Lateral transformations

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Communication

	Group	Organisation	Societal subsystem	Total society
12.				
11.				
10.				
9.				
8.				
7. World wide	Interactive	Co-creative meshwork	Multilevel-multimedia	Global satellite systems, Google
6. Electronic	Telegraph /Wireless Communication	Radio	Television Mass media	Computer / internet Mobile phones
5. Mechanical	Printed text	Printed books	Telex	Telephone
4. Written symbols	Alphabet	Written text	Letters	Postal systems
3. Images	Signs	Pictographs	Ideography	
2. Sounds	Verbal	Informal verbal transmission		
1.	Gestures			
	A	B	C	D

First year of emergence (1/4 process) Social - Cultural development in time.

	Group	Organisation	Societal subsystem	World population
12. Process-singularity				
11.				
10.				
9.				
8. Post integral	(2008) Holism			
7. Integral	(1985) Whole systems theory	Santa Fe Institute Brundtland Integral institute	Whole systems theory in health agencies, housing, transport, local government, police	Global integration Multiple social-cultural integration on a Mondial scale
6. Multicultural	1850 → translation Sanskrit to English Abolitionist-movement	Late 18th. Century/ early 19th.Century suffrage movement.	1950's Avant garde	1960's social-counterculture revolution
5. Modernism Empirical	1453 → Renaissance	18th. Century Rationality	19th.Century Positivism	20th. Century Industrialisation
4. Pre-modernism	500 BC axial period Philosophers	Greek philosophy Roman empire	Medieval - philosophy	1100-1500 Scholasticism
3.	10.000 BC horticultural	Early agriculture	Agricultural	Urbanisation
2.	50.000 BC hunting Africa	Migration of humans to Asia	Migration to Europe and Australia	Migration to America 12.000 BC
1.	200.000 BC first anatomically modern humans	Foraging	Nomadic	
	A	B	C	D

This 1/4 process seems to be a fractal phenomenon

"A fractal is a natural phenomenon or a mathematical set that exhibits a repeating pattern that displays at every scale. If the replication is exactly the same at every scale, it is called a self-similar pattern."
Fractals can be geometric figures but:" *Fractals are not limited to geometric patterns, but can also describe processes in time. Fractal patterns with various degrees of self-similarity have been rendered or studied in images, structures and sounds and found in nature, technology, art, and law."*

Visual representations

12.				
11.				
10.				
9.				
8.				
7.		Interactive Art forms	Computer-generated "Special effects"	Virtual reality
6. 3.Dimensional +Time - Moving images	±1900 Silent movies B/W	±1930 Sound movies B/W	±1950 Sound-movies colour Electronic - reproduction	Electronic sound and vision – registration Internet
5. 3.Dimensional Perspective	±1500 Perspective High Renaissance	±1600 Baroque Clear - Obscure	±1700 Landscape painting	±1850 → realism Photography
4. 2½.Dimensional			400.AD → Icons	±400 → 1700 Religious art
3. 2.Dimensional		Egyptian tomb painting		
2. 1.Dimensional	Pictographs	±40.000BC Cave paintings	30.000-10.000 BC Palaeolithic Art	
1.				
	A	B	C	D

Spirituality / religion

	Group	Organisation	Societal subsystem	Total society
12.				Supramentalisation (collective)
11.				Low causal mysticism
10.				High subtle mysticism
9.				Low subtle mysticism
8.				Nature mysticism Holism
7.			Integral community	Integralism
6.		Theosophy, Sufism (multicultural) 1875	World counsel of churches	Universalism
5.	Luther 16th.Century	Reformation	Protestantism ±1700	Ecumenism
4.	Prophets ±1350 BC	Church of Rome ±370 AD	Religions (Roman-Catholic)	Monotheism
3.	Priest's	Monasteries	Temples	Polytheism
2.	Shamans			Shamanism
1.				Animism
	A	B	C	D

Social organisation

	Group	Organisation	Societal subsystem	Total society
12.				
11.				
10.				
9.				
8.			Holistic meshwork	Holonic democracy
7.			Global Village	Stratified democracy
6.			Value communities	Multi-party Social-democracy / U.N.
5.	Regional	Republic	Confederation of states	2 party democracy / League of Nations
4.	Community	Nation-state	Class system	1 party democracy
3.	Neighbourhood	Ethnic group	City state	Empire
2.	Family	Clan	Tribe	Tribal society
1.	Kinship			
	A	B	C	D

Technological development

	Conceptualisation	Application	Application in a Societal subsystem	Application in Total society
12.	Multiple subtle energy matrices	Generating 5x5 subtle energy particles	Generating 5x5 subtle energy fields	Divinisation
11.	Subtle energy matrix	Ontological shifts	Ontological interaction	Supramentalisation
10.	Subtle energy systems	Subtle energy compactification	Subtle energy tuning	Subtle energy transformation
9.	Wheelers delayed choice experiment	Retro causal information transfer / technology	Teleological attractors	Teleological fine-tuning
8.	Quantum energy entanglement (teleportation)	Quantum Computers (Non-locality technology)	Quantum cryptography (Fractal systems)	Quantum Computer web system
7.	Interactive/ co-creative	Nanotechnology	(Cybernetics)	(Cybernetic society)
6.	Electronics	Computers, Micro-Electronics	Internet telecommuting	Information society
5.	Mechanics	Printing press Steam engine	Industry Electricity	Industrialised society
4.	Wind /waterpower	Watermill	Hydraulic, mining, Aqueduct, irrigation Sailboats, metallurgy	Engineering society
3.	Horticultural ±10.000 BC	Early agricultural	Agrarian	Agrarian society
2.				
1.				
	A	B	C	D

Moral - Legislation - Law

	Group	Organisation	Societal subsystem	Total society
12.				
11.				
10.				
9.				
8.				Animal rights
7.		Mondial organisation		(Livelihood-rights)
6.	Convention	International organisation	European law (Lisbon treaty)	Universal human rights
5.	Founding fathers	Republic	Napoleon law (Code civil)	Bill of rights (1789)
4.	Council	(religious) Institute	(Magna Carta)	Roman law
3.	Rulers decree	Regime	Hammurabi law code 1780 BC	Babylonian law 539 BC
2.	Clan elderly	Clan	Custom law (local)	
1.				
	A	B	C	D

Philosophic → Theoretical → Social → Practical application

	Individuals	Organisation	Societal subsystem	Total society
12.				
11.				
10.	Bohm's Holoflux, Wheeler–Feynman time-symmetric theory			
9.	Wheeler, Schmidt Retro causality	Alain Aspect's 2007 experiment. John Wheeler's delayed choice experiment	Retro causal technologies for exchanging and processing information	Retro causal technologies for exchanging and processing information, and thus an information and communication based society
8. Holism	Sheldrake, Witten Morphogenesis String theory	Alain Aspect's 1982 Bell test experiments	Quantum computing	Application of quantum computing technology
7. Integralism	Hegel, Habermas, Noam Chomsky Wilber Open source-communities Quantum-mechanics	Integral Institute Santa Fe Institute Brundtland-commission	Trans-disciplinary science	Cybernetics
6. Existentialism	Nietzsche, Kafka Schopenhauer Einstein, Bill Gates, Steve Jobs	Think tanks	Knowledge systems Interdisciplinary Scientific methods	Knowledge society Internet Social networks Semantic web
5. Empirical Rational	Copernicus, Galileo Descartes, Newton, Da Vinci	Research Institute	Specific disciplinary science (Instruments) (Industrialisation)	Industrialised society
4.Pre-empirical Aristotelian	Academy (Athens)	University	Schools	(Urban)
3.				(Agrarian society)
2.				(Hunter gathering)
1.				(Foraging)
	A	B	C	D

Ontological development perspectives

	Where / When Focal point Zero perspective	What Outside view 3.th perspective	How Process view 2.th perspective	Why Inside view 1.st perspective
12. Supreme identity	High causal	Oneness	Pure awareness	Enlightenment
11. Unitive	Low causal	Union	Open awareness	Unification
10. Spiritual	High subtle	Revelation	Energetic tuning	Spiritualisation
9. Illuminative	Low subtle	Inspiration	Meditation	Illumination
8. Transcendent	World process	Trans-logical intuition	Contemplation	Insight
7. Integration	Multi-level reality	Integration	Integrated perspective taking	Paradigmatic shifts
6. Identity	Where am I	What am I	How do I live	What is the meaning of life
5. Knowledge	Observation	Data	Knowledge	Understanding / practical application
4. Believes / values	Social situation	Norms / values	Conformity	Social acceptance
3. Capacity	What is there	What can I do	How do I do it	Why do I do it
2. Behaviour	Where am I	What are the others	How do I interact with the others	Why do I interact with the others
1. Environment	Physical environment	Food, Shelter / danger	Take / avoid	Survival
	A	B	C	D

There are several theoretical models worked out which give a diagrammatic representation of the developmental sequence by which personal development takes place.
One of them is Neuro-linguistic programming (NLP) which is an approach to communication, personal development, and psychotherapy created by Richard Bandler and John Grinder in California, USA in the 1970s.
Robert Dilts puts forwards in “The logical levels of Learning / change” the following levels:

. 6. Purpose : Where to?
. 5. Identity : Who?
. 4. Values : Why?
. 3. Capacities : How?
. 2. Behaviour : What?
. 1. Environment : Where / When?

