

MEETINGS WITH REMARKABLE EDUCATORS

PODCAST TRANSCRIPTION OF

Peter Berg

with host

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Ba Luvmour: Welcome to *Meetings With Remarkable Educators*. This podcast is brought to you in part by you, our friends and supporters at patreon.com/remarkableeducators. Each podcast is a dialogue between me, Ba Luvmour, and an educator who sees the greatness in their students and touches the whole of their being. These educators defy generalizations. So here's a little bit about what they've done and how I know them.

This podcast engages a favorite subject of mine and one of great importance for all of us. Actualizing well-being in teens. I have learned in my career as an experiential educator and from working with so many families using *Natural Learning Relationships* that greatness lives in every teen. It is thrilling to have a champion who knows and powerfully brings it forth for all to see and use.

In addition to his insightful book the Tao of Teens, Peter Berg supports many families and schools to bring holistic understanding and practice to life with teens. Josette and I are colleagues with Peter at *Self-Design Graduate Institute*. Peter facilitates much of public relations for the *Alternative Education Resource Organization*, with its thousands of members around the world dedicated to learner centered education.

You can find out more about Peter Berg by visiting the show notes at **remarkableeducators.com** and by joining us at **patreon.com/remarkableeducators**, as Peter will be featured in an upcoming newsletter, one of the many rewards available for a small monthly contribution.

We are on. All right, welcome Peter Berg. Thank you for joining the podcast, it's great to have you.

Peter Berg: Well thank you so much for having me. It's a real pleasure to be here.

Ba Luvmour: I'm so excited about this one because this podcast we're going to talk about teenagers. We know how many people in our society unfortunately don't understand teenagers, don't relate to them well and actually in my experience have a fear of teenagers, is that your experience too?

Peter Berg: Yeah that is very much my experience. It's almost as if adults have a very short memory of what it was like for them as teenagers and as they get into adulthood, they often forget the things that they did as

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teenagers that they lament now that teenagers do. It's really quite funny, people that I've grown up with, it's interesting how they often forget those things or they somehow think that we didn't do things like that or how we did it was different. It's interesting. Yeah, I think there's a fear. I think at some point as adults because we get into the work world or the adult world or whatever we want to say, we lose that ability in a way or I think we have so many things going on, we often are not able to extend empathy.

Ba Luvmour: Is that it or is there something else? Have you explored whether there are other reasons? It seems like it's such a remarkable thing to have forgotten what, for many people, isn't that long ago. Do you think that there's some willful forgetting or that there is ... I don't know. I've thought about this a lot myself; do you have any insight into what's really going on for them?

Peter Berg: I think that some of it is willful forgetting and some of it is as we develop and as our brain develops and we start thinking differently, it's hard to access how we once thought. As we know as we look into recent brain research and how for the male brain in particular, how it's really still developing into late 20s, even early 30s. I think once we start to develop different ways of thinking and different ways of processing information, different ways of acting on it. Sometimes it's hard to go back and access that. Well, wait a minute? Why are they thinking that? Why are they doing this? Part of it I think is human nature, we're very nostalgic for the time we grew up in, and the good old days and everything was better then and, "Oh my God, look at these kids today." Things have changed, but not entirely.

Ba Luvmour: I guess sometimes I think that there's some shame or we were shamed or somehow disrespected or not treated well when we were teens and there may be a residue of that, which leads to our inability to connect with ourselves as teens as we're living with teens. Think there's any truth to that?

Peter Berg: Oh absolutely. Just like there's normal teenage struggles, there's so much going on in the teenage brain and body. There are so many changes and just things that are coming at you all the time, but there's also all of these changes that we're really trying to figure out. You're trying to figure out, "What does it mean? Why am I feeling this way? What's going on?" I think there's normal struggles and I also think that throughout the postmodern era teenagers have really gotten a bad rap. I think many of us did have a hard time as teenagers and were disrespected and were frowned upon in a lot of

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ways. In a way like you said, fear, teenagers were feared. I think to go back to that is difficult. I think trying to access that in ourselves can be really challenging.

