

# Social-Emotional Learning

Teaching the Inner World

Dr. Martin Brokenleg

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What is a person?

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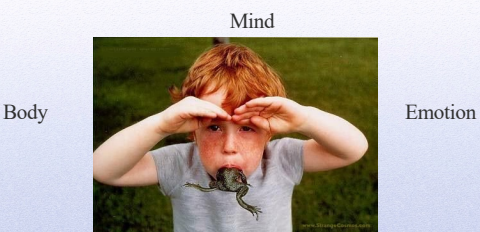
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What is a person?

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Mind



Body      Emotion

SPIRIT

## What is a person?

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- KNOWLEDGE

Teaches the mind

Words are enough

## Kinds of Learning

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<ul style="list-style-type: none"> <li>• KNOWLEDGE</li> </ul> <p>Teaches the mind</p> <p>Words are enough</p>	<ul style="list-style-type: none"> <li>• CAPACITIES, FORMATION</li> </ul> <p>Teaches the heart</p> <p>Requires experiences</p>
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## Kinds of Learning

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- Rachel Kessler

## **SEVEN UNIVERSAL SPIRITUAL LONGINGS**

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- Why am I here?
- What am I to do?

## **1. The search for meaning and purpose.**

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+ I want to find my own way.

## **2. The longing for silence and solitude.**

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- How far can I stretch?
- How much can I stand?

### **3. The urge for transcendence**

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- I like being alive?
- I want to be happy.

### **4. The hunger for joy and delight.**

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- I lose myself in art.
- I love poetry.

### **5. The creative drive.**

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- I want to be a grownup.
- Welcome me as an adult.

## **6. The call for initiation.**

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- I want to be known.
- I care about what's important.-

## **7. The experience of Deep Connection**

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## **Tools for Inner Work**

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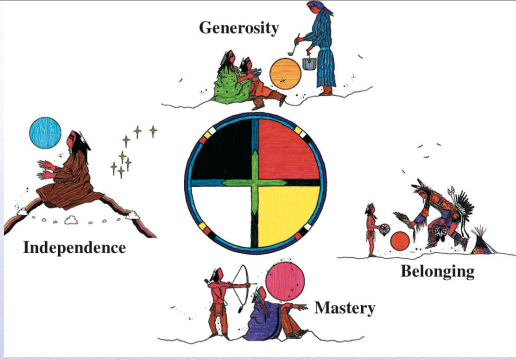
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**Tools for Inner Work**

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**Tools for Inner Work**  
**Turtle Time**

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**Tools for Inner Work**  
**Talking Circles**

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1. Use circle seating

## **THE FORMAT**

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1. Use circle seating
2. No interruptions

## **THE FORMAT**

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1. Use circle seating
2. No interruptions
3. Silence for thinking

## **THE FORMAT**

21

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1. Use circle seating
2. No interruptions
3. Silence for thinking
4. Respect allows sharing

## THE FORMAT

22

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1. Use circle seating
2. No interruptions
3. Silence for thinking
4. Respect allows sharing
5. Leader must be growing

## THE FORMAT

23

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1. Use circle seating
2. No interruptions
3. Silence for thinking
4. Respect allows sharing
5. Leader must be growing
6. Carefully use ceremony-

## THE FORMAT

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1. Must be willing to participate

## **THE PARTICIPANTS**

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1. Must be willing to participate
2. Develop trust in the process

## **THE PARTICIPANTS**

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1. Must be willing to participate
2. Develop trust in the process
3. Find emotional language and ability

## **THE PARTICIPANTS**

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1. Must be willing to participate
2. Develop trust in the process
3. Find emotional language and ability
4. Deepen empathy

## **THE PARTICIPANTS**

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1. Must be willing to participate
2. Develop trust in the process
3. Find emotional language and ability
4. Deepen empathy
5. Learn crisis management

## **THE PARTICIPANTS**

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1. Must be willing to participate
2. Develop trust in the process
3. Find emotional language and ability
4. Deepen empathy
5. Learn crisis management
6. Begin organizational change

