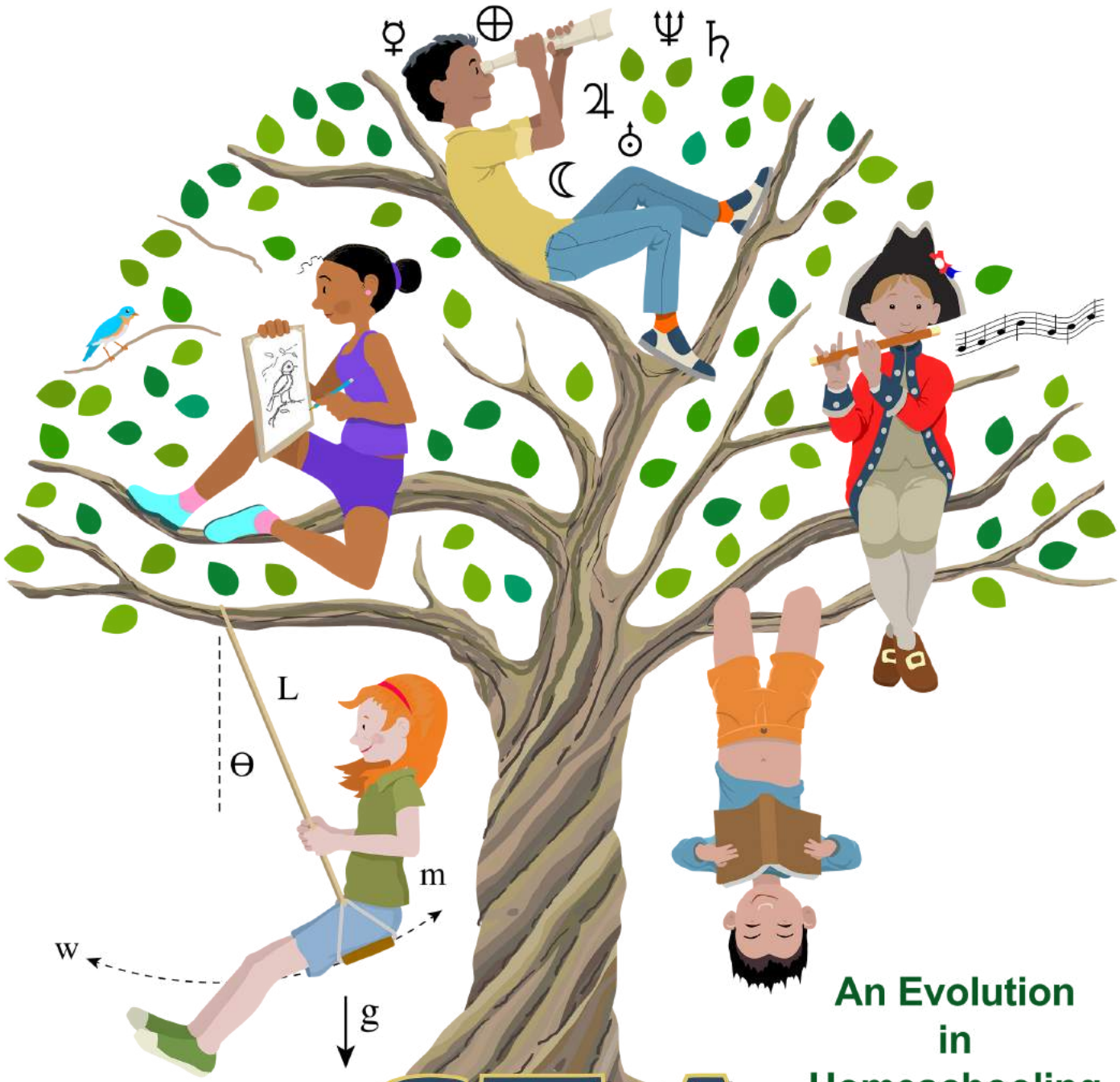
SEA HOMESCHOOLERS
Secular, Eclectic, Academic

March 2019



An Evolution in Homeschooling

SEA HOMESCHOOLERS

Secular, Eclectic, Academic

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A Note From Founder, Blair Lee

Secular, Eclectic, Academic Homeschoolers is a large, active, and diverse online community of secular homeschooling families from around the world. We are constantly growing and evolving to provide support and vetted secular resources in a variety of ways, both on-line and at in-person conferences. Secular, Eclectic, Academic Homeschoolers is passionate about innovative education through secular academic materials and celebrating the secular homeschool community by connecting with the people creating these resources and the families and educators who are handcrafting their student's journey through learning.

