sentences only.*

*Start with: Have the students respond to: What does “growing up” mean to you? (Have students take 5 minutes to write their ideas of what “growing up” means.)*

*How would you describe the stages of growing up?  
AT THIS POINT: hand out the “blank Rainbow*



and just talk about seven general stages of growing up. We'll let each stage be associated with a traditional color of the rainbow.

The first stage of growing up, likened unto the color red, starts with the first breath and goes to the loss of the baby teeth at about 6 or 7 years of age. There are many phases in the first six years, just like there are many colors of red, but first let's talk about the red or first stage all together.

The red stage is focused in the body and being autonomous in the body. We learn to walk and talk and pee and poo all by ourselves. More than that though, we learn to be all by ourselves, to be rested, to go to sleep by ourself, and although we are dependent on "grown-ups" and need to feel safe, we can do a lot of things "all by myself".

In the first seven years, there is also an abundance of magic. From fairies to Santa Claus, from magic wands and spirits to storied understanding, we are enchanted by what we do not know and what we learn in the red years. We're learning, learning, learning.

Most first stagers really like sweets — foods are a big focus for the red body and mind. But red can be sticky. The unhealthy side of the body-focused person makes for couch potatoes and screen-entranced eyes. As we mature in the rose years, we learn to discipline unhealthy eating, and not watch too much TV or computer. We've got to move and play and look and see.

A first stager can learn to take a big breath in hard times. We learn to try hard. We are focused in growing and new abilities. We delight in new experiences. We learn about others, but the main focus is a healthy me. The first stager says, "I can do it."

As we complete and brighten the red years, we run peacefully down the path and don't always have to be looking back at Mom and Dad to make sure we are OK. We are rested and we can do it.

*Grids" or Rainbow-Ready charts. (Click here. or see below at the end).*

*Have your students look it over and the categories. Tell the they will fill out the grid as you go along.*

*What do you remember doing "all by yourself"? After 3-4 sharings, demand they WRITE DOWN a personal EXAMPLE.*

*What was one of your make- believe stories?*

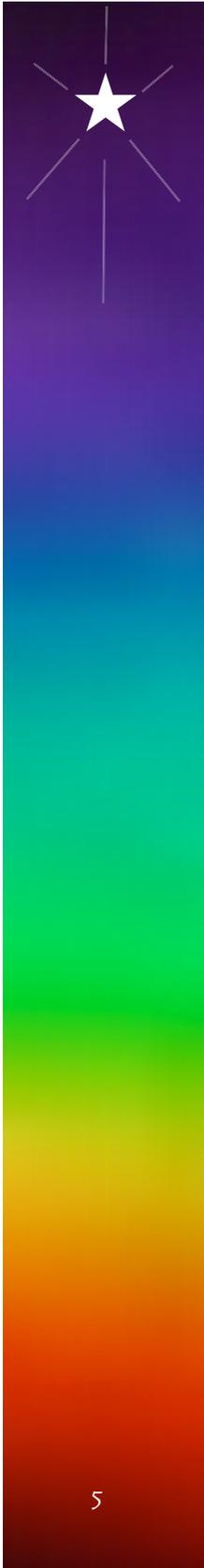
*Demand they WRITE DOWN a personal EXAMPLE.*

*What are some of your favorite foods? WRITE IT!*

*What are some rules that help us not get stuck in the dull redness?*

*What memories does this image of "running down the path" stir in you?*

**WRITE it DOWN!!**



Then we lose our “baby” teeth, and the second great stage of childhood begins. New feelings emerge as orange blossoms from the red. To the depth we have learned to rest and confidence, we learn to let our feeling “fly” now. Music is great, beauty is great, and harmonies of all kinds are great to the energetic feelings and flying orange mind in the second seven years of life.

We still love food and are enchanted by the seasons, but in addition to simple pleasures, we are working with feelings, like how we seem to others and who likes us.

