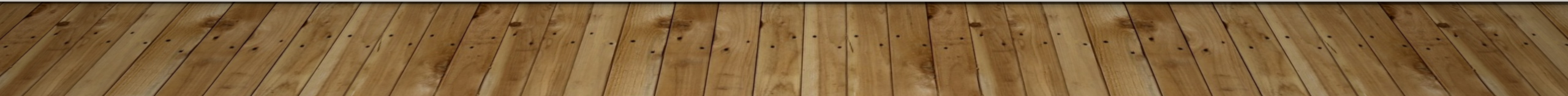


RESILIENCE IN RESONANCE

DOMINIQUE WILLAERT



I.

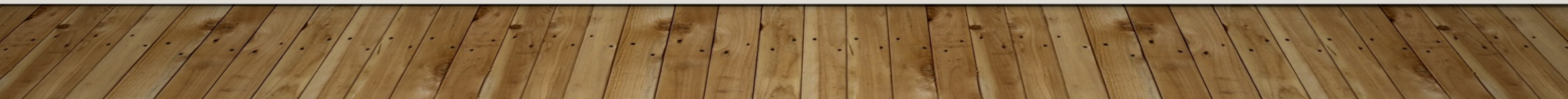
In the period between I0 and I2 - transition from childhood to puberty

This makes that youngsters:

- = experience themselves (and others) in a different way
- = experience new and other sensations and ambitions
- = experience some 'loss' (the innocence and protective of the childhood)
- + experience or win some 'new' (a broader view, new friends, new horizons,...)
- = develop a kind of balance between *protection* and *exploration*

Metaphor: dancing on a tightrope

Question: *What do you remember from this period?*



2.

Developmental Psychology Elements

There are important differences between girls and boys (between 10 and 12)

= different maturation processes between girls and boys

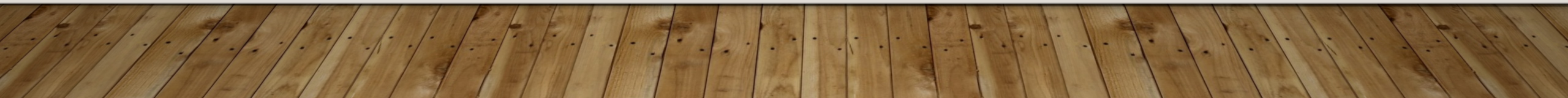
= when girls start menstruating – start of puberty and sexualization

+ girls experience and interpret boys (their words, interactions and bodies)

in a different way than during their childhood

= an age with different rites of passage (initiation in religious systems – praying, menstruation, other responsibilities,...)

Do you remember which similarities/differences you experienced during this period?



3.

How, where and when do children learn?

= We all learn in a cognitive and sensory way.

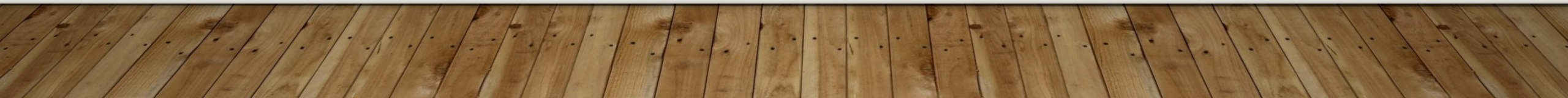
Important is that we understand that *where, how and when* we learn is very different (and related to the cultural, socio-economical contexts)

Try to discover the relation between playing and learning (music)

= It's important to define for ourselves and the project what we want to do, what we want to learn, what we want to share.

Can you imagine where, when and how the children learn? (inventory)

How will you present the project? Can the children add their perspectives?



4.

Learning include cognitive and sensory elements

What kind of cognitive and sensory skills do the children have?

= do we have a good view on the different ways of learning?

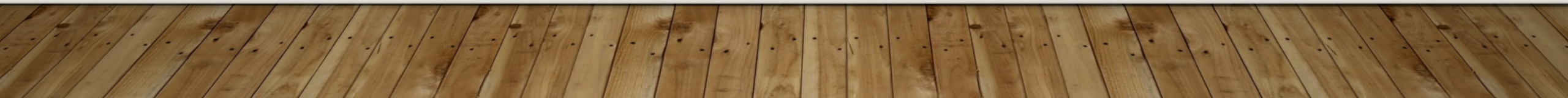
= what exercises can/will you give to gain insight to this?

