

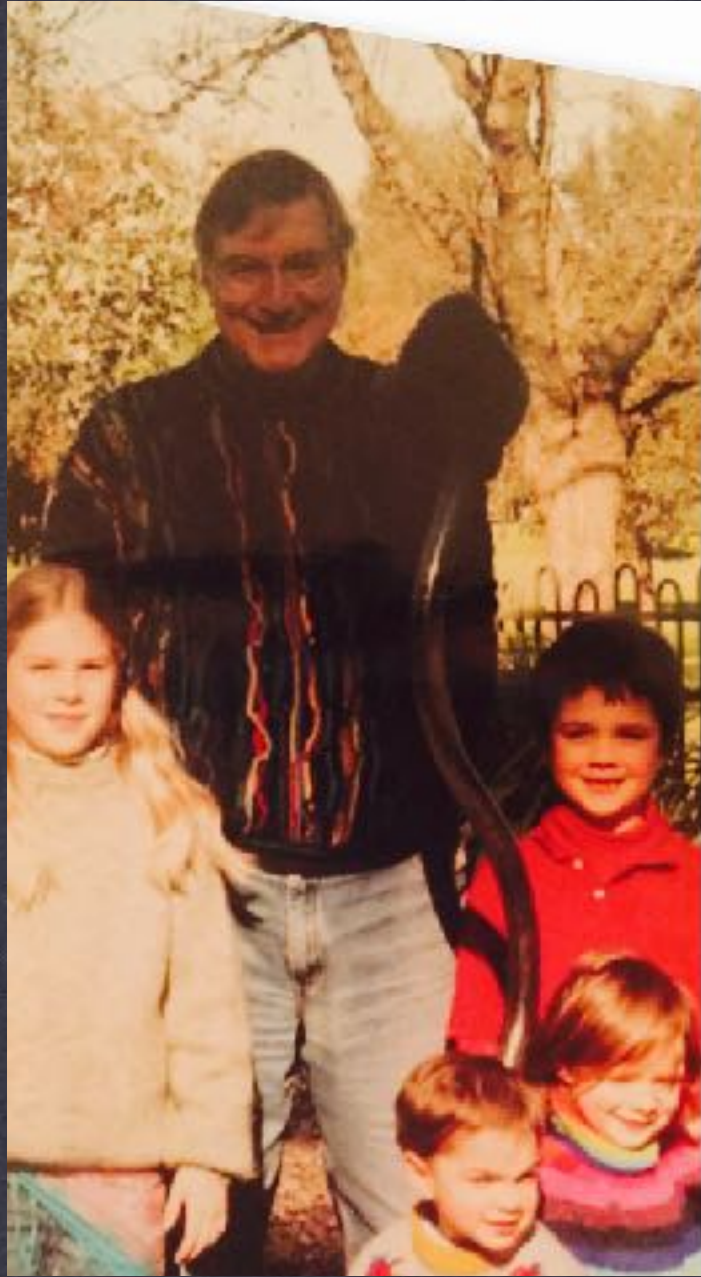
TEACHING FROM THE HEART

A PRACTITIONER'S EXPERIENCE AND PERSPECTIVE

**“Educating the mind
without educating the
heart is no education
at all.”**

Aristotle

ANDREW LINES
NZAIMS - OCTOBER 20, 2016



HAPPY 74TH BIRTHDAY BARRY LINES

**“Heartfulness -
an awareness
of self and a
connection with
others”**

ANGELA WHITE AND ANDREW LINES

TEACHING FROM THE HEART

A PRACTITIONER'S EXPERIENCE AND PERSPECTIVE



WHO ARE WE WORKING WITH AND WHAT MIGHT THEY NEED?



© JimBenton.com



TRAMPOLINING - THEN AND NOW

kids playing in
1984



kids playing in
2012



**School playground equipment
in the year 1900.**



KIDS PLAY - THEN AND NOW



FAMILY LIFE - THEN AND NOW



VIDEO HITS - THEN AND NOW

A DUMMIES' GUIDE for Teenage Boys in How to Respect Girls

1. Treat girls as human because that is what they are. They breathe and they have feelings. Your words and actions can cause lasting damage. Think before you speak and act.
2. No slut-shaming*. Girls have the right to wear whatever they like without fear of being sexually assaulted. What they are wearing or the fact that they enjoy sex is not an invitation for you to make unwanted sexual advances or speak about or to a girl in slut-shaming terms.
3. When a girl says 'NO' to anything she means 'NO'. She does not mean 'maybe' or 'I'm not sure'. Girls can say 'NO' at any time during sexual contact. This means you STOP immediately.
4. Girls are equal to you in brain power. In fact, many will exceed you. This may be news to you but they can also be physically stronger than you. They can also be better at sport.
5. Many girls love to have fun and party. This does not mean you can come onto them (make sexual advances) when they are drunk or high. In fact, this is a good time to look out for them as you would any human in a similar situation.
6. Girls are not here on this earth for your pleasure. They are not sexual objects. It may be news to you but they do not like cat-calling*, gossiping with others about their bodies or appearance, being stared at while going about their daily routines.
7. Pornography is not real. It is not what a loving respectful relationship looks like. What you may have seen are two or more actors. Even though the woman appears to enjoy sex that objectifies and degrades her. In real-life this most likely is not the case. A loving relationship is where two people enjoy time together and both enjoy sex that is mutually respectful.
8. Do not tell a girl you love/like her, get her to take a naked selfie and then post it on the internet so you look impressive to your friends. I repeat, DO NOT do this despicable and illegal act.
9. Do not take pictures of girls without their permission. Do not post such pictures on the internet. I repeat, DO NOT do this despicable and illegal act.
10. Lastly, be a kind, good human being to all other human beings this includes girls.

Educators/careers please unpack each point with teenagers. Ask: 'What does this mean?'

*slut-shaming: also known as slut-bashing, is the use of shaming and/or attacking a woman or a girl for being sexual, having one or more sexual partners, acknowledging sexual feelings, and/or acting on sexual feelings.
*cat-calling: a loud whistle or a comment of a sexual nature made by a man to a passing woman.

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edupublishing.co.uk

PORN

WIKI WORLD®

by Greg Williams

HELICOPTER PARENT

is a term for a person who pays extremely close attention to his or her child or children, particularly at educational institutions. They are so named because, like a helicopter, they hover closely, rarely out of reach — whether their children need them or not.



Although the term seems to have been in use as far back as 1991, it only gained wide currency when American college administrators began using it in the early 2000s as late-wave baby-boomer parents earned notoriety for practices such as calling their children each morning to wake them up for class and complaining to their professors about grades the children had received.

