

Improvisation as a tool for teachers' personal and professional growth

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This workshop is based on the improvisation courses held in the University of Turku teacher education

- 2016, a 10-week long course, Master Thesis done from the results:
"Improvisaatiolla rohkeutta opetukseen? Opettajaopiskelijoiden kokemuksia improvisaatiokurssilta."
- 2017-2018, 2 courses and 1 or 2 demos for all the 1st or 2nd year students in the faculty (Turku/Rauma), 2 Master Thesis coming 2018
- 2018: also in KiVa anti-bullying school program and Opintokamu well-being webcourse for secondary education students, workshops with Nyyti well-being organization for university students
 - PhD research starting in related to improvisation effects on the group atmospheres and bullying (empowering the bullied ones)



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Improvisation principles

- 1) Let go of the self-critics,
make mistakes!
- 2) Listen
- 3) Accept
- 4) Support and do something!

“Yes, and...”

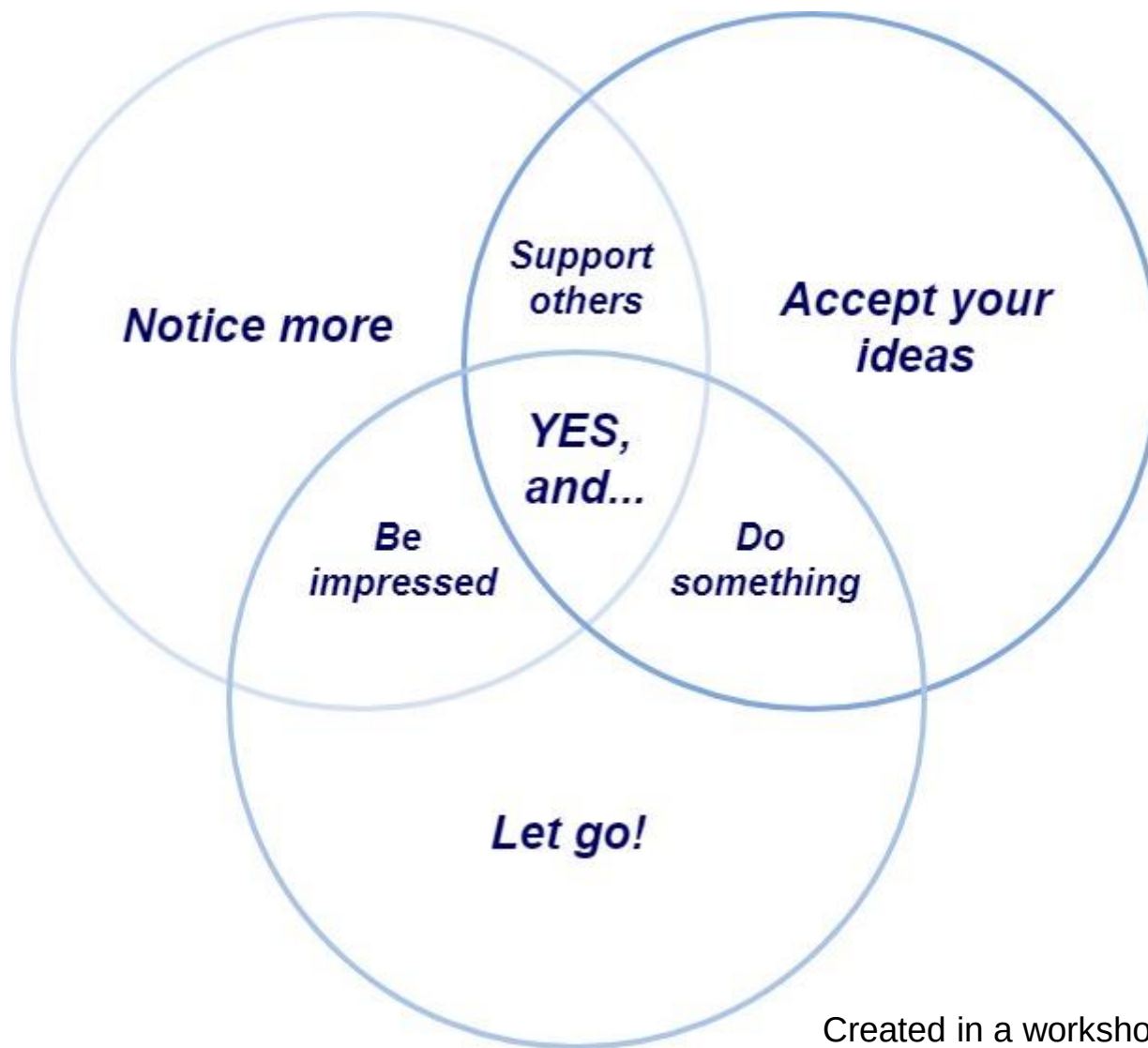
+ Modify your expression: status exercises...

