

EYCO Seminar

# Assistant Trainers Sharing Knowledge (ASK)

14-18 October 2018

Gschwend – Germany



## First notes

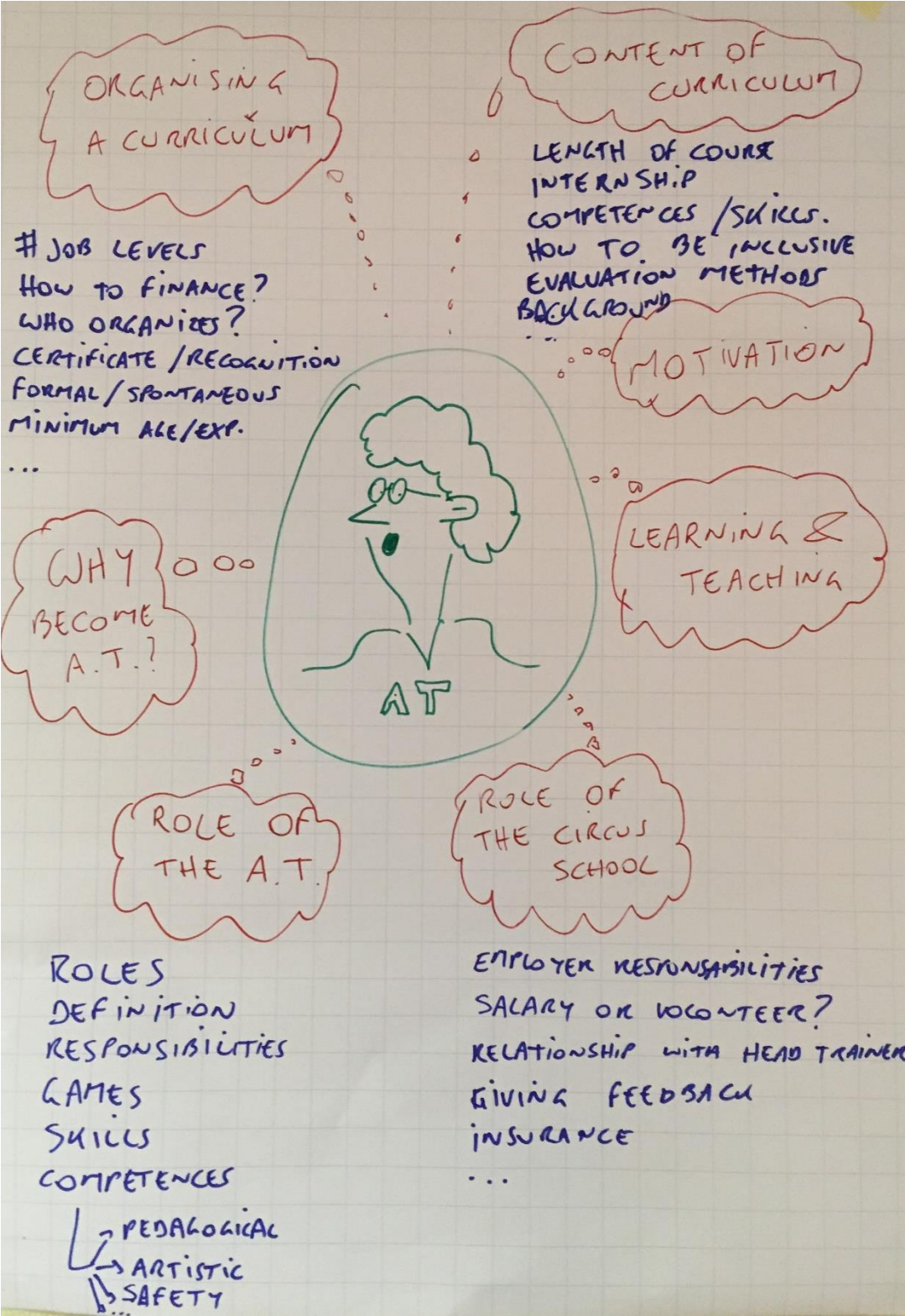
By Steven Desanghere, Petra Päivärinne & Lynn Carroll