The rise of the cell phone is often blamed for the explosion of helicopter parenting; it has been called "the world's longest umbilical cord."

Text excerpted from the Wikipedia article *Helicopter parent*. 27 August 2007



OVERPARENTING

Carr-Gregg rails against what he terms “the wussification” of children.

“We have a generation of young people who are incapable of looking after themselves,” he says. “Many schools buy into it as well by giving students ‘participation ribbons’. They mustn’t upset or confront the little darlings or they might fall to pieces. Parents shield their children from any negativity so that when life confronts them, they are completely incapable of dealing with loss, grief or stress.”

THE WEEKEND AUSTRALIAN - APRIL 30-MAY 1 2016

‘KIDS ARE SPONGES FOR BAD PARENTING’ - NATASHA BITA

Stage	Age	Psychosocial Issue	Relational Focus	Central Question: How can I...
Infancy	0-1	TRUST- Mistrust	Mother & other caregiver(s)	Be secure?
Early Childhood	2-3	AUTONOMY- Doubt, Shame	Parents	Be independent?
Childhood (play)	4-6	INITIATIVE- Guilt	Basic Family	Be powerful?
Childhood (school)	7-12	INDUSTRY- Inferiority	Neighborhood; school	Be good?
Adolescence	13-19	IDENTITY- Role Confusion	Peer groups	Fit into the adult world? Who am I?
Young Adulthood	19-35	INTIMACY- Isolation	Partners in friendship; the other	Love?
Adulthood	35-55	GENERATIVITY- Stagnation	Divided labor & shared household	Fashion a "gift"?
Maturity	55+	EGO INTEGRITY- Despair	"Humankind"	Receive a "gift"?

THE NEEDS OF THE ADOLESCENT

ERIKSON'S STAGES OF DEVELOPMENT

The rise of soft skills: Why top marks no longer get the best jobs

SMH Mar 15, 2015

“(Prospective employees) fall down in the area of "soft skills" that corporations now expect from graduates seeking work.

Soft skills are the sort of attributes one might generally find in a personal development course or even marriage counselling: emotional intelligence, communication skills, conflict resolution...”

- **Involving 270,034 students**
- **Compared to controls, SEL participants demonstrated significantly improved:**
 - **social and emotional skills**
 - **attitudes**
 - **behaviour**
 - **academic performance (11% increase in achievement)**
- **Classroom teachers and other school staff effectively conducted SEL programs suggesting that these interventions can be incorporated into routine educational practices and do not require outside personnel for their effective delivery.**

PROF. JOSEPH DURLAK AND PROF. ROGER WEISSBERG USA

META-ANALYSIS OF 213 SCHOOL-BASED SOCIAL AND EMOTIONAL LEARNING PROGRAMS

TEACHING

FROM THE

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Questions

- * Which teacher from your own middle schooling experience do you believe “taught with heart”?
- * What was it about them?
- * Have you ever replicated that?

TEACHING FROM THE HOLISTIC E A R T

HEAD, HEART, HANDS

THINKING, FEELING, WILLING

"Today we live in a culture that promotes comfort, not challenges. Everything is about finding ways to escape hardship, avoid pain, and dodge duty. In the past, young people were expected to make significant contributions to society. Today, our culture expects very little from teens - not much more than staying in school and doing a few chores. A sad consequence of such low expectations is that life-changing lessons go unlearned."

CHUCK NORRIS

'DO HARD THINGS' - BRETT AND ALEX HARRIS





“We risk too little, we rescue too early, we rave too easily”
Tim Elmore

Hoping a child will
become resilient
without exposing them
to failure, risk
and challenge is like
expecting they'll learn to
ride a bike...without ever
removing the training wheels.

CHALLENGE BANDS

GIRLS' BAND



BOYS' BAND - NO CHALLENGES COMPLETED



BOYS' BAND - CHALLENGES COMPLETED



LEATHER STAMPS – JOURNEY LEATHER BANDS

PUSH UPS	<i>Arm/flexed/strength</i>	
JUGGLING	<i>3 balls, cascade</i>	
PUBLIC SPEAKING	<i>Speech box, microphone</i>	
SOLO NIGHT	<i>Moon, stars, tent</i>	
BOARD BREAKING	<i>Karate hand, broken board</i>	
GROUP CHALLENGE	<i>Chain links</i>	
GOOD DEED	<i>Thumbs up</i>	
CREEK CROSSING	<i>Water/waves/bridge</i>	
SUMMIT TO SCHOOL	<i>Mountain peak</i>	
INDIVIDUAL CHALLENGE	<i>Stick figure</i>	

CHALLENGE PROGRAM

CORNERSTONE COLLEGE, SA

Challenge Passport 2015



Name: _____

PJ Passport - St Margaret's College 2015

Challenges

1. Father - Daughter Challenge
2. Knitting
3. Acts of Kindness
4. Design Challenge
5. Class Health Challenge Play
6. Mentor Project
7. The Journey/Camp

CHALLENGE PROGRAM

ST MARGARET'S COLLEGE, CHRISTCHURCH, NZ

~THE ABYSS~

Journal



Do you know the legend of the Indian youth's rite of passage?

His father takes him into the forest, blindfolds him, and leaves him alone.
He is required to sit on a stump the whole night and not remove the blindfold
until the morning sun shines through it. He cannot cry out for help to anyone.
Once he survives the night, he is a Man. He cannot tell the other boys of his experience.
Each lad must come into manhood on his own. The boy is naturally terrified.
He can hear all kinds of noises. Wild beasts must surely be all around him.

Maybe even another human might do him harm.
The wind blows the grass and earth shaking his stump,
but he sits stoically, never removing the blindfold.
Finally, after a horrific night the sun appears and he removes his blindfold.
It is then that he discovers his father sitting on the stump next to him.
He had been at watch the entire night, protecting his son from harm.

