Scholé Muses
with Jennifer Dow

Employ Liturgical and Embodied Teaching in Our Homeschools

Outline:

Employ Liturgical and Embodied Teaching in Our Homeschools

- What is the big deal with liturgical or embodied teaching?
- Why is it important?
- What effect does it have on the learning environment, on the teacher, and on the student?
- The idea of liturgy
    - Charlotte Mason vol. 3 quote The effect of Liturgy on a Child.
    - Liturgies help us ask the questions about what one needs
        - Sometimes we need the presence of light and other times we need the absence of sound.
    - Liturgy is ebb and flow.
        - Even nature has a liturgy.
    - Liturgy forms us.
        - The environment we create, the order in which things are done all have an effect upon us.
- The idea of something being embodied
    - Truth, goodness, and beauty must be embodied.
        - As we encounter the number "3" we must see it in a material form before we can understand the symbol.
        - A truth must be embodied to be understood. It has to come through our senses first.
        - Dorothy Sayers *The Mind of the Maker*
            - Until we see embodied examples we are following by faith. The more embodied examples we see the easier it is to imitate and have confidence in the thing we are doing.
            - This is what is meant by the concept of sacramental learning and the incarnation is everywhere.
            - In *Awakening Wonder* truth is about revealing a thing.
            - The effect that it has on the soul.
        - Things that get in the way of embodied learning:
            - Moralizing the story
            - Micromanaging apprehension

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            - Thinking we can force Pentecost
                - Do not be afraid our children will miss truth. They are made to see truth if they can gaze upon it.
- Practical ways this can be lived out in the homeschool
    - Wendell Berry quote in his essay "Poetry and Marriage"
        - The muse of form and the muse of inspiration
            - Imagination is the possibilities of what can be done.
            - Form is the fence around the playground, the limits of what makes a thing.
                - The structure of a day
            - Creating liturgies is highly reflective. It is not arbitrary.
                - What is it that is most stressful? What happens in transitions that throws people off? These are great places to begin to create a liturgy.
                - What external support, beautiful thing, question to ask, thing to take away or add to that moment can help students transition in a more peaceful way?
                - Examples:
                    - Large group schole lunch or small class schole lunches
                    - Long morning time or shorter times throughout the day centered around meals.
                    - Having each mentor think about the liturgy of their day in the classroom
                    - Creating a habit of making the connection between action and knowledge
                    - Creating liturgies for the lesson
- "We can teach in an embodied and liturgical way when we recognize that simply showing up for the liturgy informs us. Remember that things are living and embodied and we do not have to add something to that. And to design liturgies for the class for the day, the week, and the year help to bring these things to life and help us to see them because the liturgies are there, the embodied things are there. Can we slow down enough to see it?"