

WED
Wholeistic Education™

Welcome to WED-101

An Introduction to Wholeistic Education

Presented by Victoria Lee, MLADC

Welcome to Week Three...

Monday, 3/1/21, 4:30-6:00

Today we will cover:

- ▶ Weekly Recap
- ▶ Three Educator Objectives
- ▶ Three Educator Challenges
- ▶ Our Social Code: The Behavioral Guidelines



Core Values

Following Wholeistic Education is based on a fundamental faith that the healthiest path is clearly marked for those who will follow.

Non-Violence The action which contributes to the least amount of aggregate violence.

Dynamic Balance Describes the result of non-violent following; When sustained, this balanced behavior produces the greatest sum of physical and non-physical health, and contentment; the condition known in WED as Optimal Wellness.

Faith All rational thought leads to a conceptual terminus at which one must decide in the absence of further evidence.



Developmental Goals

Respect

"I stop to see the other as me."

Dignity

"I reflect balance."

Responsibility

"I care for my influence on all things."

Compassion

"I share joy and pain."

Perseverance

"I commit to life."

The WED Proposition...

“First things first” - that saying summarizes the WED approach. To effectively apply WED, one must believe the WED proposition:

Education must first accomplish the habitualization of Respect, Dignity, Responsibility, Compassion and Perseverance (WED’s Developmental Goals). In the absence of this accomplishment, even the most “schooled” person will not be optimally healthy or content.

A great way to habitualize The Developmental Goals by practicing WED’s Behavioral Guidelines[©].

With this foundation, a person may then healthfully pursue any other interest, discovering his or her best self.

Basic Principles Revisited → Habits/Groups

- ▶ Developmental Imbalances: Bad Habits
- ▶ Implement WED and the Behavioral Guidelines
- ▶ To create and sustain an Educational Culture that supports the maturation, full development, enlightenment, etc. of its members
- ▶ Wholeistic Leadership: the person who is best embodying WED's principles at any given point in time is the leader, we grant that person influence and follow
- ▶ Overarching Motto: “Embrace all feelings, guide all behaviors.”

Characteristics of Healthy Groups

- ▶ Best interest of individuals truly at heart
- ▶ Maximum support for individuals pursuit of Optimal Wellness
- ▶ Neither enables nor punishes imbalanced behaviors- “Drinking Buddies” / Avoids controlling others
- ▶ As unobtrusive as possible in the individual’s own exploration and creativity (Flexible)
- ▶ At the same time, it demands commitment to a basic code of conduct that takes into consideration the needs of other individuals in the group; non-negotiable group norms
- ▶ Inclusion is voluntary
- ▶ Healthy conflict resolution
- ▶ Positive, collaborative spirit

Basic Principles Revisited → Habits/Groups

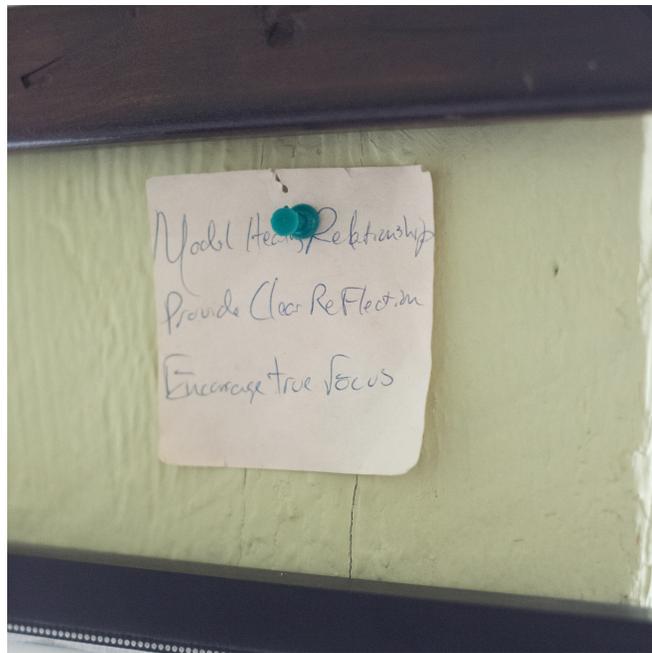
Common Mistakes to Avoid...

- ▶ Blaming ourselves for our feelings.
- ▶ Blaming others for his or her own feelings.
- ▶ Blaming others for how we feel.
- ▶ Dwelling unnecessarily on feelings.

- ▶ Believing feelings necessarily lead to behavior.
- ▶ Believing we cannot control our behavior.
- ▶ Believing others cannot control their behavior.

How to become an Effective WED Leader?

Practice The Three Educator Objectives and Challenges...



The Three Educator Objectives →

define what one (Educator/parent) can do for another

- ▶ *Model Healthy Relationship*
- ▶ *Provide Clear Reflection*
- ▶ *Encourage True Focus*



Model Healthy Relationship



- Lead by example
- Don't just talk the talk, walk the walk
- Contrasted with “Do as I say, not as I do.”
- Mirror neurons and how humans truly learn versus how they are “schooled”

Provide Clear Reflection



- From the outside, others can often see things that may be harder for self to see
- Be a mirror- reflect back what you see
- Sharing honestly what you notice/see
- *How you do this is incredibly important*
- *Humble questions*

Encourage True Focus



- Leaders keep the group on track- “positive healthy path”
- Your focus determines your reality
- Message→ “First things first” (even if one is hurt, angry, super excited, etc.)
- Helps one to see what is most important in a given situation

The Three Educator Challenges →

define the Educator/parent's most difficult tasks

- ▶ *Give Up Control To Gain Authority*
- ▶ *Neither Punish Nor Enable Imbalanced Behavior*
- ▶ *Avoid Adversarial Dynamic*