*“In improvisation the most important is to make your **friend look good.**”*

-Keith Johnstone



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Learning to accept yourself.

Accept your own first ideas, they are most often the best ones!

Do not shoot down your own ideas, because no one else does that either.

*Turn down your own intrinsic critic. **You are good as you are.***



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Mistakes are gifts!

It's the attitude: It is MY mistake and I am proud of it!

*Mistakes take the story to directions you would have never thought.
→ important for learning and creativity!*

*“A person who never made a **mistake** never tried anything new.”
-Albert Einstein*



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Support each other!

Take and accept feedback what you get, especially the positive!

Listen and support each other! When you experience that yourself, you are brave to do anything.

Change your attitude. Thoughts and words have strong power.

“You always get what you believe, not what you want. Negative thoughts weakens your immune system. They are like viruses.”

- Lena Kay



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Modify your status in the interaction to fit better with the other people you interact

Status expression answers not to question "what" but "how":

- Posture, voice, eye contact and speech tone and speed
- Statuses vary depending on the interaction situation
- Expresses the power relations (e.g. teacher-student relationship and bullying)

	Respects others	Do not respect others
Respects him/herself	Positive high status	Negative/Aggressive high status
Do not respect him/herself	Positive low status	Negative low status

Koponen, 2004



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Teacher student's personal and professional growth go hand in hand

"Mielialani oli niin korkea kurssin ansiosta, että muutkin opiskelut sujui helpommin."

"Tämä kurssi on ihan oikeasti ollut omalle mielenterveydelle ja jaksamiselle hyvin tärkeää."

"Kiitän vielä kerran kurssista. Tosiaan tää kurssi oli itselle monella tavalla merkittävä, voimaannuttava ja tämä kurssi jää kyllä mieleen. Niinkin kliseiseltä kun se kuulostaa, tuntuu että olen muuttunut ja ehkä jopa kasvanut ihmisenä, mitä ikinä se tarkoittaakaan. Mielenkiintoista miten epämukavuusalueelle meneminen voi olla näin mukavaa."

"Näillä sisällöillä sekä kirjavinkkauksen antimilla voisi helposti luoda laajemmankin kokonaisuuden josta varmasti olisi hyötyä enemmän kuin monesta tämänhetkisestä kurssistamme."

"Tää on paras kurssi tänä vuonna."



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The potential of improv in teacher education

- *"Teacher's work is stressful and interactive, where you always have to be ready for changes." (Travers & Cooper, 1996; Lauriala 2000; Willman 2000)*
- *Improvisation develops*
 - *Empathic listening,*
 - *Interaction skills and speechless expression,*
 - *Social skills,*
 - *Self-awareness,*
 - *Creativity and spontaneity,*
 - *Risk-taking skill and error tolerance,*
 - *Problem solving and critical thinking,*
 - *Positive atmosphere and safety in the classroom. Teacher is part of the group.*
(Moshavi 2001; Sawyer 2004; Bradecich 2008; Kirsten, B. & Du Preez, R. 2010)



Thank you for your participation!

Joy and laughing together can have tremendous impact!

*When practising improvisation skills already in the teacher education,
the students do not need to learn to improvise only in the working life.*

(Humphreys & Hyland 2002, Tochan & Munby 1993)

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