Erasmus+

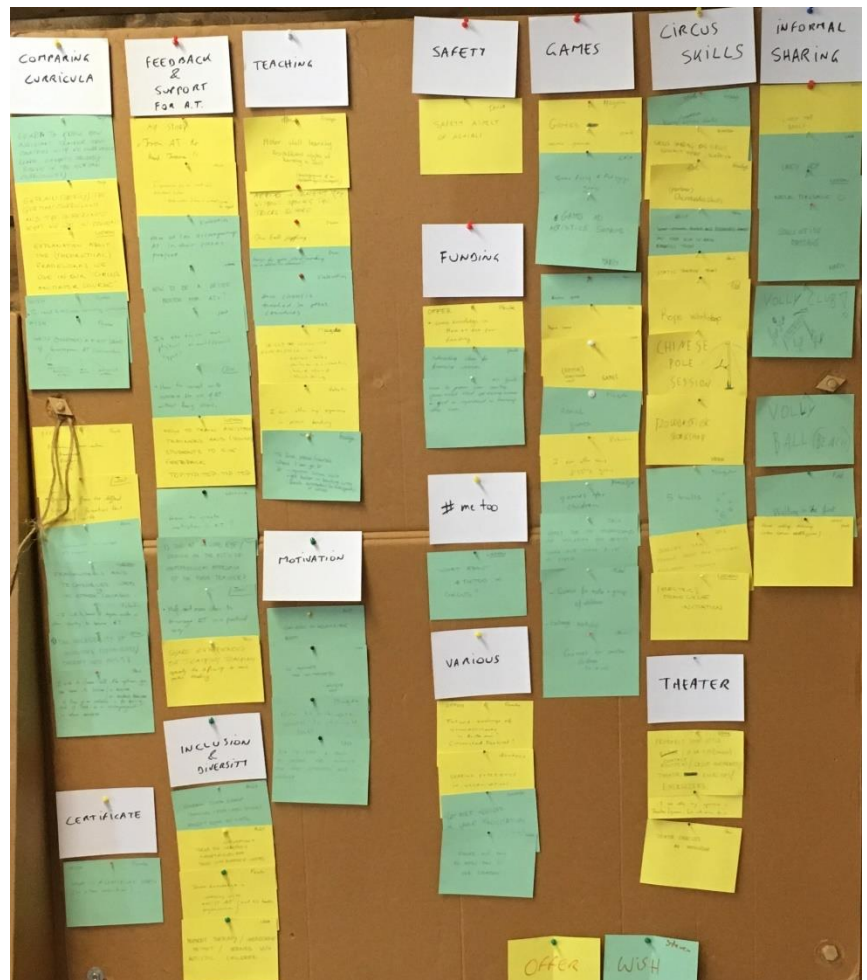


What a wonderful week this has been! In this 'First Notes' document, you will find some pictures, notes, games, hyperlinks and extra resources about the themes that we tackled together.





Based on the answers in the homework, on the needed output for the ASK-project, and on the Needs, Wisdom & Wishes of the participants, we constructed an Emergent Agenda during the week, with loads of possibilities to learn, share, move, do circus and relax. And at the end, the facilitators were able to harvest a great amount of input for the three desired goals of the project: (1) a curriculum for Assistant Trainers, (2) a booklet for circus organisations on how to optimally support beginning/assistant trainers, and (3) a collection of inspiring videos for assistant trainers.



AME + MEMORIC

② COUNTRY

④ NEED

⑤ REINCAR-NATION

Froukje Alice Marco Jans Philo Javi Aler Liya  
 Magda Jack Fidel Tonjo Liana Koiz Femke Lina Leonoride  
 Geeli Valentin Dries Leon Lynn Peter

ALL I NEED

Activity III	Interesting stuff
Games III	
Fresh Air III	Critical discussion
Movement solo	Conflicting ideas
Coffee III	Agree for the week Purpose
Warm slippers	Be happy
Rest / Sleep III	Speaking with others
Breaks III	Teetuboard action
Hot chocolate	Change
Cold shower	Message
Make notes in breaks	

DEFENITION? GOALS

- WHAT IS NEEDED TO BECOME
- WHAT ARE THE MAIN TASKS
- WHAT SKILLS/ AN AT NEEDS

COMPETENCE

RESPONSIBILITIES OF AT  
CS  
TT

CURRICULA

VIDEO

ENCOUNTER  
GAMES  
TEACHING

OUTPUTS

BOKLET FOR CS

We discussed the main focuses for the five ASK seminars, with the focus on the Curriculum for the Gschwend seminar. But to be able to focus on the construction of a European Curriculum for Assistant Trainers, we first needed to define "what is an A.T.?". Wat are the needs, responsibilities, desired circus skills, competences and main tasks.

ASK

ASSISTANT TRAINERS  
SHARING KNOWLEDGE

- 1 FOCUS CURRICULUM
- 2 ROLE OF ASSISTANT T.
- 3 CIRCUS SCHOOL IN SUPPORTING THE AT.
- 4 LEARNING AND TEACHING
- 5 MOTIVATION

CIRCUS SKILLS  
- how much  
- all disciplines/some

RESPONSIBILITIES  
things to be taken care of

COMPETENCES  
- other than circus skills

DEFINE AT  
WHAT IS AN AT?

WHAT IS NEEDED TO BE AT?  
age  
experience  
training course?

