



# AN INTERNATIONAL SEMINAR ON FAIRY-TALE AND STORYTELLING THERAPY

8<sup>TH</sup> - 12<sup>TH</sup> MARCH 2016

HOTEL TIVOLI SINTRA

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ORGANIZATION:



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# Seminar Programme

## Tuesday, 8 March 2016

15h00 - 17h00	Registration and Welcome desk at Hotel Tivoli Sintra
18h00 - 20h00	<i>Speakers' Meeting</i>
20h00 - 20h30	Welcome Dinner at Hotel Tivoli Sintra

## Wednesday, 9 March 2016

10h00 - 10h45	<p>Seminar Opening</p> <p><b>Adriana Jurczyk Duarte</b>, Director of Moonluza  <b>Basilio Horta</b>, Mayor of Sintra (tbc)  <b>Ana Paiva Morais</b> Scientific Coordinator of the Institute for the Study of Literature and Tradition, Nova University of Lisbon  <b>Laurenço de Almeida</b> Representative of National Center of Culture</p>
10h45 - 12h15	<p>Session I – Presentation</p> <p><b>A Box of Delights: How Therapeutic stories are used in Play Therapy</b>  <b>Jacqueline Silva</b>, Play Therapist, Person Centred Counsellor, Trainer and Supervisor for Play and Creative Arts Therapies at LudoClínica, Portugal</p>
12h15 - 12h30	Questions & Answers
12h30 - 14h00	Free time
14h00 - 15h30	<p>Session II – Workshop</p> <p><b>A Journey through the forest: Fairytales as Therapeutic Storymaking</b>  <b>Rosie Strain</b>, Arts Psychotherapist &amp; Storyteller, UK</p>
15k30 - 15h45	Questions & Answers
15h45 - 16h00	Coffee break
16h00 - 17h45	<p>Session III – Workshop</p> <p><b>Storytelling with the use of Expressive Arts Therapy</b>  <b>Boaz and Vered Zur</b>, Expressive Arts Ireland</p>
17h45 - 18h00	Questions & Answers
18h00 - 21h00	Free time
21h00 - 22h30	<b>Storytelling Session</b>

## Thursday, 10 March 2016

9h30 -10h45	Session IV – Workshop <b><i>Stories – a safe passage to a troubled place: Educational Psychotherapy approaches to a child's emotional difficulties with learning</i></b> <b><i>Jill McWilliam and Gill Morton, Educational Psychotherapists, London, UK</i></b>
10h45 - 11h00	Questions & Answers
11h00 - 11h15	Coffee break
11h15 - 12h45	Session V – Presentation & Collaborative component <b><i>Prevention Counselling and Wellness with Children and Teenagers: Life skills and Character education using traditional tales</i></b> <b><i>Susan McCullough, School Counselor &amp; Storyteller, Germany</i></b>
12h45 – 13h00	Questions & Answers
13h00 - 14h00	Free time
14h00 - 15h45	Session VI – Workshop <b><i>The Fairytale and the Storyteller: A Therapeutic Process of working with a Fairytale as a prompt for deep personal transformation. How the Story in process of engagement has meaning and effect</i></b> <b><i>Laura Simms, Storyteller, writer, USA</i></b>
15h45 - 16h00	Questions & Answers
16h30 – 19h00	<i>Tour: Sunny Coast, Boca do Inferno, Cabo da Roca - tbc</i>
20h30 - 22h30	Gala Dinner

## Friday, 11 March 2016

10h00 - 12h00	Session VII –Presentation & Workshop  <b><i>Storytelling through Sandplay Therapy: a life-changing experience</i></b> <b><i>Olga Lipadatova, Psychotherapist, Canada</i></b>
12h00 - 12h15	Questions & Answers
12h15 - 14h00	Free time

14h00 - 15h30	Session VIII – Presentation & Workshop <b><i>Touch Story Therapy - Healing with the Multisensory Narrative Experiences</i></b> <b><i>Michał Malinowski, Museum of Tales and Stories, Poland</i></b>
15h30 – 15h45	Questions & Answers
15h45 - 16h00	Coffee break
16h00 – 17h45	Session IX - Presentation <b><i>Webs of Wonder: Fairy tales and the Quest for the Soul</i></b> <b><i>Beatrice Bowles, Master in Fine Arts, Storyteller, USA</i></b>
17h45 – 18h00	Questions & Answers
18h00 – 21h00	Free time
21h00 - 22h30	<b>Storytelling Session</b>

