

# Pedagogical masterclass I: Managing fear and safety through aerial acrobatics

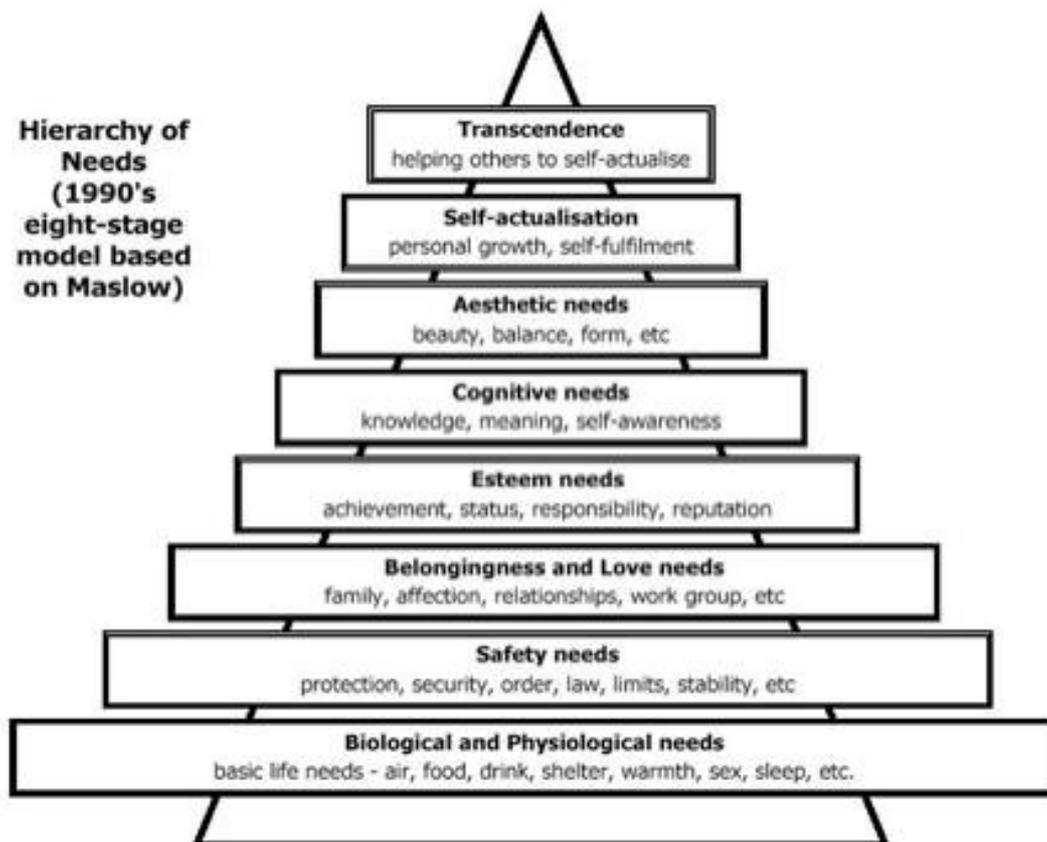
## creating a safe group, stimulating learning and transforming conflict

*Tuesday afternoon December 15<sup>th</sup>, 2015, Neerpelt*

Learning goals:

- How to create a safe group environment, where participants from different backgrounds are truly motivated and open for learning?
- *How to detect and possibly transform conflicts in a group?*
- *What are the potential benefits of a circus workshop, from the perspective of youth work?*