Ba Luvmour: I remember my mom said to me when I was 14 and I loved her dearly and she said, "I think you've gotten stupider as you've gotten older."

Peter Berg: [laughter] Yeah, it would seem like that. If you start to really think about as you look at a young child and all the things that they learn. They go into infancy and you start to ... Wow, they learned to talk, they learned to walk. Look at all these things they took in. As a very young child the curiosity is there and they're learning at such a rapid rate. You feel like, "Yeah, they're really picking this up." Then when they're 8 to 10 or 8 to 11 around there they seem to really be just learning. Really they get it so to speak. Then in preteens and teens it might seem like, "Wow, they're getting stupider." Because the decisions that they're making, some of it is impulsive.

As we know with the teenage brain there is the lack of impulse control to a degree. They don't have total lack of impulse control, but some of that impulse control isn't there. In a way that's the beauty of being a teen. I think we need to really celebrate the teenage years and embrace them. Also know that, yeah there are going to be challenges and there are things that make it difficult for teenagers and adults as well. There's obviously so many of us have come through our teenage years and even enjoyed our teenage years, me in particular ... But I enjoyed my teenage years.

Ba Luvmour: Well Peter you're an example or an exemplar, if you will, of a holistic approach to teens. I wonder if you could specify exactly what that means for us?

Peter Berg: Yeah, a holistic approach for me, and I think a lot of others, and again in some ways holistic can be really loaded. It's like, "What does it mean?" We can spend years trying to really get down to a definition or even a way of doing things that everybody agrees upon, but in a nutshell for me it truly is looking at every aspect of a person. It's intellectual, emotional, mental health and socially where are they at and things like nutrition, and sleep, and rest, and downtime, and relationships, which are hugely important to humans in general, but in a lot of ways to teens specifically. That's such a time of social-emotional growth and the relationships are so important. I think really looking at all of that and not just looking at

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well it's this one thing, "You're a lazy teen and you're this and you're that." Well, that isn't really the picture and that's not the whole picture.

Talking about nutrition, really quickly for a second. I was a teenager and I enjoyed my, what we call now junk food and all of that. I think in some ways it's almost a [type of] *Rite of Passage* of being a teenager to be able to eat junk food and not gain any weight or not have maybe the ill effects that maybe an adult would. However, I think food has changed a lot in the past 15 to 20 years. There's a lot more additives, there's stuff in it; it doesn't resemble food much anymore, the junk food kinds of things that are around all the time. I do think that really has an impact on teenagers, how they think and just behaviorally and their moods and that kind of thing. Again I'm not saying a teenager should never have a chip or a piece of pizza or a cookie or a piece of cake or anything like that. We really have to pay attention to what teens are putting into their body.

Ba Luvmour: Let's go into some of the things, like for instance you mentioned intellectually and you mentioned relationally. You say that relationships are so important during these years. If we look at that in a holistic fashion is there, and similarly to good food in the body, is there some way?... I know you work with lots of families... How do you deal with that and the relationship aspect with teens?

Peter Berg: That's a great question. Interestingly I think when we look at relationships holistically, in a way it's the same thing as looking at a person, right? You're looking at every aspect of the relationship. We all have obviously there's different types of relationships...there's romantic relationships, there's friendships, there's relationships we have with our family members, but they all have a lot of aspects to them. When I look at a relationship in a whole, I look at what's happening as you're interacting with this particular person or even this group in multiple settings with various kinds of things going on? What does that look like as a whole? On the whole is it positive?

Are there things in the way you communicate with each other, even in times of stress or again is it in the other direction where, "Wow, even when things are not stressful, we're not communicating well and we're creating stress and we're creating a barrier to communication. I think it's really about looking at all of that and then trying to find out, well what is really going on there? I think for some teenagers communication is hard. They haven't necessarily figured out the emotions that they're feeling. I think that's part of it.