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Sometimes We Should Be Uncomfortable

By: Samantha Matalone Cook

I've been leading a class that I created called Making Through History for almost two years, and it has been one of the best teaching experiences I have ever had. The class explores history and the humanities through the art and invention that expressed the values and aspirations of people in a specific time and place. These days STEM/STEAM education is all the rage, and we are told that our children can't be prepared for the future without it. While I agree that technology and science literacy are essential to navigating the new economy, I would also argue that it is nothing without first understanding how and why humans express themselves and push themselves towards discovery, and how this distinct part of human nature has profoundly shaped most of our history.

In my Making Through History class, we started with Ancient Civilizations, followed by the Middle Ages, the Renaissance, and a short class focusing on Da Vinci's machines. As the art and inventions became more complex, we spend more time in a particular era. This spring, we started with the 17th century (a fascinating time for science!) and we just wrapped up the 18th century last week. Some of the kids in my classes have come and gone (and sometimes come back!) depending on their interest in that particular time period, but there is a core group of kids who have been with me since the beginning, and it is through their eyes that I can see the full impact of approaching history in this way.

My final Making Through History class of the spring last week was intense, and it reminded me why I always have a backup plan. We spent the first part of our class focused on the French Revolution, discussing the influencing events on the rising discontent of the French people, the perspective of the monarchy, and what was causing revolutions around the world. The kids had asked to build guillotines, and I was not surprised. This particular group are builders. They love the engineering of things, the beauty of function. The idea of building a working guillotine that could cut a carrot sounded fantastic to them. In their enthusiasm, they had not taken the time to think about why guillotines were actually designed. To be clear, I had not expected them to, but an essential part of understanding how the mechanics work, so they could build one, is in the reason they exist. They were made to be a quicker, more humane way to execute people. Axes and swords were not reliable, and was often a lengthy and more painful process. On one hand, one could see the

Sometimes We Should Be Uncomfortable (Cont)

humanity in the attempt to reduce suffering. On the other, the ease of such executions led to thoughtless condemnations and opened the door to mass executions, such as in the Reign of Terror.

Now, I'm very careful not to upset the kids in my class with developmentally inappropriate detail (for reference, this age group is 9-12 year olds), but I don't shy away from truth either. The kids got the concept of punishment and even the desire to make the act more humane, but were very confused about why people would want to watch an execution. This speaks, in part, to the disconnect our culture has now with life and death. In the 18th century, life and death happened all around people, and public executions were seen as a dispensation of justice (as well as a warning to the criminally minded.) We compared this point of view to our own contemporary experience, and what resulted was a fascinating and sobering discussion. By the time we were done, everyone had decided they were uncomfortable moving forward with the guillotine project. To be honest, it did take me a little by surprise. This is a group that has generally loved weaponry and warfare, and this was the first time that this has ever happened unanimously. Having time to fully digest that some inventions are not what they seem and that not all innovation is made to support human progress in a positive way, is probably one of the best and useful things these kids will learn in my class. The fact is, history can be ugly. Science and invention can be cruel. Sometimes we should be uncomfortable. It shows we have not become desensitized to horror, that we are aware of the darkest parts of human nature, that we make impactful choices in our words and deeds, and that saying "Well, but I didn't do that" is willfully ignoring our responsibility to learn from history so we do not repeat it.

One of my class rules is that no one ever has to do a project they don't want to. Sometimes I have a different or modified project for them, sometimes they have to come up with their own, but I will never force a kid against their will or their heart. Since everyone was in agreement, I suggested we go back to 18th century Africa and spend more time. One of my peeves is that often the study of Africa during this century, and the centuries that flank it, is whittled down to a brief glance at the slave trade. If that is all we teach children, then they will view Africa as a primitive place of suffering. We should talk about those things. We should discuss the slave trade, the exploitation, the cultural appropriation, the affect colonization continues to have to this day. And it should make us uncomfortable. I employ a different strategy, though. I first teach about the extraordinary art, culture, and innovation that was happening in Africa during this time. It was (and still is) a community rich with wisdom and ideas. That way, when we look at the devastation that was wreaked upon the continent, we can more keenly understand and

Sometimes We Should Be Uncomfortable (Cont)

feel the impact it had. I did the same thing with the Middle East and the Crusades, The Native Americans and the Settlers, the Aborigines and the Maori when the British came along, or any people who have their home and way of life ripped from them. There are many times when I teach these periods of history where I feel uncomfortable, even shame for what humans have done to each other, but the only way forward is through. I have to model what I want to see. I want the kids to understand that these cultures contributed to the world in wonderful ways, that history was being made everywhere, not just Europe or America, and that we can look for ways in which this knowledge can guide our values now.