We experiment with feelings and roles by remembering someone else and acting like them; it is good to have role-models we can look up to in the orange years. We exercise our new feeling-wings by letting go to music, by investing ourselves in performances, and learning to include more and more people and things in our feelings. Where a first stager says, “I can do it,” the second stager says, “I feel, I am.”

But the exploration of feelings is not always pleasant. Sometimes we feel weird or even bad for no reason at all, or we’ll think someone doesn’t like us when they really do. When a new feeling emerges, it can be very awkward and even a bit painful, like a baby bird cracking out of its shell. It is good to remember this and know that the pain turns to pleasure as the orange wings become strong. Growing pains and weird feelings have a way of becoming wonderful pleasures later. We learn to let our feelings be or go in the second stage, or if we can’t, we work on strengthening our letting-go-wings.

One of the main feelings that is present in the orange years is about belonging. (Where we belong is where we can let our feelings go.) Friends and family and groups and village-community are so important. In the second seven years, membership and being included are very, very important. We need to feel a sense of belonging all of our life, but it is big in the orange years.

*Can you list 7 things you LOOOVE to do? WRITE YOUR OWN!!*

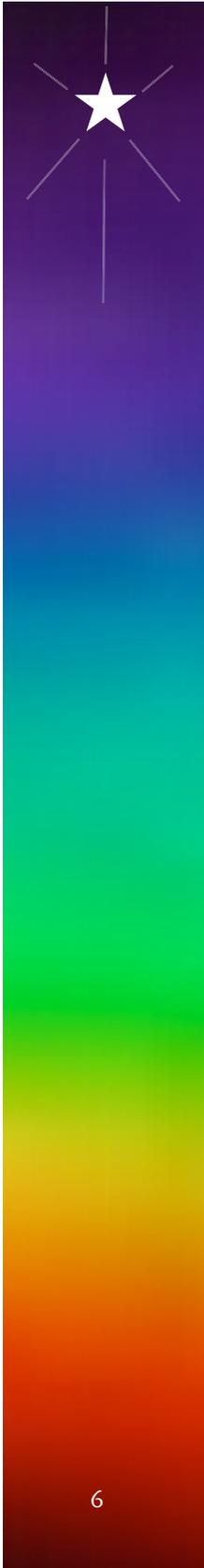
*Can you name three good feelings and three unhappy feelings?*

*Feeling bad or weird for no reason at all?*

*How do you exercise letting go? (Music? Athletics? Arts?)*

*What is the first thing you think of (or what is the first image that comes into your mind) when you read: “The more we act and behave with the sense of connectedness, the better we feel and the better we all are.”*

*WRITE IT DOWN!!*



Learning about belonging is good, because we really are connected to others, even when we're feeling alone. In the orange feeling of connectedness, we can feel and see how everything is connected to everything else. The more we act and behave with the sense of connectedness, the better we feel and the better we all are.

Because membership is so important to the feelings of second stagers and society, there are many stories that talk about harmonious and disharmonious behavior. For example, there are many, many stories all around the world about what Western people call "the golden rule" — treating others like you want to be treated, what goes around comes around. Stories really help the second stager to understand this relationship between how we act and what happens.

The hardest test in the orange years is to not reject others, even when we feel rejected. We fail at this a lot, but we keep trying and get stronger. We forgive others and know our apologies help.

Teasing (within the feeling of inclusion) can be fun and happy, but teasing can be mean in the orange years, threatening exclusion. People who don't feel good inside feel bad and small and sometimes put other people down, just so that they can feel big. This happens to everybody: we feel bad and then we act poorly and make matters worse. But as we grow strong in the orange years, our power of inclusion grows, and this including-others relieves us of feeling rejected. Even our teasing feels loving and friendly. We include others more and more and we are likewise included.

In the orange time, we feel how we are a unique energy or person or spirit just like everyone else. And because we are sensitive to energy and feelings, we look to see the energy or spirit or person in others, rather than their clothes or skin color or even their hurts.