CBC Fremantle, 2014

THE ABYSS - SOLO EXPERIENCE

CBC FREMANTLE, WA

TEACHING

FROM THE

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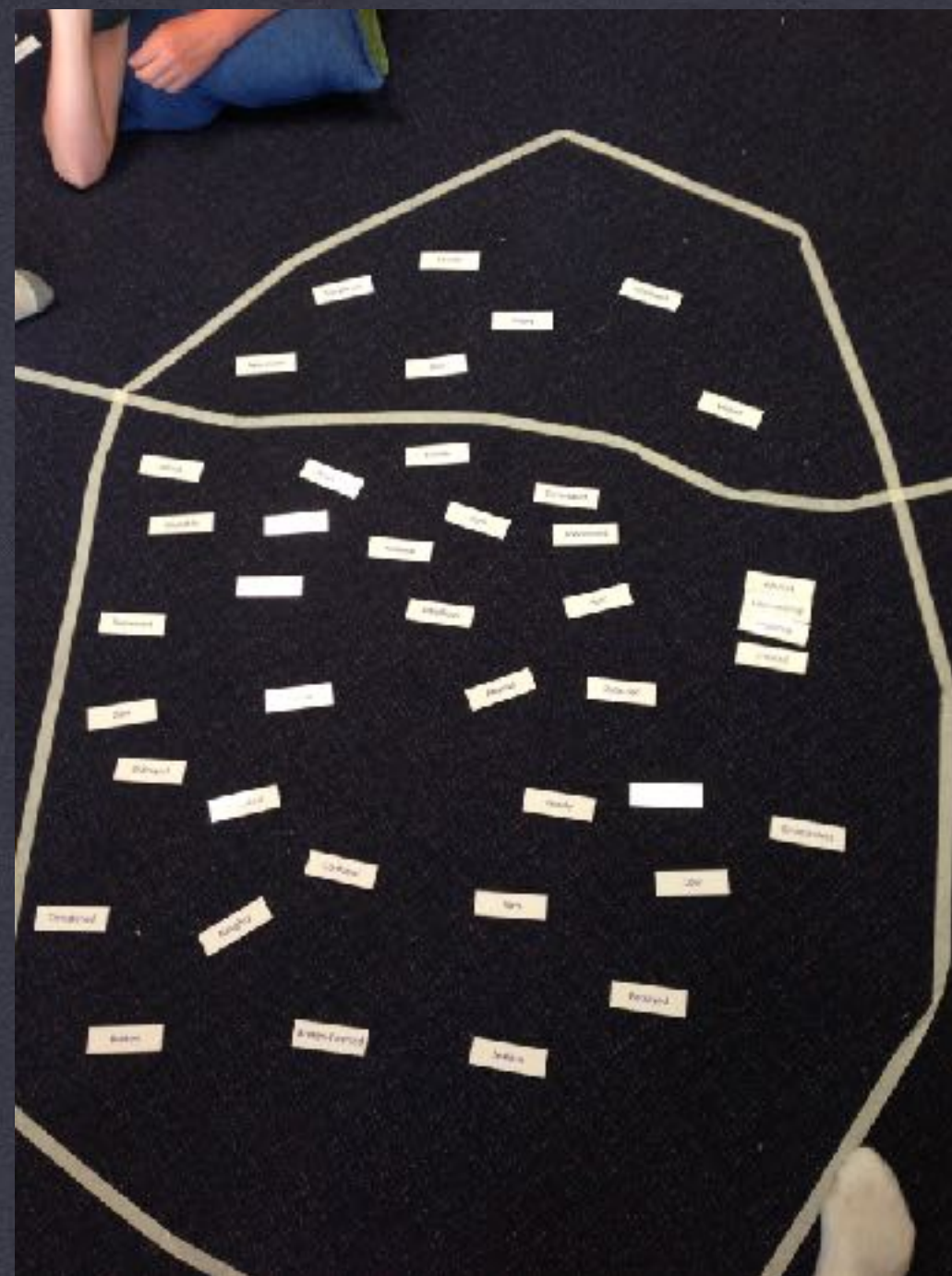
“This class has no beginning. It just starts. There is no gathering of energies, moods, and personalities.

He does not look at each child, even in the process of taking roll. There is no effort to connect, to see who is really there today.”

RACHEL KESSLER - WHILST OBSERVING A LESSON

AUTHOR OF ‘THE SOUL OF EDUCATION’





