

Module Description			
Module Information			
Module title: Selfexploration - body and mind. Testing of two different modules			
Module authors: (NL) Harrie van Haaster, Bram Vreeswijk / (D) Jörn Petersen, Bärbel Timmler-Backes			
Number of sessions	Frequency	Hours per session	
6-8	7-14 per week	3.5 - 4	
Total Teaching hours:		Number of intended participants:	
21-32		10 -12	

Justification for the module (e.g. Why is this module needed? What are the reasons for offering this module? What needs will it address?)

Justification for the module

Body and psyche are inseparably connected. Phrases such as: "That beats my stomach; it goes to my kidneys" or "the blood freezes in my veins" illustrate the interaction of psyche and body and offer explanatory models. For example, statistically speaking, anxiety patients have an approximately four times greater risk of dying from heart disease than psychologically healthy people, since blood clotting increases the risk of thrombosis and heart attacks. (Cf. study by Franziska Geiser, University of Bonn, 2008, <https://www.uni-bonn.de/neues/075-2008>)

With jointly agreed goals, F.O.K.U.S. in Germany and igpb in the Netherlands developed two different self-research courses in parallel: Lasting experiences of the peers with bodywork as recovery-promoting factors in their own recovery history prepared the basis. F.O.K.U.S. prefers a rich variety of methods and offerings with the "Body and Head" module, while the Dutch Igpb team opts for a collective research project in the medium of dance improvisation. Both modules pave the way for a more holistic approach to the self and personal experiences in the sense of empowerment. The shift of the module theme from self-enquiry to self-enquiry of the connection between body and head took place because there was no need among the project participants to develop the theme of self-enquiry on an intellectual level (telling my story, my recovery story, portfolio) as a whole. All partners (NL, GER, GB, POL, BUL) who have a peer education already have concepts on the topic of self-enquiry at the "head" level. At the same time, the European recovery/psych-experienced movement lacks access to its own body, which was, so to speak, "forgotten in the domain of psychiatrists". The module is intended to pave the way for a more holistic approach to the self and the experiences, including the physical-body level.

It is remarkable that the recovery movement is at the moment still very much focused on cognitive processes, verbal language and creating stories. There is an awareness that the body is important too. People are encouraged to do things like sports, yoga, meditation, healthy eating etc. But somehow the body seems to be 'something extra' to recovery rather than an integral part of it.

This probably has to do with the split of body and mind in Western thinking, and related to this the separation between medical psychiatry and psychology. Medical psychiatry does focus on the connection between body and mind, but this goes together with subscribing medication which the recovery movement is rightfully critical about.

Another reason for the focus on mental processes in recovery could be trauma. Many people in recovery experienced traumatising situations in their pasts. The feelings and sensations of these experiences are stored, and probably repressed, in the body. If one does recovery oriented physical exercises these repressed unpleasant sensations can come to the surface, which makes the work unpleasant at first instance. This can be reason to avoid recovery oriented physical work. We believe that this mechanism is a reason to do physical work with people in recovery, yet safely and taking responsibility for once own process are important topics in this.

Recovery

Recovery is a process of change, of experiencing new things. Of course recovery processes are different for different people, yet there are certain common elements that are important for most people in recovery:

- Making an inventory of oneself.
- Revaluing oneself, as well as ones 'diagnoses'. Aspects of peoples vulnerabilities can also be their strengths. For instance: people that struggle with fears can also be very sensitive which is an asset.
- Getting out of isolation, getting in touch with new (recovering) people and/or finding ways to improve ones relationships with people.
- Learning how to feel relaxed, safe and loved.
- Learning how to draw borders.
- Learning how to regulate oneself.
- Being receptive for new ideas and experiences. - Opening ones mind to 'spirituality' or other activities and experiences that make life meaningful.

Focusing on physical experiences can strengthen all aspects of recovery

All aspects of recovery, mentioned above, go together with (or one could also say 'are') physical experiences: impressions, sensations, and feelings. Being in recovery goes together with having new experiences. Another aspect of recovery is that one can come in touch (again) with old positive experiences, and revalue them.

These 'recovery experiences' can consciously be explored in a course. This is a good thing to do in itself, it emphasises these experiences. But more important is that once people have learned to focus on their physical experiences, it can become more easy to recognize 'recovery experiences' in ones life, orient oneself on such experiences and steer away from old destructive patterns. A focus on physical experiences can help one to not only start exploring recovery as a set of new ideas, but to embrace recovery with ones whole being.

