

Newsletter No. 2

Workshop in June

“Narrativistic Socio-Cultural Theory, Universal Caring and Sharing Advising (UCASA), and Well-Becoming”

Date: June 11th, 2022 10:30-12:00, 13:00-14:30

Venue: NUFS Meieki Campus (BIZrium Nagoya)

Presenter: Tim Murphey

(Kanda University of International Studies)



Abstract:

We will be looking at how education has turned toward narratives (story telling) to get many of their ideas across and how we can do it in many ways. We will also be going over the idea of Universal Caring and Sharing Advising (UCASA) in which everyone is conceived of as a potential advisor/helper/resource and the idea that perhaps everyone should develop advising skills. Lastly, we will be going over the ideas of “well-becoming,” spurred originally by Carl Rogers and his work on client-centered therapy that turned into student-centered teaching in his book *Becoming a Person* (1961).

The number of participants: 47

1. Interesting activities you might want to use in your class. Why?

- Action logging – I want to try using this to be able to know what my students think about our class, what they want to do and how I can help them or support them in attaining their goals. Building rapport with my students is important to me. If they know they can trust me, it will be easy for them to express themselves.
- To tell about their embarrassment and lifelong regret stories – because I think I can encourage them to ask during the class. Near peer role model and diversity model – because I want them to notice that they learn from others.
- I’ll use sharing mistakes, regrets and embarrassing stories. By sharing them, students can feel comfortable to talk each other.



- I had a lot of fun doing pair work. From the students' view, these activities make them feel relaxed and comfortable. So, this creates the atmosphere that students can feel safe.

2. What you learned from today's workshop

- Learning a language can be a group therapy for overcoming our weakness to become a well-being person.
- The importance of caring each other, laughing, singing. We should be kind to others.
- I thought it's very valuable for both teachers and students to share and talk their personal stories. This is one way to build rapport or get each other better. I think this kind of relationship will help communication activities.
- Telling stories and singing songs are my take always. I have to find an opportunity how I can put them into students' routine. However, telling stories that are realistic to certain students can make it more engaging like what Tim had just demonstrated.



3. Questions and Answers

See the next page.

AR Discussion

Date: June 11th, 2022, 14:45-17:30

Venue: Meieki Campus, MW 10, 11, 12

Title: Group discussion on action research

Advisers: Kazuyoshi Sato, Duane Kindt, Kevin Ottoson (NUFS)

The number of participants: 20



Questions to Tim Murphey June 11, 2022 // Responding June 14
from Nagoya University of Foreign Studies (NUFS)

Students and Invited Guests:

After his 3-hour presentation on
“Narratives, UCASA, & Well-Becoming”

- 1) How do you balance the talking activities and providing the task for students to succeed in their conversations?

TM: Sometimes if you think the topic is a bit difficult, tell them ahead of time that they will be talking about THISTOPIC next class and to think about it or write about it (or read a story from a previous student about it, and imagine their own story). If the topic is too abstract (e.g. How should MEXT change Japanese education?), they do have trouble talking about it, so it helps to bring it down to everyday stories (e.g. “What fun and good ways have your teachers taught you English in the past?”)

- 2) Are the activities showing past experiences only possible with intermediary level students? **TM: Perhaps you are right if you insist on total correctness. But I have some low level university students tell past experiences with the present tense like this: “High school, I no like baseball. But friends like. So I try. I good some. So I like now.” Yes, there are errors, but the story is understandable, and we understand their “becoming”. They will learn gradually from listening to other stories or when they put it into writing.**

3. I think my high school students wouldn't like being vulnerable. I wonder how I could apply this with such a young class? **TM: Nobody really likes being vulnerable (at first), but the truth is we all are. And when we can express them, they become more tolerable and even useful and we become not so afraid of admitting or showing our faults. We can laugh at them and overcome the negative of them. Telling mistakes stories make us stronger. Of course, many students don't know this, and that is why it is good for the teacher to model it at first. You have to be brave enough to tell your students *you are not perfect* (which hopefully they already know). Have a look at this article for resources, the first author is an elementary school teacher:**

Hirosawa, E. & Murphey, T (2017). Self Regulating Beliefs about Miss Takes: Amygdala Whispering to University Students. *JALT CUE (JALT College and University Educators Special Interest Group) Circular #3 July*. Pp. 3-5. And this video on YouTube about a HS teacher telling his mistake story: <https://www.youtube.com/watch?v=OL7DxMKucik&t=4s>

- 4) Some students are too shy to share experiences. How can I make them join the conversation? **Start small and easy: begin with simple stories of what did you do yesterday, then the weekend, etc. If that is too difficult, ask “What do you like?” And they can give one word answers: movies, ice cream, etc.**

- 5) How often do you do therapy-based activity in your class? **TM: If we accept that being social is therapy, then all interaction can be therapeutic. But equalitarian participation is more therapeutic than just one person talking all the time. That is why we share stories with each other, not just one person talking all the time. And hopefully the singing, laughing, and juggling are also therapeutic as well. The point is that through doing such things, we can make our classes more therapeutic, i.e. helpful and healthy for growth mindsets and positive psychological and sociological growth.**

- 6) I have a student with autism in my college course. I wonder how I could assist him to be well-becoming. He does not (or can not) like interacting with others at all. **TM: They say we all are autistic to some degrees and in some situations (tell him). I had a similar case a few years ago and I made a point of complimenting his good writing and good grammar and I told a story about times when I was very shy and afraid to talk, and then got the students to tell about such times in their lives. Teaching him to shadow silently what others say might sometimes help him better understand and better create responses too.**

7) I can't understand UCASA. What is it in short?