Much to my delight, the kids were all excited to dive back into African history, and after a brief trip around the continent, they decided to focus on South Africa. In particular, the Zulu caught their attention and we spent most of our time learning about Zulu traditions and innovations, especially the multi-functional and symbolic Nguni shields. We learned about how they were made from animal hide, and the relationship to animals that were kept or were hunted. We researched how they were used in war and in ceremony. We discussed how they have been turned into a commercial tourist souvenirs in some places. I knew quite a bit on this subject already, but I was grateful to expand my knowledge even more alongside the kids. We finished the day out with a feast of foods that were invented or popularized in the 18th century, and said goodbye until the fall.

My point in sharing all this is that we can not afford to be afraid of being uncomfortable. That there are parts of the human experience that must be acknowledged and confronted. That even children can participate in real discussion around the ethical and social conflicts that still exist in STEM fields to this day. That it is often the humanities (art, music, literature, etc) as the expression of culture that guides and influences us. And that being agile and responsive as an educator, with a willingness to be uncomfortable yourself, is how we make the world a better, kinder and more innovative place.

Samantha Matalone Cook, MAT, has almost three decades of experience in education, program development, and the arts and has worked with both small and large organizations to create educational programming that centers and connects the learner to concepts and skills. She has taught in classrooms and in private workshops, mentored other educators, and worked for and with many museums including the Smithsonian. To see her past and current projects, including her blog and her upcoming book on Project-Based Learning , co-authored with Blair Lee, and History Odyssey curriculum, please visit www.samanthamatalonecook.com

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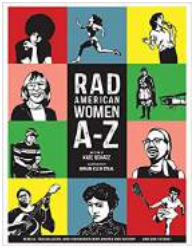
Women's History Month: Reading List

By: Kat Hutcheson

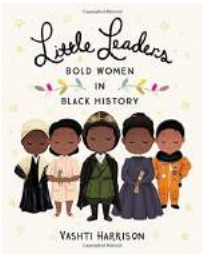
March is Women's History Month and the SEA Homeschoolers facebook group has been buzzing with excellent book recommendations to add to your family's TBR lists.

Rad American Women A-Z: Rebels, Trailblazers, and Visionaries who Shaped Our History . . . and Our Future!



This unique A-Z book introduces 26 diverse women spanning several centuries and multiple professions. There are artists and abolitionists, scientists and suffragettes, rock stars and rabble-rousers, and agents of change of all kinds.
Recommended Age: Elementary Students

Little Leaders: Bold Women in Black History

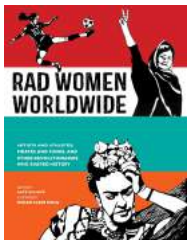


In this collection of true stories of forty trailblazing black women in American history readers will find heroes, role models, and everyday women who did extraordinary things - bold women whose actions and beliefs contributed to making the world better for generations of girls and women to come.
Recommended Age: Elementary Students

I Dissent: Ruth Bader Ginsburg Makes Her Mark

Supreme Court justice Ruth Bader Ginsburg has spent a lifetime disagreeing: disagreeing with inequality, arguing against unfair treatment, and standing up for what's right for people everywhere. This biographical picture book tells the justice's story through the lens of her many famous dissents.
Recommended Age: Elementary Students

Rad Women Worldwide: Artists and Athletes, Pirates and Punks, and Other Revolutionaries Who Shaped History

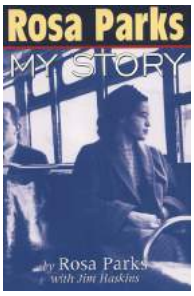


A bold collection of 40 biographical profiles showcasing extraordinary women from across the globe paired with powerful and expressive cut-paper portraits.
Recommended Age: Elementary & Middle School Students

Amelia Lost: The Life and Disappearance of Amelia Earhart

This non-fiction book tells the history of Amelia Earhart, from birth up until her plane disappeared. With notes, maps, and memorabilia sprinkled throughout, readers will be immersed in the story of one of history's most memorable pilots.
Recommended Age: Upper Elementary & Middle School Students

Women's History Month: Reading List (cont)

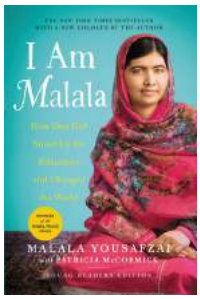


Rosa Parks: My Story

With one single act of defiance, Rosa Parks became a pivotal figure in the civil rights movement. This autobiography details Rosa's life, the violence and racism she witnessed, her desire to end segregation, and her boundless courage. By refusing to give up her seat on a segregated bus, she became a hero of her time and for generations to come.