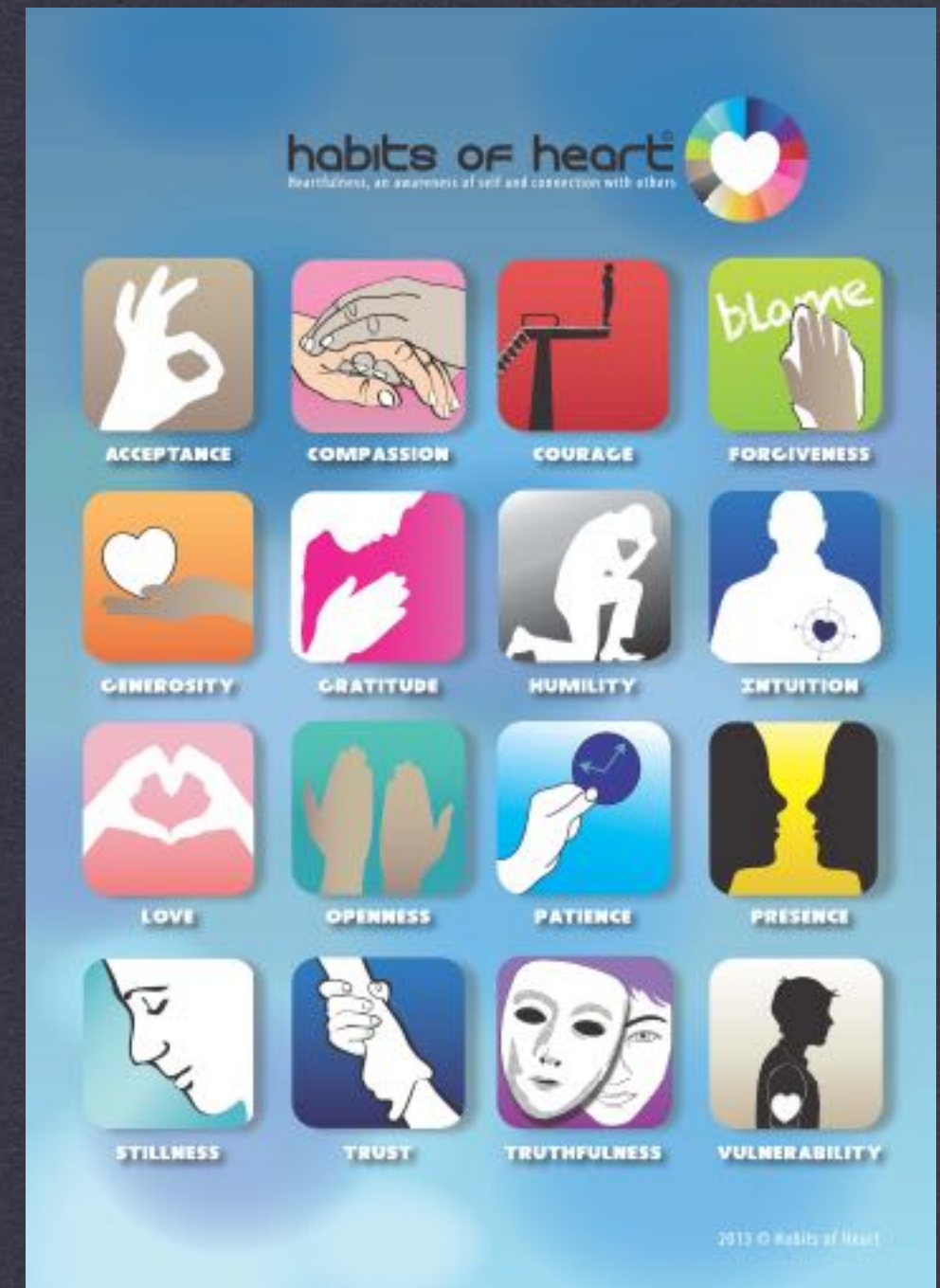
BUILDING EMOTIONAL LITERACY WITH FEELING CARDS

‘HOW ARE YOU GOING TODAY?’ AND ‘ICEBERG MODEL OF FEELINGS’ ACTIVITIES

Virtues Project



Habits of Heart



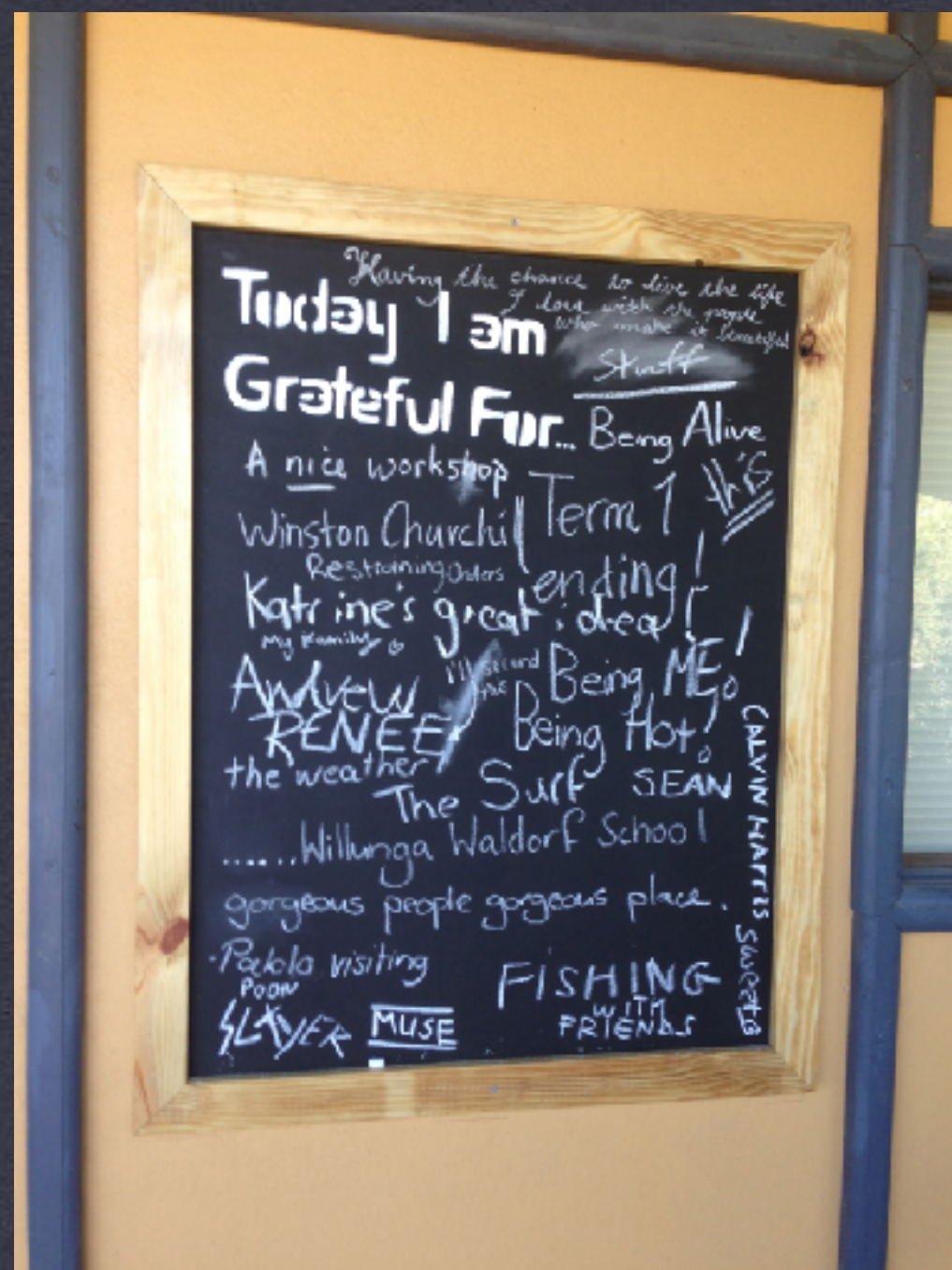
SOCIAL / EMOTIONAL PROGRAMS



DOING ANGER DIFFERENTLY / DRUMBEAT

WILLUNGA WALDORF SCHOOL, SA

**HOLDING ON TO
ANGER
IS LIKE DRINKING
POISON
& EXPECTING THE
OTHER PERSON
TO DIE**



Gratitude Diary

Week: _____

What is some-thing material I am grateful for this week?

What is something about myself I am grateful for this week? (a characteristic, ability etc)

Who is someone in my life I am grateful for this week?