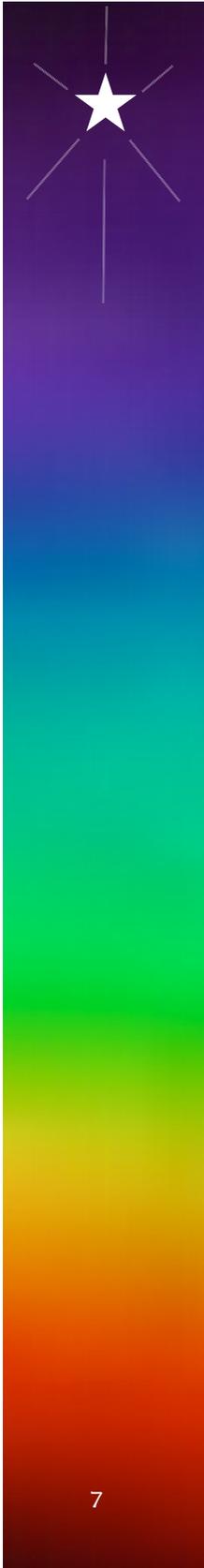
*What is one of your favorite "golden circle" stories ?  
WRITE IT  
DOWN!!*

*Can you remember when someone put you down?*

*Can you remember a time when you were mean because you were unhappy?  
WRITE IT  
DOWN!!*

*Can you remember a time when you forgave someone?*

*Can you remember saying, "I'm sorry"? What was the story?  
WRITE.*



Like everyone, we don't want to be measured by our skin color or hair shape or disabilities, but by our presence, spirit and trustability.

Back in the red years, a little kid could run naked on the beach and nobody cared. But in the elementary years, naked is more private, and boyhood and girlhood take on a new depth and complexion. It is often confusing, feeling weird and new things, and there are many roles that we can play out. For example, when boys are learning to be boys and girls are learning to be girls, they often (but not always) go through a phase where, in order to define their own gender feeling, they reject the other gender as some form of "yuk-ee". Or if we do like someone, we may keep it a secret.

Agreements are important to the orange mind of the second stager. Orange kids like agreements: agreements about games, expectations, promises, and all sorts of energy exchanges. Agreements are a form of feeling-energy, which is the main focus for the elementary years. So it is easier to keep an agreement than just do what we are told. Agreements make sense to the second stager.

We need to be passionate and daydream especially in the orange years, but the challenge is working to stay in harmony with those around us. Especially in orange, we often feel passionate about many things, or one thing, and sometimes we are so over-focused in our passion that we exclude others in an un-feeling way. Or instead of passionate action, we may give ourselves up to dreaminess, and likewise forget about others. Learning to keep others in our feelings is the challenge of the second stager.

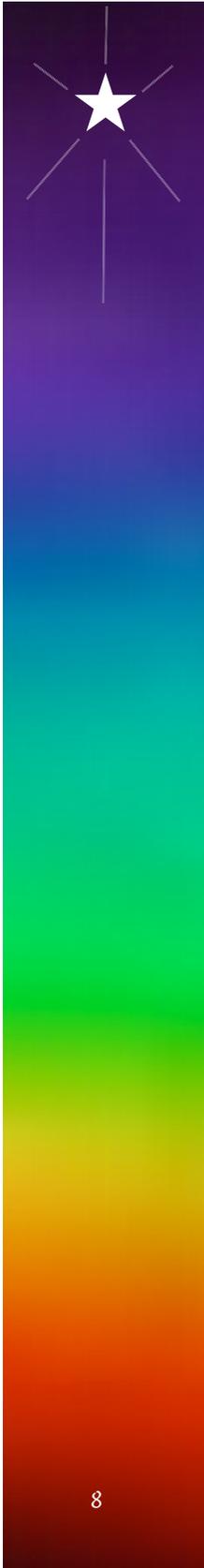
When we are full in the orange ways, we can hold onto others in our feeling and we can also let go. We soar, we flow, we dance. And as we exercise the flower of feeling, we notice how our breath focuses our feelings. Riding our breath, we are inspired; we soar with confidence or burn with feeling — especially in music or dance, or any of the arts, or in the excellence of athletics.

