



WED
Wholeistic Education™

Welcome to WED-101

An Introduction to Wholeistic Education

Presented by Victoria Lee, MLADC

Welcome to Week Seven...

Monday, 4/5/21, 4:30-6:00

Our Final Class

Today we will cover:

- ▶ Weekly Recap- Your Time to Teach Me
- ▶ Proactive Plans: Interior Designs
- ▶ YOUR Proactive Plans





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.

How to habitualize The Developmental Goals?

→ by practicing WED's Behavioral Guidelines©.

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

Educator Objectives and Challenges

- ▶ The Three Educator Objectives: How we can help one another
 - Role Model Healthy Relationship
 - Provide Clear Reflection
 - Encourage True Focus

- ▶ The Three Educator Challenges: Our most difficult tasks as Parent/Educator
 - Give up Control to Gain Authority
 - Neither Enable nor Punish Imbalanced Behavior
 - Avoid Adversarial Dynamic

The Power of the Group...

- ▶ Tap into our biology, “gregarious animals”
- ▶ Developmental Imbalances (“bad habits”) → Healthy habits!
- ▶ Creating a healthy group that supports optimal habits and wellness in its individuals → We are what we live, creating culture/environment in which dis-ease and bad habits can not thrive



The Behavioral Guidelines- Our Social Code

- ▶ The set of expectations a group has for one another
- ▶ Explicated, written in black and white
- ▶ Every member is held to the same standard of practice
- ▶ Creates “educational culture” → a healthy group that promotes positive development in its members

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

Three Key WED Concepts...

- ▶ Overarching Motto: “Embrace all feelings, Guide all behaviors.”
- ▶ Wholeistic Leadership: Whomever is practicing best in a given moment is our leader!
- ▶ Wholeistic Apology: 1) Accurate assessment of wrong doing, 2) Say sorry and really mean it, 3) Restitution- make it up to the group



The Four Rs

Simply put, WED's four step approach to conflict resolution.

The Four Steps are:

- ▶ Reflect
- ▶ Remind
- ▶ Restrict
- ▶ Reintegrate

Proactive Planning: Interior Design

- Interior Design/Decorating: *Making the House your Own*



Proactive Planning/ Agreements

- ▶ Once we have established safety and are working daily to create a healthy group culture, we are ready to make proactive plans that help solve or prevent problems and ideally optimize our lives together
- ▶ Define **Proactive**: *adjective (of a person, policy, or action) creating or controlling a situation by causing something to happen rather than responding to it after it has happened.*
- ▶ You can do your own proactive plans (we like the daily template to start)
- ▶ Proactive Agreements, essentially proactive plans made together

MY PLANS FOR TODAY

Date: _____

APPOINTMENTS

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MEAL TRACKER

I'M GRATEFUL FOR

NOTES

Easy and Difficult Agreements

- ▶ *Let's start with "easy"- your child or other group member wants to address the habit*
 - ▶ *"Two men working separately do the work of two men. Two men working together do the work of one hundred."*
 - ▶ *Sit down and make a plan together*
 - ▶ *Set out on a mutual endeavor, support one another, be a team, celebrate successes, offer support where there are challenges*
 - ▶ *→ our positive family culture can give a boost of energy*
 - ▶ *Do not rely on coping skills to give us the life we want!*
 - ▶ *Examples: Child wants to decrease contact with unhealthy friend, a child wants to help make dinners*

More Difficult Agreements

- ▶ These are often the issues we hear in parenting group- kids and parents are seeing things differently
 - ▶ How do I get me kid to do their homework?
 - ▶ How do I get my kid to take better care of themselves?
 - ▶ How do I get my kid to have healthy friends?
 - ▶ How do I get my kid to pend less time on the computer?
- ▶ *“In times of harmony more ego involvement, in times of disharmony less ego involvement.”*
- ▶ Avoid “neither enabling imbalanced behavior” (just ignoring the issue) and “seeking control” (forcing kids to do what we want them to)

The Art of Agreements... A Glacial Process

- ▶ Recall, “we can’t solve these problems for you, but we can help improve your relationship so you can work to solve them yourselves.”
- ▶ Turn to your educator objectives-
 - ▶ Role model healthy relationships- how is your practice regarding this subject?
 - ▶ Provide clear reflection- explore what you are seeing/thinking about the situation in a humble, cooperative way
 - ▶ Encourage true focus- Remind the family of our Guidelines, Developmental Goals, WED Proposition, etc.
 - ▶ WORK TOGETHER, EXPLORE- in a family with a negative culture this option is just not available
- ▶ Give up short-term fix for long-term solutions→ recall the marshmallow experiment, its our turn to be patient