Robert Dilts NLP model however has some structural problems:
The stratification of “Where/When, What, How and Why” is incorrect. These are each put on different ontological levels, while they all should be placed at each level.
For example: Level 1, Where :The steppe, What: A predator, How to act: Run, Why: Survival
Or: Level 4, Where : Social situation, What: Norms, How to act: Conform, Why: Social acceptance by others. Other examples are given in the diagram here above.
In Robert Dilts his NLP model some levels are omitted and the differentiation between ontological and lateral phases is mixed up.{*Cofounder John Grinder of NLP has criticized Robert Dilts his NLP model as being logical incoherent* (source Wikipedia)}.
These structural problems are excluded in the diagram here above.

History of western philosophy

12.				
11.				
10.				
9.				
8.	Post-integral 21th century (2008→)	Holism		
7.	Integral (1986→)	Integral philosophy	Integral systems	World centric
6.	Post-modern 20th century	Inter culturalism	Pluralism	Universal principles
5.	Renaissance 15^{th} -16^{th} century	Age of reason 17^{th} century	Age of enlightenment 18^{th} century	Modern 19^{th} -20^{th} century
4.	Socratic 5^{th} -4^{th} century BC	Hellenistic 3^{th} century BC - 3^{th} century AD	Roman 1^{th} century BC - 5^{th} century AD	Medieval 6^{th} -14^{th} century
3.	Ancient			Pre-Socratic 7^{th} -5^{th} century BC
2.				
1.				
	A	B	C	D

Unconscious

12.	Energetic light	Energetic streaming	Energetic radiation	Energetic pressure
11.	Kosmic memory including devanic	Cellular subtle energy activation	Cellular heat	Dark night of the spirit
10.	Akashic memory	Kundalini currents	Kundalini fever	Dark night of the soul
9.	Platonic archetypes	Kundalini activation	Kundalini blockades	Dark night of the senses
8.	Holistic webs of meaning	Paradoxical attitude	Fear of emptiness	Emptiness anxiety
7.	Integrated concepts	Systemic doubt	Systemic fear	Developmental stagnation
6.	Context specific memory patterns	Presupposition	Alienation	Existential anxiety non-specific
5.	Abstract memory patterns	Assumptions	Fear of loss of self-control	Anxiety towards the incomprehensible
4.	Memory patterns categories	Dogmas	Fear of disorder scripts	Disorder anxiety
3.	Memory patterns concepts	Prejudices, Ego, self-system	Fear of failure	Mortal fear diffuse
2.	Emotional memory patterns, symbols associations	Emotional habits clusters	Fear, specific. Jungian complexes	Anxiety, non-specific, undifferentiated
1.	Learned physical patterns, image	Physical habits	Reflexes	Instincts
	A. semi-conscious	B. pre-conscious	C. subconscious	D. unconscious

Knowledge acquisition and structuring

Level	Emergent	Basic	Developing	Acceleration
12.Supreme-identity	Emergent Supreme-identity with Kosmic force	Feeling Supreme-identity with Kosmic force	Seeing Supreme-identity with Kosmic force	Being Supreme-identity with Kosmic force
11.Union	Emergent Union with Kosmic force	General Unification conceptual	Special Unification resonance	Direct Unification with the Divine
10.Revelation	Emergent Communication with Kosmic force	General revelation conceptual	Special revelation supernatural	Direct revelation with the Divine
9.Ultra-holistic	Emergent feeling of Inspiration	Inspiration	Multiple inspirations	Inspirational flow
8.Holistic	Emergent intuitive thinking	Intuition	Multiple intuitions	Intuitive flow
7.Integrated	Emergent Integrated thinking	Integrated perspectives: Integrated thinking	Integrated perspectives: Unified, integral thinking	Integrated multiple perspectives: Unified, integral thinking
6.Synthetic	Emergence from mechanistic to fluid, multi-dimensional thinking	Multiple perspectives: Relative, pluralistic, thinking	Multiple perspectives: Pluralistic, contextual thinking	Interacting perspectives: Dialectical, comparative thinking
5.Analytical	Emergence from myth to formal generalized, abstract logical thinking	Small, simple abstract and logical thinking	Complex abstract and logical thinking	Broad, complex abstract and logical thinking
4.Schematic	Emergence of concrete, literal thinking	Basic rules	Schemes	Diagnostics
3.Symbol	Emergence of conceptual thinking	Symbol: Capacity to use signs, characters, objects to represent something else	Endocept: Grasping or apprehending the internal, hidden characteristics of an object	Concept: Capacity to derive abstract principles from related experiences
2.Image	Emergence of capacity to respond	Impulse: Capacity to experience urges, drives	Emotional thinking: Capacity to experience self-centred urges, desires	Image: Capacity to visualize or otherwise experience something not present
1.Sensory	Matter: Molecular, polymer	Sensation: Capacity to feel undifferentiated stimulation of sense organs Emergence of life	Perception: Capacity to receive information from environment through sense organs	Exocept: Apprehending the external appearance of an object
	A	B	C	D

Need Hierarchy of Group Dynamics

12.							
11.							
10.							
9.							
8.	To be aware	To be conscious	To merge/ unity	Trans-formation	To be present	To become	To flow
7.	Engagement	Inner reality	To join forces	Self-manifes-tation	To join forces	Adding value	To create multiple value
6.	Fellowship	Individuality	Connected-ness/ deep connection	To direct/ to claim the driver's seat	Diversity	Ideal	To be congruent
5.	Intimacy/ Closeness	Distance	Loyalty	Autonomy	Equivalence	Identity	To outshine
4.	Leadership	Freedom	Norms	Fairness	Peace	Distinction	To perform
3.	Acknowledge-ment/ Confirmation	To determine	Respect	Power/ influence	Space	Self-confidence	To rival
2.	Trust	Security/ safety	To belong/ acceptance	To be myself (to be me)	Stability/ Certainty	To express oneself	To play (drama)
1.	Contact	Personal space	Care	Strength	To take part/ To share	Authenticity	Play
	→	←	→	←	→	←	∞
	To connect	To protect	To commit	To manifest	To tune	To characterize	To flow
	A1	A2	B1	B2	C1	C2	D
	Sensing		Storming		Balancing		Flowing
	A		B		C		D

Needs hierarchy

12.				
11.				
10.				
9.				
8.Transcendence needs	Concentration	Contemplation	Meditation	Transformation
7.Self-actualisation needs	Potential	Activation	Realisation	Integration
6.Aesthetic needs	Limited	Extending	Including	Universal
5.Cognitive needs	Data	Information	Knowledge	Understanding
4.Esteem needs	Confirmation	Self-assertion	Self-respect	Self-confidence
3.Belongingness needs	Personal	Group	Societal subsystem	Total society
2.Safety needs	Direct	Short term	Medium length term	Long term
1.Biological and Physiological needs	Food	Clothing	Shelter	Home
	A	B	C	D

Non-physical worlds / Out of the body domains

12. High causal	Divine world	Communication with the Divine	Union with the Divine	Supreme identity with the Divine
11. Low causal	Kosmic world	Communication with the Kosmos	Union with the Kosmos	Supreme identity with the Kosmos
10. High subtle	Contact with devanic worlds	Feeling devas	Seeing devas	Union with devas Portal to higher ontological realities
9. Low subtle	Time transcending	Akasha	Archetypes	Portal in time
8. Trans mental	Space transcending	Non-local travel	Non-local consciousness	Portal in space
7. Meta mental	Multi-level interaction	Ascension to higher levels	Integrating of multiple levels	Transforming to higher levels
6. High mental	Creative area	Subtle energy feeling	Subtle energy seeing	Subtle energy manipulation
5. Middle mental	Assistance to new arrivals	Highly structured area.	Highly organized area.	Highly organized and structured area.
4. Low mental	Park-like surroundings	Related to believe systems	Related to believe systems, some communication with others	Related to believe systems, free communication with others
3. High astral	Tunnel	Unconscious form creation	Conscious form creation	Conscious structure and movement creation
2. Low astral	OBE Unaware	OBE Semi aware	OBE Aware but isolated	OBE in physical surroundings
1. Physical	Dreaming	Hallucinating	Eidetic images	Lucid dreaming
	A	B	C	D