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I think honestly part of it is how society views teenagers like we were talking about a few minutes ago.

I think teenagers in a lot of ways are almost offensive because they almost have to be because they're like, "Well people look down on us and we're teenagers. Of course whatever people think ... we're this or we're that." I think there's some of that to look into as well in peeling those layers back. Like you said, I work with families as well as teenagers. What the adults, what do you think of teenagers as a whole? They're like, how do you view them? Even though it's like, "Well I don't view my teenager that way." Well, I think that in part that's true. I think if you have to look at an overview of this overarching view of an age group, it is going to trickle down to the family member that you're dealing with, right, because they're in that age group.

Ba Luvmour: So a teen has difficulty communicating, or they're not really there or in terms of being transparent about their relationships. What about educators and parents, how do they enter into the teen's world?

Peter Berg: Yeah, I think I'll start with educators first and then talk about parents. I think with educators, a lot of it is really listening and coming from a place of respect, and coming from a place of really wanting to understand. But I've seen a lot of educators get into the field because they want to impart their wisdom...but that's not necessarily a bad thing. But I think that there has to be a way of doing that. It is about a relationship and it's about a partnership, right? I work with the *Self-Design Graduate Institute* out of Bellingham, Washington. That's one...

Ba Luvmour: I know. I work there too. We both work there...

Peter Berg: That's awesome.

Ba Luvmour: We happen to be colleagues Peter. Are you going to be there in August by the way?

Peter Berg: You know what? I'm not able to this year unfortunately. I wish I was able to. I did go to the residency a couple years ago and it's really an amazing experience. I wish I could come this year. But talking with educators there and people who are getting into the field. In some of the other work that I do in other higher education, we talk about this idea of a partnership, it's really about that and it's coming from a place of respect and really being able to listen. What are they

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asking from you and what do they really want from you because to impose things on them or impart things without ... I don't want to say necessarily without consent because I think trying to give somebody some knowledge about something or expose them to something, I don't necessarily say that it's about consent ... but for me I think it's really more about partnership and about listening and what are they really asking from you at the moment? And try to really work around that. I would say it's the same thing with the parents.

I've talked to a lot of parents who give me a lot of flak for thinking that way and push back. I'm like, "Well I need my teenager to do X and if they don't do X." I'm like, "Okay, understandable and there are certain things that we all need to do." I think again coming at it from the partnership aspects, if you enter into the relationship in that way, it's going to look and feel very different. If you enter into the relationship that, "I'm the boss and you listen to me." That's going to look different too. Now that doesn't mean the teen does and says whatever he or she wants without any outcomes for that. I think an adult can say, "Wait a minute, I'm not okay with this and here's why." I think that's part of the relationship, that's part of the partnership. I think essentially, I think at first glance of some of the things that I'm saying. I know a lot of adults have grimaced a little bit. [chuckle]

Ba Luvmour: I want to switch a little bit, Peter, do you have any specific recommendations around how educators should have a curriculum for teens? How should they approach the actual education of teens?

Peter Berg: Yeah, and this is a really big topic for me. I think when we look at mass compulsory schooling, or some people call it mass forced schooling. I think when you approach it that way, right from the get-go; you have a relationship that is set up and almost an adversarial position. A lot of educators out there who really love what they do and want to really be in partnership with teenagers or really anyone for that matter, so they start there. Then the second thing that happens to a lot of educators is they're told, "You have to teach this in this way to these kids." So, there's two, you're almost starting with two strikes in a sense for some kids because they're like, "Wait, I don't even want to be here." The second thing is, "now you're telling me I have to learn this, and I don't really care about it. You're telling me that I have to learn it in this way that doesn't even work for me."