*Has anyone misjudged you by the way you look?  
(You don't have to write about that unless you want to.)*

*What are some of the agreements in our: school, homes, and lives?  
WRITE IT DOWN!!*

*Can everyone write down a way you might forget about others, either too into something or too dreamy?  
WRITE ?*

*What do you like to learn and do?  
Athletics? Music?  
Arts? Acting?  
Poetry?*



We are strong in the orange years when we are strong in our “letting go muscle”.... we let go of bad feelings (aka “forgiveness”), and we let go to good feelings (in music, the arts, etc.)

We no longer believe in Santa Claus the way a four year old would, but we really love stories and understand that myths have meaning. As the orange years mature, we feel the spirit of Christmas and understand the old saying, “Yes, Virginia, there is a Santa Claus.” In the maturation of the second stage, we can listen to the myth “as if” it were true. A kid once commented to me, “Myths are false on the outside, but true on the inside.” That’s it.

Biological signs of puberty may appear before the fullness of the orange years because the stages overlap. In the fullness of orange, yellow can be seen. Sometime after puberty starts and the feeling years blossom, the last stage of childhood begins.

In the yellow years, puberty supercharges our growth and things change. In their bodies, boys make seed and girls make eggs and a great force for making kids emerges. We are attracted to others in a new way. Puberty prepares the body for sexual intercourse, and the evolutionary urge to continue the species makes sexuality shine and others more attractive. Sexuality is a big, growing force and possibility...

Yellow blossoms brightly from the orange energy-feeling, and we are a person in a new and deeper way. No longer is the focus only in body or feelings, in red and orange, but we come to our bright yellow mind in a new and powerful stance. Now, in addition to the body’s sexy “shine” of reproductive possibility, the focus of brain development moves to the higher brain and the mind grows in power for ideas. In addition to just stories and a storied understanding, there is a compelling logic. We understand the moral of the story. We get concepts, we are focused in

#### **TWO KINDS OF LETTING GO**

1. Letting go of the bad (forgiving others and forgiving yourself).
  2. Letting go to the good (yummy and wow and yes....)
- WRITE IT DOWN!!**

*What is another story that is “false on the outside and true on the inside”?*  
*What else do you think is important to learn about the elementary years?*

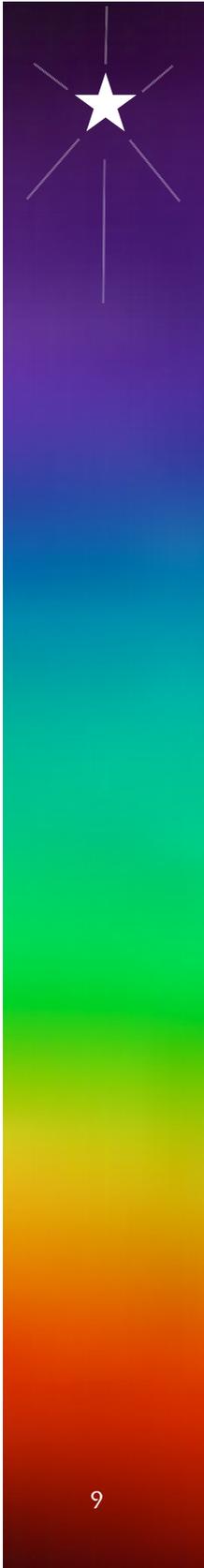
*Here, students may also make up two kinds of questions about what they are reading/listening to:*

- 1) Questions they would like to ask, and
- 2) Questions they think others would like.