Subtle energy fields

12.	High causal particles	High causal clusters	High causal sub-field	High causal Bhava Field
11.	Low causal particles	Low causal clusters	Low causal sub-field	Low causal Bhava Field
10.	High subtle particles	High subtle clusters	High subtle sub-field	High subtle Bhava Field
9.	Low subtle particles	Low subtle clusters	Low subtle sub-field	Low subtle Bhava Field
8.	Trans mental particles	Trans Mental clusters	Trans Mental sub-field	Trans Mental field
7.	Meta Mental particles	Meta Mental clusters	Meta Mental sub-field	Meta Mental field
6.	High Mental particles	High Mental clusters	High Mental sub-field	High Mental field
5.	Middle Mental particles	Middle Mental clusters	Middle Mental sub-field	Middle Mental field
4.	Low Mental particles	Low Mental clusters	Low Mental sub-field	Low Mental field
3.	High Astral particles	High Astral clusters	High Astral sub-field	High Astral field
2.	Low Astral particles	Low Astral clusters	Low Astral sub-field	Low Astral field
1.	Etheric particles	Etheric structures	Etheric streams	Vitality field
	A	B	C	D

Brain structures

12.	High causal Particles	Brain activated by High causal field	Brain activated by High causal streams	Kundalini activated brain level 5
11.	Low causal Particles	Brain activated by Low causal field	Brain activated by Low causal streams	Kundalini activated brain level 4
10.	High subtle Particles	Brain activated by High subtle field	Brain activated by High subtle streams	Kundalini activated brain level 3
9.	Low subtle Particles	Brain activated by Low subtle field	Brain activated by Low subtle streams	Kundalini activated brain level 2
8.	Trans mental Particles	Brain activated by Trans mental field	Brain activated by Trans mental streams	Kundalini activated brain level 1
7.	Complex neocortex Synapses	Networks related to integrated thinking	(Re)wiring of brain networks	Structure function 4
6.	Complex neocortex Synapses	Networks related to synthetic thinking	(Re)wiring of brain networks	Structure function 3
5.	Complex neocortex Synapses	Networks related to abstract thinking	(Re)wiring of brain networks	Structure function 2
4.	Synapses in complex neocortex	Networks related to schematic thinking	(Re)wiring of brain networks	Structure function 1
3.	Synapses in neocortex	Neurons in neocortex	Neocortex brain tissue	Neocortex
2.	Synapses in Limbic system	Neurons in Limbic system	Limbic system brain tissue	Limbic system
1.	Synapses	Neurons	Brain Tissue	Brainstem
	A	B	C	D

Non-local resonance

12. High causal	Incidental	Frequent	Very Frequent	To Evoke
11. Low causal	Incidental	Frequent	Very Frequent	To Evoke
10. High subtle	Incidental	Frequent	Very Frequent	To Evoke
9. Low subtle	Incidental	Frequent	Very Frequent	To Evoke
8. World process	Incidental	Frequent	Very Frequent	To Evoke
7. Union with humanity	Incidental	Frequent	Very Frequent	To Evoke
6. Communion with humanity	Incidental	Frequent	Very Frequent	To Evoke
5. Mental communion	Between two persons	Between a person and a group	Between a person and a community	Between a person and a totality
4. Mental resonance	Between two persons	Between a person and a group	Between a person and a community	Between a person and a totality
3. Telepathy	Between two persons	Between a person and a group	Between a person and a community	Between a person and a totality
2. Emotional resonance	Between two persons	Between a person and a group	Between a person and a community	Between a person and a totality
1.	Morphogenetics	Morphogenetic structures	Morphogenetic fields	Morphogenetic resonance
	A	B	C	D

General Social / cultural development phases

Start	Phases	Social	Technology	Characteristics
12.	Kosmic	Kosmic spirituality	Participatory in kosmic processes	Oneness
11.	Unitive	Trans-dimensional existence	Unitary processes	Union
10.	Trans-level	Multi-dimensional existence	Holoflux	Time symmetry
9. 21th century→	Ultra-holistic	Transcendental	Use of retro-causal attractors, feedback loops	Ontological interaction
8. Early 2000s to around 2025	Post-Millennials Multiple cross-connections	Post integral / Holistic, experience of the wholeness of existence	Quantum computer Nanotechnology	Entanglement
7. 1982 to 2000	Millennial-generation Integralism Multiple developmental levels	Integral /multi-level Liberal attitudes with regard to social and cultural issues, Open-minded on controversial topics	Micro-electronics Smartphones, internet, computers Social networking Global position system Cybernetics	Global orientated Fluctuating career changes: Flex work Detached from institutions. Pragmatic idealism
6. 20th century→	Post-modern Multiculturalism Pluralistic Multiple-developmental lines Existentialism	Progressive, worldview based on change. Keynesian, New Deal. Human dignity and individual freedom, civil rights movement, environmental movement, women's movement human rights for all	Electronics, telephone, transistor radio, Gramophone, television, electro-technical equipment tape recorder, VCR, DVD player	Volunteerism and activism, embracing social diversity Participation instead of competitive. Counterculture, rejection or redefinition of traditional values Evolutionary.
5. 16th century→	Rationalism, Positivism, Empirical Reformation Parliamentary	Libertarian Career oriented Moderate Independence Self-reliance	Mechanical; from steam machine to automobile Industrial	Competitive, commercialism, consumerism For social changes To be considerate
4. 500 to about 1500AD	Medieval, Scholasticism Authoritarianism Law and order	Conservative, traditional aspects of family, Nationalism Neo-liberalism Polarisation	Wind mills, Sailboats	Traditional, against social changes Same job as parents Respect for elders Obedience To be well-behaved
3. 10.000BC.→	Urbanisation Feudal Dictatorship	Reactionary, Populism Institutionalized-discrimination	Planting crops	Agriculture Cyclic thinking Season orientated
2. 50.000 BC.→	Subsistence collectives	Ancestral traditions	Hunting tools	Hunting
1. 200.000 BC.→	First anatomically modern humans	Survival	Searching for food Humans begin to use clothing	Foraging
	A	B	C	D

Aesthetic / Artistic

12.	Kosmic resonance	Kosmic harmony	Kosmic oneness	Kosmic supreme identity
11.	Union	Unitary feeling	Unitary seeing	Unitary being
10.	Ultra-holistic	Multi-dimensional Paradoxical	Archetypical proto-form	Fusion
9.	Holistic interaction	Reciprocally ontological interaction	Multiple phase ontological interaction	Orthogonal-diagonal transformation
8.	Transcendental junction	Contemplative view	Meditational Inner space	Transformative Immanent space
7.	Multi-layered Interference	Interacting Oscillation	Computer art Digital	Cybernetic Internet art
6.	Pointillism Abstract	Impressionism Purity of economy	Conceptual Purity of idea	Surrealism Purity of aim
5.	Figurative Congruency	Mechanical Dynamic	Representational Similarity	Realism Parity
4.	Traditional Static	Rule bound Uniformity	Conventional Thematic	Allegoric Interpretation
3.	Usability Utensils	Functionality Appliances	Structured Tools	Supplementary Artifacts
2.	Primitive Pictographs	Cave art Tribal art	Unstructured Impulsive	Expressionism Emotional
1.	Unconscious Mimicry	Conscious Imitation Identical	Repetitive Stagnation	Reproduction Continuation
	A	B	C	D

Humour development stages

12.				
11.				
10.				
9.				
8.				
7. 21 → years	Multi-layered humour	Different meanings on different levels	Different meanings that interact on different levels	Integrated interacting meanings on different levels
6. 18 → years	Humour with multiple parallel meanings	Non-sequitur absurdities	Anti-humour, Dadaism	Surreal humour
5. 11 → years	Abstract humour	Sophisticated jokes	Satire, irony	Incongruent social behaviour
4. 7-10 years	Riddle stage	Multiple meanings of words	Multiple meanings of sentences	Multiple meanings of stories
3. 3-6 years	Pre-riddle stage	Rhyming words	Made-up silly words	Not related to present concrete objects
2. 1-3 years	Funny mistakes	Misnaming objects	Misnaming actions	Using opposite descriptions
1. 0-18 months	Reflexive laughter	Frequent reflexive laughter	Response to physical sensation	Imitating
	A	B	C	D