MAIN TASKS

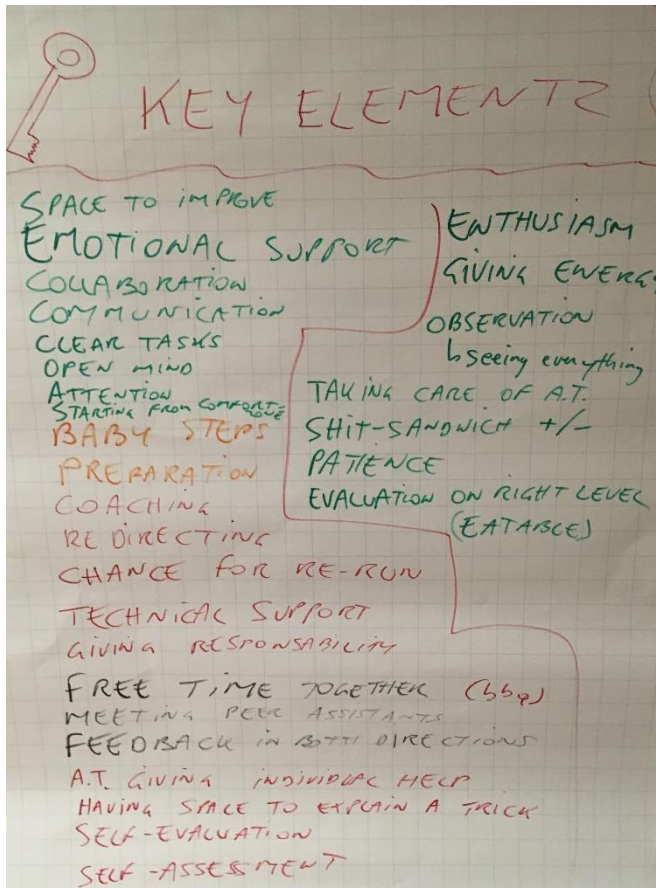




Quite soon, it became clear we needed to divide the group of 21 participants into two working groups that would take two paths, while frequently joining each other again. An 'underground' group that would analyse the different existing european curricula for assistant trainers (from Flanders, Netherlands, Germany, France and Italy), and try to define common competencies, roles, tasks and responsibilities. And an 'upstairs' group that would share and try out a lot of practical approaches for the circus space.

For the comparison and analyses of the existing curricula, we choose the existing CATE framework for circus trainers (free download of this curriculum possible via EYCO-website: <http://www.eyco.org/wp-content/uploads/2015/10/Cate-handbook-lower-resolution.pdf>).





Together with the whole group, on Tuesday morning, we did a theatrical exercise on 'the ideal relationship between A.T. and Trainer'. A lot of common key elements came out of that exercise.

On Tuesday Evening, just a few hours after the Alpaca Initiation, we held a practical video workshop. First of all, we harvested a lot of interesting pedagogical key words and models.

**NON-VERBAL**  
 SIZE  
 OPEN POSTURE  
 FORWARD LIMB  
 TOUCH  
 EYE CONTACT  
 NOOD

**ICE BERG** 10%  
 90%  
 FREEDOM  
 TRIANGLE  
 NEEDS FOR GOOD LEARNING ENVIRONM.  
 CHALLENGE SAFETY

**NEVER FORGET TO PLAY**

**LEARN TO LEARN**  
 DENY: LEARNING BY DOING

"show it to me, and I will forget  
 explain it to me, and I will remember  
 let me do it and I will understand"  
 Osho