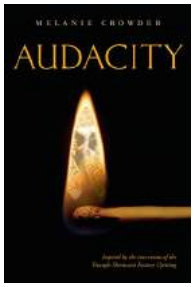
Recommended Age: Upper Elementary & Middle School Students

I Am Malala: How One Girl Stood Up for Education and Changed the World (Young Readers Edition)



Raised in a once-peaceful area of Pakistan transformed by terrorism, Malala was taught to stand up for what she believes. So she fought for her right to be educated. And on October 9, 2012, she nearly lost her life for the cause: She was shot point-blank while riding the bus on her way home from school. In this Young Readers Edition of her bestselling memoir we hear firsthand the remarkable story of a girl who knew from a young age that she wanted to change the world.

Recommended Age: Middle School & High School Students

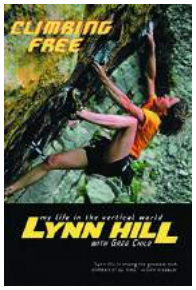


Audacity

This novel in verse is inspired by the real story of Clara Lemlich, an immigrant who fought for factory workers' rights in turn-of-the-century New York.

Recommended Age: Middle School & High School Students

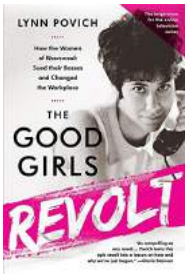
Climbing Free : My Life in the Vertical World



In the testosterone fueled rock climbing scene of the 1980's and 90's Lynn Hill rose to the top becoming a legend in the sport. Her crowning achievement was free climbing the Nose of El Capitan in Yosemite, a nearly vertical 2,900 foot climb so difficult that it was said to be inconceivable. This is her life story in her own words; full of adventure, hard earned lessons, and larger than life people.

Recommended Age: Upper Middle School & High School

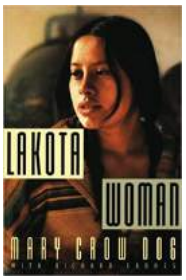
The Good Girls Revolt : How the Women of Newsweek Sued Their Bosses and Changed the Workplace



Lynn Povich tells the story of what happened to the women who worked for Newsweek in the 1970s before and after they banded together to sue the magazine for discrimination because they were systematically denied promotions and newsroom positions.

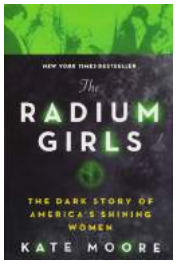
Recommended Age: Teens & Adults

Women's History Month: Reading List (cont)

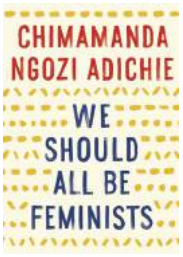


Lakota Woman
A biography of Mary Crow Dog of the American Indian Movement who, along with 250 other Sioux, occupied Wounded Knee for 71 days in 1973 to expose mistreatment by local and federal governments. It is a story of death, of determination against all odds, of the cruelties perpetuated against American Indians, and of the Native American struggle for rights.
Recommended Age: Teens & Adults

The Radium Girls: The Dark Story of America's Shining Women



The story of the inspiring young women exposed to the "wonder" substance of radium, and their awe-inspiring strength in the face of almost impossible circumstances. Their courage and tenacity led to life-changing regulations, research into nuclear bombing, and ultimately saved hundreds of thousands of lives.
Recommended Age: Teens & Adults



We Should All Be Feminists
In this personal essay, adapted from her TEDx talk of the same name, Chimamanda Ngozi Adichie offers readers a unique definition of feminism for the twenty-first century, one rooted in inclusion and awareness.
Recommended Age: Teens & Adults

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Advice for Joining Park Days

By: Jackie Geist

Get there early! It's much easier to get to know a person or two at a time as they start to show up than it is to come in after everyone is already sitting and chatting with their longtime friends. That goes for your kids, too.

Let people know you're new and feel free to ask questions, but understand that this is prime social time for parents and kids alike. They most likely have been anticipating conversations and activities with particular people all week. This does not mean they don't want to get to know you, but the burden ultimately is on you to join in.

It's okay to just sit with the group and listen. It's okay for your kids to just sit with you. It may feel awkward, but we've all been there and no one is going to think you're weird for not jumping into conversations or activities right from the start.

It's probably going to take some time for you to feel comfortable. Your kids may not want to come back. You may have to drag yourselves there weekly until you make connections. Unless the group is obviously not a fit for your family (no kids near your kid's ages, deep philosophical differences, etc.), you should give it a few months. Some people may only make a park day sporadically and you could miss out on that perfect connection by giving up too soon. Some people just take a bit of time to get to know.

If you meet someone you or your kids click with, get their contact info. Park days usually have a core of people who show up every week and others who come less frequently. If you've made a connection, you can plan ahead of time to meet at the park. It's so much nicer when you know you're going to have a friend there.

