

Dear Mid-Second Week People,

It will be sometime before I forget B [redacted] almost physically shrinking into a very "small" man or Mineno gradually attracting three quarters of the group into his portrayal of the woman he chose to become. It was beautiful observing her sub-group helping J [redacted] gradually into shoe-role and Andre in role as an upper crust English Professor was a pure theatrical delight- he told us so much by the movements he did not make and the questions he declined to answer. "Declined" is the right word, he was much too well-bred to "refuse to answer"! A [redacted], are you consciously aware of how well you know the upper class UK male, or is it an unconscious awareness? You play the part as brilliantly as Valerie Giscard d'Estaing who speaks impeccable patrician English.

Today, second period, Sachyo and Andre will draw on their work of two weeks ago to introduce you to one or two areas of NLP (Neuro-Linguistic Programming). They cannot show you two week's work in 90 minutes and if they tried they would be loonies: what they will attempt to do is open one or two windows for you into the NLP landscape, so you can breath the air of NLP, smell the scents of NLP and hear the sounds that inhabit that landscape.

Basing myself on their work, I will introduce you to the Walt Disney strategy this afternoon. You will have a chance to practise it and to find out what it tells you about yourself as a teacher and as a person.

This is my current, pre-class fantasy for today.... but who knows what the group will throw up, who knows what may happened to render my fantasy absurd? Some people call these lesson fantasies "plans". They talk about "lesson planning" in pre-service training. D' can you really "plan" a session with tiny tots?

I wonder how you classify "teacher planning" in your heads.

Mario.