*Roundtable all suggestions.*

*Extend each question by evoking reasons for asking it.*

**Examples? WRITE IT DOWN!!**



conceiving patterns and relations in the forms and energies we experience.

Principles are added to feelings and pleasures, and cleverness and craftiness rise from the mythic belief-mind of the elementary years. (Like cunning Athena bursting forth from the forebrain of Zeus.)

And based on our own rational assessment, our capacity for intention is forged. Where the first stager says, “I can do it”, and the second stage says, “I feel, I am”, the third stager says, “I know, I will.” Now we are a young man or a young woman —and the teen years of trial adulthood begin.

A teen doesn’t do well with just doing what they’re told, as if they were a first stager. And agreements are good only if they make sense. The yellow mind needs to be involved; the teen needs to understand and co-create his or her personal parameters of freedom and responsibility. If they understand a responsibility, it is much easier to exercise it. Just doing it because they’re told to or because “it’s good for you” doesn’t cut it.

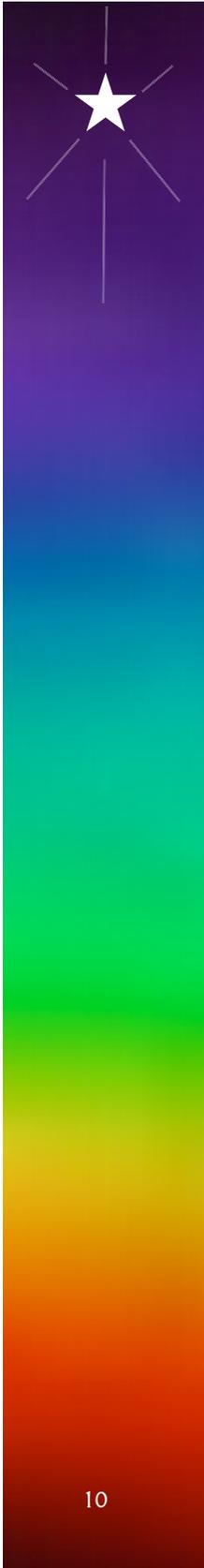
As the third stage erupts, the feeling of dependence that dominated the first two stages fades, and independence becomes strong. But independence alone is not the solution to life and so the third stager oscillates between independence and dependence in a mood not of dependence but of dilemma.

Dilemma and doubt riddle the conceptual mind of the adolescent. There’s a whole lot of thinking going on! Sometimes doubt and dilemma are too strong and our spirit is depressed. Doubt, dilemma, and depression make up a **three-headed dragon** of the yellow-mind years. The hero’s journey begins. Our sword must be sharpened. And all the time, a forest of thinking, thinking, thinking.

The teen years can be the most difficult in life. Not only are we more distinct and individual than ever, we feel more

*ASK: Why is knowing this in advance helpful?*

*Be sure to point out that: The mindful years can be overmindful, and this mental concentration combines with dilemma (between independence &*



separate from everyone and most things. Suddenly one day, we are as if behind our eyes in a chatterbox prison, thinking constantly and feeling strange and alone.

It is good to know that this is normal, most people go through this. (Just like in the second stage, it's good to remember that what seems to be a weakness eventually becomes a power.)

This constant thinking is not quieted by a great thought! The chatterbox of mentality is slowly silenced (and inspired further) by a power in the harmony of good living. The harmonic strength of good living makes a resonance in reality, and the overtones lead to a deep silence.

The teen-age years should be honored as a time of trial-adulthood where the kids demonstrate they understand the correlation between freedom and responsibilities. If teens want liberties (hå ha), then they must assign responsibilities to preface their freedoms. These arrangements of responsibility are created by the teen (with help from his caretakers and mentor).