Don't be afraid to suggest an activity. Send out an email saying something as simple as, "We're bringing our Yu-Gi-Oh cards today".

If any of you are introverts, be patient with yourselves. Bring a book to read or some project to work on (knitting and crocheting are popular) and just enjoy doing it out in the sunshine.

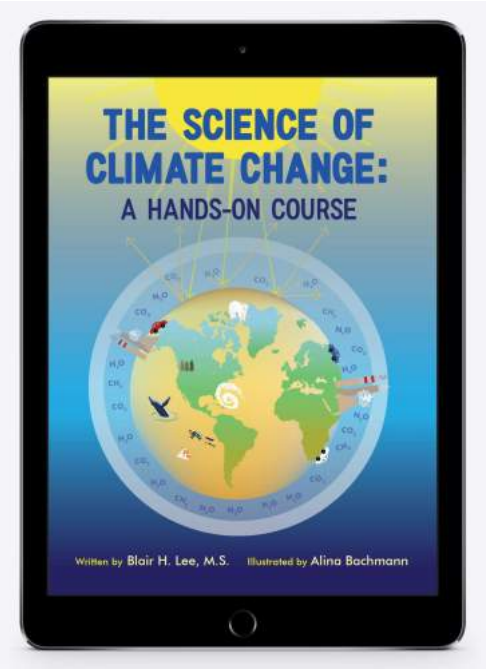
We travel a lot and have been newbies at many park days over the years. Even for pros like us, it can take awhile to feel comfortable in a new group. But the effort has always been worth it.

Best of luck, Jackie

Vetting Your Secular Science Curriculum

10 Ways to Make Sure Your Curriculum IS Secular

By: Blair Lee M.S.



Phew! You have finally done it. You spent hours, days, and weeks planning the courses and materials you will use for your secular homeschooler during the coming year. Your excitement over planning the best year of homeschooling EVER, results in you sharing your plan at a park day or on Facebook. Instead of the expected accolades, you hear from people that your choice for science isn't secular. Wait… what? The website you purchased the science from didn't say the science wasn't secular. Or worse yet, the website said the materials were secular and you are now learning that is not the case. Or perhaps you are using another homeschooler's recommendation. Whatever the reason, you now have to go back to the drawing board and figure science out, AGAIN. What is a secular homeschooler to do! Vetting secular science curriculum can be tricky, but we'll discuss some ways you can make sure your curriculum is truly a secular science curriculum.

Why Vetting a Secular Science Curriculum is Important

Secular science curriculum and materials are those that include and present scientific facts, principles, models, and theories as would be recommended by a majority of practicing experts in each scientific field. Even with the extra work that vetting secular science curriculum entails, there is a good reason to ensure you are using exclusively secular science materials when homeschooling.

That reason is academic integrity. Academic integrity is the ethical policy that forms the guiding principles for what and how academic materials are presented. Companies and individuals that present themselves as entities that have the credentials to determine what people learn should be held to the highest standards of academic integrity.

From the standpoint of materials and programs that are created to teach children, academic integrity has to do with the honesty and rigor science authors use when determining what and how facts, principles, models, and theories are presented. Only science materials that are secular are developed by people who have academic integrity. Now that you know why you should put in the extra time vetting secular science curriculum, how can you make sure your secular science curriculum really is secular?

Vetting Secular Science Curriculum: 10 Tips to Make it Easier

We hear all the time in the Secular, Eclectic, Academic Homeschoolers Facebook group what a problem it can be to make sure the materials you choose are secular. There is obfuscation on the part of some textbook publishers and authors. There are also new materials being

published regularly. Let me share some of the tips we use when we are vetting secular science curriculum.

1. **Search the publisher's website.** My favorite word to search for is evolution. Evolution is the central thematic element that should be woven throughout biology. No secular biology course above grade school level will be missing a discussion about evolution. Even if you are not looking for a biology course, the omission of this word from a biology course indicates that all science materials put out by the publisher are not secular. Anyone who writes a biology course without evolution as a thematic element of the course will not have secular chemistry, earth science, or physics. In short: your secular science curriculum should not avoid or shy away from teaching evolution.