## **THE PARTICIPANTS**

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1. Must be willing to participate
2. Develop trust in the process
3. Find emotional language and ability
4. Deepen empathy
5. Learn crisis management
6. Begin organizational change
7. Alter their own being and person-

## **THE PARTICIPANTS**

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1. Must be growing in spirit

## **THE CIRCLE KEEPER**

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1. Must be growing in spirit
2. Develops the Centre: colours, candles, and objects

## **THE CIRCLE KEEPER**

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1. Must be growing in spirit
2. Develops the Centre: colours, candles, and objects
3. Selects the Talking Object: feather, stone, bowl, sweetgrass

## **THE CIRCLE KEEPER**

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1. Must be growing in spirit
2. Develops the Centre: colours, candles, and objects
3. Selects the Talking Object: feather, stone, bowl, sweetgrass
4. Welcomes, reviews traditions, sets topic

## **THE CIRCLE KEEPER**

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1. Must be growing in spirit
2. Develops the Centre: colours, candles, and objects
3. Selects the Talking Object: feather, stone, bowl, sweetgrass
4. Welcomes, reviews traditions, sets topic
5. Judiciously uses ceremony

## **THE CIRCLE KEEPER**

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1. Must be growing in spirit
2. Develops the Centre: colours, candles, and objects
3. Selects the Talking Object: feather, stone, bowl, sweetgrass
4. Welcomes, reviews traditions, sets topic
5. Judiciously uses ceremony
6. Summarizes and closes circle-

## **THE CIRCLE KEEPER**

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## **Tools for Inner Work Mentoring**

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## **Tools for Inner Work Turtle Time**

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Compassionate  
Self-Observation

1. Breath awareness
2. Body awareness
3. Emotion awareness

## **Mindfulness Meditation**

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## **Tools for Inner Work-Mentoring**

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- Tell the other what you see.
- Put your thinking into words.

## **1. Begin early.**

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- Live your values.
- We follow the actions of others
- Give them goals

## **2. Model spiritual insight.**

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- Silence increases awareness.
- Start by working up to a minute.
- A daily habit can be cultivated.

## **3. Institute quiet time.**

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- Poetry and wise sayings help thinking
- Songs easily learned
- Develop personal sayings
- Teach personal "altars"

## **4. Teach ceremony and words.**

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- Reinforces the importance of spirituality
- Social support nurtures personal contact
- Humans learn from others

## **5. Gather with like-minded folks.**

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- Our bond is nurtured in many ways
- Activities remind us of our values
- Relate to the earth, don't manage her
- See the divine in the natural world

## **6. Encourage care of the earth**

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- Begin the day with a focus on what you value
- Teach kindness when told of problems
- Model peace and gentleness when driving
- Review the day and reinforce good times

## **7. Develop daily habits.**

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- A universal teaching
- Strengthens the person's virtue
- Develops harmony with the cosmos

## **8. Stress the golden rule**

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- Use teaching moments to advance the Other
- Understand the other's world
- Relationship builds spiritual capacity

## **9. Pay attention to those in your care**

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- Put your desires into words stated out loud
- Consciously talk through your positive wishes for the other
- Express your intention to the cosmos and to other persons
- Speak to the Spirit-

## **10. Express your hopes for the other.**

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### 1. Narrative

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### 2. Personal

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### 3. Relational

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#### **4. EXPERIENTIAL**

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#### **5. Communal**

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#### **6. Interdependent**

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**7. Hopeful**

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**8. Playful**

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**9. Positively Oriented**

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## **10. Looking to the Future**

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## **Youth Worker Epistemology**

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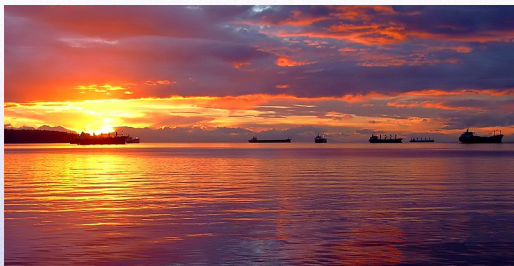
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## **Teaching a Child's Inner World**

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