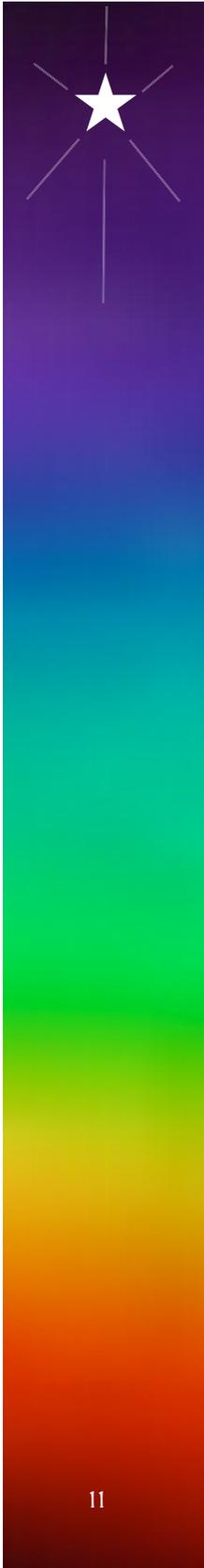
The third stage is complete when the will of the understanding person brings the body and feeling (seen as behavior) to a growing harmony. Not perfect, maybe not even pretty good, but trying, for real and consistent, and good-hearted. Merely by remaining oriented to growth in feeling and harmony, the mature teen slowly emerges as a healthy, respectful, open, sharp, and peaceful character.

In attending to a harmonious life, higher brain functions develop most easily. Teens need to know this: the more harmony they can develop in their bodies, feelings, and behaviors, the cooler and greater the brain can become. Sexual feelings should be freely felt, of course, yet all the while our sexual behavior remains disciplined. Discipline is good for the brain (as well as the mind). Feeling and restraining sexual energies is like sending that awesome energy up to our own private sky!

Likewise, the laws about intoxicants carry wisdom, for

*dependence) to drive the third-stager a bit crazy. Teens and young adults are especially prone to dilemma, doubt, and depression.*

*During the latter parts of this lesson, I show the dvd/movie "Gandhi" to show an example of a person who is truly mature and has developed some of the upper colors.*

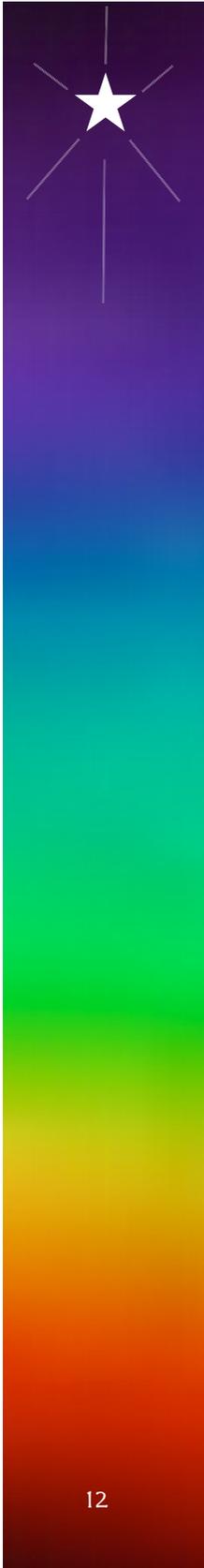


drugs mess with the higher brain functions. Therefore, third stagers should discipline urges to sexual activity and intoxicants in respect for the very best their own brains have to offer. Every kind of life-supporting habit helps the brain — this is especially important in the teen years when the mind is so central. The mature teen understands all of this and then applies his or her will to slowly then firmly adapt to harmonious actions.

At first, when the teen is trying on the mantel of self-direction, she and he often asserts their will and does what she and he wants! In the beginning of yellow's independence, the teen turns to mechanisms in the body and feeling in the pursuit of happiness. It is fun city, littered with occasional disasters.