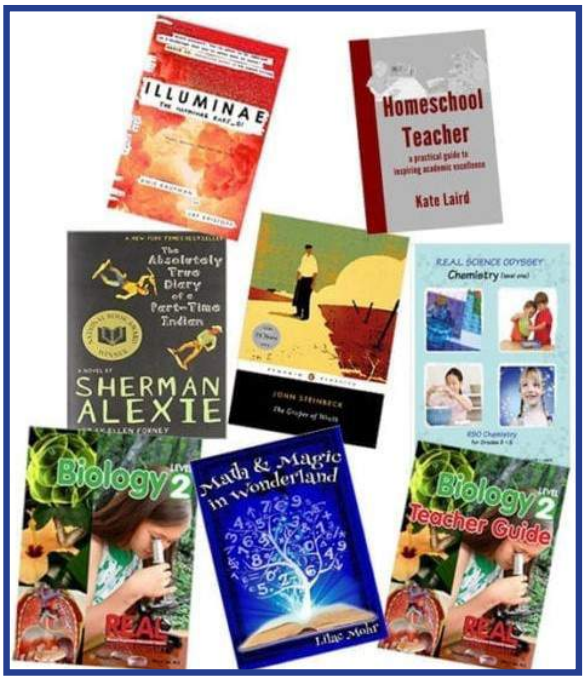
2. **Look for science materials that advertise that you can skip the chapter on evolution without it impairing the course.** Evolution is a thematic element that gives context and meaning to the whole of biology. A science course written so that the section on evolution can "just be skipped" is not presenting entire areas of biology, such as genetics, anatomy and physiology, systems of classification, and medicine, as would be recommended by a majority of practicing experts in the field of biology.

3. **Search through the FAQs on the publisher's website for information about the worldview of the materials.** Another good search term is "opposing viewpoints." Many products written from the perspective of intelligent design claim their science products are more credible because they encourage students to explore opposing viewpoints. In the series Real-Science-4-Kids, a science curriculum written from the intelligent design perspective, Rebecca Keller makes the following claim in a FAQ titled "Does Real-Science-4-Kids have a Christian or a secular worldview":

> ***"All of the books introduce real science to students and this means scientific facts and theories that are currently accepted by the scientific community. However, the books also introduce students to the philosophy of science and encourage students to explore opposing viewpoints when it comes to interpreting what these facts and theories may mean to individuals, groups, and the larger community."*** ***https://gravitaspublications.com/faq/***

The above statement is misleading for two reasons. The first is that the materials DO omit key topics such as evolution which most certainly IS currently accepted by the majority of the scientific community. The second and possibly more serious issue is that Keller puts a family's worldview on par with centuries of scientific research, conclusions, and evidence, something not done in secular science materials. ***It isn't the job of science to support philosophical beliefs***. It is the job of science to explain how the natural and physical world works.

Vetting Your Secular Science Curriculum (cont)



4. **Use the contact form on the website**; this should be the first step if the website does not have a search function. Ask the publisher directly if the materials are secular, and how the publisher defines secular materials. Make sure the publisher knows what criteria you expect when choosing secular science curriculum. While you are on the phone ask if evolution, the Big Bang, climate change, and the age of the Earth and the universe (in billions) are discussed in their science courses. If you are still in doubt, ask for the specific language used to explain evolution, environmental topics (especially climate change and global warming), and the age of the Earth. Make sure the publisher knows you will return the materials if they are not secular using your definition for secular not theirs.

5. **Visit a secular homeschool conference or curriculum fair.** These are a fantastic place to get your hands on the materials which can make vetting secular science curriculum much easier. They are limited to the vendors who are there, but nothing compares to perusing materials yourself. Look for the same key concepts and terms that you look for on a publisher's website.

6. **Check out the speakers and vendors at the Great Homeschool Convention.** The Great Homeschool Convention (GHC) is known for excluding secular science materials at its conferences. In the area of science, if a speaker or vendor is at GHC they are not secular. GHC regularly has Jay Wile, author of the Apologia series, Jonathan Sarfati, author of Refuting Evolution, and Paige Hudson, the author of the neutral science series, Elemental. By looking at the list of speakers and vendors at GHC you can learn which materials are NOT secular.

7. **Facebook groups and websites can be great sources.** Unfortunately these sites are also one of the reasons there is so much confusion over which science materials are secular. Determine what the operating definition for the word secular is for groups and sites you get curriculum recommendations from. If inclusivity is a part of the organization's definition of secular it generally means intelligent design and neutral materials are reviewed and recommended as secular.

8. **Google science authors to see what they've published and/or where they teach.** This isn't foolproof however, as evidenced by Supercharged Science, developed by scientist Aurora Lipper. Lipper taught at Cal Poly and worked on a project for NASA, credentials she uses to sell her products. However Lipper has developed a science program she defines as "creation neutral."