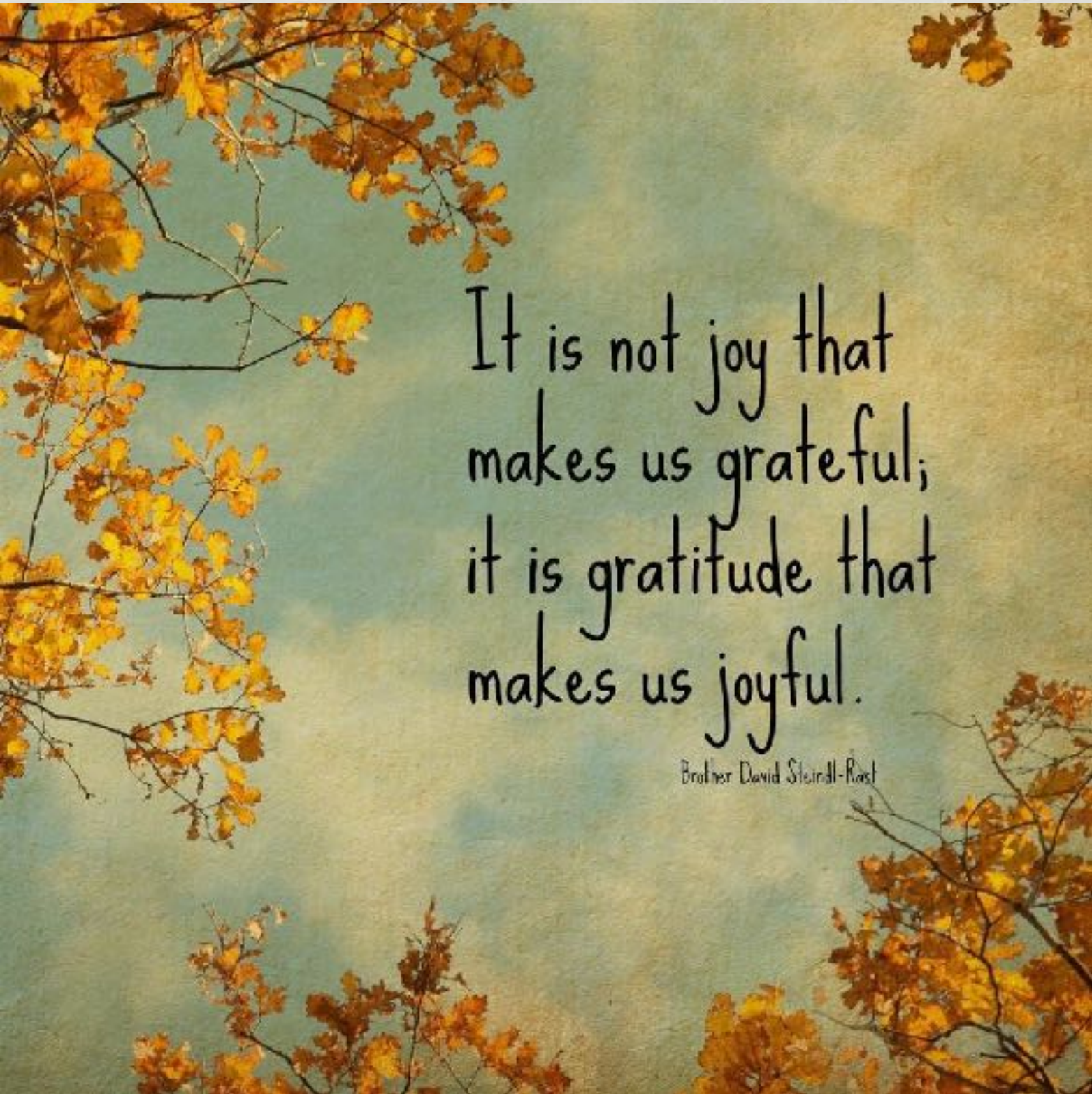
What is a situation in my life I am grateful for this week?

What is an experience in my life I am grateful for this week?

What is something that went well for me this week?

GRATITUDE BOARD AND DIARY

WILLUNGA WALDORF SCHOOL, SA



It is not joy that
makes us grateful;
it is gratitude that
makes us joyful.

Brother David Steindl-Rast

TEACHING

FROM THE

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“An open heart is a precondition to being fully present. A teacher with an open heart can be warm, alive, spontaneous, connected, and compassionate. He or she can read language of the body and hear the feelings between the words. An open heart is what allows a teacher to be trustworthy and to help build trust in the group.

To open our hearts, we must be willing to be vulnerable and willing to care.”

RACHEL KESSLER

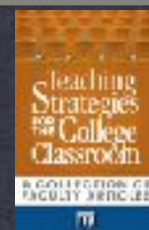
AUTHOR OF ‘THE SOUL OF EDUCATION’



If I am not willing to be vulnerable to my students, I am not able to teach them. There are risks here - and not just a few, and not just those associated with our policies and their loopholes. Being vulnerable is the inevitable result of the trust we must have in our students, as we expect to teach and learn from them and with them in every respect.

ROBERT DORNSIFE PHD

TEACHING STRATEGIES FOR THE COLLEGE CLASSROOM



“Young people who have a feeling of connectedness with parents, family and school have lower levels of smoking, drinking, other drug use, suicidal thinking, risky sexual behaviour and exposure to violence.”

DR MICHAEL RESNICK

PROFESSOR OF PAEDIATRICS, UNIVERSITY OF MINNESOTA





abeautifulmessinside.com

The two
most powerful
words when we're
in struggle: "me too"

Brené Brown



ANDREW'S CORNER

GREETING 'SAWBONO'



MENTORING UP AND DOWN

WILLUNGA WALDORF, SA

TEACHING

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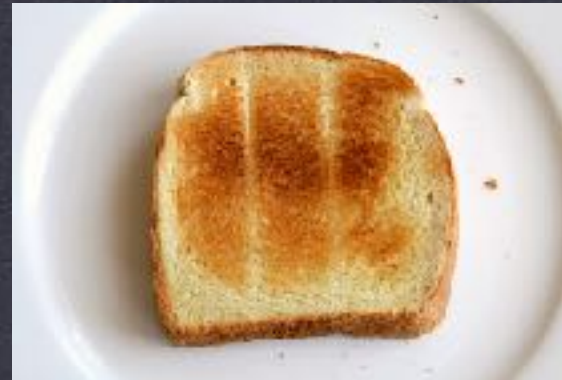
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RELEVANT TO THEIR....

AGE & STAGE



WORLD



GENDER

“More than in any other realm, (transition to adulthood) is where our society lets kids down. We offer our children no guidance about what it means to be an adult woman or an adult man. No other culture has ever abandoned young people making the transition to a gendered adulthood...”

LEONARD SAX

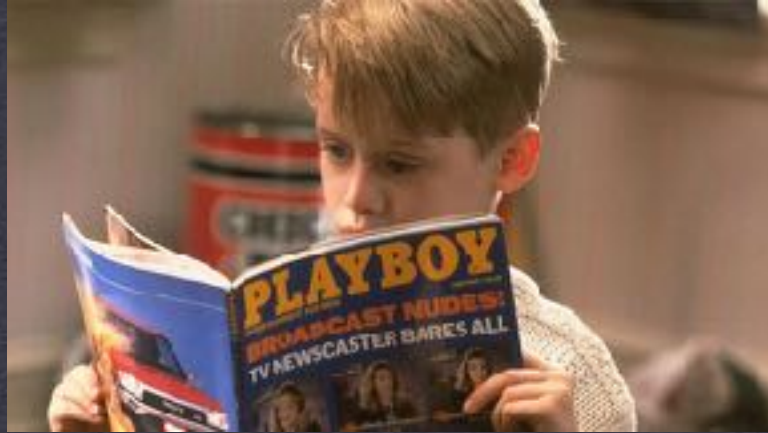
WHY GENDER MATTERS





Vintage 1960s GI Joe versus today's GI Joe

GENDER CONSTRUCTION AND BODY IMAGE



- **Consent**
- **Domestic Violence**
- **Porn**
- **Gender Fluidity**

RELATIONSHIP AND SEXUALITY EDUCATION



MANMADE: GROWING GREAT MEN TOOLBOX



GIRLTOPIA

JANE BENNETT

TEACHING

FROM THE

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TRANSITIONAL

CHILD

ADULT

Life is about me

Life is about others

Life is easy

Life is difficult

I am immortal

I am going to die

“When we fail to accept these truths we become a culture of perpetual childhood”

RICHARD ROHR / STEVE BIDDULPH

SHIFTS FROM CHILD PSYCHOLOGY TO ADULT PSYCHOLOGY



"For millennia each culture around the world has typically and consistently celebrated five major transition points in human life.

