

## JOYFUL TEACHING

**Monday 11th July 2016**

### **Start up Monday afternoon: getting to know the triangle**

We expect all participants to be in Malancrav at 14:00 at latest, so you will have time to get installed and to get accommodated.

The startup is foreseen at 16:00 and will be in plenum. We get to know one another in a playful way, using energizers and bodywork. The theory of conceptual interaction is explained: the triangle will be the tool we will refer to in every workshop. The core positions of this triangle, being director, actor and audience, will be explored in an active way.

Purpose, to get an overview of what is to come in this week and to get to know each other and create some security in the group.

### **Monday Evening**

The first evening is dedicated to **Movement and dance**. All evening sessions will take place in plenum.

Working with children and adults, often the focus lies on targets, on results, on competition. Learning becomes something that we can define in terms of 'here' and 'now'.

'Here I am making a learning step.'

'Now we are practicing.'

'Now I need to concentrate myself.'

'Here I can fail.'

Our bodies are our most important anchors in the 'here and now': our body is the carrier of all our personal experiences, it is our motor and generator to get us going.

When we feel comfortable and relaxed in our bodies, we have a feeling of resilience and energy.

To awaken these sources of resilience and energy, we move to the music, we makes some simple energizing exercises that can be used also in the classroom afterwards.

These exercises help us to discover the possibilities and boundaries of our bodies, moving in space individually and together.

## **Tuesday 12th July – Thursday 14th July 2016**

From Tuesday morning on, every participant will be divided in a group of 8. Every group will have daily a morning session of 2 hours and an afternoon session of 2 hours. Each group has alternating one day with each trainer.

The evening sessions of 2 hours are plenary, for all 24 participants.

In total every participant will have 3 different morning sessions, 3 different afternoon sessions and 4 different evening sessions, totaling 10 different sessions.

The daytime sessions evolve work in process around 3 themes:

### **Theme 1. Self-care**

Concept: “Teaching and educating children is a noble task. Most of the time it passes fluently and naturally. Sometimes , in difficult or complicated situations it even takes a lot of energy and the weight of what you are carrying can become too much. A healthy inner balance between your capacity to carry and the burden you are carrying is most important. Self-care is necessary to behold this balance! Self-care prevents burn-out , compassion fatigue , depression...”

Methods : in this workshop we use elements from different psychological and therapeutic methodologies, e.g. gestalt , bio-energetics , art-therapy , relaxation , mindfulness.... We will work with awareness, our breath, our body , clay and crayons...

Purpose : In this workshop you will receive several tools and you will learn different skills to determine the correct self-care so that you can continue teaching and educating children, even if circumstances are unfavorable.

### **Theme 2. Self-acceptance**

Concept: We all have many talents, core-qualities. Sometimes we forget them, we think it's all so 'normal'. So it is good to remind us, what we're good at. On the other hand we have our challenges, our pit-falls... It's good to get to know them too, for we can work on it. But the most important in all this is: accept to fail. If failure is not permitted, stress is increasing and creativity decreases. People get more and more stressed and tensed and our qualities fade...

Methods: We start with energizers and will play based on improvisational theatre. It frees our brain and eases our inner critic, so we train to accept failure.

The theory on core-qualities by Ofman is presented in a practical way. We will play with our qualities and explore our challenges in a theatrical way.

Purpose: The Core-quadrant is a practical tool to use for personal growth, but it can be used in teaching as well. The energizers free the energy and can easily be taken into other groups. The participants will have a better awareness of own qualities and pit-falls.

### **Theme 3. Inner child**

Concept: Children are naturally all very eager to learn, they display in their way of thinking an investigational attitude. Children are very playful in their actions, looking for solutions, driving on a natural entrepreneurship. In their way of feeling, children are bonding, caring and full of wonderment.

When you succeed to address children in a way you appeal to their playful qualities, they will connect more easily with themselves, with others and with the learning process.

This will make them feel better and will allow them to engage in a more relaxed way in assimilating school skills and in playing and working together with other children.

To encourage children to engage in this way, it is important as an adult to adopt this attitude too. Every adult has somewhere inside of him, an inner child that is eager to investigate in a playful way the wonders of the world and of the others. If we succeed in honoring these qualities by offering them the space

they deserve in our daily jobs, it will reward us with lots of energy, lightness and at the same time a more resilient capacity to carry on.

Methods: in the workshops, we will work with paint, pastels and games. We will move to music with paint, we will play simple children's games, we will shape with power our dreams into drawings. We will analyze in depth the effects of this process and more specifically what it does to you if you succeed in creating more space for this process to happen.

Especially for teachers working with children from disadvantaged areas, we will learn how to work with a drawing exercise through which children, growing up in disadvantaged areas, can be taught to create a safe place for themselves.

Purpose: The goal of the workshop is for the participants to rediscover their inner child modus in themselves, allowing them on the long term to perform in their jobs with more satisfaction, energy and creativity.