But then comes the great moment in the third phase of life when the person intentionally turns from merely exploiting the mechanisms of the nervous system to the happiness that is deeper than stimulation and self-satisfaction. We stretch our vision from superficial pleasures to long-term or deep happiness. We cut through the surface features of life and open up the depth of real living (See the story "Perseus, Medusa, and Pegasus" in *Big Philosophy for Little Kids*, p. xx). By adamant decisiveness, we build up our energy and intention in addition to merely taking the ride.

This turn-about is the sign of a great initiation into deeper self-understanding. Then the mature teen comes to understand Socrates' dictum, "An unexamined life is not worth living". Growing in this commitment to self-understanding and willfully turning from the superficial pleasures to include deeper ones, adolescence has ripened, the transcendence of childhood is sufficient, as adult maturation begins.



### BRIEF NOTES on the upper colors:

Real adulthood begins as the mind gives way to love. This love is not the mere sentiment and feelings of soaring emotion, nor is it riddled with the sense of romance, the promise of fulfillment or poignant angst. Real love is more like self-giving than self-soaring or passionate absorption. To love with this depth is to serve and give beyond self-position. It is not self-emptying, like we have no needs, but it is self-giving, since we are in touch with fullness. It is better to give than to receive, explained the Master of the Christians. This phase of self-giving and serving is not just another seven year cycle. It is a lifetime of work and pleasure. Blessed are those who can serve.

If we keep growing, we become better and better at giving — and giving ourselves up — and in that heart-giving, a deep harmony is felt and seen in the interrelations with everything. In this “green” mind and light, all of life is felt and understood to be connected and interconnected, and the systems of everything are appreciated deeply. Our mood of service naturally extends farther and farther.

There are colors above green, but few grow there. It takes a lifetime of harmonizing our life, strengthening our feeling, and practicing service to others. But if we persist in continual growth, wise decisions, committed service, and deepening self-knowledge, we may emerge in uncommon wonder.

As we grow rested in the harmony of everything and the disharmonies in life, we let our mind fall into the heart, breath after breath. In deep gratitude, raptures of joy begin the blue upper worlds. We are admitted to the chambers of the heart, following the footsteps of sacred heroes. Seeing and feeling the wonders of open mystery, we learn to let loose in grateful simplicity and purity of joy — as the sky of mind turns from blue to indigo.

*STOP HERE with note-taking, sharing, and writing. I collect all their notes and filled-out grid, and pass out a word document of the essay. CLICK ReallyGrow.doc for a Word document to print and ALONG with another blank chart, and they are to read the essay by themselves, and, as they go along, they are to underline the main points (as indicated by the categories, e.g. STARTS, FOCUS, MATURES...). They will have an essay with underlines where they find the main points from the chart. From these underlines and review, they are to re-fill out the chart.*

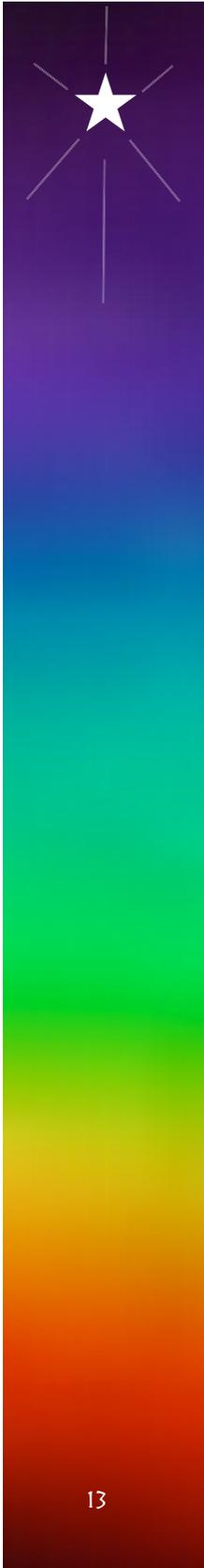
*Their final assignment is to learn to write with parallelism. Tell them to look at the The Developmental Rainbow Grid at the top of the page.*