Give Up Control To Gain Authority



- Healthy groups do not seek control over their members
- Control is force/external to the individual, whereas authority is voluntarily granted influences
- Allows children to direct their own learning and to have space for trial and error
- Control fosters dependency, contrary to the goal of true education
- *There are times we do exert control but they are the exception--> Implementing, Guidelines are non negotiable in our group- this is where we are setting boundaries, etc., and “Railroad tracks” (versus “flunking an English test”)***

Neither Punish Nor Enable Imbalanced Behavior



- Perhaps the greatest art of them all...
- Punishing- (physical, emotional) “the infliction or imposition of a penalty as retribution for an offense- undermines cooperative nature/ Usually short-term response, undermines long-term development
- Enabling- looking the other way or actively encouraging unhealthy habits
- We believe it’s the groups responsibility (to the group and to the individual) to address group members’ maladaptive behaviors

- Well wait a minute, what about Restriction?! Isn’t that punishing/a timeout?

Avoid Adversarial Dynamic



- Cooperative spirit, “I’m on your team”
- We don’t fight → others may try to engage us in a fight but we do not participate
- Teenagers → developmental phase prone to adversarial nature
- Conflict is natural part of sharing space/being in a group with others → address it with collaborative spirit, not adversarial dynamic

The Group's Social Code

- ▶ “At the heart of every group culture is its social code.” (AofD)
- ▶ Definition: The set of expectations a group has for one another
- ▶ Implicit versus Explicit
 - ▶ Implicit: Unwritten, evolve on their own, remain in the background, nonetheless they are there (can be seen in the interactions between members), usually different for different members
 - ▶ Explicit: Written out, rallying point, central to group ID, increases trust members can have in the group (if the written social codes are healthy!), road map versus vague outline (can often lead to more confusion)
 - ▶ Recall the characteristics of a healthy group (ie collaborative spirit, standard applies equally to all group members, mutual respect, etc.)

WED'S social code is the Behavioral Guidelines...

WED: THE BEHAVIORAL GUIDELINES



1. MAINTAIN ATTITUDE OF RESPECT AND DIGNITY.

- a. Politely greet, welcome, and acknowledge efforts of all.
- b. Calmly request space if emotionally overwhelmed.
- c. Apologize for any possible offense, including accidents.*

2. USE LANGUAGE AND BODY RESPONSIBLY.

- a. Avoid offensive words, including those of a racial, ethnic, religious, or sexual nature.
- b. Refrain from using language or body to intimidate or injure.
- c. Calmly ask for explanation of any confusion, disagreement, conflict or concern.

3. PROACTIVELY COOPERATE.

- a. Seek opportunities to assist others, and resist urges to embarrass or undermine.
- b. Gratefully acknowledge authority of leaders. **
- c. Treat all members as teammates, regardless of personal feelings.

4. CAREFULLY ATTEND TO HEALTH AND SAFETY.

- a. Alert an adult to any physical pain or danger.
- b. Control body movement such that self or others are not injured.
- c. Wear activity-appropriate clothing.
- d. Keep body properly groomed (e.g., daily bathing, teeth brushing, etc.).
- e. Take good care of all furniture, equipment, facilities, and environment.

5. HONESTLY GIVE BEST EFFORT.

- a. Calmly communicate all perceived offenses.
- b. Earnestly participate in just resolution of dispute.
- c. Put education, wellness of self and others, and responsibility to community ahead of personal image and interests.

* See Wholeistic Apology

** See Wholeistic Leadership



Apology



Apology is about caring for each other. It is about reminding each other that even though we did something wrong, we want to have a good relationship. The closer we are, the more important it is to remind each other of that. If we live together, or work together, it is *very* important. Mistakes and wrongdoing are a natural part of being human. That makes apology something everyone must do.

To apologize, we need to do three things:

1. **Accurately understand what we did wrong** – without making too little of it (“It was no big deal”) or too much of it (“It was the worst thing in the world”)
2. **Say “I am sorry”** – and really mean it!
3. **Make restitution** – which is how we attempt to “repay” whomever we hurt, and fix or replace whatever we damaged

We can do the first two steps on our own, so we may find them relatively easy. The third step is often very difficult, because it forces us to try to satisfy whomever we may have hurt. So, in a way, they have some control over us. This can make us feel afraid, sad and angry.

But it’s hard to really apologize when we feel afraid or angry. Because, when we feel that way, we focus on ourselves, and try to protect ourselves, and don’t focus enough on others. If we try to apologize when we are feeling sorry for ourselves, we usually place some blame on someone or something else for what we did. But, if we blame anyone or anything else, even a little, we are not really apologizing – and others will know it.

If when we do something wrong, we can be strong, and really think of others, and really apologize, we can feel good about ourselves and know that we are an irreplaceable part of our healthy, loving group.

Important Qualities of WED Groups

- ▶ We see them as good social habits applicable to any healthy group- so if we practice in our own groups we are becoming stronger members of future groups as well
- ▶ **Minimally Restrictive**→ allows for the most individual liberty possible while still preserving the health/education of the group/ balances individual desires with group needs
- ▶ Acceptable behavior is the same for all group members (common sense applies as well; i.e. your kids aren't going to start paying the mortgage, and you still own the house!)

You are the first member of your own group!

- ▶ Homework/reading response discussion
- ▶ Are you able to practice the Three Educator Objectives and Challenges within your own reflections to the reading?

Next Week's Class...

Monday 3/08/21, 4:30-6:00

- ▶ Topic: The Four Rs
- ▶ Due:
 - ▶ Reading in *Art of Direction*, pg. 77-92
 - ▶ Be prepared for some role plays!



Thank you for being part of this class!
See you next week!