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In a way you're starting in this position of not necessarily a partnership. I see curriculum as really this dynamic, flowing, organic, emerging idea and things that are again in partnership with students and adults. There's really so many ways that educators can approach curricula and even just learning that really works with our natural inclination to learn. I think you have to do a lot to get in the way of that. If you watch a young child and you watch what they do, they're learning all the time. You can't stop them, unless you intervene in some way. To stop them you really can't stop them from learning, this is a natural process. I think humans in general I think we're natural learners. We want to learn, we're curious. I think we really need to work with that.

I just wanted to back up for a second. When I say compulsory schooling, I'm not dissing anybody who works in public schooling. I taught in public school for many, many years. I'm a product of public school and I think I'm doing okay. I think I owe a lot to the public school system here in the United States. I'm not saying necessarily that...

Ba Luvmour: Well come on, come on Peter, in a way you are. You're saying that way of a standardized curriculum with success and failure and competition and all the tensions of testing built in doesn't work for many, many children. Put it on the line, is it holistic or isn't it?

Peter Berg: Oh no. It's definitely not holistic. I would say...

Ba Luvmour: So, we're trying to talk about holism here. We're trying to talk about what nurtures a whole child. It doesn't, does it?

Peter Berg: No. No. It doesn't. I think there's a lot of reasons for that. I think you just hit on to me, the three main features of why it's not holistic.

Ba Luvmour: I'm sorry, but I want to talk about what it is holistic, because that's what the people of this podcast love. Frankly what I love to hear. So, in a holistic curricula, then we're co-creating or in partnership with the child. I guess we're working out of their interests and allowing their natural curiosity to take hold. Is that a fair way to say that?

Peter Berg: Yes. Oh absolutely. It's self-directed. It's this idea that again you're working with a whole person and you're attending to those needs, the whole person. You can even look back to [Abraham] Maslow's *Hierarchy of Needs*, in a way that was looking at it to some degree. You're looking at it, especially when you're looking at basic needs

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and things like that. That's an even more holistic way of looking at learning than a lot of what we see in the compulsory system, they're not even looking at that, right?

It's not even about, "well man, we've got to meet these basic needs first before we can even talk about anything else." A lot of it isn't even around that. Well that's not what we're here for, we're here for this. A holistic curriculum to me, you are tending to the whole person. That means you are showing up in a way that is this partnership and it's from a relational standpoint. You're also paying attention to other things around you like lighting and aesthetics and things like that. That's part of being holistic and again looking at things like nutrition and then spirituality...

Ba Luvmour: That's the one that's popping into my mind right now. That's the one I want to jump on. Talk about spirituality and teens. What do you notice? How do you approach it?

Peter Berg: Again spirituality doesn't necessarily mean that you have a religion or anything like that. For me spirituality has always been a belief in something bigger than yourself, that you're part of this thing called life and you're connected to it...*when you're connected in the way that you're connected to it.* Not everybody necessarily feels a connection in the same way.

Ba Luvmour: I like that line, "You're connected in the way that you're connected to it."

Peter Berg: Yeah. Yeah because...

Ba Luvmour: I think that's really sweet for a teen, appreciate that.

Peter Berg: Yeah. You know what? That actually comes from teenagers. I mean, that's not mine...

Ba Luvmour: I am not surprised. I am not surprised.

Peter Berg: Yeah, that's definitely not mine. When I started to really think about it, it's true. We are connected in the way that we are connected with it and I think that's so important. When we talk about holism and a holistic curriculum or holistic pedagogy or however we want to roll it out there. I think it's so important to understand that that piece right there that we're connected in the way that we're connected to it, to life. This idea of connection to

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something bigger than ourselves. I think with teenagers, the approach to it is really about I think one just opening up that conversation because they do open up that conversation. They may not come to you and say, "I want to talk about spirituality." They might...they might do that...but often it's about trying to figure out the things that they see. A lot of it is figuring out what they see from adults.

Talking about, I hope I'm explaining that well. I hope I'm explaining that well. I don't mean that adults are doing so many wrong things that teenagers, "Oh my God" have to talk about it. It's more like they're trying to figure out what they're seeing. They're trying to figure out how this all connects. What does it really mean? Like I said, often it's not going to come out like, "Let's talk about spirituality." Often it's in trying to figure out social relationships and just things that are going on in the world, especially now. There's a lot going on.