Rhetorical devices and approaches

12.				
11.				
10.				
9.				
8.				
7. Integralism				Metanarrative. Universal theories positing to know all aspects of humanity
6.Postmodernism	Context. The circumstances surrounding an issue that should be considered during its discussion	Contingency. relates to the contextual circumstances that do not allow an issue to be settled with complete certainty.	Critical theory. Systematically analysing any means of communication for hidden assumptions and connotations.	Deconstruction. Analysing communication artifacts by scrutinizing their meaning and related assumptions, with the goal of determining the social and systemic connotations behind their structure.
5. Positivism	Axioms. The point where scientific reasoning starts. Principles that are not questioned	Argument:Discourse characterized by reasons advanced to support conclusions.	Deduction. Moving from an overall hypothesis to infer something specific about that hypothesis.	Logical positivism. The effort to make scientific standards applicable for resolving all issues.
4. Scholasticism	Hypothesis. An educated guess Sensus communis. A society's basic beliefs and values.	Metaphor. A figure of speech where a word that normally applies to one thing is used to designate another	Divisio. To divide into categories or classes.	Hermeneutics. The theoretical underpinnings of interpreting texts, usually religious or literary.
3.	Hyperbole. A figure of speech where emphasis is achieved through exaggeration, independently or through comparison.	Kolakeia. Flattery; telling people what they want to hear while disregarding their best interests; employed by sophistic rhetoricians. Appeal to irrelevant authority	Proof surrogate. An expression used to suggest that there is evidence or authority for a claim without actually citing such evidence or authority.	Eristic. Communicating with the aim of winning the argument regardless of truth.
2.	Tapinosis. Language or an epithet that is debasing.	Ad hominem. Appealing to one's prejudice, emotions, or special interest rather than to one's reason	Insultatio. Abusing a person to his/her face by using irony and derisive language.	Dysphemism. A term with negative associations for something in reality fairly innocuous or inoffensive.
1.	Onomatopoeia. Words that imitate the sounds, objects, or actions they refer to.	Imitatio. Latin, imitation.	Argumentum ad baculum. Settling a question by appealing to force.	Bdelygmia. Expression of hatred or contempt.
	A	B	C	D

Political views

	Conceptualisation	Application	Practices and principles	Application in Total society
12.				
11.				
10.				
9.				
8.	Holism	Holistic interaction	Universality	Holonic democracy
7.	Integralism	Multilevel functioning	Integrated knowledge	Stratified democracy
6.	Contextualism	Egalitarianism	Environmentalism Multi-party system Factual knowledge	Multi-party social democracy
5.	Private property, capital accumulation,	Voluntary exchange, free price system, and competitive markets	Capitalist market economy Two party system Advertising	Two party liberal democracy Capitalism
4.	Limited political pluralism	Form of government characterized by strong centralised power and limited political freedoms	Authoritarianism Institutionalized representation One party system Propaganda	Eastern bloc - communism Oligarchy Plutocracy Kleptocracy
3.	Ethnocentrism	Judging another culture solely by the values and standards of one's own culture	Totalitarianism personalistic dictatorships and totalitarian states Indoctrination	Stalinism, Fascism Nazism Feudalism
2.				Tribalism
1.				
	A	B	C	D

Philosophical views

	Conceptualisation	Application	Practices and principles	Application in Total society
12.				
11.				
10.				
9.	Mysticism Multi-level pluralism	Intuitive understanding and the resolution of life problems	Aimed at human transformation	The transformation of society
8.	Holism Panpsychism	Intuitionism	Explaining consciousness	Holistic interaction
7.	Integralism	Attempt to place a wide diversity of theories and thinkers into one single framework	Integrating all fields of knowledge	Synthesizing models of social and psychological development that describe these developments as following a set course of stages
6.	Existentialism	Contextualism	Relativism	Deconstructionism
5.	Rationalism	Cognitive maps of reality Fact checking	Human reason as the source of all knowledge	Logical positivism
4.	Dogmatism	Rules	Literal concept-representations	Principles laid down by an authority
3.	Ideology	The utilisation of power	Propaganda	Regulating public and private behaviour.
2.	Emotionalism	Expressionism	Romanticism	Authenticity and sincerity of the pursuit of inner goals
1.	Hedonism	Sensualism	The persistent or excessive pursuit of sensual pleasures and interests	Refinements of sensual pleasures, luxury
	A	B	C	D

Human rights

(from extremely strong violations to completely implementing all human rights)

http://www.ohchr.org/EN/UDHR/Documents/UDHR_Translations/eng.pdf

12.				
11.				
10.				
9.				
8.	(Animal rights)			
7.	Art. 1 Art. 2	Art.19, 20, 21, 22	Art. 23, 24, 25, 26	Art. 27, 28, 29, 30
6.	Art. 13	Art. 15	Art. 16	Art. 17
5.	Art. 6, 7	Art. 10, 11	Art. 12	Art. 14
4.	Art. 8	Art. 9	Art. 18	
3.	Art 4 No one shall be held in slavery	No one shall be held in servitude	slavery and the slave trade shall be prohibited in all their forms.	
2.	Protection against murder	Art 3 No one shall be subjected to torture	No one shall be subjected to mutilation	Art 5 No one shall be subjected to cruel, inhuman or degrading treatment or punishment.
1.	Protection against mass murder	Freedom from Ethnic cleansing		
	A	B	C	D

Levels of crime

12.				
11.				
10.				
9.				
8.	Generating global warming			
7.	Violating precautionary principles,	Cybercrime	Generating computer viruses	Generation of systemic malfunction
6.	Environmental crimes	Polluting ecosystems	Identity theft	Legalistic crimes (ignorant – unintentional)
5.	White collar crime, embezzlement, fraud, bribery	Illegal cartel forming	Infringement of patents	Misrepresentation in advertising
4.	Black market dealings	Inflicting psychological harm to others	Slander	Traffic law violations
3.	Robbery, arson	Burglary	Larceny- theft	Vandalism, forgery, counterfeiting
2.	Subjecting others to torture	Subjecting others to mutilation	Subjecting others to cruel, inhuman or degrading treatment Child molestation Rape	Inflicting bodily harm, Aggravated assault. domestic violence, victimisation
1.	Mass murder	Ethnic cleansing	Homicide	Manslaughter
	A	B	C	D

Material standards of living

12.				
11.				
10.				
9.				
8.				
7. Global systems	G.P.S.	World wide web	you tube / I tunes	Smart phone
6. Modern communication equipment	Television	Computer	Internet Cable T.V.	Mobile Phone Social media
5. Transportation	Walking, Bicycle	Bus	Train	Own means of Transportation
4. Care	Lack of supporting network	Child care	Medical care	Public health insurance
3. Housing	Lack of sufficient shelter / housing	Shelter	Rented house	House ownership
2. Clothing	Insufficient clothing	Sufficient clothing	Season related clothing	Protection against climate changes
1. Food	Insufficient food	Food scarcity	Sufficient food	Cooking facility
	A	B	C	D

Housing + basic facilities

12.				
11.				
10.				
9.				
8.				
7.	Cable T.V.	Internet	World Wide Web	Smartphone
6.	Radio	Television	C.D./D.V.D. player	Computer
5.	Electricity	Telephone	Sound system	Central heating / Air conditioning
4.	Gas	Heater	Bad room	Indoor gaslight system
3.	Running water	Sewerage system	Indoor flushing toilets	Postal system
2.	Cooking facility	Outdoor toilets	Rain barrel	Paved Roadways
1.	Shelter	Wooden house	Stone house	Modern House
	A	B	C	D

Cognitive development

12.		Supreme identity		
11.		Union		
10.		Revelation		
9.	Ultra-holistic	Inspiration	Multiple inspirations	Inspirational flow
8.	Holistic Post integral	Translogical intuition	Multiple intuitions	Intuitive flow
7.	Integral	Paradigmatic	Cross paradigmatic	Multiple Cross paradigmatic
6.	Pluralistic Post formal	Systemic	Meta-systemic	General systems
5.	Rational Formal operational	Abstract	Formal	Formal operational
4.	Concrete operational	Primary actions	Concrete operations	Transition
3.	Representational	Symbol	Nominal actions	Preoperational actions
2.	Impulse	Emotion	Image	Preconceptual
1.	Sensorimotor	Single Sensorimotor set	Sensorimotor mapping	Sensorimotor system
	A	B	C	D