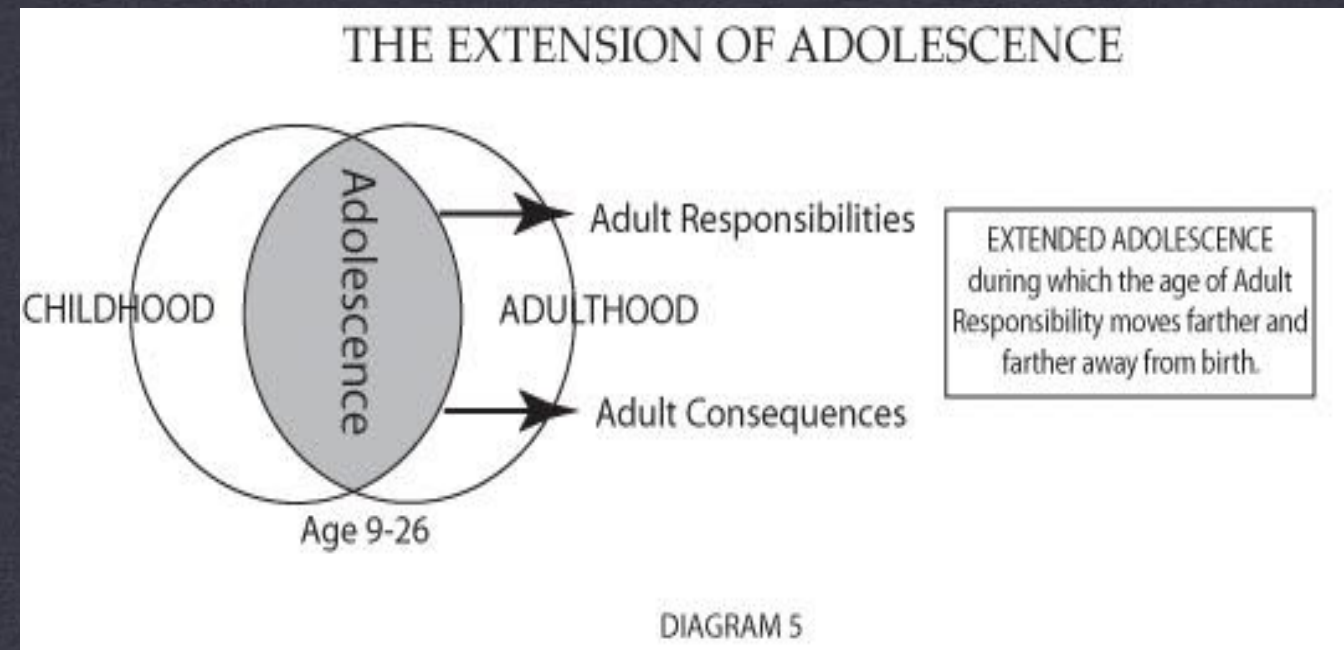
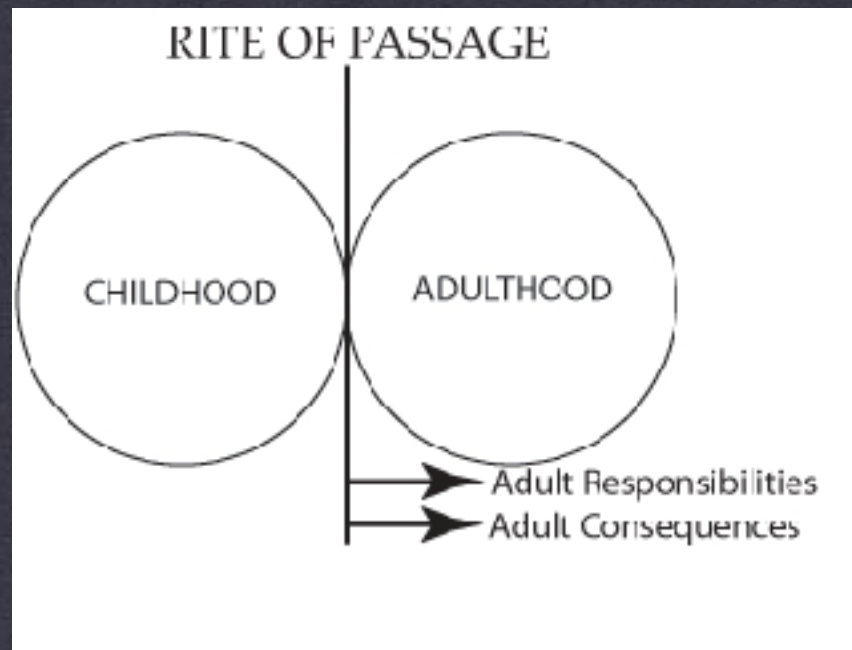
These Rites of Passage are:

- birth
- child to adult
- marriage
- adult to elder
- death

In the west we continue to acknowledge births, deaths and marriages but most of us fail to acknowledge, celebrate and honour the shifts from child to adult and from adult to elder."