So, they really tried to process that. To me that's where the spirituality piece comes in because it's really about that. It's about how do we engage in starting a dialogue and going back to what we were talking about earlier about listening and respecting and developing this partnership. That's where all that comes from because if you're not doing that, it's hard to seize an opportunity. It's hard to start a dialogue. It's so important ... and what I was saying earlier not to indoctrinate, not to "I'm going to impart my wisdom about spirituality onto you." It's okay if you're being asked for that, it's okay to share it. I've seen a lot of very well-meaning people come and just try to indoctrinate or convince that, "The way I do it, is the way you should do it."

Ba Luvmour: It's teaching story time. Briefly teaching stories invite us to see the world with a new perspective, often featuring a wise person, a wise fool or a trickster animal. They can be humorous and often have many shades of meaning shining throughout the story. I have told teaching stories for the past 40 years and I love them. I have to tell you, each time I tell one, I learn much more myself.

Today's teaching story is called ***The Secret***. A would be disciple haunted the wise fool asking him question after question. The wise fool answered everything and realized that the man was not completely satisfied, although he was in fact making

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progress. Eventually the man said, "Master, I need more explicit guidance."

"What's the matter?"

"I have to keep on doing things and although I progress, I want to move faster. Please tell me a secret as I've heard you do with others." "I will tell you when you're ready for it."

The man later returned to the same theme.

"Very well," said the wise fool, "you know that your need is to emulate me."

"Yes."

"Can you keep a secret?"

"I would never impart it to anyone."

"Then observe that I can keep a secret as well as you can."

Let's have some fun interpreting this teaching story. Become a Patreon supporter at **patreon.com/remarkableeducators**. Then you have access to our detailed comments on how this story applies to education and parenting. Of course that's just our perspective. The fun comes with community dialogue as the many shades of the teaching story come alive. See you there.

- Ba Luvmour: Peter, I know you deal with lots of families and I imagine given my experience that families come with a challenge or a problem. What kinds of problems are you presented with and how do you approach it? I imagine that comes from your education connections as well.
- Peter Berg: Gosh, I mean there's a wide variety of ways that teenagers and families will find me. One is obviously through my website, but another is talking to people who say, "Hey, you know...Really we're looking for this kind of thing." Some of it is unfortunately teen anxiety and depression is growing exponentially.
- Ba Luvmour: OK, so, how do you respond? I'm sure you don't have a canned response. There must be a general field and an understanding that you have, that you approach it with in that family.
- Peter Berg: One again is really understanding that, "Hey, there are a lot of people who share in this experience. It isn't just your teen. There are a lot of teens out there that feel the same way. What we really try to do, what I try to do is get to the underlying stuff when we're talking about holism or looking at holistic health and looking at it

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from all angles. So, what's going on here? And, really it's about, "So tell me about your day? Tell me about what goes on from day-to-day? What's the day like for the teen? What's the day like for you? What's the day like for the whole family? Let's look at what's happening? And kind of, really starting from there. Starting from their stories, and their experiences. Because there's so much there.

Parents and teenagers, they have a lot of wisdom. When I say that, they have knowledge of themselves to a degree. I would say mostly what I do is really help clear the space for people to get in touch with their own knowledge, with their own...what they know intuitively and deeply in a sense. There are some things that I would say I keep using nutrition as an example so I'll stick with it. Maybe they didn't know about this particular thing in nutrition that I found. I'd say, "Hey did you ever hear about this? This seems to work well for teenagers." Something like that, maybe they didn't know or they forgot that they knew. I think saying that line right there just reminds me of, I think, in a way humans in general we forgot a lot of what we know intuitively.