Vetting Your Secular Science Curriculum (cont)

> ***"This program is designed to serve all families, regardless of individual beliefs. Each lesson has been carefully structured so that it is "creation neutral." This means that if you choose to incorporate a religious perspective into your child's education, this program will easily allow you to do so, and will not conflict with traditional religious perspectives. However, if you prefer to keep science separate from religion, this program will be perfect for your family as well. There are no references to any religious concepts or belief systems in any of the lessons. Religion is a very personal choice, and I totally respect that. As such, this program leaves it to you as a parent to decide if you want to incorporate religion or not."*** ***http://www.superchargedscience.com/escience-long1.htm***

When you read a statement like this one, directly comparing science and religion, it does not matter what the author's credentials are. Secular science curriculum does not take religion into account, because science and religion are not the same academic disciplines. The purpose of science is to accurately and adequately explain how the natural and physical world works. When a science author leaves topics out because of issues of faith the science is not being accurately or adequately taught.

9. **Compare the table of contents of traditional textbooks**, like Holt, for instance, with the table of contents for the homeschool science curriculum. The materials will not align directly, but the same core subjects should be in both.

10. **When buying packaged curriculum from companies who bundle materials from many different authors, you should look over the science separately** using the above methods to determine if the science is secular. Do not just research the science courses in the grade your child is in, look at the material for every year. The curriculum bundler Bookshark (a company that just changed the label on what they used to call their secular line to "faith neutral"), for example, uses Rebecca Keller's Intelligent Design courses for some of their grade levels. Any curriculum bundler that uses an Intelligent Design course for biology cannot be trusted to provide secular science curriculum (or even "faith neutral" curriculum) at any grade level.

Remember, it isn't the job of science to support philosophical beliefs. It is the job of science to explain how the natural and physical world works. To have an adequate and accurate understanding of science, it is essential that the science materials used are secular.

** Neutral science materials are not secular. They omit core science topics pandering to a non-secular worldview. You can follow this link to read my article, Why Neutral Science isn't Neutral.*

Blair Lee M.S is the founder of Secular Eclectic Academic Homeschoolers and author of The Science of Climate Change: A Hands-On Course and for the critically acclaimed R.E.A.L. Science Odyssey Series. Blair handcrafted the education of her non-linear thinker for years. During that time, she has learned as much about how learning happens from him as he learned from her. Blair is a passionate advocate of innovative academics using secular materials. Through her speaking and writing, her goal is to empower educators to dare to be innovative and create something unique and academically-rich when handcrafting their child's journey through learning. Blair is a featured speaker at this year's CHN Family Expo. You can get information about her next book, co-authored with Samantha Cook, about Project-Based Learning.

Our Kids Need Us to Teach

By: Farrar Williams

As my kids have gotten older, they've naturally become more independent. For high school, some days they stalk off with their computers, online classes, and textbooks, confident in their assignments as they head to their rooms to stick on their headphones and get work done.

Wow, I think to myself. I am so awesome. My kids really have this homeschool thing down.

And then I go to check their work. Oh, maybe we do not have this homeschool thing down. It's not that bad, though I have to admit that one of my boys failed three physics quizzes in a row before I realized I needed to walk him through every little thing for a little while. I'm increasingly amazed by my teens' ability to write surprising things and absorb difficult math. However, when I'm not there, they work slower, they make mistakes, they miss key information, and they take assignments on tangents.

That's all pretty normal! Kids need teachers. One of the ways that we humans learn best is socially, from each other. Being in a classroom, with other kids around and a teacher to keep everyone on track can be a powerful tool. At home, you have other powerful tools at your disposal, such as the efficiency of one on one tutoring. However, for the majority of kids, just letting them loose to learn and study doesn't work very well.

I need that reminder sometimes. Kids need us to teach and be present for them, even when we have enrolled them in outside classes or set up programs that are geared toward independent learning. The more time and energy we put into actually working with our kids, the more they'll get out of school. It really is that simple. Whether you're planning fun experiments, setting up exciting art projects, reading aloud and pausing to discuss, walking them through each math problem, or simply listening to them, your teaching is a necessary part of this equation.

Now that there are so many amazing workbooks, online programs, and outside classes, it has become easier and easier for homeschoolers to hand off part of our job. Thank goodness, because teaching everything can be genuinely difficult! I'm not saying you shouldn't use outside classes or tutors. You absolutely should. Scripted programs, online videos and lectures, curricula written to the student, online adaptive learning software, and a million other things all make our jobs easier than ever before. This is an amazing era in which to homeschool.

Our Kids Need Us To Teach (cont)

However, the human element still can't be fully replaced. The things that make homeschooling worthwhile for all of us are messy, human moments together. They crop up when we sit down and do math problems side by side with our kids or when we cut up an essay and rearrange the sentences on the table together. They happen when we plan making a Roman road out of pebbles for Playmobil men or when we watch a documentary together on the sofa, hitting the pause button to discuss as we go along.