Andrew Lines



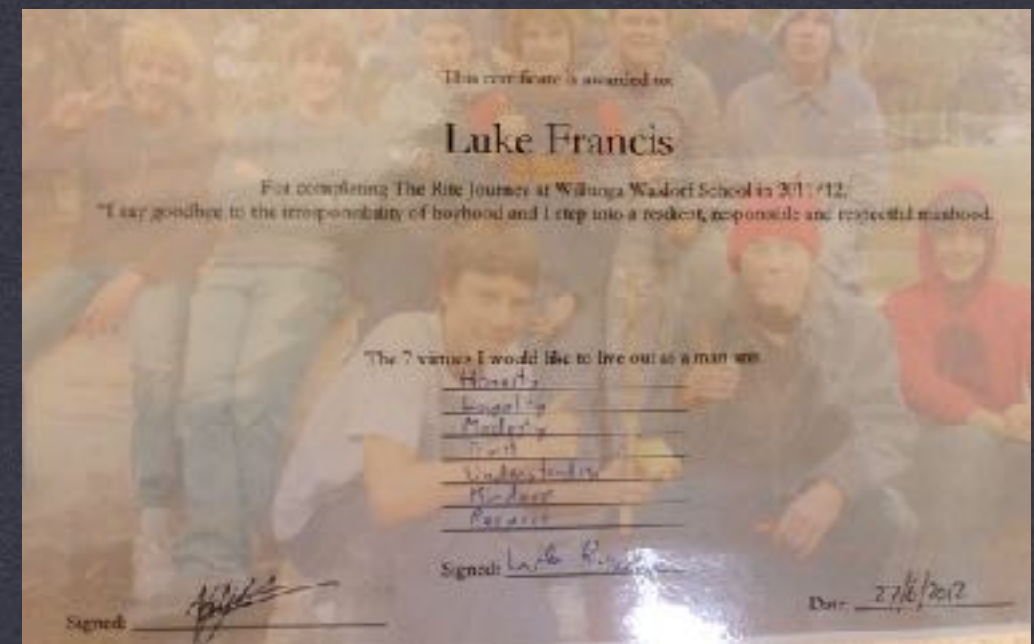


THE CHANGING FACE OF ADOLESCENCE



RITE JOURNEY CEREMONY

CBC FREMANTLE



TRANSITION INTO RESPONSIBILITY CEREMONY & HONOURING

WILLUNGA WALDORF SCHOOL, SA

CHILDREN NEED TO
LEARN TO TAKE
RESPONSIBILITY FOR
THEIR ACTIONS SO
THAT THEY DO NOT
BECOME ADULTS
BELIEVING THAT
NOTHING IS EVER THEIR
FAULT.

Don't blame your behavior
on someone else.
You are 100% responsible
no matter how bad
you are feeling or what's
happening in your life.



DrLaura.com



GRADUATING RESPONSIBILITY IN CHILDREN

Age-Appropriate Chores for Children



© Copyright 2013 www.flandersfamily.info

Ages 2-3

- ☐ Put toys in toy box
- ☐ Stack books on shelf
- ☐ Place dirty clothes in laundry hamper
- ☐ Throw trash away
- ☐ Carry firewood
- ☐ Fold washcloths
- ☐ Set the table
- ☐ Fetch diapers & wipes
- ☐ Dust baseboards

Ages 4-5

- ☐ Feed pets
- ☐ Wipe up spills
- ☐ Put away toys
- ☐ Make the bed
- ☐ Straighten bedroom
- ☐ Water houseplants
- ☐ Sort clean silverware
- ☐ Prepare simple snacks
- ☐ Use hand-held vacuum
- ☐ Clear kitchen table
- ☐ Dry and put away dishes
- ☐ Disinfect doorknobs

Ages 6-7

- ☐ Gather trash
- ☐ Fold towels
- ☐ Dust mop floors
- ☐ Empty dishwasher
- ☐ Match clean socks
- ☐ Weed garden
- ☐ Rake leaves
- ☐ Peel potatoes or carrots
- ☐ Make salad
- ☐ Replace toilet paper roll

Ages 8-9

- ☐ Load dishwasher
- ☐ Change light bulbs
- ☐ Wash laundry
- ☐ Hang/fold clean clothes
- ☐ Dust furniture
- ☐ Spray off patio
- ☐ Put groceries away
- ☐ Scramble eggs
- ☐ Bake cookies
- ☐ Walk dogs
- ☐ Sweep porches
- ☐ Wipe off table

Ages 10-11

- ☐ Clean bathrooms
- ☐ Vacuum rugs
- ☐ Clean countertops
- ☐ Deep clean kitchen
- ☐ Prepare simple meal
- ☐ Mow lawn
- ☐ Bring in mail
- ☐ Do simple mending (hems, buttons, etc.)
- ☐ Sweep out garage

Ages 12 and up

- ☐ Mop floors
- ☐ Change overhead lights
- ☐ Wash/ vacuum car
- ☐ Trim hedges
- ☐ Paint walls
- ☐ Shop for groceries w/list
- ☐ Cook complete dinner
- ☐ Bake bread or cake
- ☐ Do simple home repairs
- ☐ Wash windows
- ☐ Iron clothes
- ☐ Watch younger siblings