Affect

12.				
11.				
10.				
9. 8th degree emotions	Ananda	Ecstasy	Bliss	Saintly commitment
8. 7th degree emotions	Awe	All species Compassion	All species love	Rapture
7. 6th degree emotions	Care for all humans	Compassion for all humans	All humans love	World centric altruism
6. 5th degree emotions	Universal care	Universal compassion	Universal affect	Global justice
5. 4th degree emotions	Care	Compassion	Sympathy	Justice
4. 3th degree emotions	Resentment	Depression	Joy	Belongingness, Love
3. 2th degree emotions	Anger	Anxiety	Liking	Safety
2. Proto emotions	Rage	Fear	Tension	Satisfaction
1. Matter	Sensation	Reactivity	Sensations	Physio states
	A	B	C	D

Memory

12.				
11.				
10.				
9.				
8.				
7.				
6.				
5. Abstract memory	Nominal Classification	Ordinal Comparison	Interval Difference, affinity	Ratio Magnitude, Amount
4. Semantic memory (symbols)	Facts	Concepts	Knowledge	Meaning
3. Episodic memory (personal)	Sensory memory Immediate	Emotional events Short term	Personal memories mid term	Autobiographical memories Long term
2. Linguistic memory language ability	Sounds	Words	Sentences	Stories
1. Topographic memory Procedural memory	When Automatisms	Where Physical habits	How Reflexes	Why Instincts
	A	B	C	D

Stages of development Subject/Object scheme Robert Kegan

(typical ages)	Developmental stage order of mind	What can be seen as an object (the content of one's knowing	What one is subject to (the structure of one's knowing)	Underlying structure of meaning-making
12.				
11.				
10.				
9.				
8.				
7.				
6.typically > ~ 40 if achieved	5th Order Self-transforming mind	Interpersonal relationships, mutuality	Dialectic between ideologies	System of systems
5.variable if achieved	4th Order Self-authoring mind	Interpersonal relationships, mutuality	Interpersonal relationships, mutuality	Systemic
4.post- adolescence	3th Order Socialized mind	One's needs, interests, desires	Interpersonal relationships, mutuality	Across Categories
3.~ 6 years old through adolescence	2th Order Instrumental mind	One's impulses, perceptions	One's needs, interests, desires	Categories
2. ~2-6 years old	1st Order Impulsive mind	One's reflexes	One's impulses, perceptions	Single point
1.				
	A	B	C	D

Language Arts Levels of Depth of Knowledge – Reading
Norman L. Webb

12.				
11.				
10.				
9.				
8.				
7.				
6.	Analyse information from multiple sources	Synthesize information from multiple sources	Examine and explain alternative perspectives across a variety of sources	Describe and illustrate how common themes are found across texts from different cultures
5.	Determine the author's purpose	Interpret the reading selection.	Summarize information from multiple sources to address a specific topic	Analyse and describe the characteristics of various types of literature.
4.	Use context cues to identify the meaning of unfamiliar words	Predict a logical outcome based on information in a reading selection	Identify the major events in a narrative	Summarize the major events in a narrative
3.	Receive or recite facts	Use a dictionary to find the meaning of words	Support ideas by reference to details in the text	Identify figurative language in a reading passage
2.				
1.				
	A	B	C	D

Language Arts Levels of Depth of Knowledge – Writing
Norman L. Webb

12.				
11.				
10.				
9.				
8.				
7.				
6.	Write an analysis of two selections	Identifying the common theme	Give new perspectives on the addressed idea s and themes	A multi-paragraph composition that demonstrates synthesis and analysis of complex ideas or themes
5.	Support ideas with details	Give examples	Use voice appropriate to the purpose and audience	Edit writing to produce a logical progression of ideas
4.	A basic Understanding and appropriate use of such reference materials as a dictionary	Using a simple organizational Structure, Construct compound sentences	Use simple organizational strategies to structure written work	Write summaries that contain the main idea of the reading selection
3.	Basic language skills	Use punctuation marks correctly	Identify Standard English grammatical structures	Refer to resources for correction.
2.				
1.				
	A	B	C	D

Mathematics depth-of-knowledge levels Norman L. Webb

12.				
11.				
10.				
9.				
8.				
7.				
6. Extended Thinking	Designing and conducting experiments	Making connections between a finding and related concepts and phenomena	Combining and synthesizing ideas into new concepts	Critiquing experimental designs
5. Strategic Thinking	Drawing conclusions from observations	Citing evidence and developing a logical argument for concepts	Explaining phenomena in terms of concepts	Using concepts to solve problems
4. Skill/Concept	Identifying characteristics of the objects or phenomenon and then grouping or ordering the objects	Carrying out experimental procedures	Classifying, organizing, and comparing data	Organizing and displaying data in tables, graphs, and charts
3. Recall	Identify	Recall	Recognize	Use and measure
2.				
1.				
	A	B	C	D

Science Levels of Depth-of-Knowledge Norman L. Webb

12.				
11.				
10.				
9.				
8.				
7.				
6. Extended Thinking	Based on provided data from a complex experiment that is novel	Deduct the fundamental relationship between several controlled variables	Conduct an investigation, from specifying a problem to designing and carrying out an experiment,	Analyse the data and form conclusions
5. Strategic Thinking	Identify research questions and design investigations for a scientific problem	Solve non-routine problems	Develop a scientific model for a complex situation	Form conclusions from experimental data
4. Skills and Concepts	Specify and explain the relationship between facts, terms, properties, or variables	Describe and explain examples and non-examples of science concepts	Select a procedure according to specified criteria and perform it	Formulate a routine problem given data and conditions Organize, represent and interpret data
3. Recall and Reproduction	Recall or recognize a fact, term, or property	Represent in words or diagrams a scientific concept or relationship	Provide or recognize a standard scientific representation for simple phenomenon	Perform a routine procedure such as measuring length
2.				
1.				
	A	B	C	D

Social Studies Levels of Depth of Knowledge Norman L. Webb

12.				
11.				
10.				
9.				
8.				
7.				
6. Extended Reasoning	Analyse and synthesize information from multiple sources	Examine and explain alternative perspectives across a variety of sources and/or describe and illustrate how common themes and concepts are found across time and place.	Make predictions with evidence as support	Develop a logical argument, or plan and develop solutions to problems.
5. Complex Reasoning	Drawing conclusions; citing evidence; applying concepts to new situations; using concepts to solve problems	Analysing similarities and differences in issues and problems	Proposing and evaluating solutions to problems	Recognizing and explaining misconceptions or making connections across time and place to explain a concept or big idea
4. Basic Reasoning	Contrast or compare people, places, events and concepts	Convert information from one form to another; give an example	Classify or sort items into meaningful categories;	Describe, interpret or explain issues and problems, patterns, reasons, cause and effect, significance or impact, relationships, points of view or processes
3. Recall of Information	Recall facts, terms, concepts and trends	Make generalizations	Develop theories	Recognize or identify specific information contained in graphics
2.				
1.				
	A	B	C	D

Numbers (in a possible curriculum up to university)

12.				
11.				
10.				
9.				
8.				
7. University				
6. 15 → years	Use the coordinate system. Problem solving with negative and positive integers.	Understand the divisibility rules, square roots and powers	Understand and illustrate interrelationships of sets of numbers.	Use the complex number system Use mathematical symbols
5. 11 → years	Full understanding of place value to the right and left of 0 - 4 places Understand decimals	Understanding of fractions, decimals, mixed numbers and improper fractions Understanding of ratio, rate, rounding and percentages Identify multiples, factors, composites and prime numbers Identify and use integers	To Give factors, multiples, integer amounts and square roots for numbers. Compare and order decimals, fractions and integers Add and subtract integers	Be able to reason, order, compare and solve multi-step problems with rational and irrational numbers.
4. 7-10 years	Read, compare, order, represent, estimate, identify numbers to 100 and mentally add numbers to 10	Understand number conservation - 6 items is represented by a 6 etc. Understand 1/2	Read numbers to 1000. Understand the basic fractions Add and subtract four digit numbers	Multiplication and division Understand decimals to the hundredths 0.01 and be able to add and subtract decimals. Demonstrate an understanding of fractions.
3. 3-6 years			Pre-number	Count to 10 frontwards and backwards
2. 1-3 years				
1. 0-18 months				
	A	B	C	D