Don't let your homeschool be all organizing and no teaching. If your kids hide with their computers, go check up on them. Get hands on and dirty with subjects. Learn alongside your kids. Check their work and help them slowly learn the process of organization for themselves. Give feedback. Talk about what they're reading. If you struggle to do it, set aside time to make it happen.

After letting my kids wander off in their own directions and turn in mediocre work for a bit, I made myself restructure our time. I sat beside them for a writing assignment. I gave detailed notes and went over a short essay assignment. For geometry, I pulled out the math manipulatives and used some angle tools that helped them visualize new theorems. I made them do proofs with me instead of trying them alone. I pulled out the physics experiments kit that really requires that I be present as they use it. It was more work on my part, but it also led to a better week where my students turned in great work. They did it on their own, just with more of the right kind of support.

Farrar Williams is a longtime educator with experience teaching in the classroom and at home. She's the author of Tweens, Tough Times, and Triumphs: Homeschooling the Middle Grades and currently an educational consultant and teaching online courses at Simplify Homeschool.

Coconut Curry Soup

This is the dish SEA Founder Blair Lee is asked to make more than any other. The curry that works the best with this is the yellow pre-made kind from the grocery store. This recipe is from Vegan Recipes at SEA Books and More.

Ingredients

2 T sesame oil
2 T avocado oil
Garlic - 2 cloves
A good amount of chopped vegetables: without spinach 8 to 10 cups

In the past I have used:
1/2 chopped onion
3 carrots cut in pieces
Cauliflower pieces
Potato chunks - I used baby red potatoes. Cut in 8ths
Green beans
Spinach
Peas – frozen
Butternut squash
Optional: 1 package already baked tofu - savory flavor

1-2 T curry + more to taste (nothing fancy, just the yellowish kind from the grocery store)
1 - 2 T red miso paste (miso is salty, taste as you add it or you can over salt this dish)
Salt to taste
1/2 large lemon
1 can coconut milk
Water

Instructions

1. Heat avocado oil. Lightly brown onion, garlic, & vegetables that take a while to cook. In the above list of vegetables that was the carrots. About ½ way through add sesame oil. Stir often so nothing burns,
2. Stir in miso and curry
3. Put the rest of the vegetables in and add enough water to just cover the top of vegetables. Add coconut milk. Squeeze in lemon and stir mixture.
4. Taste and salt - it won't cook down much so don't worry about salt becoming more concentrated - the potatoes are best if they absorb the fully seasoned broth.
5. Heat the curry at a nice simmer until the potatoes and butternut squash (if you used them) are cooked through. When potatoes are perfectly cooked add sliced tofu and heat through.

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Episode 1: Kat Interviews her Co-Host, author , scientist, and SEA Founder, Blair Lee

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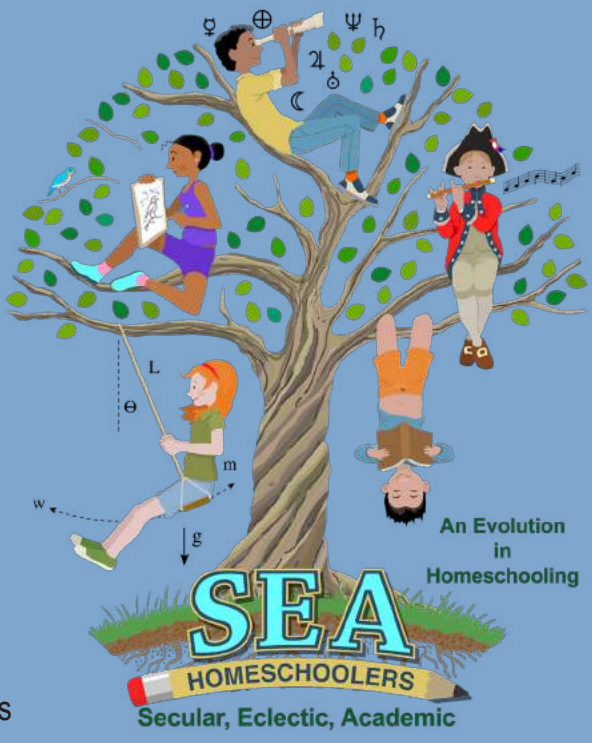
We send out one to two newsletters each month filled with articles, information about events & what's going on in the SEA Homeschoolers community, and giveaways for our subscribers. If you have any ideas, questions, or comments, please email us at contact@seahomeschoolers.com.

We are a community-focused group. It is the goal of SEA Homeschoolers to build a strong, healthy, and vibrant network for secular homeschooling families, educators, and business people.

I want to personally thank you for being an important part of the SEA Homeschoolers community,

Blair Lee, founder of Secular, Eclectic, Academic Homeschoolers



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