TM: Let me quote one response from another person in your group in their feedback: “Caring, sharing, and advising [UCASA: Universal Caring and Sharing Advising] are wonderful not [only] in the classroom but in our daily life. We are all changing all through our lives and I hope we are changing better and, in order to do so, English classes can also help us (teachers

and students) becoming a person.” [brackets-TMadded] It is a “play on words” in Spanish “mi casa et tu casa!” meaning literally “my house is your house!” or more commonly in English “Make yourself at home.”

“Universal” implies that everyone can advise and help (care) for others. Maybe even pre-school kids with their parents. (See 9 things to tell an anxious child attached below which has been used by my students with other students and even a few parents.)

8) I would love to hear about how music can help us learn better!! (TM: **Google search “Tim Murphey Music and Song” and “Tim Murphey Pop Songs”**)

9) Margaret Mead – “A healed femur **Margeret Mead** (anthropologist) – good for brkout rm discussion: A student asked her once, In anthropology, what is an early sign that a culture would survive?”

Finding a repaired broken femur in (thigh bone) means that someone took good care of another person in need and proved the culture’s “ability to help one another when in need.”

SD: What should we notice?

“We are not nearly enough in awe of our selves.”

E.T. Hall wrote this in his book *Beyond Culture* (1989) p.5

Friendship <https://www.powerofpositivity.com/key-to-happiness-strong-friendships/>

SD: How do you have a good life? **Make new friends and keep the old, one is silver and the other’s gold!**

Tips for making Friends?

One participant wrote:

“It felt I was not here today for language acquisition. I was here rather for healing myself. Thank you so much.”

(TM response) This is an example of UCASA, the idea that all of life is either universal caring and sharing advising (UCASA and becoming and being) or it is

entropy, which is the breaking down of life and things. The healing I suspect was mostly in the social interaction with your partners and the story-telling and story-making that shows the mind new pathways, ways of teaching and ways of becoming and ways of helping. This comment also makes me better understand how even Carl Rogers was in awe of how 6 leaders could help 800 Brazilians in one auditorium for several days get into groups to share their caring thoughts and somehow receive unconditional positive regard and create moments of healing. Perhaps as teachers we need to trust the process of genuine socializing as ways to also heal and to learn.

***Student Comments to Share Beyond**

*I learned a 70-year-old can give a wonderful workshop, that it is so important to keep a positive and receptive-to-new-ideas outlook. Positive benefits all round! (TM: **Carl Rogers was still doing it at 80!**).

*Fantastic workshop.

*I had a lot of fun talking with my partner!

*Tim's atmosphere, attitude is, just as he said, nice. He is accepting us, learning from us and sharing his experience.

*Getting students to tell their stories: stories from textbooks always focus on "he" or "she". "I" changes the subject of the conversation. (GREAT OBSERVATION!)

*Teaching English has the power of well-becoming! (TM: teaching anything should also have.)

***I want to begin teaching my kindergarten students how to be advisors.** My AR plan revolves around having students help each other as peers. Reflection exercises in pairs are something I would like to do along with Action logs. Carl Rogers and "well-becoming" are obviously tied to my AR plan and I would benefit from finding and using these books.

*I sometimes forget to have my class more **student centered**, being busy with paperwork. Today's workshop reminds me of the importance of interacting.

*Sharing stories ... students get to know each other. Reading **Love You Forever**, students can be healed.

*I want to know some activities using the PACE ACTS. (Next workshop! But I think you can already imagine, and are doing, many relevant activities.)

***Learning a language can be a group therapy for overcoming our weakness to become a well-being person.**

***Talking is very good.**



Chat

Me to **Everyone**

15:15

M

A mother to a 6 year-old son sent this to me.

Nine things to SAY to an anxious (nervous) child (or maybe even a friend/ adult):

1. I'm here with you. You're safe.
2. Do you want to do some dancing or running to get rid of the worried energy?
3. Tell me about it.
4. What would you like to say to your worry? What might your worry say back? Then what?
5. Let's draw it. ...
6. What does it feel like in your body? Where is the worry? How big is it?
7. Match your breaths to mine.
8. Let's think up some endings for what could happen (anxious ones, goofy ones, AND realistic ones).
9. What's something we could do to help you feel better?

Which ones above might work best with you? Or with your younger siblings (brothers, sisters, cousins, neighbors, yourself, parents, etc.)

If small children react well to these, they could also use them with their stressed parents! TM

MY GOOD FRIEND SONG! (Tune “Oh Suzanna”) or
10-IDIOM SONG

1. My *lips are sealed*, you're a *sweet talker*
2. You don't *bad mouth* anyone.
3. You gotta *sharp mind* so I *take my hat / Off to*
you all the time
4. *You're MY GOOD FRIEND and I'll
help you any time
5. Just call my name and I'll be there, for I
will always care
6. *You lend me an ear*, you *lend me a hand*
7. *You don't just show your face*,
8. You're not *hard headed* and I love to hear
your *apple polishing**

Repeat 4/5

*You're MY GOOD FRIEND and I'll help
you any time / Just call my name and I'll be
there, for I will always care