**ROLES OF LEADERSHIP**  
 POLIC, DOCTOR, CLOWN  
**MASLOW DIAMOND**  
 Relation  
 Autonomy  
 Competent  
 OF NEEDS

**6 hats of Bono** Feedback  
 Perseverance  
 don't give up  
 teach me to do it  
 by my self

**SAVEGUARDING** (what to do?  
 recognizing signs of abuse)

**ADAPTABILITY**

**AWARENESS TO DIFFERENCES**  
**BLIPWAPOTOYOTIBPKTS**  
 able to change point of view ↑ different reality

**Howard Gardner**  
**MULTI-INTELLIGENCES MODEL**  
**DIFFERENT LEARNING STYLES**

**INCLUSIVE POSITIVE LEARNING STYLES**  
**BOLTON: THE HAND OF CIRCUS**  
**FUN** Good TERMINOLOGY

**FLOW THEORY** BORING — FLOW — TOO MUCH

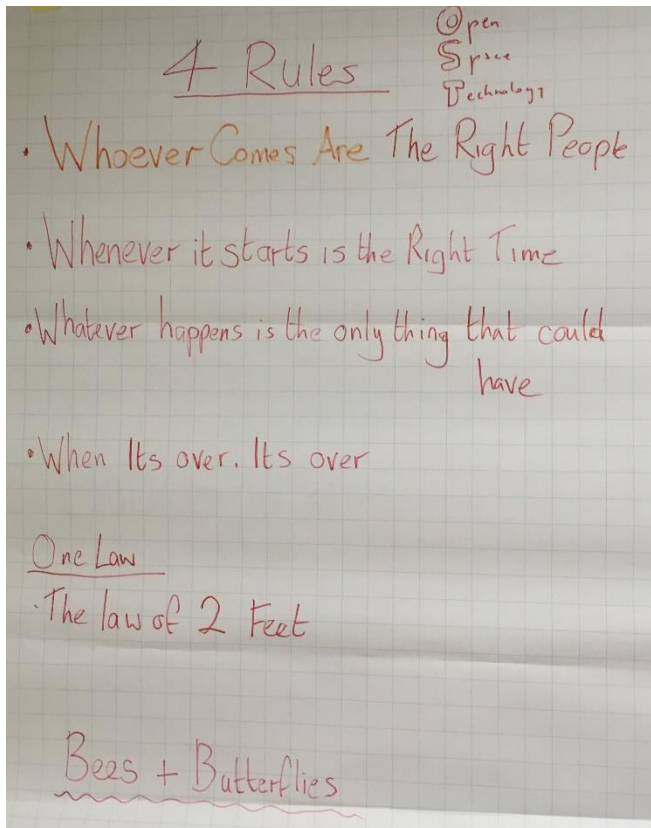
**PHYSICAL/OPRESSED THEATRE BOAL**  
**MODEL OF PLAYING**

- competition
- imitation, role playing
- crazy stunts
- gambling...

And after that, we made four hilarious scenes that tried to explain a concept: the SOFTEN-idea, the FLOW, the PIRAMID OF NEEDS, and the BLIPWAPOTOYOTIBPKTS. 😊

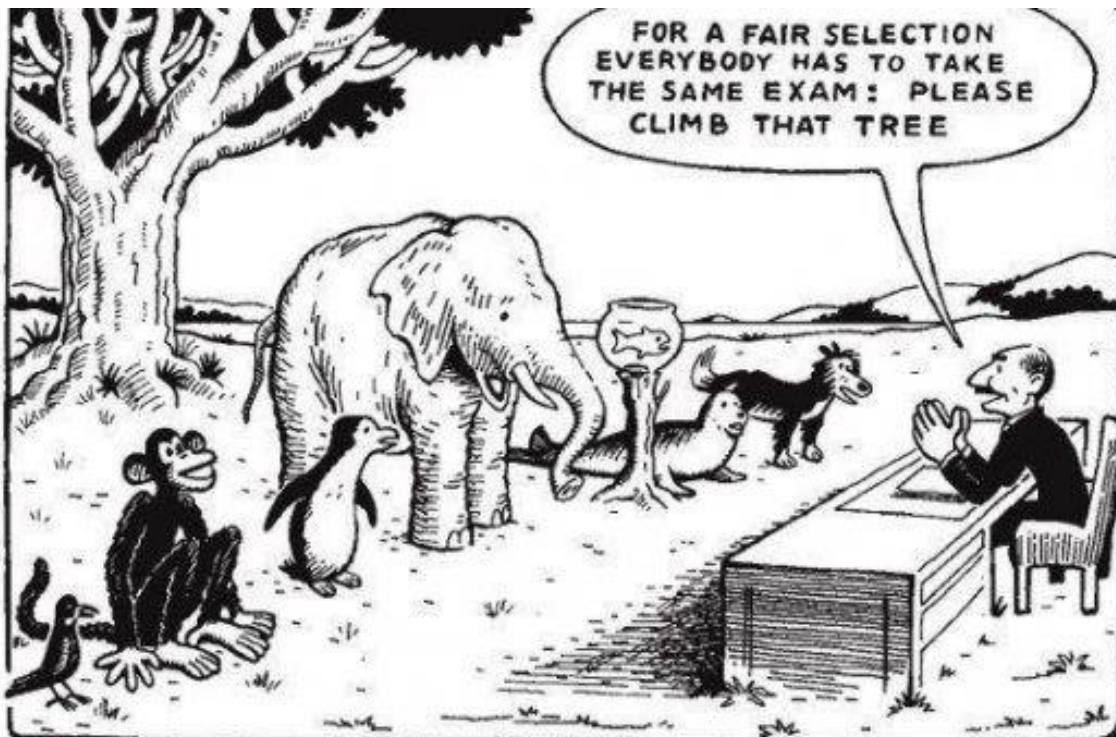


One Monday Evening, we practised the Open Space Technology, introduced by Lynn.



Discussion groups:

- Video - project
- How to motivate kids to go to a higher level?
- How to perform with a minimum input from the kids?
- MeToo at the circus
- How to include persons with a disability in the circus?

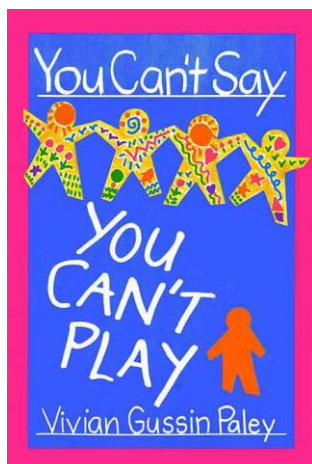


## Some GAMEZ we played

- Samurai-circle 'Ha Oesh Tsjak' (Lieven)
- In pairs: try to touch each other's knee/ankle (Magda)
- In circle: let handclap travel (with eye contact) (Gaili)
- 1 2 3: clap – jump – sound (Steven)
- Massage duo's (Tanja)
- Jump while shouting and moving and then total silence when landing (Femke)
- Rabbits, carrots and hunters (Leon)
- ½ chairs missing (Italy)
- Tag 'loose an arm' (Magda)
- Rock Paper Scissors challenge (Steven)
- Mimi + Zombie (Steven)
- Slapping game (Italy)
- My Pony (Germany)
- The Lotus (Lieven)
- Goodbye Circle (Gaili)