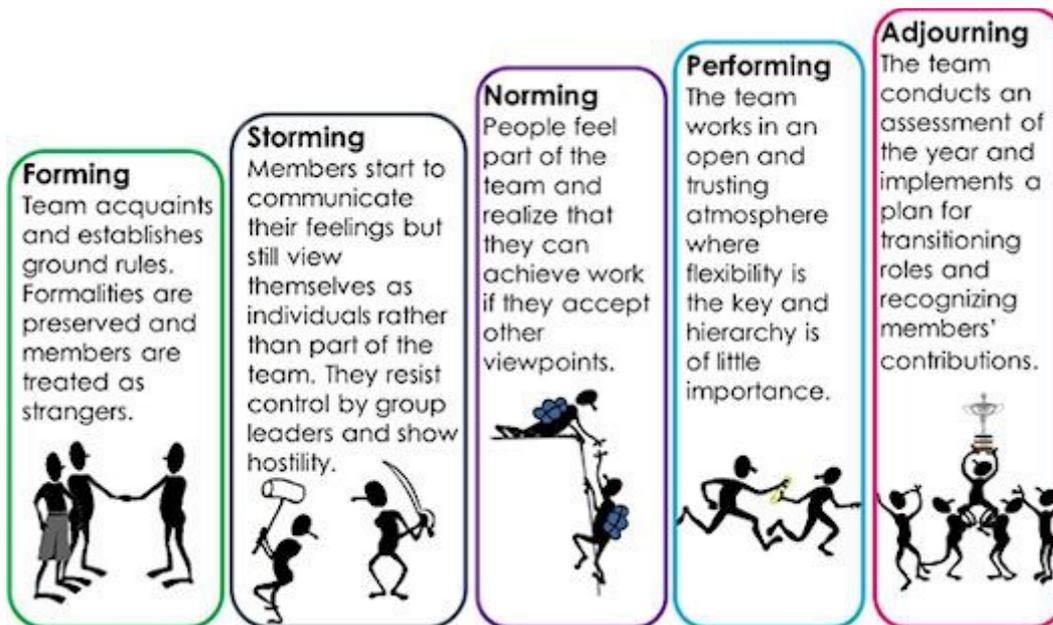
### **CREATING A SAFE GROUP**



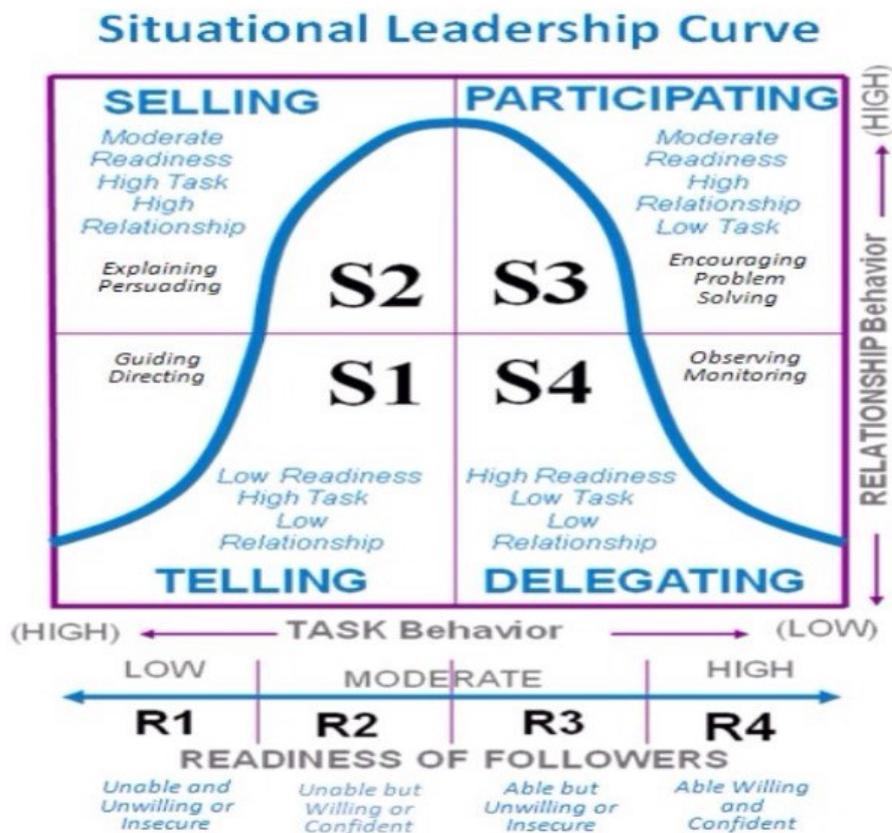
Role – Status – Norms

Needs in group: affection – inclusion – control

## Forming-model (Tuckman)



## Situational Leadership Model (Hersey – Blanchard)



## Possible Task and Relationship Roles from group leaders

### Task Roles/Functions/Behaviors

- Information and Opinion Giver: Offers facts, opinions ideas, suggestions, and relevant information to help group discussion.
- Information and Opinion Seeker: Asks for facts, information, opinions, ideas, and feelings from other members to help group discussion.
- Starter: Proposes goals and tasks to initiate action within the group.
- Direction Giver: Develops plans on how to proceed and focuses attention on the task to be done.
- Summarizer: Pulls together related ideas or suggestions and restates and summarizes major points discussed.
- Coordinator: Shows relationships among various ideas by pulling them together and harmonizes activities of various subgroups and members.
- Diagnoser: Figures out sources of difficulties the group has in working effectively and the blocks to progress in accomplishing the group's goals
- Energizer: Stimulates a higher quality of work from the group.
- Reality Tester: Examines the practicality and workability of ideas, evaluates alternative solutions, and applies them to real situations to see how they will work.
- Evaluator: Compares group decisions and accomplishments with group standards and goals.

### Relationship Roles/Functions/Behaviors

- Encourager of Participation: Warmly encourages everyone to participate giving recognition for contributions, demonstrating acceptance and openness to ideas of others, is friendly and responsive to group members
- Harmonizer and Compromiser: Persuades members to analyze constructively their differences in opinions, searches for common elements in conflicts and tries to reconcile disagreements.
