



January 15 – 19, 2018 Intensive

Seminar: Youth on Fire: Embodied Global Leadership # S-CL.560-1 & S-IW.570-1

Fulfills the requirement for: *Empowering Young Leadership* in the Intergenerational Wisdom track and the *Discerning Call and Gifts* in the Community Leadership track.

Instructor: Dr. Melissa Michaels

Contact: Melissa@bdanced.com/

Course Description

Our week-long journey will include a rigorous reflection on our own adolescent development and how that has shaped our destiny. We will consider the developmental needs of the emerging adult and how our culture meets them or not. From there, we will re-imagine what is possible for the spirit of youth in all of us. Drawing from Dr. Michaels' 30+ years of working with young people around the world, we will address creative, spiritually inspired and inclusive ways to meet the needs of young people around the world, including parts of ourselves that we may have lost along the fast moving and rugged waters of adolescence. Our focus will be on the arts of body, heart, and soul that birth embodied, global, leaders.

Learning Goals

Develop an understanding of rites of passage processes serving healthy human development and how that is applicable to each scholar/practitioner's inner life and outer service.

Daily Schedule

- Monday: Soul Call: Orienting to soma and Source for guidance. What are the developmental mandates for adolescence?
- Tuesday: Liberating the body, heart, mind, and soul for healthy youth (and adult) development. How the arts can be used to cultivate conscious leadership? Working on one's medicine mandala.
- Wednesday: Creating a community rite of passage supporting emergence. How can each person in the class can apply these principles to their lives?
- Thursday: Honoring and cultivating one's true gifts and shadows as a leader. What is emerging and what are the specific steps for embracing the shadow and cultivating the gifts?
- Friday: Respecting and celebrating difference. How do we orient when leading within complex diverse communities?

Required Readings

Michaels, M. (2016). *Youth on fire: Birthing a generation of embodied global leaders*. Boulder, Colorado: Golden Bridge.

Available on Amazon late December, 2017. Full release on January 7th, 2018.

Recommended Readings

- Chilton Pearce, J. (2002). *The biology of transcendence: A blueprint for the human spirit*. Rochester, Vermont: Park Street Press.
- Foster, S., & Little, M. (1998b). *The roaring of the sacred river: The wilderness quest for vision and self healing*. Big Pine, CA: Lost Borders Press.
- Halprin, A. (2000). *Dance as a healing art: Returning to health with movement and imagery*. Mendocino, CA: LifeRhythm Books.
- Hill, P. (1992). *Coming of age: African American male rites - of - passage*. Chicago, Il: African American Images.
- Jocelyn, B. (1981). *Citizens of the cosmos: Life's unfolding from conception through death to rebirth*. New York: Continuum.
- Kessler, R. (2000). *The soul of education: Helping students find connection, compassion and character at school*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Levine, P. (2010). *In an unspoken voice: How the body releases trauma and restores goodness*. Berkeley, CA: North Atlantic Books.
- Lievegoed, B. (1985). *Phases of childhood: Growing in body, soul and spirit*. Hudson, NY: Anthroposophic Press.
- Louv, R. (2008). *Last child in the woods: Saving our children from nature-deficit disorder*. New York, New York: Workman Publishing Company, Inc.
- Mahdi, L. C., Foster, S., & Little, M. (1987). *Betwixt & between: Patterns of masculine and feminine initiation*. La Salle, Illinois: Open Court.
- Mahdi, L. C., & Christopher, N. G., & Meade, M. (Eds.). (1996). *Crossroads: The quest for contemporary rites of passage*. La Salle, Illinois: Open Court.
- Plotkin, B. (2008). *Nature and the human soul: Cultivating wholeness and community in a fragmented world*. Novato, CA: New World Library.
- Rodriguez, L. (2001). *Hearts and hands: Creating community in violent times*. New York, NY: Seven Stories Press.
- Roth, G. (1989). *Maps to ecstasy: Teachings of an urban shaman*. San Rafael: New World Library.
- Some, M. P. (1993). *Ritual: Power, healing and community*. Portland, Oregon: Swan/Raven & Company.
- Some, M. P. (1994). *Of water and the spirit: Ritual, magic, and initiation in the life of an African Shaman*. New York: Penguin Books.
- Turner, V. W. (1969). *The ritual process: Structure and antistructure*. Ithaca, NY: Cornell University Press.



van Gennep, A. (1960). *The rites of passage* (M. B. Vizedom & G. L. Caffee, Trans.). Chicago: The University of Chicago Press.
Zimmerman, J., & Coyle, V. (1996). *The way of council*. Las Vegas, Nevada: Bramble Books.

Requirements (Paper assignments/grading)

Email papers to Dr. Melissa Michaels: Melissa@bdanced.com

Pre-paper is 5-10 pages (due on or before the first day of class)

Read *Youth On Fire*. Consider your own development as a young person. Based on the developmental tasks of the emerging youth into adulthood as laid out in this book, what are some of your developmental gifts and vulnerabilities from adolescence? What is missing? How did you compensate for that? What were the qualities of your soul being revealed during that time? How did you develop these parts of yourself, or not?

Doctorate students are required to weave in at least two other theories about youth development. One source has to include a different cultural frame for youth development

Post-Paper is 10-12 pages (due on or before March 19, 2018)

Students will write a reflective paper that includes an overview of the relevant theories and experiences discussed during our time together and how that applies to their own personal and professional paths. Students will design their own rite of passage process for some part of their lives. Additionally, students will be invited to write about themselves as a leader, gifts, challenges, shadow, and how they aim to deepen into these qualities. Finally, each student will be encouraged to make a mandala of their leadership powers and educational streams, honoring what has been developed and what has not.

Doctoral students will be required to include more scholarly perspectives to back up whatever they are writing about. For example, if they are writing about the shadow, I will ask them to look into some of the literature on this subject and apply theories to their personal reflections.



Grades are based on the following

Attendance. Concentration and contribution during class. Completion of assignments.
Level of engagement, innovation, and application of the material being presented.
Questions being asked and answers being developed.

Items to bring to class

For day #1, Monday: Photo(s) of self in adolescence.