## Some games resources

- A playful path (free download): <https://www.aplayfulpath.com/>
- Games for Actors and Non-Actors (Boal): <http://www.deepfun.com/wp-content/uploads/2010/06/Games-for-actors-and-non-actors...Augusto-Boal.pdf>
- Gianni Rodari – Grammatica della Fantasia : <https://libri.me/grammatica-della-fantasia-gianni-rodari-pdf/>
- Homo Ludens (Huizinga): [http://art.yale.edu/file\\_columns/0000/1474/homo\\_ludens\\_johan\\_huizinga\\_routledge\\_1949\\_.pdf](http://art.yale.edu/file_columns/0000/1474/homo_ludens_johan_huizinga_routledge_1949_.pdf)
- The importance of Play (David Whitebread): [http://www.importanceofplay.eu/IMG/pdf/dr\\_david\\_whitebread\\_-\\_the\\_importance\\_of\\_play.pdf](http://www.importanceofplay.eu/IMG/pdf/dr_david_whitebread_-_the_importance_of_play.pdf)



In the Practical Group, we shared, discussed and practiced quite some pedagogical models and approaches. Here you will find some inspiration and sources.

Are you happy with the feedback culture in your school?

# FEEDBACK

you've got some responsibility on your check!

WRITE IT DOWN? (TO REMEMBER)  
SPEAK FROM THE 'I' (le Tu qui tue)

**GIVING FEEDBACK:**

- GIVEN IN AGREEMENT
- MY PERCEPTION (NOT TRUTH)
- REFERS TO SPECIFIC OBSERVABLE BEHAVIOR
- TIMELY
- (+ & -)
- NO ADVICE
- NO JUDGEMENT
- A GIFT

**RECEIVING FEEDBACK: LISTEN & LEARN**

- TRY NOT TO BE DEFENSIVE (NO 'BUT')
- ASK FOR CLARIFICATION IF NEEDED
- SAY 'THANK YOU'
- YOU DECIDE WHAT TO DO WITH IT

**MOTIVATIONAL INTERVIEWING:**

- "what do you think of...?"
- "how can you make it better?"
- "what is needed to make it better?"
- ...

**DIFFERENT MODELS!**

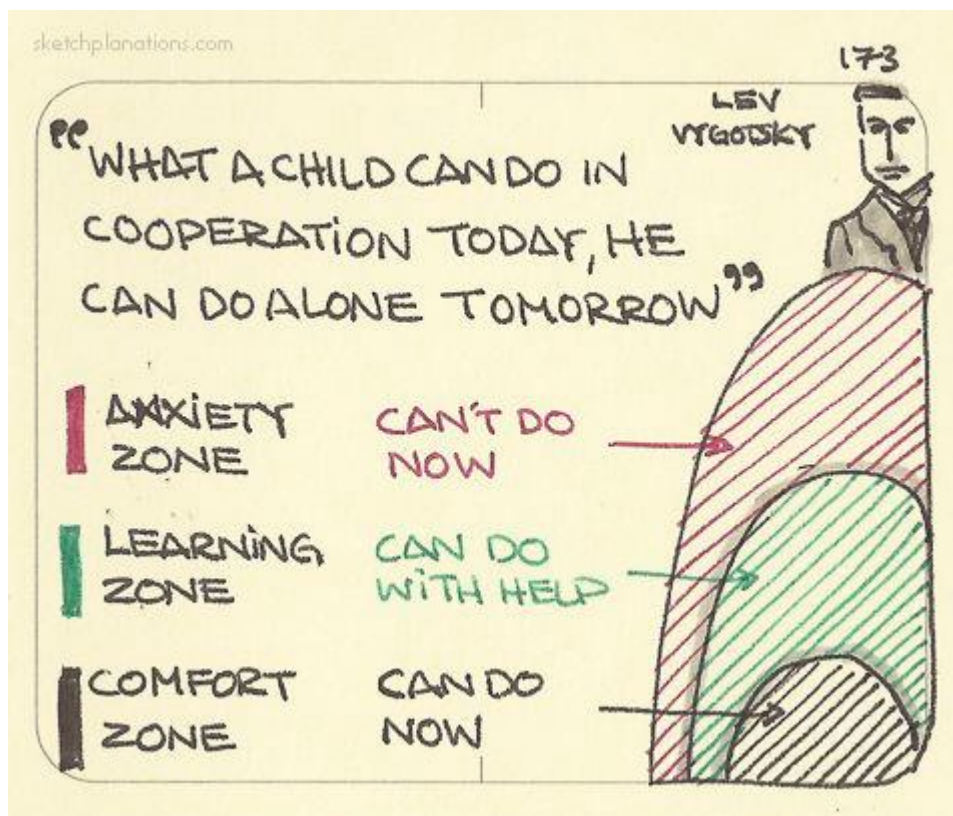
- SPONTANEOUS OR STRUCTURED?
- A SPECIAL SPACE AND TIMING PLANNED?
- FOCUSED ON RESULT OR ON PERFORMANCE/EFFORT?
- WHICH ASPECTS TO FOCUS FEEDBACK ON?