- Tension Reliever: Eases tensions and increases the enjoyment of the group members by joking, suggesting breaks, and proposing fun approaches to group work.
- Communication Helper: Shows good communications skills and makes sure that each group member understands what the other members are saying.
- Evaluator of Emotional Climate: Asks members how they feel about the way in which the group is working and about each other, and shares own feelings about both.
- Process Observer: Watches the process by which the group is working and uses the observations to help examine group effectiveness.
- Standard Setter: Expresses group standards and goals to make members aware of the direction of the work and the progress being made toward the goal and to get open acceptance of group norms and procedures.
- Active Listener: Listens and serves as an interested audience for other members, is receptive to others' ideas, goes along with the group when not in disagreement.
- Trust Builder: Accepts and supports openness of other group members, reinforcing risk taking and encouraging individuality.
- Interpersonal Problem Solver: Promotes open discussion of conflicts between group members in order to resolve conflicts and increase group togetherness.

(source: rick curtis)

## STIMULATING TRUE LEARNING

*"No curriculum or teacher can take account of everything going on in a learning group: the diversity of learning channels; the variety of kinds of intelligence; the participants' differing degrees of experience and background in the content matter; the complex realities of rank, class and ethnicity that influence participation; the projections being made on the teacher or facilitator; the degree of participants' self-confidence and assertiveness; the relation between the mainstream of the group and its margins; and the multiplicity of individual learning goals. But a self-organizing group can, given some time, operate with this degree of complexity! It can create a system in which an amazing number of needs can be met."*

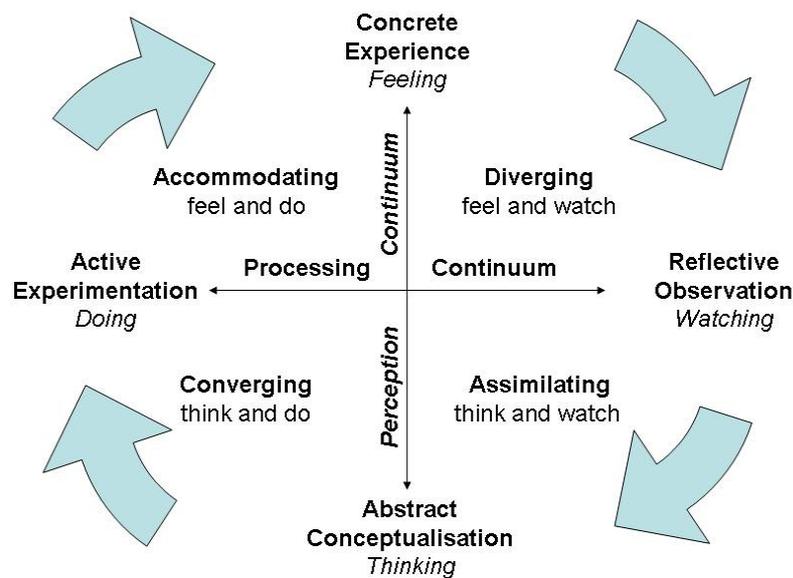
(...)