Algebra (in a possible curriculum up to university) © Marinus Jan Marijs

12.				
11.				
10.				
9.				
8.				
7. University				
6. 15 → years	Add, subtract, multiply and divide rational numbers and polynomials. Solve quadratic equations and problems involving quadratic functions.	Be able to solve problems that involve variable quantities with expressions, equations, inequalities, and matrices.	Use and model the distributive properties. logarithmic functions and in some cases matrices and matrix equations are also covered. integrals	Systems of linear equations and inequalities. permutations and combinations. Differential and integral calculus polynomial, algebraic, transcendental functions.
5. 11 → years	Determine the values in equations when there are missing terms in the four operations and provide the rules Determine the amount in missing values when given an equation that involve more than 1 operation	Determine, discuss and defend the pattern rules in all problems of patterns and missing terms Use the estimate and test process for relationships and rules Determine the amount in missing values when given an equation that involve 2 operations	Be able to write algebraic equations/ expressions and write statements to understand simple formulas To evaluate a variety of simple linear algebraic expressions at a beginning level--1 variable and first-degree	Be able to write algebraic equations /expressions and write statements to understand simple formulas Evaluate a variety of simple linear algebraic expressions at a beginning level---1 variable and first-degree Substitute natural numbers for variables
4. 7-10 years	Patterns of numbers, shapes, colours Find patterns in counting charts to 100 Be able to talk about pattern rules. 1,3,5 is skip a number etc.	Identify, describe, reorganize and extend patterns with more than one attribute. Give specific rules about patterns for numbers, shapes, pictures and objects	Identify, describe, reorganize and extend patterns with more than one attribute and identify relationships. Identify and describe patterns in the world around us and provide rules for the patterns	Identify, create, analyse and extend patterns Demonstrate equivalence in equations with the 4 operations. Add, subtract, multiply and divide
3. 3-6 years				Make simple patterns - 2 green items, 2 red items
2. 1-3 years				
1. 0-18 months				
	A	B	C	D

Measurement (in a possible curriculum up to university) © Marinus Jan Marijs

12.				
11.				
10.				
9.				
8.				
7. University				
6. 15 → years	Apply measurement knowledge to 2 and 3 dimensional figures including distances and angles and a more complex plane.	Apply Pythagoras' Theorem, the primary trigonometric ratios, and their applications. Use trigonometric ratios to solve problems involving indirect measurement.	Line segments, rays, lines, bisectors, medians, perpendicular line, perpendicular bisector, transversal alternate interior angles, corresponding angles, same-side interior angles.	Identify and describe the features of shapes or patterns that change or do not change under transformation
5. 11 → years	Investigate and solve measurement problems with circumference, perimeter, volume, capacity and area and explain the rules and apply the formulas	Understand and use squared units and cubed units along with linear measures Select the appropriate units of measurement in problems	Estimate and calculate areas for trapezoids, parallelograms, triangles, prisms, circles using the formulas Estimate and calculate volumes for prisms	Be able to solve more complex problems with measurement and make estimations and solve problems using a variety of formulas
4. 7-10 years	Use and understand more than, less than, the same as, heavier than, lighter than, taller than etc. Measure items with non-standard units of measure (pencil lengths, finger widths etc.)	Time - hours, minutes and seconds Use the terms centimeters, meters etc. Compare a variety of measurement tools	Use and understand linear measurement terms (centimeters, meters etc.) Time - hours, minutes and seconds, read and record on both analog and digital measure perimeter and capacity in a variety of shapes	Measure perimeter and area and be able to measure a variety of polygons. Measure mass and volume by selecting the appropriate units
3. 3-6 years			Be able to name the days of the week	Understand the basics of time - afternoon, evening, morning, weekend etc. Measure and compare lengths such as taller than, shorter than.
2. 1-3 years				
1. 0-18 months				
	A	B	C	D

Geometry (in a possible curriculum up to university)

12.				
11.				
10.				
9.				
8.				
7. University				
6. 15 → years	Apply trigonometry to problem situations involving triangles. Apply transformations, coordinates and vectors to solve problems. Solve multi-step problems using linear equations	Use sine, cosine, and tangent ratios, to solve problems involving more than one right triangle. Use analytic geometry develop the primary trigonometric ratios, using the properties of similar triangles	Applications of trigonometric functions and their inverses. Applications of conic sections apply and demonstrate understanding while solving problems involving the sine law and the cosine law.	Investigate relationships between the graphs and the equations of sinusoidal functions. Trigonometric and circular functions, identities and inverses, polar coordinates and complex numbers.
5. 11 → years	Identify a variety of geometric shapes and figures and problems Classify triangles by side properties and types (obtuse, isosceles) etc.	Understand and use squared units and cubed units along with linear measures Be able to make conversions between units - inches to feet etc.	Determine if shapes/figures will tile a plane (tessellate) Analyse tiling patterns	Analyse and identify shapes that have been rotated, reflected, translated and describe those that are congruent
4. 7-10 years	Describe similarities and differences in 3 dimensional objects (some slide, some roll etc.) Recognize symmetry	Compare and sort 2 and 3 dimensional shapes (3-D terms include sphere, prism, cones etc.) Determine lines of symmetry, flips, slides, turns and transformations of shapes	Compare, sort and describe all 2 and 3 D shapes and solids by faces, vertices and edges Perform and identify transformations, flips, slides, turns, and rotations using 1/4 turns 1/2 turns etc.	Full understanding of similar and congruent figures. Measure a variety of angles with a protractor. Apply translations, reflections and rotations with geometric figures, geo-boards and coordinates.
3. 3-6 years				Identify the basic shapes (squares, triangles, circles, rectangles etc.) Describe similarities and differences in the basic shapes.
2. 1-3 years				
1. 0-18 months				
	A	B	C	D

Statistics (in a possible curriculum up to university) © Marinus Jan Marijs

12.				
11.				
10.				
9.				
8.				
7. University				
6. 15 → years	Probability, linear and non-linear regression	Hypothesis testing using Binomial, Normal, Student-t and Chi-square distributions. Use the fundamental counting principle, permutations and combinations	Use, interpret and apply normal and binomial probability distributions	Apply transformations to statistical data. Use the Central Limit Theorem.
5. 11 → years	Gather or access multivariate category and measurement data, sort data and display it in multiple ways, identifying patterns and variations interpret results in context, accepting that samples vary and have no effect on one another	Sort data and display it in multiple ways, identifying patterns, variations, relationships, and trends and using ideas about middle and spread where appropriate – interpret results in context, identifying factors that produce uncertainty	Order the likelihoods of outcomes for situations involving chance, checking for consistency between experimental results and models of all possible outcomes	Express as fractions the likelihoods of outcomes for situations involving chance, checking for consistency between experimental results and models of all possible outcomes
4. 7-10 years	Describe the likelihoods of outcomes for a simple situation involving chance, using everyday language.	Investigate questions by using the statistical enquiry cycle (with support): – gather and display category and simple whole-number data – interpret displays in context	Compare and explain the likelihoods of outcomes for a simple situation involving chance, acknowledging uncertainty.	Investigate summary and comparison questions by using the statistical enquiry cycle: gather, display, and identify patterns in category and whole-number data – interpret results in context
3. 3-6 years				To make simple picture graphs
2. 1-3 years				
1. 0-18 months				
	A	B	C	D

Meta-methodology

	Levels of Reflection *(From deep assumptions to application)*			
Orientations	*Visionary*	*Strategical*	*Tactical*	*Practical*
Beauty	Ideals of beauty (Umberto Eco)	Imaging	Medium	Design
Functional	Axioms	Methods	Instruments	Techniques
Social	Values	Legitimacy issues ("who is allowed to do what and who do to organise it?")	Lenses ('priority-perspectives')	Competences
Moral	Moral imperative ('categories')	Principles	Norms	Rules
Spirituality	Ultimate goal (teleological orientation)	Change strategy ('transition delta')	Commitment-mechanisms ("connectedness")	Leadership styles

