



## Habits of Teaching Exploration • Pedagogy of Empowerment • Human Compatible Teaching

**Premises for the role of the teacher: Teacher as guide to help student learn to learn the skill and develop their own compass.** An alternative to thinking the role of teacher is to know everything and fix the student.

INTRODUCTORY PROCESS: Being yourself • Listening • Experiencing your student's expression • Exploring • Investigating (transitioning from fixing mind.)

**Prep: Set up:** an inner circle of people facing out an outer circle of people facing the inner circle such that there are pairs of people facing each other.

### Locating self:

1. Partners close eyes and sense themselves on the planet in the space over their own roots. "Here I am as I am, knowing what I know, not knowing what I don't. I have my responses to the world in me. My responses are true for me. They tell me how I am seeing the world in this moment. If I don't like the response I can investigate how I am seeing the moment..." other statements to bring a person's thinking over their own truth.
2. Open eyes and see the partner over there in their place on the planet. Saying "S/he is standing there. Knowing what s/he knows based on his/her experience and life. No more, no less. His/her capability says nothing about me. S/he has responses over in her/him. It is important for both of us to have our own responses to guide us in life. It is not my job to ensure a response in the other person, to have person like me or approve of me or confirm me. I am open to outcome as I stand her true to myself, to my way of seeing the world and allowing the other person to be true to him/herself. I acknowledge it can be unpleasant to have a negative and unconfirming response but I can be clear that the person needs to have his/her own response. I do not have the response-ability for him/her. I know her/his response tells me about his or her way of seeing things. It says nothing about me other than how I fit into that framework or construct. I am here over my own frameworks and constructs. ...."
3. Outer circle moves one place to their right. New partners.
4. Can add in options: Each person takes turn saying or doing different things to trigger the other losing their root like make faces, say an opinion about something neutral or something about the other person. Tajke turns witnessing, perceive your responses (remember your responses tell you about you, not your partner), perceive other person's response (knowing you are just guessing what it is). Many options here for exploring responses, listening, witnessing etc.

Switch partners by moving one place over as desired as desired. It can be useful to do the same "script" with more than one person.

### Teaching a skill.

**Groups of three.** One person is student. Another is teacher role. The third is a witness.

The group considers the following question:

**Lofty Goal to keep big perspective:** What is the purpose of doing this skill? What is the purpose of singing? Why do you sing?

**Why the lesson: Teacher:** What do you want from this lesson? What do you want to look at today?

Student: Answers

**Witnessing – getting here - Teacher:** What would you like to sing to have a chance to look at this area? Or such a question.



Student: Sings the song several times

Teacher: Witnesses the singing with no agenda a few times.

Teacher Asks: How did that go for you? What do you want to work with now that you have sung or some such question to find out what a student is already aware of. I.e: “What did I like? What would I like to be different?” What would my next step be? Student is developing her own capability to self-assess.

**Now you begin to work together. Teacher is exploring setting up for the student something to DO so what you WANT HAPPENS.**

You may end up with comparative explorations.

Once you have the contrast moment repeat several times. (You are not done yet. The change is NOT the end of the lesson.)

Once it has been repeated then take the time to bring out the **significance of the experience**.

Teacher might ask student: “What does this experience show you about **how your system works?**” or you can simply state it. “Notice when you focus internally it is less pleasant than when you focus on telling the story. This shows you how your system is a coordinating system.....Your focus of attention matters. You can use this knowledge to make many choices....”

**Taka Away:** What will student do when they leave. What will they do in the practice room. Take time to remind them to do the comparative process to continue to test if this is how the system works. They will commonly just want to practice the better task. **Comparison is key for the self-learning – AUTONOMY.**

Discovery Process for Investigating Root of a Symptom/Problem -- Adapted LearningMethods™

FOUNDATIONAL PREMISE:

The issue is in the student.

They have the information about what they are up to when the problem occurs in them, even if they don't know it yet.

Teacher has worked out many issues in themselves and has a generally accurate idea of how the world, system and skill works. (see framework hand-out)

Steps:

1. What is the problem? Name clearly.
2. Why does it make sense the problem is occurring? Anyone up to the same things would have this problem?

Tools for this stage:

- a. Find a specific moment when this problem is occurring?
- b. Find a time when it is and isn't occurring and look at details of why in one situation it occurs and another it doesn't? What is difference.
- c. Watch for hindsight and speculation...stay in actual experience of the moment.



The Lightner Method™

Babette Lightner

- d. Find the order of events just before problem happens.
- e. Listen for redflags like:
  - a. Unfinished sentences – sentences ending in emotions. Afraid of what?
  - b. Maybe/probably family – DO or don't you know? If you don't how would you find out?
  - c. Should/need/wish –what is reality what is wish?
  - d. Listen for assessment language – good, bad...good for whom and by what criteria.