*"The container*

- *breeds collaborative spirit, so participants can learn from each other;*
- *encourages participants to be real rather than pretend to be 'the good student', so authentic curiosity can emerge;*
- *creates safety for taking risks;*
- *creates an affirmative environment;*
- *reduces the distractibility of the group and therefore saves time for more content;*
- *assists people to make connections in the content of the curriculum - connected people make more connections."*

(George Lakey)

### **The learning cycle (David Kolb)**

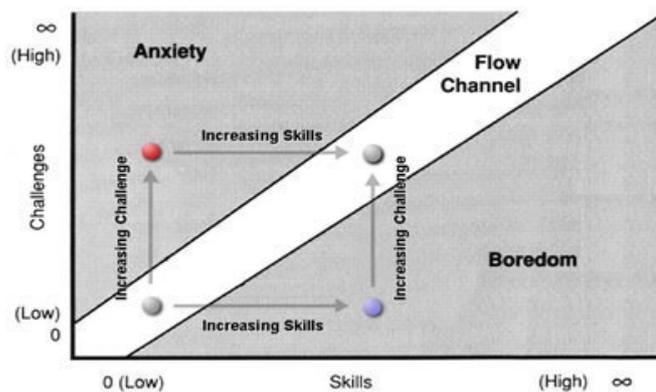


## Zone of proximal development (Lev Vygotsky)

### Zone of Proximal Development



## The Flow Model of Optimal Experience (Mihaly Csikszentmihalyi)



The studies have suggested that the phenomenology of enjoyment has eight major components. When people reflect on how it feels when their experience is most positive, they mention at least one, and often all, of the following:

1. We confront tasks we have a chance of completing;
2. We must be able to concentrate on what we are doing;
3. The task has clear goals;
4. The task provides immediate feedback;
5. One acts with deep, but effortless involvement, that removes from awareness the worries and frustrations of everyday life;
6. One exercises a sense of control over their actions;
7. Concern for the self disappears, yet, paradoxically the sense of self emerges stronger after the flow experience is over; and
8. The sense of duration of time is altered.

The combination of all these elements causes a sense of deep enjoyment that is so rewarding people feel that expending a great deal of energy is worthwhile simply to be able to feel it.

## George Lakey on Differentiation and Integration

*"Learning groups need times when the participants are all together and times when they are divided into subgroups (or individuals). The first is integration; the second differentiation. Those two phases are so natural I see them wherever I go, even in dinner parties and car trips.*

*Every group needs this rhythm, just as much as the individual needs to inhale and exhale. Differentiation is expressed in small group activity, pairs, individual work, and even sizable caucuses. (In a group of two hundred, a caucus of fifty is differentiation!). Integration is expressed in whole group activity.*

*If a teacher doesn't provide for this rhythm in the design, the group will create it anyway. A teacher who tries to hold a class in its whole group format will, if sharp enough to notice, see that participants start to zone out after a while - they simply need to differentiate. Asking humans to inhale exclusively is a fruitless enterprise!"*

## The Key Competences of Life Long Learning

- communication in the **mother tongue**, which is the ability to express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing) and to interact linguistically in an appropriate and creative way in a full range of societal and cultural contexts;
- communication in **foreign languages**, which involves, in addition to the main skill dimensions of communication in the mother tongue, mediation and intercultural understanding. The level of proficiency depends on several factors and the capacity for listening, speaking, reading and writing;
- **mathematical competence and basic competences in science and technology**. Mathematical competence is the ability to develop and apply mathematical thinking in order to solve a range of problems in everyday situations, with the emphasis being placed on process, activity and knowledge. Basic competences in science and technology refer to the mastery, use and application of knowledge and methodologies that explain the natural world. These involve an understanding of the changes caused by human activity and the responsibility of each individual as a citizen;
- **digital competence** involves the confident and critical use of information society technology (IST) and thus basic skills in information and communication technology (ICT);
- **learning to learn** is related to learning, the ability to pursue and organise one's own learning, either individually or in groups, in accordance with one's own needs, and awareness of methods and opportunities;
- **social and civic competences**. Social competence refers to personal, interpersonal and intercultural competence and all forms of behaviour that equip individuals to participate in an effective and constructive way in social and working life. It is linked to personal and social well-being. An understanding of codes of conduct and customs in the different environments in which individuals operate is essential. Civic competence, and particularly knowledge of social and political concepts and structures (democracy, justice, equality, citizenship and civil rights), equips individuals to engage in active and democratic participation;
- **sense of initiative and entrepreneurship** is the ability to turn ideas into action. It involves creativity, innovation and risktaking, as well as the ability to plan and manage projects in order to achieve objectives. The individual is aware of the context of his/her work and is able to seize opportunities that arise. It is the foundation for acquiring more specific skills and knowledge needed by those establishing or contributing to social or commercial activity. This should include awareness of ethical values and promote good governance;
- **cultural awareness and expression**, which involves appreciation of the importance of the creative