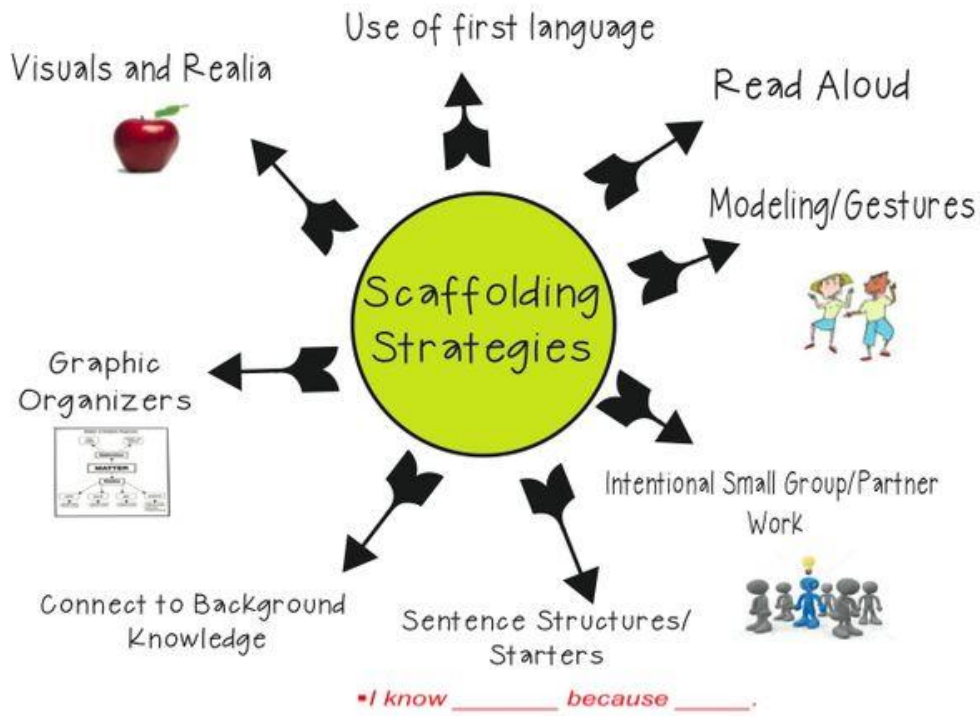
THE "SHIT-SANDWICH"  
TIPTOPTIPTOPTIP  
QUESTIONS  
ACTIVE REVIEWING  
FEED FORWARD!

# Do's and Don'ts

## Giving and receiving feedback

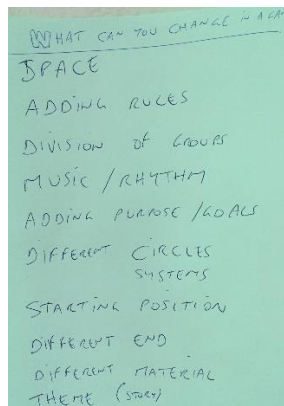
Do		Don't
Giving Feedback	<ul style="list-style-type: none"> <li>•Start with positive feedback</li> <li>•Be specific about problems</li> <li>•Ask other person their opinion</li> <li>•Focus on thing that can be Improved</li> <li>•Focus on facts</li> </ul>	<ul style="list-style-type: none"> <li>•Exaggerate</li> <li>•Be general with problems</li> <li>•Start sentences with "You" if you are saying something negative</li> <li>•Talk for too long</li> <li>•BE careful when giving advise directly if not asked for (Avoid "Should")</li> </ul>
Receiving Feedback	<ul style="list-style-type: none"> <li>•Ask for examples</li> <li>•Ask for ways in which you could improve</li> <li>•Acknowledge valid points</li> </ul>	<ul style="list-style-type: none"> <li>•Be defensive</li> </ul>



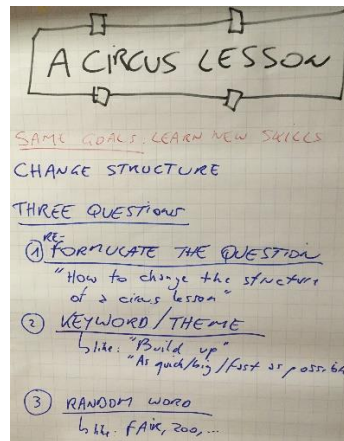


And the right name for the Master of Flow is ... Mihaly Csikszentmihalyi !

Dries shook our thinking with an exercise on which variables you can change within existing games.



Later on, in the plenary group, he dared us to question the classical structures of a circus lesson.



Carol Dweck was mentioned when thinking about the praising between EFFORT and RESULT and the different mindsets people can have and how we might influence it. "Nyet?"



