

Dear Danes/Brits + 1 Canadian,

I [redacted], I hope that by today your specs (old-fashioned word I just dare use in our group but which I would not use with a younger one) have revealed their obstinate hiding place.

Yesterday was a crammed learning day for me and I want to share some of the learnings I am conscious of, though knowing that this is only a part of the whole. Let me logically start with last night (isn't it odd that some history teachers start children on the most far-off times). Myself I didn't like the sketches but at many points my nine-year old son was gurgling with unrestrained laughter. He was angry and hurt after we left to hear that he and I had different points of view- often in these matters we have large areas of fusion and I felt him feeling isolated by his different mapping of the evening.

For TT to happen there needs to be some fusion between trainer and trainee and yet there also needs to be full separateness. My sort of work is ambiguous in going for fusion and also demanding adult separateness. Schizophrenogenic demands on the group? Wakaranai, as they say in Japan, I'm not sure.

Animation dilemmas: I asked the group (at about 11.15 yesterday am) if anybody did relaxation exercises. J [redacted] offered..... and he is not hard to trust.... yet he was proposing neck and head relaxation and for PDL work you need full body work. Do I say yes to J [redacted], protagonise him in the group, which is fine, or do I backpedal and do a full Schultzian relaxation on the floor, myself leading in French. To do it myself is safer and will lead in surely to the PDL language work BUT the counter principle is that anything from the group is better than stuff from me in motivational and practical terms + I really want to explore John's excellence further for my OWN learning. Let's go with J [redacted].

I loved J [redacted]'s neck work.

Other learnings yesterday:

Modelling my Brazilian trainee's three foci of attention in a training group was a first for me: and then asking you what you did. I felt you were only partly able and willing to come clean on this one. There is plenty, normal daydreaming going on in our group and nobody talked of it- there is also plenty meta-thought out from the topic in hand some of which is likely to be conservative in character, fitting what seems new into old bottles to tame it and reduce it to comfort. People's patterns of distraction are creative and fascinating.

From banality to what people are capable of:

When I asked about Japan and people came up with lazy stereotypes and yet it was sufficient to gently say " and

now for something more interesting " for people to come out with real deeper and sensitive thought like: " Japanese hitch-hikers in Denmark always leave you with a present " There was a change of voice quality in the group, a sort of change of state. Dramatic. I was gobsmacked at the power of this very simple intervention.

During the boss- and- secretary exercise in the morning John invented an excellent new one:

PAIR THE STUDENTS

Person A tells Person B to write a letter on his, (A's) behalf to Person B. He defines the content and style.

B does ditto-

They both, in parallel, write letters to themselves from the other person. Exchange and discuss.

Thanks J■■■■, brilliant.

In general these folk from the peninsula (+ Linda from over the water) are giving me a VERY good course, for my own purposes as a trainer, as a language teacher and as as a writer.

Tak so mykke (or something like pa something like svenska

I am also learning that it is fine to write to the group and this time do not feel lonely thru lack of response on the page. I can add to the workshop with one-way adressedful writing. Never reached this feeling before. This is a much better feeling than the narked: " why don't the buggers write ? "

Mario.