*These key competences are all interdependent, and the emphasis in each case is on **critical thinking, creativity, initiative, problem solving, risk assessment, decision taking and constructive management of feelings.***

## RECOGNISING AND TRANSFORMING CONFLICT & AGGRESSION

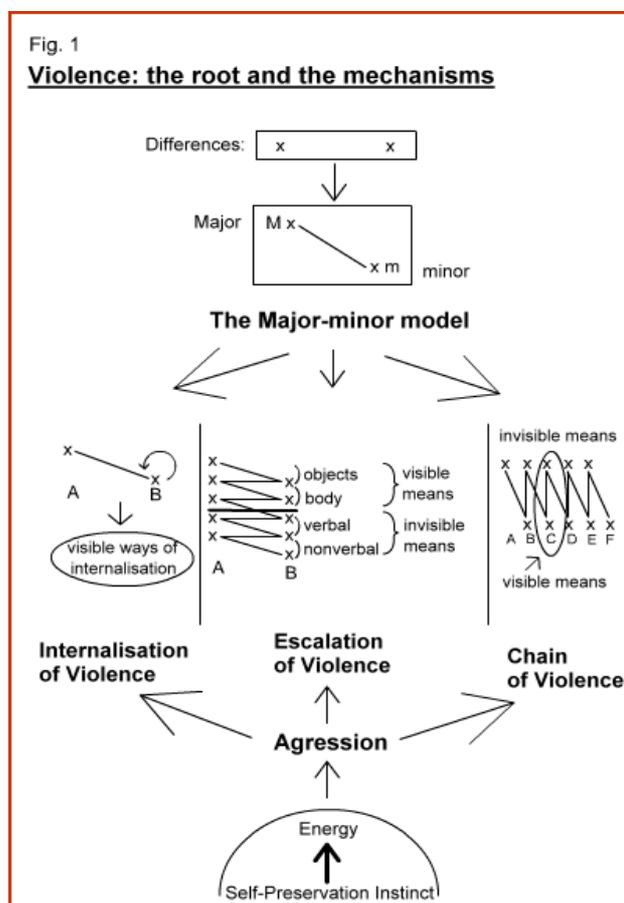
### Tensions in a group

Individual vs Group  
 Maintenance vs Task  
 Process vs Content  
 Power holding vs Power Sharing  
 Margin vs Mainstream

Drawing of a cartoon figure: HEAD (think, observe), HEART (feel), BELLY (wish), FEET (act). Try to get your deeds in accordance with your thoughts, feelings and wishes.

Speak from 'I', not 'You' ("le tu qui tue")

Non Violent Communication: When...I...Because...What I would like....



- Chronology of aggression: first gestures, then words, then physical contact, then objects.
- Chronology of adrenalin during escalation (adrenalin goes up quickly, but not constant, and goes down again after a few minutes, to end very low some later)
- Aggression costs energy, and creates tunnel vision!
- Types of aggression: instrumental – frustration – prejudice (sex, race,...) - medical
- types of coping with aggression: confrontation, de-escalation, avoid/flea

\* How to stop aggression between two others?

Step 1: break in confrontation

step 2: make further confrontation impossible

step 3: redirect aggression and calm them (let them talk, scream, loose energy)

# THE HAND OF REG BOLTON