The plenary evening sessions encompass the following themes:

**Tuesday evening 12<sup>th</sup> July is dedicated to Educational Sandtray Play**

Sandtray Play is a method that facilitates personal development and stimulates emotional and intellectual activity among children and teenagers. It is designed to be used in schools and kindergartens, with groups of children, and the facilitators are school counselors, support teachers, teachers who have had training in Educational Sandtray Play.

The origins of this method are found in what is known as Jungian Sandplay, a form of psychotherapy that is particularly deep, profound, delicate and efficient, developed in the second half of the past century by the Jungian oriented psychotherapist Dora Kalff. Herself a disciple of C. G. Jung, Dora Kalff was encouraged by him to find a way through which the analytical method can be used in therapy with children. After years of intense study and practice, the work of Dora Kalff achieved the success felt today by the clients, children and adults all over the world: the method known by the name of Sandplay Therapy or Jungian Sandplay was born.

Educational Sandtray Play is not the same as Sandplay Therapy.

Sandtray Play is an adaptation of the classic method Sandplay to an educational environment. In Sandtray Play, a Sandplay kit is used in order to facilitate the creative game in order to achieve educational goals. If in Sandplay Therapy the child creates a scene in his tray and he is or he is not able to offer free associations starting from the experience of the game and from the created image, working with Sandtray Play, the counselor is advising the child, early in the session, into creating a story related to the tray, and he is given a certain amount of time for creating the tray scene, and another timeframe for creating the story.

While Sandplay is used only in the psychotherapy office and implies only individual sessions, Sandtray Play is used in schools and kindergartens, with groups of kids and in spaces created for this particular activity, being a very useful tool in order to achieve the learning process, inter-personal relations and goals for self development. The material created by the child during Sandplay Therapy sessions is completely unknown to anyone apart from the therapist, but in Sandtray Play the created material, the 3 dimensional image and story can be shared with group colleagues and can be integrated as a part of what is called “personal book”, a composition that joins the story and the picture of the tray scene, product which the child is free to take home.

About ten years ago, Kristin Unsteindottir, Sandplay therapist, school counselor and teacher at a learning center in Iceland has experienced the possibility of using miniatures and sand in education. In the center where she works, Kristin began experimenting Sandplay working in individual sessions, then she created groups of 5 children, each benefiting from one tray. The collection of miniatures was certainly very low at first, then grew and grew as the group of children was also developing. She invited the children to use sand and miniatures they had available to play and create whatever they wanted. When they finished, the kids were invited to tell a story about the world created in the tray. This way Unsteinsdottir shortly discovered that the sand tray play was easy and beautifully associated with creating stories and that this association was facilitating the self development process, having positive effects upon scholar performances. After a period of improving and research, this working method with children in scholar environment was named Educational Sandtray Play and it functions now days as a distinct approach of Sandplay Therapy.

How does Educational Sandtray Play work and what benefits does it bring ?  
Through miniatures and stories created in the sandtray, children are given the possibility of working on the stress and the tensions that they are facing in their daily lives. This way their psychic energy is directed into creative goals meant to

stimulate and strengthen a positive self image. The contact with the sand brings the child into a calm and focusing mood, and the visual stimulation generated by the contact with the miniatures has the effect of increasing the motivation for its creative expression.

Releasing stress by decreasing internal conflicts, otherwise very specific in the creative game, has an inevitable positive influence upon the learning skills of children. The measurements made before and after the children who entered into the Educational Sandtray Play program, show a significant increase in the quality of their attention (focusing), memory performance, information processing ability, adjustment social behavior and emotional intelligence.

### **Wednesday evening 13<sup>th</sup> July : Stories and archetypes**

Children's thinking is still very plastic. They tend to develop by means of stories, whether it is in their way of playing or in their learning process.

Storytelling creates a perfect bridge with thinking in images and with the past and the future. Via stories, via images, children are invited to find recourse in their solution finding resources and their creativity awakens.

During this evening session we create together one big story. Guided by archetypal personages, we will try to determine which part we can play in the story, and which value this part can add.

By creating a story together, we experience the benefits of interpersonal connection.

### **Thursday evening 14<sup>th</sup> July: Sound and voice**

Sound and voice are powerful media to express really authentically our deepest feelings. The vibrations we create can release locked emotions on the one hand and on the other hand give more stability.

Sound and voice are also often used in music therapy to bring change and development. Playing with sound and voice awakes our creativity and is de-stressing and energizing.

By sound and voice we can connect with our body and soul and resonate deeply with the other.

Beyond words a special meeting can arise and synergism will be born.

### **Friday morning 15th July 2016: Closing**

In this final morning session, we will work for the last time in plenary. we want to end all together again, because the purpose of this session is to unite the different angles we have explored throughout the week in such a way the translation to everyone's individual context can be made more easy.

We will end this workshop, performing a meaningful ritual and strong tool that participants will be able to use in their home-work too.