### Saturday, 12 March 2016

9h30 - 11h45	Session X– Experimental Workshop <b><i>The Fairytale and its Secrets: Healing, Teaching and Nourishing our Lives</i></b> <b><i>Shai Karta Schwartz, Group and Individual Therapist and Teacher, Baobab Center For Young Survivors in Exile” in London, teacher, Israel</i></b>
11h45 - 12h00	Questions & Answers
12h00 - 14h00	Free time
14h00 - 15h45	Session XI – Workshop <b><i>Wonder, Magic and Metaphor: Creating Fairy Tales in Art Therapy and Arts-based Research</i></b> <b><i>Monica Carpendale, BFA, DVATI, RCAT, HLM, BCATR, Executive Director, Kutenai Art Therapy Institute, Canada</i></b> <b><i>John L. Plews, PhD, Associate Professor of Modern Languages, Saint Mary’s University, Halifax, Canada</i></b>
15h45 – 16h00	Questions & Answers
16h00 - 16h15	<b>CLOSING SESSION</b>

## Storytelling afternoon in Sintra

# Speakers & Presentations

## **Jacqueline Silva**

Play Therapist, Person Centred Counsellor,  
Trainer and Supervisor for Play and Creative  
Arts Therapies at LudoClínica, Portugal

<http://www.ludoclinica.com/en/>

Play Therapist, Person Centred Counsellor, Trainer and Supervisor for Play and Creative Arts Therapies. She also holds a degree in Education, Graphology and an MBA. After running her own successful training company in South Africa for 10 years, she moved out of the corporate arena and it was as a Lifeline volunteer that she decided to qualify and pursue a career as a Counsellor and Play Therapist. Jacqueline has been practicing Play Therapy with children and adults, in the Algarve, at LudoClínica since 2011 and will be launching Portugal's first 'Certificate in Therapeutic Play Skills' in 2016 with Play Therapy Portugal.

### ***Presentation's title: A Box of Delights: How Therapeutic stories are used in play Therapy***

Therapeutic Stories are an integral part of the Play Therapists toolkit. Children are naturally primed to enjoy a story, from a young age it's something they love. What's different about a therapeutic story is that it has a therapeutic aim and is created with a specific child in mind. Play therapy encourages troubled children to project difficult emotions such as fear, anxiety and guilt onto toys, allowing them to distance themselves from the traumatic events and experiences that they find too painful to deal with directly. Similarly, Therapeutic Stories encourage the child to process difficult issues in fantasy, but allow the child to feel safe and in control. The child is not required to relive the trauma they have faced. Instead, difficult issues are dealt with through the characters in the story. Play therapy and the therapeutic use of stories allow children to distance themselves from painful themes and deal with them symbolically. Therapeutic stories work with a child's unconscious and parallel a problem situation in the child's life rather than actually depicting it. These types of stories use creative metaphors to subtly build a picture clearly enough so that a child will identify with it without feeling ashamed or resistant. This talk aims to illustrate how they are constructed with the aid of case studies.

## **Rosie Strain**

Arts Psychotherapist & Storyteller, UK

<http://www.rosiestrain.co.uk/>

Arts Psychotherapist & Storyteller based in Bristol, UK and has been working therapeutically with stories and storytelling since 2006. Particular areas of focus have been *Therapeutic Storymaking* with children and adolescents with challenging behavior and adults in a mental health setting. Additionally, Rosie co-funded *The Three Turtles*, an Independent Performance Company, bringing stories to life through a therapeutic model of audience interaction. For further information go to Rosie Strain.

### ***Workshop's title: A Journey through the forest: Fairytales as Therapeutic Storymaking***

Within the forest, nothing is impossible: Creatures speak, objects move and even the most unable soul can achieve great things against overwhelming odds. Within their tapestry the vastness of the human experience is laid bare: the wild environments and colourful characters attempting seemingly unachievable tasks against tremendous adversity can be unique and evocative doorways into the hidden realm of the psyche.



Therapeutic Storymaking can offer creative and direct access to difficult, painful, hidden or buried parts of the Self. Images, characters and events are brought dramatically to life, arising from undirected creative play. Enacting a story 'as it happens' using the body, voice, props, costumes, sensory objects and fabrics, can allow powerful feelings to surface into the narrative.

The objective of Therapeutic Storymaking is not to create a 'proper' story but to spontaneously play out the impulse, ideas and imagination of each person involved, as the emerging tale engages them creatively with their experiences and opens up personal awareness.

