

# KONOS KARATS

## The 5 D's of KONOS

### What are the 5 D's of KONOS?

**DO**...To Capture Attention  
**DISCOVER**...To Foster Thinking  
**DRAMATIZE**...To Visualize  
**DIALOGUE**...To Internalize  
**DRILL**...To Crystalize

### Why does KONOS use the 5 D approach?

The various activities/focus help to motivate our children to learn.

\*Tonight we are going to go over the first "D", learning what the KONOS authors thoughts were for these "divisions" and discussing how these "D's" may look in your homeschool.

### DO...To Capture Attention

*KONOS is a hands-on curriculum filled with concrete activities to do. The curriculum puts life into learning through experiential activities. They have admittedly overemphasized experiential learning in hopes of bringing the educational "see-saw" back in balance. While they do subscribe to the necessity of seatwork and drillwork, they do not consider these to be the major emphasis of true education. (KONOS Compass, pg. 17)*

*The KONOS curriculum is designed to incorporate "doing" into all aspects and assignments. It is designed to give concrete, real-life, hands-on, multi-sensory experiences. Providing concrete experiences with much manipulation of tangible objects over a prolonged time in a real environment is the only demonstrated way to develop abstract skills. (KONOS Compass, pg.11)*

The proven idea is that giving concrete experiences for the children at the younger ages builds "pegs" on which they can later relate more abstract ideas. These "pegs" give a place to "hang" the new information as the children continue to progress in their understanding as they get older.

The Doing aspect encompassing the other 4 D's—encouraging giving concrete experiences in all areas to make the character trait and subject being learned more real to the child.

For example, when studying Japan—learned about Japanese culture and traditions, we made Japanese origami, learned to do our names in Japanese with paint and brushes, we experimented with "training" our own Bonzai trees, we made simple costumes and we ended our unit with a Japanese Tea Ceremony—where the children (and adults) had to use what they had learned to participate in the ceremony including making food to share, using the manners and customs as necessary to make the ceremony "real".