Approach: NL: Collective research/ GER: active testing of techniques, making new experiences together and reflecting on them.

In the duration of the course we will explore the connection between body and mind together. This means that the question of how our bodies and minds can be connected to each other in a certain situation will rise again in the duration of the course. Both with regard to our lived experiences and the body-oriented work we do in the module. Participants are encouraged to explore themselves. How do body and mind connect for me? How can this connection help me to feel good and happy? To what extent does the connection between body and mind block me?

Which methods or techniques help me to establish a better connection to my body, to experience relief from negative body sensations?

By listening to other students' experiences and observing how they approach the exercises, participants develop a sense of the connection between body and psyche in general.

One of the main topics of the course is safety. The aim is to make the course productive and enjoyable. However, taking care of your own safety is an essential part of Recovery. On the first day of the seminar, we will present some safety guidelines for the course and invite participants to explore their own ways to take good care of themselves in bodywork. Safety and risk-taking are changeable issues that need to be lived individually.

Learning Goals :

1. The participants expand their knowledge about the connection between body and psyche.
2. They strengthen their body awareness and thus positively influence their emotional condition.
3. The participants make themselves more aware of (their own) non-linguistic signals and use this in their relationships and dealings with other people.
4. With fun and humour a playful approach to the topic "body and mind" as a method is consciously tested. The students explore which empowering impulses arise in the process.
5. The participants will examine to what extent their own limits have a "restricting" or "protecting" function for them.
6. The students develop a clearer idea of how the perception of body and psyche as a unit can support them in their personal development and recovery.

Module Information Netherland			
Title of module: Selfexploration - body and mind			
Modulautohren Netherland: Harrie van Haaster, Bram Vreeswijk			
Number of sessions	Frequency	Hours per session	
8	1x	4	
Total number of lessons:		Number of participants:	
32		10	

Sessions		Themes in the session	
1	Introduction to the course. Introduction from participants and mentors to each other. Topics: the beauty of the body as an 'object'. Exercises on this topic.	Introduction to the structure and content of the course. - The idea of doing research together (collective research). - Explaining how this course is different from sports, yoga or dance-therapy. - Working with statements that will be explored by the participants. - Introduction to Moodle, e-learning. - Some guidelines to safety, and an invitation to the participants to make care for safety a part of their personal research during the course. Statements on 'the beauty of the body as an 'object'' and letting go of muscle tension. Exercises related to the topics in the statements.	
Theme / Exercise	Goal	Content	Skills, Knowledge & expertise required of trainers
1 Introduction to the structure and content of the course.	Making clear how we are going to work.	Introducing the idea of collective research, the difference between this course and sports, yoga or dance-therapy, the use of statements in the course, the use of moodle and some guidelines on safety.	Giving a clear description and guiding the conversations that this description generates.
Statements.	Inviting the participants to reflect on these statements.	The beauty of the body as an object & letting go of muscle tension	Giving a clear explanation.
			Statements on paper.

Physical exercise, improvisation ‘dancing hands’, a view variations: solo and in couples, with or without music.	Becoming aware of the structure of ones hands, the functioning of muscle tension, and possibly enjoying the beauty of ones hands.	Doing the exercise, experiencing the exercise.	Giving a clear explanation. Observing.	Soft music, soundscape.
Improvisation using three levels (laying, sitting, standing).	Introducing the participants to a very open and free form of improvising.	Doing the exercise, experiencing the exercise.	Giving a clear explanation, observing what happens with the participants. Participating	Soft music.
Homework			Explaining homework for next session	See appendix Homework

Sessions				
Themes in the session				
2	Being in ones body versus being in ones head.	Check-in: How are you? How did you experience the exercises at the end of the session last week. Discussing homework, watching video ‘In my language’. (Video from an autistic person doing a personal physical practice and discussing the role of neurotypical language in society.) Statement that ‘being in ones head’ is actually a physical activity. Showing picture of nervous-system making clear how the brain and the body are intertwined.	Physical exercises on being blind. a) One person guiding another through the space by holding a finger. b) Blind child disco.	
Theme / Exercise	Goal	Content	Skills, Knowledge & expertise required of trainers	Resources *
Check-in circle	Finding out how people are doing, and how they experienced the sessions at the end of last week.	Short conversations on the above.	Beings sensitive, listening and asking questions.	
Discussing	Informing people	Conversation on the above.	Beings sensitive, listening and asking	Statements on

