

# LEARNING WITH LINCOLN

## Real-Life Applications of the Chakratic Method

Below are four dynamic scenarios designed to help caretakers guide youth through the Chakratic Method when (or before) facing real challenges. Each one demonstrates how to move through the chakras using Socratic questioning and self-awareness.

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### ♦ 1. Peer Pressure to Vape (Middle School, Social Setting)

**Context:** A 13-year-old is handed a vape at a friend's house. Others are saying "It's no big deal."

#### Chakratic Flow:

- **Root:** "Do you feel safe and in control right now?"
- **Sacral:** "What are you feeling in your body—tight, nervous, excited?"
- **Solar Plexus:** "Can you choose for yourself even if it's different?"
- **Heart:** "How will you feel after, knowing you honored your values?"
- **Throat:** "How could you say no without putting others down?"
- **Third Eye:** "What would your future self want you to do?"
- **Crown:** "What do you know to be true about who you are?"

**Outcome:** They say, "I'm good. I don't mess with stuff that could hurt my lungs."

*Have you experienced peer pressure before? If so, how did you handle it? If not, ask your caretaker how you can be better prepared for peer pressure when it comes.*

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## ♦ 2. Bullying for Being Different (Elementary, Playground Conflict)

**Context:** A 9-year-old sees a classmate being teased for wearing thrifted or hand-me-over clothes. The child wants to help but is afraid of becoming a target.

**Chakratic Flow:**

- **Root:** “Do you feel safe enough to act?”
- **Sacral:** “What are you feeling—angry, scared, sad?”
- **Solar Plexus:** “What power do you have in this moment?”
- **Heart:** “How would you want someone to stand up for you?”
- **Throat:** “What could you say that’s brave and kind?”
- **Third Eye:** “What’s really going on with the bullies?”
- **Crown:** “What kind of leader are you choosing to be today?”

**Outcome:** They say, “Hey, stop making fun of her. We all wear different stuff. Leave her alone.”

*What are some ways you know you are safe to act in a school-related situation?*

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## ♦ 3. Self-Doubt Before a Presentation (Teen, Academic Anxiety)

**Context:** A student is about to give a speech but feels frozen with fear and insecurity.

**Chakratic Flow:**

- **Root:** “What can you do right now to feel grounded?”
- **Sacral:** “What emotion is underneath the nervousness?”
- **Solar Plexus:** “What have you done to prepare? What can you control?”
- **Heart:** “Can you love yourself even if it’s not perfect?”
- **Throat:** “What do you want people to hear from your voice?”

👁️ **Third Eye:** “What does this opportunity help you grow into?”

👑 **Crown:** “What do you know about your purpose and gifts?”

**Outcome:** They affirm, “I am prepared. I trust my voice,” and give their speech.

*Have you ever felt nervous? If so, what did you do to gather your confidence? Ask your caretaker what you can do in times of uncertainty to feel more confident.*

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#### ♦ 4. Witnessing Injustice (Teen, Real-World Awareness)

**Context:** A 16-year-old sees a teacher treating a student unfairly based on how they dress or speak.

**Chakratic Flow:**

🔴 **Root:** “Are you physically and emotionally safe to respond?”

🟡 **Sacral:** “What emotions are surfacing; anger, injustice, protectiveness?”

🟠 **Solar Plexus:** “What’s your role here? What can you do?”

💚 **Heart:** “How do you show respect and courage at the same time?”

🟢 **Throat:** “What can you say that’s honest but not disrespectful?”

👁️ **Third Eye:** “What’s the bigger picture or lesson here?”

👑 **Crown:** “What truth needs to be brought to light in love?”

**Outcome:** Student writes teacher a respectful note: “I noticed how \_\_\_\_\_  
was spoken to. It didn’t feel fair. I’d like to talk more about how we treat each other in class.”

*How can we show respect and courage at the same time when speaking up for a friend?*

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