I think it's been, in a way, forced out of us. I think for me it's about starting with their stories. "So what are you already doing really well? What works? What's going on?" Again I have families and teenagers that come to me with a variety of things that they want to work on and challenges. But there's so many things that they're also doing well, things that are going well for them that we can work with and build on them. Again it's really honoring who they are, and where they are at the moment. I always say, nobody is broken. It's not like I have to fix you. It's about how do we figure out how we can make this smoother?

Ba Luvmour: That's beautiful Peter. That's really a way I approach these things as well. We're not broken, where's the greatness? Where's the wholeness? Where do we really live with it? What do we need to do to allow that to be our everyday life and to be present for us?

Peter Berg: Yea, absolutely. That was perfectly said. As I said, I think, I do work with teenagers who also see other people, a therapist, et cetera, whatever. I think some of what I hear is this, in a way wherever they got this message from, they think they're broken. They think that something is really wrong. "Oh my God, look at me. I'm so messed up." No, it really isn't that. It's really about how do we make this work better for you? How do we figure this out? Because you're having some challenges and we all do. But how do we make this

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work better for you? I think that's really what it's about. It's not about fixing anything, it really isn't. I think too much of the message has gotten muddled.

Ba Luvmour: I have a saying Peter, it's "pathology is the OCD of our culture."

Peter Berg: Yeah, I agree.

Ba Luvmour: ...and I also though, I appreciate it. One of the ways I also talk about this is something great wants to come forward. If it didn't want to come forward, there wouldn't be any conflict. Because there's a conflict, what everyone does is they look at the outcome of their conflict and they try to remedy that. As opposed to, "hey what's trying to come forward?" Let's try to look at what wants to come forward because if something didn't want to come forward, then there wouldn't be any conflict.

Peter Berg: Agreed. Absolutely. I just experienced that today actually where it's like, so where is this stemming from? Where is this coming from? What's going on? Why does this even look like a conflict? What's happening here and I think again it's a lot of it is just because the teenager thinks that they were supposed to be doing it a certain way because that's what society says. Right? That's what's out there on social media and blah, blah, blah...and keep going from there. They think that that's how they're supposed to do it. That doesn't mean every message out there on social media is bad, it just means that in some sense this idea of... "if it doesn't look like this, then I'm broken or I'm wrong" ... is really so much of what we're seeing in terms of the rising anxiety and depression. I really think that definitely has an impact. I'm not saying it's a direct cause and effect, but I think there's definitely some correlation there.

Ba Luvmour: All right. Well let's switch topics or a second. I know that you're deeply involved with the *Alternative Education Resource Organization*, AERO as we in the field know it. Tell me what attracted you to it? What's going on there? What do you do there?

Peter Berg: Yeah, AERO for me, gosh I've come across AERO...I'm trying to think...my first encounter was probably close to 20 years ago at this point. Right around there. What really attracted me to it, well they have a conference every year. We call it a national conference, but it's really international because people from all over the world come. I think what draws people to it is this common umbrella of ... and when we say "alternative" we're really looking at ways of

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learning and education that are different than what's going on in a lot of the conventional world. What we're talking about earlier, mass forced schooling or compulsory schooling. People who either want to learn about or do or recognize that there is a way to do this differently. And, how do we share with each other, and how do we come together to not only celebrate, but also again, dialogue and share and learn from each other about so many wonderful things that are happening. That includes everything from Montessori to unschooling and free schooling and really so many other educational theories or ways of doing things. I think what attracted me is that AERO is inclusive of all those things. And, it's also inclusive of people who are working in the compulsory education field who want to do things differently. Who recognize that we're natural learners and we ... This year and last year we had a superintendent from a district down on Long Island—on Long Island, New York—come and talk about some of the things he's doing. We had a principal last year from New York City Public Schools come and talk about some of the holistic things that they're doing or holistic pedagogy.