This workshop will explore the method of Therapeutic Storymaking through an examination of the most common ingredients of traditional fairytales; The Hero, Environment, Problem, Task, Helper, Resolution and Ending. We will look at how these archetypes are woven into a biography and how stories of this fairytale structure offer a safe distance through which conflicts and difficulties can be explored.

This will be illustrated through a presentation of my current clinical practice in the field and an experiential workshop where participants will be able to creatively consider and explore how this method could be useful to their work.

The workshop will close with a feedback and question session with the aim of discussing and the meaning of endings.

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**Boraz and Vered Zur**  
Expressive Arts Ireland

<http://www.expressiveartsireland.com/>

Boraz Zur holds a Master's Degree in Expressive Arts Therapy from the European Graduate School and Lesley University. He facilitates group work and individual sessions for therapy and professional development, using an intermodal approach. He holds a B.E.d in Special Education. He is a qualified Teacher of Special Education, with many years of experience. Boaz is a writer and storyteller, organizing storytelling events in Ireland and abroad. He integrates the art of storytelling in his work as an expressive arts therapist. He is currently completing his P.h.D. in Expressive Arts Therapy and is a member of I.A.C.A.T.

Vered Zur is qualified in Expressive Arts Coaching, Consulting and Education. She delivers, teaches and facilitates both professional and personal development workshops for groups and individuals. She holds a B.E.d in Education and Literature. Vered is an intermodal artist working with arts, nature and community. She is committed to building community by mirroring, building strengths, sharing creative experience and including difference. Currently Vered is completing her P.h.D., working with Eco Psychology/ Eco Therapy - using Expressive Arts and Eco-Therapy to deepen community engagement with the natural world. She is a member of I.E.A.T.A Executive Council in I.A.C.A.T.

***Workshop's title: Storytelling with the use of Expressive Arts Therapy***

Workshop divided to four parts: Therapeutic Storytelling performance of a story from Uzbekistan; Reflection and sharing; Theory – Components of a story; Experimental exercise, working in groups; Group performances of the collective stories.

The aim of this workshop is to give tools that will assist in creating meaningful stories and performing them. We will achieve that by going through a process. We will use the gift of storyboard, hero path, imagination and creativity. The support of the group is an essential part.

The aim of the storytelling performance in the first part is to frame the creative space, to bring a therapeutic story. To show that storytelling can be done with the use of drama, music, props, music and more than one teller. The first part will lead

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**Jill McWilliam and Gill Morton**

Educational Psychotherapists, London, UK

Jill McWilliam has a background in teaching and Advisory work on Inclusion and Ethnic Minority Achievement schools in multi cultural settings. Where she developed a particular area of interest in multi-agency training in the fields of assessment in the overlaps of EAL and additional learning needs and on the impact of social emotional factors in raising the achievement children and young people. As a qualified Educational Psychotherapist Jill had seen the value of using metaphors in art and stories in helping children rediscover resilience and learning potential. Between 2004 and 2011 she co-ordinated a successful innovative project working with multi-agency teams and school based staff to develop a framework of materials with an integral evaluation, training and supervision to create safe spaces for the embedding of Gill Morton's model of Therapeutic Story Groups in schools. Children and facilitators were using stories to increase motivation, confidence and engagement with learning in classrooms and to become more resilient socially and as learners. Jill now continues her own work through Metaphors having completed a three year project successfully rolling out the framework in a Big lottery Funded project for London based Educational Psychotherapy charity.

Gill Morton is an Educational Psychotherapist who has specialized in running Therapeutic Story Groups in mainstream schools and in providing training and Supervision to others in this work. She has moved through a number of different work settings, working as: a peripatetic teacher for Inner London Authority School Psychological Service; an Educational Therapist in a Child & Family Consultation Service; a teacher of small class groups at the Tavistock Day Unit; a member of the team working with families in the Education Unit of the Marlborough Family Service. In exploring the different demands of the work in these varied contexts, she became increasingly interested in how children make use of the therapeutic story groups, particularly within mainstream school settings. She teaches on *Caspari Foundation* courses, including MA course of training in Educational Psychotherapy for which she has also supervised trainees and in the Master's course in Educational Therapy at the University of Trondheim, Norway.

***Workshop's title: Stories - a safe passage to a troubled place: Educational Psychotherapy approaches to a child's emotional difficulties with learning***

Educational Psychotherapists work with emotional blocks to learning, using indirect (at- one -remove) methods such as story making , reading and retelling. As well as these narrative methods we may use drawing, play and games to start conversations with very defended children and young people who struggle with social and academic learning. This work can take place in the context of one to one therapy in a clinic, but also as a group therapy project in a school.