**If Your Child Can Operate
A Smartphone**



**They Can Use Any One
Of These**



THE RELEASE

..... in 50 years a lot has changed in school

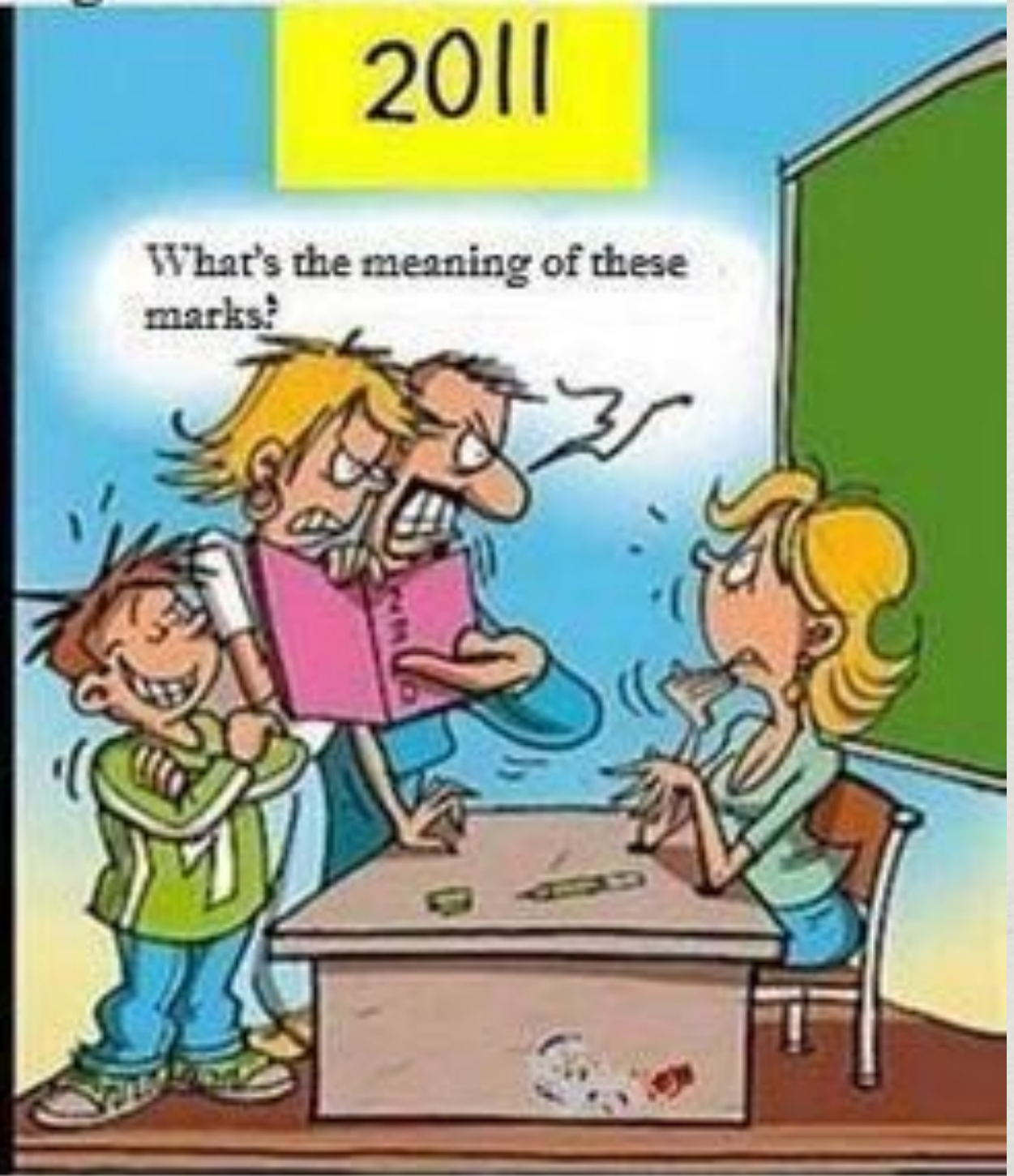
1961

What's the meaning of these marks?

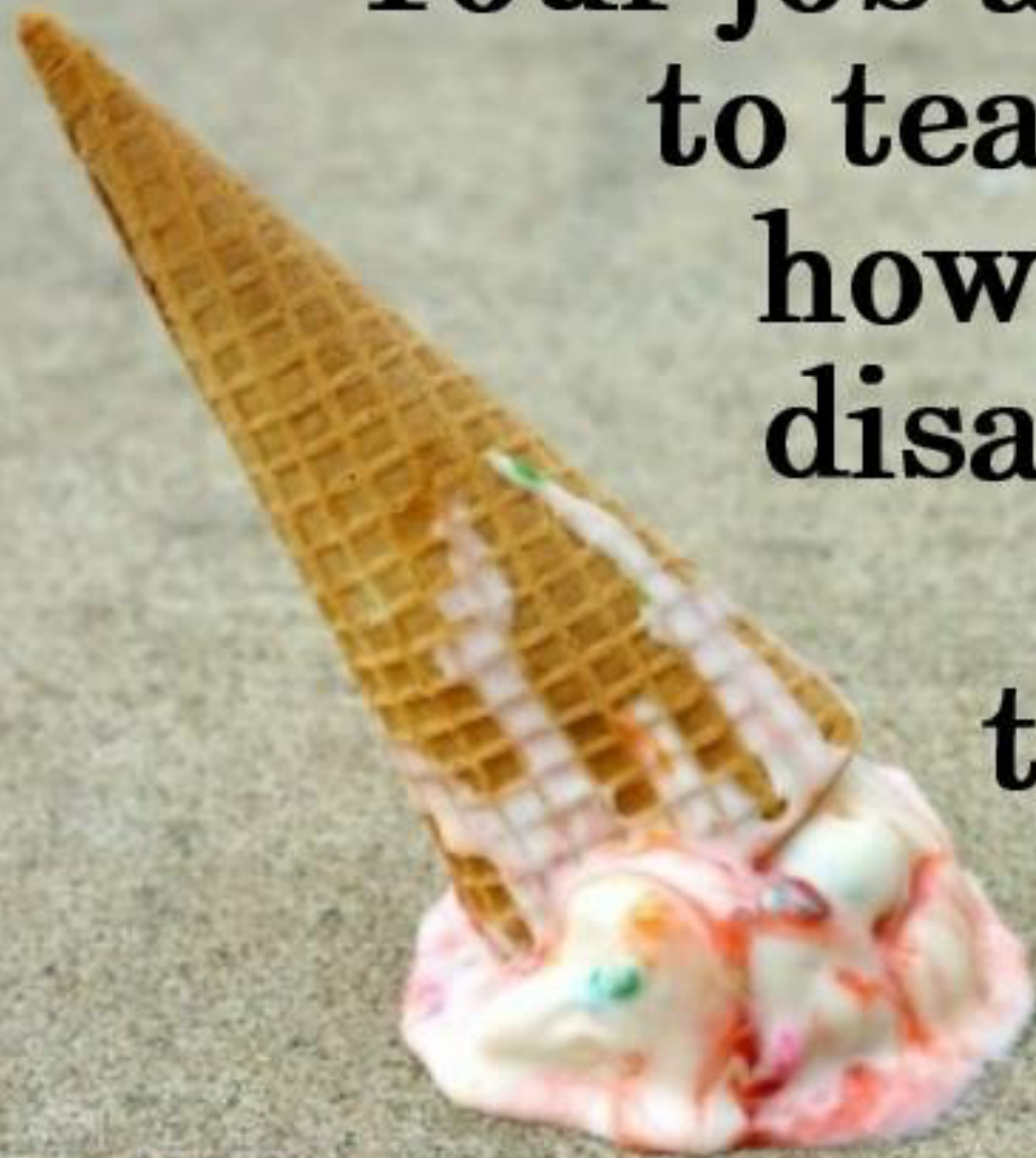


2011

What's the meaning of these marks?



**Your job as a parent is
to teach your kids
how to deal with
disappointment,
not to keep
them from it.**



**It is not what you do for
your children,
but what you have taught
them to do for themselves,
that will make them
successful human beings.**

Ann Landers

ANYTHING YOU DO FOR
A TEENAGER THAT THEY
CAN DO FOR THEMSELVES
IS ROBBING THEM OF THE
OPPORTUNITY OF
GROWING UP.

“Students yearn for a curriculum that invites them to share what matters most to them...this means entering the territory of heart, community and soul.

(Students) are reluctant to open their hearts unless they feel their teachers are on the journey themselves - working on personal, as well as curriculum integration.”

RACHEL KESSLER

TEACHING PRESENCE

“More Responsibility”

“More Challenge”

“Relate it to our life”

“Educate not only the mind but the heart”

STUDENT SYMPOSIUM - APCAS 2016

If you'd like to continue the conversation

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