Forming Agreements Together

- ▶ *Start discussing when things are calm*
- ▶ *As you can, non-stressful attitude can go a long way- communicates wisdom, gray space, 'nothing eternal is at stake'*
- ▶ *If there are some obvious ones, work on them right after Implementing WED*
- ▶ *Start with a point of agreement- "I care about you", "Playing video games 24 hours a day would not be healthy."*
- ▶ *Move to more specific areas of agreement/compromise*
- ▶ *Each area of agreement becomes our base camp*



Handling Agreement Violations

- ▶ The Behavioral Guidelines first, agreement second; no where do we discuss particular issues in the Guidelines but they act as a matrix through which we can handle all other situations; agreements are not weapons
- ▶ Violations as “barometer” of our relationship and our culture
- ▶ Violation as practical way of helping the family function- we are a team - specifics can be essential to functioning well

- ▶ Use The Four Rs
- ▶ Initial violation- *Reflect* and Remind, *invites cooperative discussion*
 - ▶ *Cell Phone Example*
- ▶ Consistent violations
 - ▶ Discussion with individual and potentially modifying agreement
 - ▶ Discussion with individual and potentially they reveal they are not committed

Unilateral Parental Decisions

- ▶ Let's suppose we have been *PATIENTLY, LOVINGLY* working to find any common ground with our child regarding a concern/potential agreement
- ▶ We now ask self: “Do we judge the risk of the child’s behavior as greater than the risk posed by interfering in the child’s natural learning by experience?”
- ▶ If YES, we may need to make a unilateral decision
- ▶ In making a unilateral decision, we risk depriving our child the full education benefit of learning from his or her own mistakes - we are interfering, controlling the situation- risk interfering with the overall culture
- ▶ Be prepared our child may not follow the rule
- ▶ Right spirit is key, we must be practicing!
 - ▶ “I respect your opinion, but in my love and concern for you (and/or the family) I have to make a decision in this case as your parent.”
- ▶ “If you are really pure of spirit and follow the Four Rs faithfully, most children will not begrudge your momentary control. Rather, they will be comforted by it.”- Joe Walsh
- ▶ See these “rules” as the exception, rather than the rules!” - Duncan

Helpful ways to think about approaching agreements...

- ▶ “Officers eat last.”
- ▶ “Its not about winning [being right], it is about solving the problem.”
 - ▶ Role Model Healthy Relationships
- ▶ “You are probably wrong in some important way”
 - ▶ Better to correct your map, then get lost
- ▶ “Make their arguments for them.”
 - ▶ Proactively Cooperate

The Seductiveness of Interference

- ▶ It is inevitable our children will make bad decisions, trial and error learning for some things in life, truly learning- to know and not to do...
- ▶ “We must not deprive our children of the maximum educational benefit of their decisions”- Joe Walsh
 - ▶ We are there to counsel, role model, “maximum support, minimal interference”
 - ▶ The message this is your life, I can’t control you, interdependent
 - ▶ Adolescents- marching towards being ”independent”, individuation is biologically programmed occurrence

Third Party Interference

- ▶ If a child is engaging in particularly difficult/unhealthy behaviors it can be helpful to “off-load” the conflict to those who get paid to do so
 - ▶ Truancy officer, police officer, judge, etc.
- ▶ This can be frightening but it is often helpful when a child is not willing to grant you authority on a particular subject and which no compromise can be made
- ▶ We are going to remain an “oasis”
- ▶ Can be very useful to talk to others (Reflect) on the area of contention between you and child to make sure you are not needing ot update your stance before doing so
 - ▶ i.e. school options, drug issues, etc.

Your Proactive Plans

- ▶ Let's hear some plans *you* came up with
- ▶ Do you have areas you are struggling to address with your team mates?

What I've Learned... Many Thanks

- ▶ Is it so obvious we overlooked it? We can do A LOT MORE on the Guidelines themselves, i.e. discussing each one and giving examples
- ▶ Role Play Examples- we need to bring this alive for us all!
 - ▶ Implementation Process
 - ▶ Four Rs
 - ▶ How to Acknowledge a Restriction- basic and more challenging
 - ▶ A Reintegration Meeting
 - ▶ Proactive Plan Conversations
- ▶ Needs to be more accessible to the current generation of kids, especially if you all parents are getting serious we need to help you bring it home!

What's Next... Keep Practicing and Stay TUNED!

- ▶ Wednesday's Parenting Groups- "Open to the Public"
- ▶ WED-201: WED Practitioner Course
- ▶ WED App
- ▶ Kids Approach to WED





To know and not to
do is not yet to know.

Laozi

“ quote fancy

Thank you for being part of this class!
Remember Parenting Group, Wednesdays at 5

