

## **Overview of Program 4 – Focusing Again More than mindfulness for younger people**

**A brief introduction to focusing. (Children not necessarily to see however teachers would)**

### **WEEK 1**

- **Walk around the room however you like. Go where you want. Greet people how you would like**
- **Get a piece of string – make a space in the room just for you, you may go to that space ie you don't have to come back to the circle.**
- **Look at the found objects/pictures and choose 1 or 2 objects that speak to you and represent or symbolise what you want to get out of our time together. Find another person tell them about you object/picture. Listener, just listen , don't ask questions or give advice. You may respond with minimal (explain). Swap.**
- **Come back to the group – share if you like – a word (or couple of words) or a gesture that sums up what the object/symbol means.**

### **WEEK 2**

- **Walk around room again and find your space, greet people. Come back to group. How do you want people to say your name, everyone has a turn**
- **Now use drawing materials to describe your name. You don't have to write you whole name although you could. Just Pause and let your hand do what it wants. You do not have to be a great artist either.**
- **Demonstrate how to be with another person and then pair up and do it for each other. People decide where they want person to be (how close or far). Don't have to explain anything. Your partner may ask, does the drawing have anything to tell that you want to share.**

### **WEEK 3**

- **A listening exercise (Jane Quayle's notes). In 3's and also choose a picture/object that symbolises how it was to listen and to speak**

### **WEEK 4**

- **Clearing a space and then put it out on a gingerbread man. Walk around the room – just noticing – head, throat, chest stomach, even hands and toes. Take a gingerbread man and draw/symbolise what you find.**
- **Demo with one person to explore and deepen the felt sense/s - Show ending the process.**
- **Get into pairs and be the listener for the other**

### **WEEK 5**

- **Balloon exercise – moving together, finding your own rhythm, one leads, one follow, one pauses one gets active. Stay in your own presence. Atune to the other person. Move together**
- **Explore the exchange**

- **Get art materials – draw what you sensed from the inside for you, between the 2 of you and in the wider environment. If you want pair up again and share**

#### **WEEK 6 and 7 and 8**

- **Life sized body sketch – doesn't have to be an outline but can be.**
- **First walk around like a queen, like a soldier, like a ballerina, like a child.**
- **Now get art materials – Draw a posture of how the way you want to be –eg a silhouette, some body parts, a posture. Do this in pairs or on your own. Put on your body what you find on the inside.**
- **Come back together – one word or postures on what sense you have now.**
- **Take 3 weeks to do this – add your symbols from the very beginning or change them.**
- **Add something from the garden. Teacher works with someone in a focusing way**

#### **WEEK 9 and 10**

- **Do a more formal focusing piece– see Workshop 2**

Adapted from Gene Gendlin [www.focusing.org](http://www.focusing.org) Jane Quayle  
[www.creatingconnections](http://www.creatingconnections) Rene Veugelers [www.ftcz.nl](http://www.ftcz.nl)