So again, it's not just about people who are outside that system. It also brings together people who are working inside the system who are really trying to change at least their corner of it to look and feel the way we know it can. So, what I do for AERO really is I call myself a representative really. I do everything from help organize the conference and the smaller events like an AERO-X, which are basically smaller regional events to coordinating the AERO representatives around the world. Basically what they do is spread the word of AERO and try to hold smaller events. Also, they're a resource in their area. So, like me for instance, if you called me and somebody said, "Hey, I'm looking for an alternative for my child or my nephew or whoever, hopefully I'd be able to point you in a direction or multiple directions at least. Then you would be able to go and try to look into these things.

So, I do that and I try to do really what I can, there's so many aspects of what we're doing. And, coming up we're definitely going to have more live streaming events and more courses that are offered right now. AERO offers a school starters course. This helps people who want to start a school really, or a learning center, or a learning environment, or whatever it is, a homeschooling co-op, or whatever. It really helps people get that off the ground. We're really looking at...and we're going to be developing some new courses and really developing some new offerings.

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It's exciting, there are a lot of things that are going to be happening in the next three to five years at AERO that is really going to move AERO into the future. The main things that attracts me to AERO... well of course Jerry, the Executive Director is larger than life and is an amazing guy and is really funny and really good at ping pong. Believe it or not. It's crazy to watch him play. But I think the networking and the people that you meet, again AERO is inclusive. I've been to conferences where if you didn't think the way that, that body of people or collective thought, you were, I won't say shunned, but you weren't necessarily invited to the party. I don't know if that really works for me.

Ba Luvmour: The feelings and the understanding that you've offered to us about AERO really do describe it very well. I've presented I think at three of their conferences and co-presented with Jerry at other conferences and just really respect all the work that's been done there for many, many years. So, I want to thank you for your participation in that and for helping bringing that forward, because I think AERO is a really great organization. I think you really hit upon the center of it, which is the inclusiveness and the willingness to embrace what we might call learner-centered or learner-oriented education. We've been at it a while here Peter. We've got to wrap it up. I'm wondering do you have any last ideas or understandings that you'd like to share with us before we sign off?

Peter Berg: I think again, this holistic idea. The idea of looking at teenagers holistically is so [important]. I mean, just for me, the more I look into this and the more I work with it and the more I hear from teenagers because, you know, the book I wrote is really telling a story, in a way, through the eyes of teenagers is a lot of what they told me works for them. Things that have been tried that have really worked for them. It's so much about listening. It's so much about respecting and coming from a partnership standpoint and really again looking at every aspect of them. Because I know teenagers who get five hours of sleep a night, that's just not enough. That's not going to cut it. I think that is huge. I think we have to really...this idea of holism or holistic health even, it is becoming more and more important because there's more stressors. And, there are more things out there and there more things that teenagers need to navigate and negotiate. So it's just, to me, it's really crucial.

My message to teenagers, who I hope are listening, is to just keep talking and keep finding adults that will listen and adults that will take you seriously because they are out there. Talk to your parents, even when they're maybe not listening. Maybe they're not taking

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you seriously, but the more you talk to them and the more you try...it does make a difference, even if it doesn't seem like it does. If that's not working for you talk to other people, other adults or your friends, people that do listen and do respect you and take you seriously because it is so huge and so important.

And I would say just for educators, we all put a lot of ourselves into what we do. I think to do it in any other way that doesn't take every aspect of a human being into account; I think is really short-changing ourselves and the people we work with. Because again we throw so much of our heart, our soul, everything into what we do. For that not to happen, I mean, we're really limiting what we can do. And that's just not going to cut it. Going into the next 10, 20 years we see what's happening around us. Holistic pedagogy or holism and all of it is really, to me, what's going to pull us out of this.

Ba Luvmour: Great Peter, thank you so very much.

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Our sound engineer is Dimitri Young, our webmaster is Nathan Young, and our all-important social media maven is Cleo Young. All podcasts are transcribed with show notes, and can be found at **remarkable-educators.com**

This is Ba Luvmour reminding you that holistic relationships with children leads to joy and self-knowledge with the adults in their lives, with respect for you and for children everywhere. See you next time.

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