Literary genres

12.	Advaita	Omega point, Process singularity	Supramentalisation	Divanisation
11.	Taoism	Vedanta	Messianic prophecy	Mysticism
10.	Revelatory	Vedas	Transcendental	Kabbalistic
9.	Apocalyptic-symbolism	Eschatology	Soteriology	Spiritual literature
8.	Arcanum	Koan	Paradox	Wisdom literature
7.	Hypertext fiction, Cyber text	Interactive novel, Web novel	Multi-layered stories	Ergodic literature
6.	Science fiction, Post-apocalyptic	Nonlinear narrative Satire	Deconstructivism, Structuralism, Postmodernism	Existentialism, Alienation effect Antinovel
5.	Crime, Detective, Mystery	Essay, Novel, Non-fiction	Bildungsroman Memoir	Modern playwright Reflective introspective writing
4.	Historic, Myths	Religious, Allegory	Drama, Comedy	Classics
3.	Legends, Epics, Fables, Folklore	Saga, Fairy tale, Fantasy	Heroic fantasy, Magic realism	Romantic
2.	Tall tale	Gothic fiction Horror	Suspense Thriller	Erotic literature
1.	Picture book	Children's literature	Comics	Graphic novel
	A	B	C	D

Modes of thought, value systems and worldviews

	Systems	Structure	Process	Occurrence/ influence (Ken Wilber)
12.				
11.				
10.				
9.				
8.	Holistic	Global	Flowing and ecological	Approximately 0,1% of the people and 1% of power
7.	Systemic	Interactive	Integrative	Approximately 1% of the people and 5% of power
6.	Relativistic	Egalitarian	Consensual	Approximately 10% of the people and 15% of power
5.	Multiplistic	Delegative	Strategic	Approximately 30% of the people and 50% of power
4.	Absolutistic	Hierarchical	Authoritarian	Approximately 40% of the people and 30% of power
3.	Egocentric	Empires	Exploitative	Approximately 20% of the people and 5% of power
2.	Animistic	Tribal	Circular	Approximately 10% of the people and 1% of power
1.	Automatic	Loose bands	Survivalistic	Approximately 0,1% of the people and 0% of power
	A	B	C	D

Stages of thought processes

12.				
11.				
10.	Trans-level	Revelation	Multiple revelations	Illumination
9.	Ultra-holistic	Inspiration	Multiple inspirations	Inspirational flow
8.	Holistic thinking	Translogical intuition	Contemplation	Translogical insight
7.	Integrative thinking Systems of relationships	Paradigmatic thinking Multiple metasystems	Cross-paradigmatic thinking Multiple paradigms	Meta-cross-paradigmatic thinking Multiple cross-paradigms
6. 15 → years	Probability logic Systematic Multivariate systems	Higher-order thinking Pluralistic Contextual thinking	Metasystematic Systems thinking	Multivariate context
5. 11 → years	Abstract reasoning Deductive reasoning	Propositional reasoning	Combinatorial reasoning, and proportional reasoning Formal reasoning	Mathematical thinking Algebra
4. 7-10 years	Logical thinking Classification Divergent thinking Adversarial thinking	Inductive logic Stochastic thinking Strategic thinking	Parallel thinking Lateral thinking Serialisation	Analysis Transitive inference Metacognition
3. 3-6 years	Representational thinking Causal reasoning	Convergent thinking Simple arithmetic	Analogical reasoning	Calculation
2. 1-3 years	Impuls-emotional Remembering: Attention, memory and recognition	Emotional reasoning Comparing, relating and elaborating	Categorization To find relations among concepts	Critical thinking Understanding Object permanence
1. 0-18 months	Automatic Respond, as a simple mechanism, to a single environmental stimulus	Sensory-motor Conditioned reflex	Circular sensory-motor React to multiple stimuli	The skillful performance of motor acts that involve complex movement patterns
	A	B	C	D

Social stratification

12.				
11.				
10.				
9.				
8.	Holistic system	Holonic	Holistic interaction	Universal, all-embracing
7.	Meritocratic system	Stratified	Multilevel interaction	Integrated
6.	Egalitarian system	Acephalous (“Headless”)	Kinship of all people	Reciprocal altruism
5.	Class system	Financial status	Occupation	Educational level
4.	Estate system privileges	Legal rights	Obligations	Duties
3.	Caste systems priests	Rulers administrators	Merchant traders	Labourers
2.	Ethnic segregation	Racial segregation	Religious segregation	Gender segregation
1.	Slavery	Forced labour	Debt bondage	Servile marriage
	A	B	C	D

Logical fallacies

12.				
11.				
10.				
9.				
8.				
7.	Common sense fallacy Special pleading	Contradictory premises (also called a "Logical Paradox")		
6.	Appeal to equality (assumed pretence of equality) Fallacy of modal logic	Slippery slope Composition and division Psychogenetic fallacy	Argument to moderation (false compromise) Infinite regress	Onus probandi (burden of proof is on the person who makes the claim) Existential fallacy
5.	Association fallacy (guilt by association) Reification (an abstraction is treated as if it was a concrete, real event or physical entity. Hedging False conjunction Rationalisation	Ignoring an exception to a generalisation Raising the bar (demand greater evidence) Appeal to coincidence Gamblers fallacy Avoiding the issue Questionable cause	Black swan blindness Psychologist fallacy (an observer presupposes the objectivity of his own perspective) Inverse fallacy Appeal to novelty Double standard	Incomplete comparison (not enough information is available for a conclusion Undistributed middle term Appeal to self-evidence truth Causal reductionism
4.	Appeal to tradition Shifting the burden of proof. Argument by eloquence Appeal to hypocrisy Appeal to the bandwagon, Appeal to irrelevant authority Alleged certainty Appeal to success	Appeal to motive Hasty generalisation Etymological fallacy Non Sequitur Illicit negative Ambiguity fallacy Appeal to definition Argumentum verbosium	False analogy False dilemma (black or white thinking) Genetic fallacy Fallacy of negative premises Base rate fallacy Definist fallacy Personification Hindsight	Naturalistic fallacy Fallacy of quoting out of context Affirming the consequent Circular reasoning Fallacy of the general rule Argument by prestigious jargon Appeal to the law
3.	Two wrongs make a right Appeal to closure Fallacy of opposition Argumentum ad nauseum Stereotyping	Straw man Cherry picking Appeal to ignorance Ad hoc rescue Stacking the deck Appeal to trust Kettle logic Special pleading	Appeal to flattery Loaded question Wishful thinking Equivocation Ad fidentia Commutation of conditionals Slippery slope	Red herring (changed the subject) Argument from consequences Quoting out of context
2.	Argumentum ad misericordiam Appeal to emotion Appeal to ridicule Fantasy projection	Ad hominem Oversimplification Mind projection fallacy Smear tactics Scapegoating	Thought-terminating cliché Accent fallacy Appeal to desperation	Judgmental language Argument from hearsay Argument by stubbornness
1.		Appeal to force	Appeal to fear	Appeal to spite
	A	B	C	D

Stratification of Sustainable Development

Marinus Jan Marijs

12.				
11.				
10.				
9. Mondial	Take urgent action to combat climate change	Protect, restore and promote sustainable use of ecosystems	Promote peaceful and inclusive societies	
8. Infrastructure / Equality	Develop quality, reliable, sustainable infrastructure	Reduce inequality within and among countries	Ensure access for all to safe and affordable housing	Develop a global partnership for development
7. Environment	Ensure environmental sustainability	Ensure availability and sustainable management of water and sanitation	Ensure access to affordable, reliable, sustainable and modern energy	Promote sustained, economic growth, full and productive employment
6. Gender	Promote gender equality and empower women	Eliminate gender disparities in education and ensure equal access to all levels of education	End all forms of discrimination against all women and girls	Ensure women's full equal opportunities for leadership at all levels of decision-making in political, economic and public life
5. Education	Achieve universal primary education Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	Ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university	Increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship	Ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy
4. Healthcare	Improve maternal health Reduce child mortality	Increase health financing and the recruitment, development, training and retention of the health workforce	Strengthen the prevention and treatment of substance abuse, narcotic drug abuse and harmful use of alcohol	Strengthen the for early warning, risk reduction and management of national and global health risks
3. Diseases	Combat HIV/AIDS, tuberculosis, malaria and neglected tropical diseases and combat hepatitis, water-borne diseases and other communicable diseases	Reduce premature mortality from non-communicable diseases through prevention and treatment and promote mental health and well-being	Achieve universal health coverage, including financial risk protection, access to quality essential health-care services and access to safe, effective, quality and affordable essential medicines and vaccines for all	Reduce the number of deaths and illnesses from hazardous chemicals and air, water and soil pollution and contamination Support the research and development of vaccines and medicines
2. Poverty	Eradicate Poverty, hunger achieve food security and improved nutrition	Have equal rights to economic resources, as well as access to basic services,	Have equal rights to ownership and control over land and other forms of property,	Have equal rights to inheritance, natural resources, appropriate new technology
1. Peace	Eradicate International war	Eliminate Civil war	Eliminate expulsion and ethnic cleansing	Eliminate torture Slavery and Forced labour
	A	B	C	D