**Individual therapy in a clinic (Gill Morton)**

The universality of stories is clear. Traditional stories may contain villains and victims, rescuers and those needing rescue and very often, the triumph of thinking over reaction.

Children who are afraid to think and learn, who are more likely to react or freeze than reflect when faced with any challenge, and who can paralyse or enrage a helping adult need to experience a thoughtful and reliable adult who will not need to know everything but will notice a child's clues to a painful conflict, fear or dilemma. The child in the room shows something of their history of interaction in their family. Working with stories allows new thinking to take place safely whilst allowing the child their long standing defences.

Gill will use as illustration some case examples of the use of a traditional tale in individual educational psychotherapy .

**Therapeutic Story Groups (TSGs) in school (Jill McWilliam)**

The *Metaphors Framework* was developed with school-based facilitators and multi agency teams by Educational Psychotherapists, Jill McWilliam and Michael Reeves for use alongside Gill Morton's story group model in order to facilitate creation of a safe space for therapeutic work in schools. In this presentation Jill will give a brief overview of the framework and present a case study showing how a child used the space provided by a TSG to express inner pre occupations and re engage with learning and his peers and class teacher.

TSGs use collaborative narrative and work in the safety of metaphor through art and story to create a book about a journey on a boat. Six children in a therapeutic story group experience thoughtfulness and containment from two adults, as they explore inner preoccupations and feelings and begin a process of self-directed change, The facilitators work as a cooperative couple to provide an available 'room in mind', thus helping to create a safe space for inner change in the outside world of school. Key themes from the micro working of the group are appropriately shared, bringing new perspectives into the classroom.

Use of the *Metaphors Framework* enables the therapist to engage the school pre, during and post group. An evaluation tool (*Metaphors Social and Learning Resilience Score*) includes a straightforward way of gathering evidence that gives a holistic picture of the child showing graphically the changes in the child, presented in a way that schools can understand and use.

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**Susan McCullough**

School Counsellor& Storyteller, Germany

Susan began telling stories in 2001. With Master's Degree in both Counselling and Education, she became skilled not only in telling stories for entertainment but also for using story and storytelling in her work as school counselor in both the counseling office for group and individual and in the classroom for character education and life skills lessons. She is in the final stretch of earning Master's in Storytelling from East Tennessee State University.

***Presentation&Collaborative component's title: Prevention Counseling and Wellness with Children & Teenagers: Life Skills and Character Education using Traditional Tales***





An ounce of prevention is worth a pound of cure. School counselors are often called on to provide classroom guidance lessons. These are designed to promote mental, emotional and social wellness and build the skills necessary to cope with problems before they occur. The author has found that by incorporating traditional tales as an integral part of these lessons, students are more involved in the lesson and more likely to remember and use the skill later on.

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**Laura Simms**  
Storyteller, Writer, USA

<http://www.laurasimms.com/>

Award winning performer, writer and educator advocating storytelling as compassionate action for personal and community transformation. She performs worldwide combining ancient myth and true life story for adult and family audiences. She is the Artistic Director of the Hans Christian Andersen Storytelling Center in New York and the founder of the Center of Engaged Storytelling. She is a member of the Therapeutic Arts Alliance of Manhattan. Laura received the Brimstone Award for Engaged Storytelling, CHOICE award for best story collection and Sesame Street's SUNNY DAYS award for work with children worldwide. In 2011 she received a Life Time Achievement Award from the National Storytelling Network. Her most recent book is 'Our Secret Territory: The essence of Storytelling'. She is completing a new book: 'The Sanctuary of a story'.

***Workshop's title: The Fairytale and the Storyteller: A Therapeutic process of working with a Fairytale as a prompt for deep personal transformation. How the story in process of engagement has meaning and effect***

THE TRAINING OF THE TELLER OF FAIRYTALES is akin to the practice of mindfulness awareness awakening. In this workshop we will discover the profound possibility of a compassionate teller of tales to bring a fairytale alive with the intimacy of a true life narrative. Fairytales on a page, or a text repeated by rote, is a one dimensional map. Analysis of images, characters and journey expands the meaning of the text - but it is not harvesting the essence of story. The initiated teller, however, who realizes how a fairytale functions in a process of reciprocity and engagement, attuned with open heart and awareness, speaking with embodied voice, becomes the conduit of deep liberation. It takes place in the energized space between listener and tellers. The story told and heard is the source of great repair for individuals, communities with themselves, the spirit and the natural world.