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### *Writing in Parallels Weaving Ideas*

*Their task is to write a summary of the red stage, using the chart to make sure they cover all the main points. They are to always provide examples or make their own metaphors on most of the main points.*

*THEN, having re-written a thorough summary of the 1st stage of childhood, they are to write summaries of the other stages, with constant reference to the stages 1,*



Now we see everything from pain and urge to highest light and deepest joy. We go down to the red animal and rise with celestial wings, and bring both the dog and angel to the heart. Fallen in fullness, melted through intimacy, we rest in reality's brightness, in the calm awareness of everything, witnessing all, letting all, being lived and lighted. We see that reality itself is a form of light and sentience, which shines out of every eye and in everything. All is consumed in a silent and thunderous I am.

In that deep violet sky, a star of clear light can readily be seen beyond the rainbow.  $E=mc^2$  and everything from red dirt to solar cores and from sensation to sentience is made of light.

\*\*\*\*\*

We can grow out of childish disharmony and adolescent immaturity into deep happiness and stable loving. We can. We can turn from brief pleasures to longer lasting ones. We're a fool if we don't. It's not the hokey-pokey, it's turning yourself about. It's not about being right or winning or achieving, but turning and growing into the "light". The steady presence of lighted reality will always bless you.

2 & 3.

*E.g., "Where the first stage is focused in the body, the second stage is all about feelings, just like the third stage is concentrated in the mind and will. See the following STUDENT SAMPLE below.*

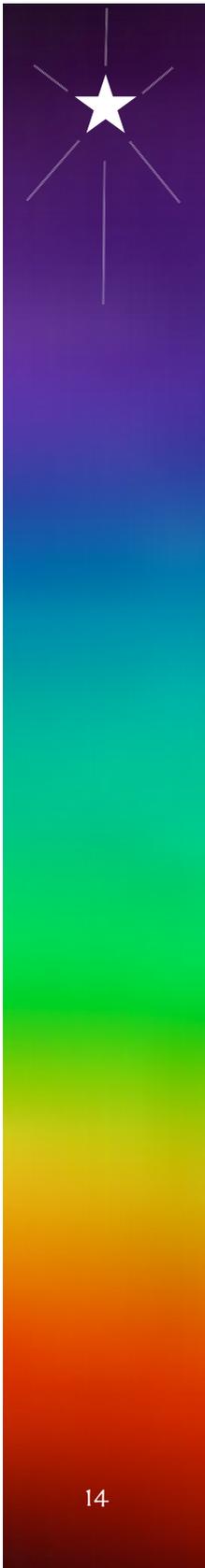
*Guide your children to be as exhaustive as they can be, using their notes and checking to make sure they have included every major point and every example. I also review the Paragraph Construction "Four Great Voices" to get them to enlarge their arguments.*

*After they turn in their essays, and if appropriate, I read this description of the "upper colors" one time, to give the kids an expanded sense of the developmental process. I don't require any response to this, in sensitivity to cultural affections.*

*I reiterate this GREAT MOMENT of the third stage: when the person turns from giving their attention to short term pleasures to giving more to long term happiness.*

*I usually engage the children in the hokey-pokey song, and use this incident to reiterate the point: the hokey pokey is not the what it's all about, it's turning yourself about.*

*For three excellent student samples See website [BigPhilosophyforLittleKids.com](http://BigPhilosophyforLittleKids.com)*



A Kid's Guide to Growing Up	Color/Stage 1 Red Years	Color/Stage 2 Orange Years	Color/Stage 3 Yellow Years
STARTS (approximate years)			
FOCUS			
MATURES			
SAYS			
UNDERSTANDS THROUGH			
WEAKNESS			
UNHEALTHY IMAGE			
DISCIPLINE MAKES MOST SENSE			
IMAGE TEST			
MOOD			
IMAGE OF MATURITY			

DEVELOPMENTAL RAINBOW READY