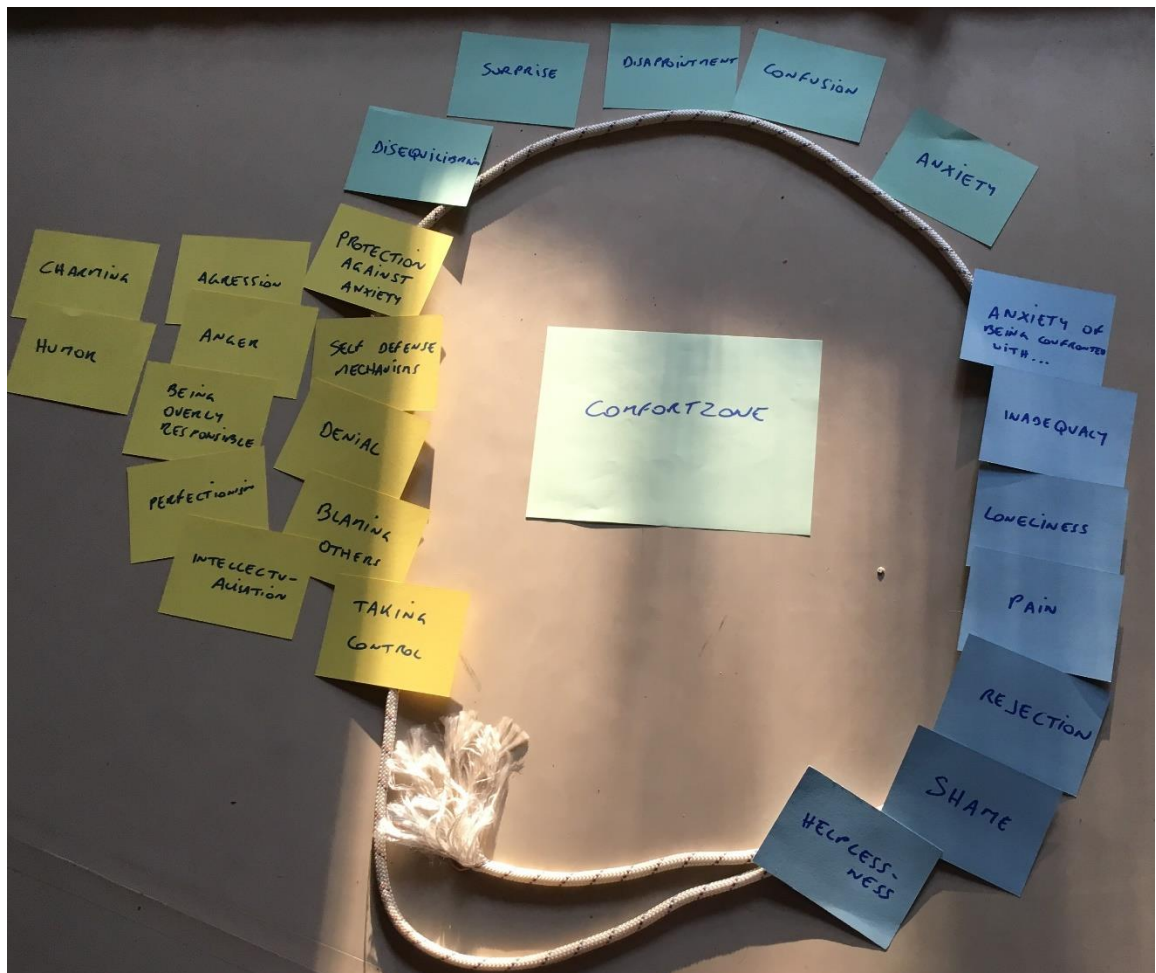
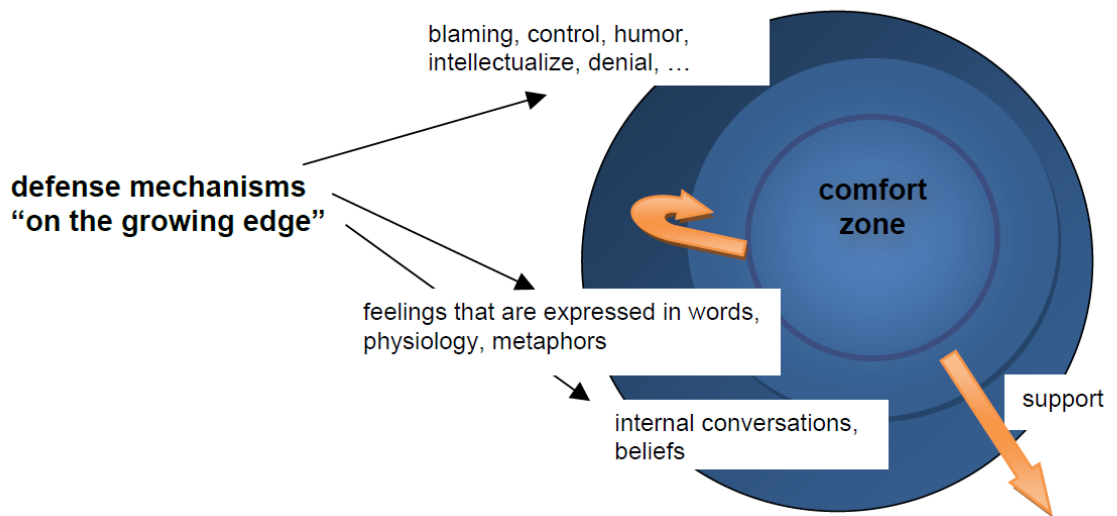
Check her out on youtube! <https://www.youtube.com/watch?v=YI9TVbAa15s>