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**Olga Lipadatova**  
Psychotherapist, Certified Teacher and  
Supervisor, Canada

<http://www.arttherapyolipa.com>

Certified Supervisor and Teaching Member of Canadian Association of Sandplay Therapy and the International Society of Sandplay Therapy. Olga holds Master's Degree in Ancient History from Moscow State University and Master's Degree in Creative Arts Therapies, Arts Therapy, from Concordia University, Montreal, Quebec. She is the recipient of a Federal research grant for her P.h.D. research at Concordia University focused on Sandplay Therapy. She worked with six immigrant participants who told her their stories through the Sandplay Therapy process. Since 2003, Olga worked in Mental Health and community organizations, and in private practice as a



psychotherapist, art therapist, and a counselor. For a number of years she was a board member of the Arts Therapy Association in Quebec. After that she served as a Board member, and presently, as a president of the Canadian Association of Sandplay Therapy. Olga is a teacher and supervisor in Art Therapy and Sandplay Therapy in Canada and Russia. Since 2014, Olga works as a psychotherapist in private practice in Guelph, Ontario. Olga is an advocate of the storytelling through art and sandplay expression as a method of helping to make individual and social change in life.

***Presentation and Experimental Component's title: Storytelling through Sandplay Therapy: a Life-changing experience***

This presentation will be based on Olga's Sandplay Therapy work with immigrants and her research conducted at Concordia University in Montreal, Canada. Olga discovered that regardless of their country of origin all people share similar aspiration when they move to a new country of residence: they all want to create a better story for themselves and for their children. In this time of transition to a new reality the life story of every person can change dramatically, but to dream and create a new story is no simple task. In Olga's research each of six participants immersed into a process of creating a new story and a new vision of their lives. Olga will focus on the story of one of the participants, a young man of European descent who, despite his talents and a very good education, could not find his place in his new life and became depressed a year after he arrived to Canada. After partaking in a Sandplay Therapy process for a period of one year and a half he experienced a big change in his life. In his sandplay sessions he was creating sand pictures in a box of certain dimensions filled with sand. He used various figurines and objects and created scenes which corresponded to the stories he simultaneously told each time he came to therapy. Many of this young man's stories followed classical pattern of fairy-tales depicting a Hero's Journey, unfolding within his own personal mythology. The stories allowed this young man to strengthen his masculine identity, to integrate some sides of his psychology which previously caused negative or ineffective responses to the new reality in his life. As a result of a very complex psychological evolution this man created a new story of his life which corresponded with who he really was and how he could become a part of his new collective. Olga will show the images created by her client in the process of therapy accompanied with the stories told in his own words. She will also outline the stages of the Hero Journey, an approach she uses in her understanding of a psychological process unfolding in the therapy room. This work is based on the theoretical contributions of Jungian psychology, the work of Joseph Campbell and of sandplay therapist Betty Jackson. This presentation will be of interest to a wide range of clinical practitioners and educators, as well as to those in training, as the issues of adapting better to ever-changing reality are relevant at any age and in any country in today's world.

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**Michał Malinowski**  
Museum of Tales and Stories, Poland

Storyteller, writer and computer graphic artist. He is the creator and director of the Storyteller Museum MuBaBaO in Poland; guest speaker at storytelling festivals in England, Spain, France, Italy, Burkina Faso, Canada, Syria and Iran. Since 2004 he has been collaborating with National In-Service Teacher Training Center and the Institute of Modern Education. In 2006 awarded a special prize by the Polish Minister of Culture for his contribution to the preservation and development of culture. He is a co-author of the book 'Polish Folktales and Folklore' (USA). In 2007, Michał received a UNESCO



[www.mubabao.pl](http://www.mubabao.pl)

grant for his Museum. His storytelling 'Tężnia Marzeń 2009' received 3 awards as the Best Cultural Event of the Year in Warsaw Area. In 2014 appointed a member of Intangible Heritage Council of Polish Ministry of Culture

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***Presentation and Workshop's title: Touch Story Therapy – Healing with the Multisensory Narrative Experiences***

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**Beatrice Bowles**  
Master in Fine Arts, Storyteller, USA

Storyteller whose first mentor was mythologist Joseph Campbell. Beatrice has researched, retold and recorded five CD/audiobooks of world wonder tales with original musical settings, all available online [Beatrice Bowles](#). She tells her stories in schools, museums, and botanical gardens across the country and on the radio. Her 2014 CD/audiobook 'Cloudspinner and the Hungry Serpent' won a Storytelling World award in 2015. Beatrice is a voting member of the Grammy's Recording Academy.