homework, video 'In my language'.	about movement and 'recovery' process of a specific autistic person.		questions.	paper.
Statement that 'being in ones head' is actually a physical activity.	Making people consider that the experience of being 'in ones head' could be actually something you physically do.	Statement that 'being in ones head' is actually a physical activity.	Being clear in delivering this statement.	Picture of nervous- system: Appendix 1
Finger guide, blind person.	Making people experience their body in a new way by the condition of being blind. Making people sensitive.	The experience of doing the exercise.	Giving a clear explanation. Observing. Participating.	Blindfolds.
Blind, child, disco.	Experiencing joy, but also the difficulty of being in a vulnerable position. Getting in touch with childhood experiences.	The experience of doing the exercise.	Giving a clear explanation. Observing.	Blindfolds.
Homework			Explaining homework for next session	See appendix Homework

Sessions		Themes in the session		
3	The connection between movement and the will.	Check-in circle Discussing homework on the way you see your own body. Discussing statement on the will and movement. Physical exercises having to do with being guided and experiencing ones own desire to move.		
Theme / Exercise	Goal	Content	Skills, Knowledge & expertise required of trainers	Resources *
Check-in circle	Finding out how people are doing.	Short conversations on the above.	Being sensitive; listening and asking questions.	

<p>Discussing homework on how one sees his/ her own body, in couples and group.</p>	<p>Learning about ones own perception of ones body, and the way others perceive their bodies.</p>	<p>Conversation about ones own perception of ones body, and the way others perceive their bodies.</p>	<p>Being sensitive, listening and asking questions.</p>	<p>Statements on paper.</p>
<p>Discussing statement on the will and movement.</p>	<p>Having a conversation on the will and movement.</p>	<p>Explaining statement, listening and asking questions.</p>	<p>Giving a clear explanation. Observing.</p>	<p>See appendix Homework</p>
<p>Physical exercise on letting go of muscle tension and allowing oneself to be moved. Couples.</p>	<p>Experiencing letting go of muscle tension and allowing oneself to be moved.</p>	<p>Doing and experiencing the exercise.</p>	<p>Giving a clear explanation. Observing.</p>	<p>See appendix Homework</p>
<p>Same exercise as above followed by an individual improvisation. Small groups.</p>	<p>Experiencing being moved versus moving oneself.</p>	<p>Doing and experiencing the exercise.</p>	<p>Giving a clear explanation. Observing.</p>	<p>See appendix Homework</p>
<p>Sessions 4 The connection between movement and intuition</p>	<p>Themes in the session Warming up. Check-in circle. Coming back on last exercise week before. Discussing statement on intuition and body, as well as on space in the body. Two movement improvisations as a chance to experience intuition.</p>			

		Conversation on an interview (on video) with one of the participants.			
Theme / Exercise	Goal	Content	Skills, Knowledge & expertise required of trainers	Resources *	
Warming-up.	Getting into the body.	Experiencing ones body and the exercises	Giving clear instructions, observing bodies of participants to see what is needed.	Music.	
Check-in circle. Coming back on last exercise week before.	Having a conversation on the subjects that participants addressed.	Having a conversation on the subjects that participants addressed.	Being sensitive, listening and asking questions.		
Discussing statement on intuition and body, as well as on space in and outside the body.	Having conversation on these topics.	Conversation on these topics.	Explaining statement, listening and asking questions.	Statements on paper.	
Group improvisation, changing postures / positions.	Experiencing being in a position in relation to others, feeling the impulse to move to another position.	Doing and experiencing the exercise.	Giving a clear explanation. Observing. Participating.		
Group improvisation.	Experiencing space and being in specific position.	Doing and experiencing the exercise.	Giving a clear explanation. Observing.		
Conversation on an interview (on video) with one of the participants.	Getting an inside view on a person's experience of her mental problems (including psychosis) and way to recover from that.	View of the interviewed person as well as reactions in the group	Listening, asking questions.		
Homework			Explaining homework for next session	See appendix Homework	