Stages of Disaster relief

Marinus Jan Marijs

12.				
11.				
10.				
9.				
8.				
7.	Financial support, provide aid	Logistical support	Repair	Rebuild
6.	Facilitating investigations and inquiries →	Including the humanitarian assistance, economic, infrastructure and environmental impacts	Evaluating the response and recovery effort	Identifying and taking action to implement lessons identified
5.	Maintaining or restoring critical activities, restore power and communications	Maintaining normal services at an appropriate level, providing food, fuel freshwater, supplies and medicine.	Promoting and facilitating self-help in affected communities	Facilitating the recovery of the community
4.	Limiting its escalation or spread and mitigating its impacts	Protecting the health and safety of responding personnel	Safeguarding the environment	As far as reasonably practicable, protecting property
3.	Assistance to maintain life	Improve health	Morale of the affected population	Providing information
2.	Assessing damage	Continuing assistance	Immediate restoration of infrastructure	Providing transport
1.	Warning	Evacuation	Search and rescue	Providing immediate assistance
	A	B	C	D

Spiritual development

	Buddhist	Christian	Islam (Sufi)	Hindu
12. High Causal	Buddha	Christ	Rasoul	Jivanmukta
11. Low Causal	Arhat	Prophet	Nabi	Paramahamsa
10. High subtle	Anagamin	Wise	Koetoeb	Hamsa
9. Low Subtle	Sakridagamin	Saint	Ghous	Kutichaka
8. Trans logic	Srotapatti	Nature mystic	Wali	Parivrajaka
7.				
6.				
5.				
4.				
3.				
2.				
1.				

Motivation / Will

12.				
11.				
10.				
9.				
8.	Holistic perspectives	Transcendence		
7.	Integrated functioning	Integrated cross connections	Harmony	Tranquillity
6.	Personal freedom, independence	Psychological growth, idealism	Optimal development	Meaningfulness
5.	Rationality, order	Learning, curiosity	Knowledge	Sense of accomplishment
4.	Popularity, social contact, self-esteem,	Acceptance by others, reputation	Competition, recognition	Social status, money, job security
3.	Belonging	Affection	Love, romance	Friendship
2.	Physical safety	Security	Shelter	Stability, health
1.	Hunger, thirst	Sleep, thermoregulation	Fear, aggression	Sex drive
	A	B	C	D

Manners / courtesy

12.				
11.				
10.				
9.				
8.				
7.				
6. Compassion	Unsympathetic	Neutral	Sympathetic	Compassionated
5. Mental	Agitated	Disinterested	Interested	Empathic
4. Verbal communicative	Socially offensive language	Impolite	Polite	Assiduously
3. Attitude	Antisocial	Rude	Formal	Social
2. Behaviour	Sociopathic	Disrespectful	Respectful	Graceful
1. Physical	Unhygienic	Dirty	Appropriate	Good
	A	B	C	D

Attitude to the facts

12.				
11.				
10.				
9.				
8.				
7.				
6.				
5.	Formal	Logical	Methodical	Scientific
4.	Strong opinionated	Opinionated	Prejudiced	Narrow-minded
3.	Irrational	Mistrust	Suspect	Doubtful
2.	Strong emotional	Emotional	Discriminatory	One-sided
1.	Unknowing	Ignorant	Denial	Disbelieve
	A	B	C	D

4 lateral subgroups A, B, C, and D

Number of individuals
A. Individual B. Group C. Societal subsystem D. Total society

Frequency
A. Incidental B. Frequent C. Very frequent D. To evoke

Level of competence
A. Basal B. Average C. Talent D. Genius

Composition
A. Singular homogeneous B. Multiple homogeneous C. Singular heterogeneous D. Multiple heterogeneous

Access
A. Potential B. Peak C. Plateau D. Permanent

Level of understanding
A. Have B. Knowing C. Understanding D. Paradigmatic shifts

Cultural span
A. Direct environment B. Regional C. Intercultural D. Total humanity

Quality
A. Basal B. Average C. Good D. Excellent

Artistic expression
A. Appreciation B. Reproduction C. Original D. Genius

Scale of organisation
A. Group B. Organisation C. Societal subsystem D. Total society

Time span
A. Direct B. Short term C. Medium length term D. Long term

Application
A. Have B. Know C. Apply D. Apply on a large scale

Perception
A. Emptiness B. Feeling C. Seeing D. Fullness / being

Geographical scale
A. Local B. National C. International D. World wide

Span of religious influence
A. Sectarian B. Organised C. Religion D. World religion

Lucidity
A. Void B. Awareness C. Lucidity D. Flow state

Level of attainment
A. Have B. Being aware C. Make explicit D. Realise

Transition
A. Preparation B. Approach C. Adaption D. Change

Point of view
A. Focal point B. Outside view C. Process view D. Inside view

Worldview
A. Mind-set B. Discourse C. Paradigm D. Worldview

Level of comprehension
A. Is B. What C. How D. Why

Level of field organisation
A. Particle B. Cluster C. Subfield D. Total field

System order
A. Building block B. Cluster C. Subsystem D. Total system

Communication
A. Person - person B. Person - group C. Person - community D. Person - world

Level of pattern structuring capacity
A. Particles B. Static patterns C. Dynamic patterns D. Trans-level patterns

Depth of perspective
A. Zero-perspective B. 3th perspective C. 2th perspective D. 1st perspective

Biological organism
A. Cells B. Tissues C. Organs D. Organisms

Knowledge level
A. Data B. Information C. Knowledge D. Wisdom

Transition phases
A. Predevelopment B. Take off C. Acceleration D. Stabilisation

Product development
A. Theory B. Proof of principle C. Prototype D. Mass production

Level of application
A. Concept B. Testing C. Application D. Distribution

Spiritual transformation
A. Kundalini pressure B. Radiation C. Streaming D. Being light

Level of transformation
A. Generating B. Translation C. Building-up D. Transformation

Level of understanding
A. Feeling B. Knowing C. Understanding D. Transforming

Inclusiveness
A. Limited B. Extending C. Including D. Universal

Therapy
A. Dysfunction B. Diagnose C. Treatment D. Healing

Level of complexity
A. Simple B. Average C. Complex D. Very complex

Frequency
A. Incidental B. Frequent C. Very frequent D. Permanent

Strategy
A. Operational B. Tactic C. Strategic D. Total view

Cultural span
A. Sub-cultural B. Cultural C. Inter-cultural D. Universal

Level of realisation
A. Theory B. Research C. Development D. Realisation

Domain
A. Inactive B. Objective C. Intersubjective D. Subjective

Stages of spiritual development
A. Concentration B. Contemplation C. Meditation D. Transformation

Dimensionality
A. Point B. Line C. Surface D. Volume

Dimensions
A. Zero-dimensional B. One-dimensional C. Two-dimensional D. Three-dimensional

State of aggregation
A. Solid B. Liquid C. Gas D. Plasma

Level of engagement
A. Non-active B. Reactive C. Proactive D. Interactive

Process development
A. Potential B. Activation C. Realisation D. Integration

Tuckman's stages of group development
A. Forming B. Storming C. Norming D. Performing

Mcgrath's T.I.P. theory
A. Goal choice B. Means choice C. Policy choice D. Goal attainment

Memory
A. Sensory B. Short term C. Middle long term D. Long term

Language
A. Signals B. Syntax C. Semantics D. Language systems

Platonic realm
A. Elements B. Correspondence C. Actualisation D. Eternal

Platonic forms
A. Nonlocal B. Static C. Dynamic D. Trans temporal

Mathematics
A. Propositions B. Logic C. Abstractions D. Formal systems

Errors
A. Very frequent B. Frequent C. Incidental D. Absent

Architecture
A: building B: project development C: city development D: landscape development

Availability
A: not available B: scarce C: available D: universal available

Innovation
A: product innovation B: service innovation C: process innovation D: business model innovation

Categories

A. Substance	B. Quantity	C. Quality	D. Relation

Categories

A. Date	B. Place	C. State	D. Action

Linguistics

A. Words Signal	B. Grammar a system of rules	C. Syntax understood code	D. Semantics understood meaning

Knowledge

A. Categories	B. Propositions	C. Systems	D. Worldviews