= cognitive and sensory elements can act as communication vessels

Do we negotiate with each other what and how we want to learn/achieve?

(bottom up – and top down)

Tip: use visuals to share your goals, values and dreams



5.

Children/youngsters learn the best when

= we create a safe space (*how do we define this?*)

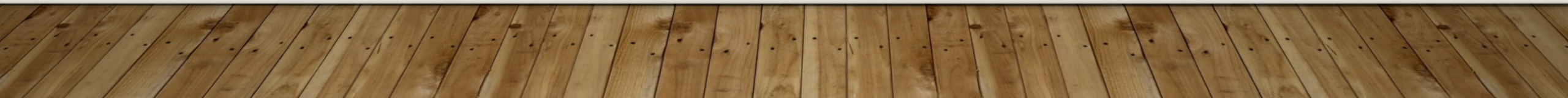
= we (as teachers) are aware which are the cultural/religious elements that plays a role in the learning processes:

thus not just limitations – African youngsters learn to feel and play music in churches

Try to create an inventory of how, where and when the children learn?

(from peers, from the digital world/tutorials – in religious places, in public spaces,...)

Will you negotiate about what they can learn and accept from you?



6.

The relation between playing and learning music and:

= the development of our cognitive and sensory skills

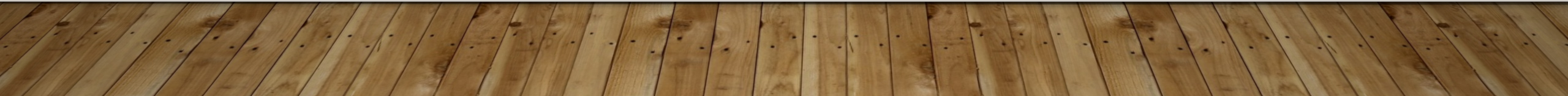
= the way 'sound(s)' affects our emotional lives

Be aware of the unconscious level

= the way music opens up an open horizon in sharing emotions, thoughts, dreams and stories

= gives the opportunity to share specific and personal identity aspects

= stimulate the development of the individual and specific elements and the cooperative skills (balance: individual – group)



7.

Impact of migration (being dispossessed)

= first, second and third generation (stories of the ancestors)

The stories we live by plays an important role

Through stories, we create '*legacies*' (you need to do it good or better)

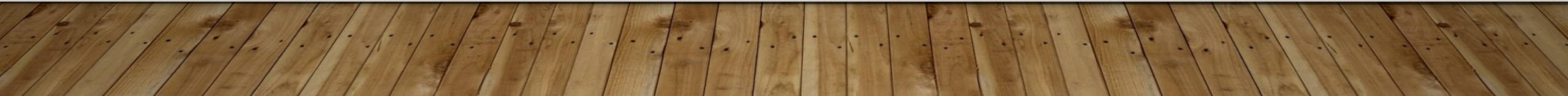
A lot of stories are carried and shared by MUSIC!

You/we can make an inventory of the important traditional songs the children knows

Migration means often a forced move (or displacement) for the parents

Their children experience it often in a 'double' way.

= PTSS (trauma's/war/racism) and the effects on the body and mind



8.

The impact of transnational elements in the development of identities

It means that they switch between different continents (and cultures)

in the way you use your body and mind

in the roles and positions (can be very different)

values and norms

the ways, places and moments you LEARN

= homesickness of (grand)parents can affect children

+ loyalty issues (cf. legacies)

9.

Playing and learning/sharing music can plays an important role in:

- = expressing and sharing personal/specific aspects of your identity, cultural, community
- = stimulating the development of the role of learning by playing (both on the cognitive and sensory level)
- = narrating your feelings, thoughts, dreams, fears, desires (often in a much deeper way then words)
because the imagination stays very OPEN

10.

How can/will you create and give co-ownership to the children

Ownership means stimulating and learning the importance of *autonomy*

THE END
