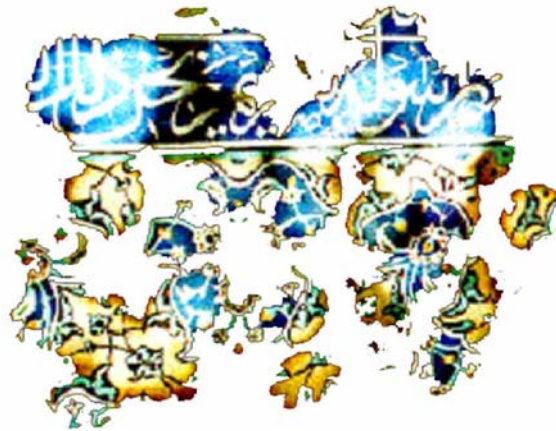


Teaching Stories



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What are teaching stories?

- ▶ *Cross cultural tales*
- ▶ *Depict common human actions*
- ▶ *Depict basic human structures*
 - ▶ *Behavior*
 - ▶ *Thinking*
 - ▶ *Sub-personalities*
- ▶ *Allude to the purpose of human life*

Limitations of Teaching Stories

- ★ *When motive other than self-development is present*
- ★ *When seen as trivial or as inculcators of morals*
- ★ *When seen as awesome, amazing*

Functions of Teaching Stories

- ▶ *Indicate barriers to learning*
- ▶ *Encourage the reader to see*
 - ▶ *What you don't see*
 - ▶ *Why you don't see it*

Uses of teaching stories

- ★ *Given to individual students*
- ★ *Self-direction, through feedback*
- ★ *Used instead of community disciplines*

Methods of teaching stories

- ▶ *Makes reader aware of own patterns of behavior and thinking*
 - ▶ *helps them refine their perception*
 - ▶ *helps them develop and attitude conducive to learning*

Methods (more)

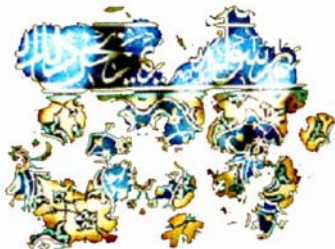
- ★ *Occupies left-hemisphere with processing material*
- ★ *Occupies right-hemisphere with spatial-holistic information*

Emphasis in teaching stories

- ▶ *Principles about learning*
- ▶ *Emphasize personal responsibility*
- ▶ *Capacities touted as “moral” are not ends but tools*
- ▶ *Everything has it’s own correct TIME*

Designed intent of teaching stories

- ▶ *To communicate with human “essence”*
- ▶ *To make contact with a nascent “organ” of superior perception*
- ▶ *To help the teacher diagnose & prescribe for the student*

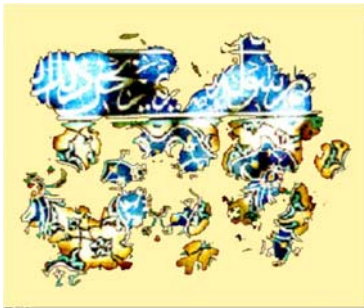


Designed intent for the reader/listener

- ★ *To achieve the capacity to know directly
the meaning of human life*
- ★ *To know the inner significance of
ordinary events*

Designed intent continued

- ▶ *Register patterns unconsciously*
- ▶ *Identify corresponding situation*
- ▶ *Gain choice over automatic and unconscious behavior*



Impact of teaching stories

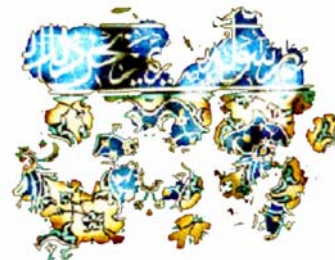
- ★ *Serve as correctives for various psychological conditions*
- ★ *Helps achieve a harmonious balance in the human being*

An individual working with teaching stories

- ▶ *Prescribing a teaching story*
- ▶ *Diagnosis via the understanding that results*
- ▶ *Diagnosis via the resistance that results*

Group work with teaching stories

- ▶ *Take a number of tales, ask a group to look at them*
- ▶ *Members make notes without discussing them with others*
 - ▶ *note the points which interest you*
 - ▶ *set those points aside*



Group work (continued)

- ▶ *Look at the points that did not catch your attention:*
 - ▶ *ask yourself why you missed these*
 - ▶ *what censorship or lack of understanding was operating*



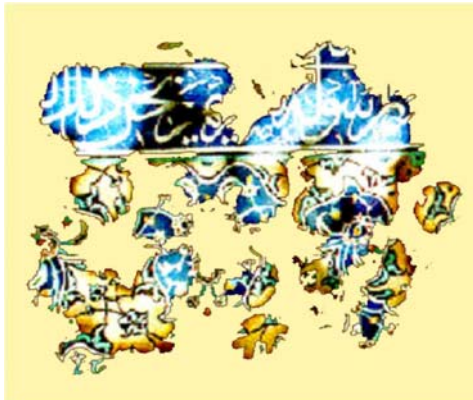
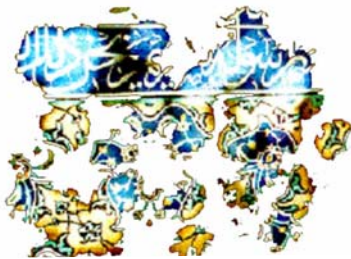
Group work (continued)

- ▶ *Now study these notes in unison with the others*
- ▶ *Build a mosaic, contribute to one another's understanding*



Outcome of working with teaching stories

- ▶ *When this process has been completed, one may expect a dramatic improvement in the understanding-capacity of all the people involved*



References

- ▲ *Deikman, A. J. (1977). Sufism and psychiatry. Reprinted in S. Boorstein (Ed.). Transpersonal Psychotherapy (pp. 200-216). Palo Alto, CA: Science and Behavior Books, Inc.*
- ▲ *Shah, I. (1978). A perfumed scorpion (pp. 104-108). London: The Octagon Press: London.*