One of the many ways to practice ACTIVE REVIEWING



For more inspiration on different ways of Active Reviewing: <http://reviewing.co.uk/>

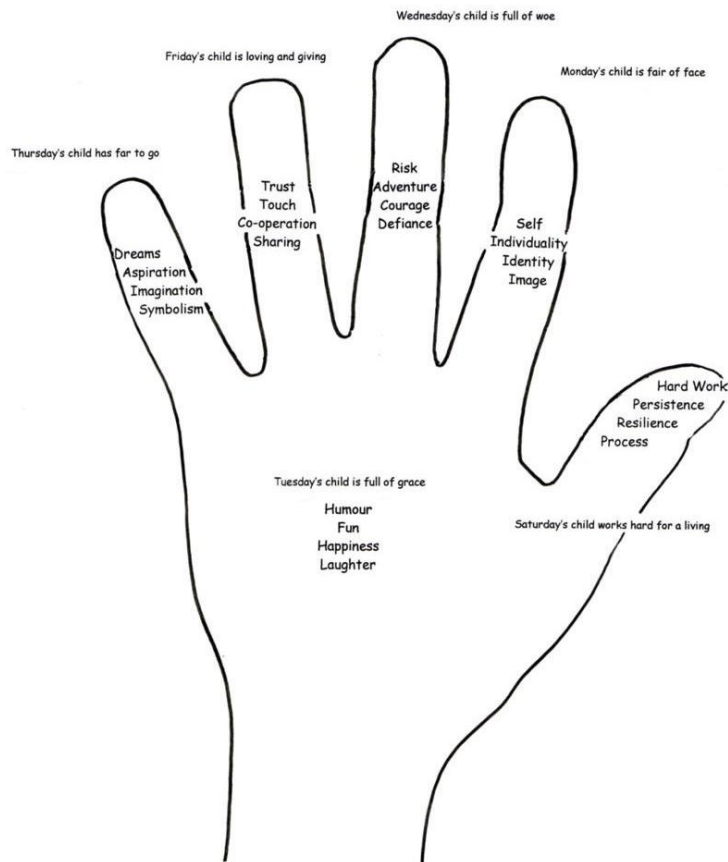
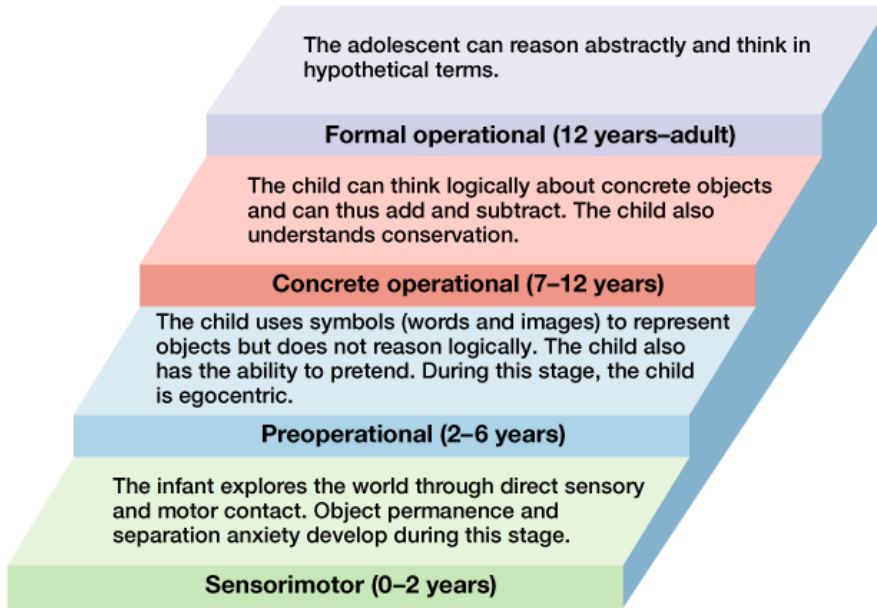




Wanna know more about these circles and how to understand 'Edgework'? Check: <http://www.viaexperientia.net/wp-content/uploads/2017/01/Karen-Vermeylen-Living-at-the-boundary.pdf>



Marco let us rediscover our Inner Child, practicing some principles of Jean Piaget.



Definitely worth reading: Reg Bolton's 'Why Circus Works': <http://www.regbolton.org/why-circus-works-reg-bolton>