<p>5 Giving movement to emotion, the body stores memories.</p>	<p>warning up check-in circle making a small choreography emotion</p> <p>discussing statement on memories being stored in the body, relating this to trauma theory Peter Levine (see note 4)</p> <p>watching movie Polar Bear</p>			
<p>Theme / Exercise</p>	<p>Goal</p>	<p>Content</p>	<p>Skills, Knowledge & expertise required of trainers</p>	<p>Resources *</p>
<p>Warming-up.</p>	<p>Getting into the body.</p>	<p>Experiencing ones body and the exercises.</p>	<p>Giving clear instructions, observing bodies of participants to see what is needed. Participating.</p>	<p>Music.</p>
<p>Check-in circle.</p>	<p>Having a conversation on the subjects that participants addressed.</p>	<p>Having a conversation on the subjects that participants addressed.</p>	<p>Being sensitive, listening and asking questions.</p>	
<p>Making a small choreography on an emotional situation.</p>	<p>Experiencing movements that are related to emotional states.</p>	<p>Doing the exercise and experiencing it.</p>	<p>Giving a clear explanation. Observing.</p>	
<p>Discussing statement on memories being stored in the body, relating this to trauma theory Peter Levine. Watching Polar Bear movie.</p>	<p>Giving information on existing ideas on the relation between the body, emotion, movement and trauma.</p>	<p>Information on existing ideas on the relation between the body, emotion, movement and trauma.</p>	<p>Explaining the above, listening and asking questions.</p>	<p>Polar Bear movie. Statements on paper.</p>
<p>Homework</p>			<p>Explaining homework for next session</p>	<p>See appendix Homework</p>

Sessions		Themes in the session		
6	Connecting to other people and projection.	warming up	discussing statements on the connections between people and projection	
		fake healing exercises	conversation on interview with Maria, professional dancer who also was a guest in this session	
Theme / Exercise	Goal	Content	Skills, Knowledge & expertise required of trainers	Resources *
Warming-up.	Getting into the body.	Experiencing ones body and the exercises.	Giving clear instructions, observing bodies of participants to see what is needed. Participating.	Music.
Discussing statements on the connection with others and projection.	Having conversation on these topics.	Conversation on these topics.	Explaining statement, listening and asking questions.	Statements on paper. Picture appendix 2
Fake healing exercise.	Experiencing the topic of projection in relation to the body of a person laying on the ground.	Doing and experiencing the exercise.	Giving a clear explanation of the exercise, observing. Participating.	
Conversation on interview with Maria, professional dancer.	Having a conversation on her perspective and experiencing.	The issue of watching and being watched in dance.	Listening and asking questions.	
Sessions		Themes in the session		
7	Creativity.	We exercise.	Meditative running exercise.	
		Check-in circle.		

	Statement on artists, creativity and the recovery movement. Improvisation: telling and creating situations. Movement improvisation including statements on what people feel.				
Theme / Exercise	Goal	Content	Skills, Knowledge & expertise required of trainers	Resources *	
People talking alternately stating things starting with the word 'we'.	Experiencing the issue of projection, and the effect the words have on ones feelings.	Doing and experiencing the exercise.	Giving a clear explanation, observing. Participating.		
Running at the spot, and once in a while changing spot.	Experiencing running, the running of others and the sound of running.	Doing and experiencing the exercise.	Giving a clear explanation, observing. Participating.		
Check-in circle.	Having a conversation on the subjects that participants addressed.	Having a conversation on the subjects that participants addressed.	Being sensitive, listening and asking questions.		
Discussing statements on artists, creativity and the recovery movement.	Having conversation on these topics.	Conversation on these topics.	Explaining statement, listening and asking questions.	Statements on paper.	
Improvisation: telling and creating situations.	Experiencing the connection between verbally and physically creating situations.	Doing and experiencing the exercise.	Giving a clear explanation, observing. Participating.		
Movement improvisation including statements on what people feel.	Experiencing the effect of verbal statements on dance improvisation.	Doing and experiencing the exercise.	Giving a clear explanation, observing. Participating.		

8 Conversation without words. Conversation on safety during the course. Rounding off and saying goodbye.	Check-in circle. Conversation without words. Conversation on safety during the course. Poem, movement.		Skills, Knowledge & expertise required of trainers Being sensitive, listening and asking questions. Giving a clear explanation. Participating.	Resources *
Theme / Exercise	Goal	Content		
Check-in circle.	Having a conversation on the subjects that participants addressed.	Having a conversation on the subjects that participants addressed.	Being sensitive, listening and asking questions.	
Having a 'conversation', sitting in a circle without talking.	Experiencing each other, how communication happens without words.	Doing and experiencing the exercise.	Giving a clear explanation. Participating.	
Having a conversation on safety during the course	Making participants aware of the way how they cared for their safety during the course, and also the moments that they felt unsafe.	Conversation on safety during the course.	Being sensitive, listening and asking questions.	
Poem, moving on that poem.	Having fun together.	Doing and experiencing the exercise.		
Homework			Explaining homework to finish the course	See appendix 5 Homework
Certificates				See appendix 6

Notes , appendices

Note 1