***Presentation's title: Webs of Wonder: Fairytales and the Quest for a Soul***

Each of us is born with an inborn spirit or soul, but the soul is a gift which must be claimed. Fairy tales dare and inspire us to journey away from home in pursuit of our own truth and power. I will present a 'web' of fairy tales around this eternal theme and discuss uses of such stories to develop the creative imagination in young people so that they may claim their own souls.

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**Shai Karta Schwartz**  
Group and Individual Therapist and Teacher,  
Baobab Center for Young Survivors in Exile in  
London, Israel

Group and individual therapist originating from 30 years of professional theater and storytelling. Shai studied group facilitation, education, and the various art and performance art therapies (drama therapy, story therapy and art therapy), psychodrama, 'Focusing' and Gestalt and began integrating storytelling and role play in models of intervention in dialogue and therapy. For the last 18 years beside his practice in Israel, he has been cooperating with Sheila Melzak from the 'Baobab Center for Young Survivals in Exile' in London in therapeutic work with young asylum seekers in London. In Israel besides his private practice he works in group therapy with HIV Positive Ethiopians and teaches a course in 'Storytelling, Drama and Puppets as Tools in Therapy and Education,' and runs personal development courses.

***Experimental Workshop's title: The Fairytale and its Secrets: Healing, Teaching and Nourishing Our Lives***

"Man's recognition of his mortality and the requirement to transcend it, is the first great impulse to Mythology-  
Campbell, 1972

The fairytale holds within its simple and at times, naïve narrative and form, a treasure chest of secrets, offering us wisdom, understanding, and potency to our lives as individuals and as a society.

Fairytales have evolved through the ages and reached our post-modern age as an ancient form of entertainment, as a cultural element of social life, and to this day we still find it in lucky homes as a bedtime ritual demanded by children before surrendering to their "mini death" called sleep.

Marie Louis Von France describes it as the purest story form, stemming from the collective subconscious. (Von France 1970) Allen B Chinnen who compiled and interprets fairytales for each age-youth, middle age and old age, relates to the fairytale as the "collective dream" of society (Chinnen 1989) and Clarissa Pinkola Este's who describes herself as a "Keeper of the Old Stories, "endeavors to "restore women's flagging vitality by extensive "psychic –archeological" digs into the ruins of the female world" - through fairytale. (Este's 1992)

In the workshop this year, I wish to connect the group to its "collective dream" so as to, tap on its hidden agenda and also to offer individual participants an opportunity to discover inner strength and inspiration in dealing with challenges they might be facing at this moment in their lives .

This will be done through an opening warm up, a storytelling and role-playing of the characters in the tale and later on, a meditation and a sharing. We will research the fairytale in the role-play through the 4 basic elements of fire, air, water and earth. (Desire, thought, feelings and action)

Fairytales begin with lack and need and the sense of something missing in the protagonist's life and end always happily in completion, harmony and abundance. Thus we will connect to our need and challenges and hopefully tap in to the wisdom and power of the fairytale for an answer and a return to harmony.

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### **Monica Carpendale**

BFA, DVATI, RCAT, HLM, BCATR  
Kutenai Art Therapy Institute  
Canada

Founder and executive director of the Kutenai Art Therapy Institute, has 30 years of experience in education, art therapy and supervision. Monica has written a number of journal articles for the *Canadian Art Therapy Journal* and is the author of *Essence and Praxis in the Art Therapy Studio* (2009) and *A Traveler's Guide to Art Therapy Supervision* (2011). She edited *A Forest of Ideas: Ramblings in Interpretive Frameworks* (2014) by Blake Parker, as well as his book *Laughter at My Window: A Collection of Songs and Song Poems* (2011). She has also produced documentary films in art therapy, and co-designed 9 therapeutic communication games.

### **John L. Plews**

PhD, Associate Professor of Modern  
Languages, Saint Mary's University, Halifax,  
Canada

Teaches German language and culture and second language education. John is co-editor of *Translation and Translating in German Studies* (2016), *Traditions and Transitions: Curricula for German Studies* (2013), *Interkulturelle Kompetenzen im Fremdsprachenunterricht* (2007), *German Matters in Popular Culture* (2000) and *Queering the Canon* (1998), and has authored or co-authored over 20 scholarly articles and book chapters on second language curriculum and teaching, language learner identities, study abroad, and German literature and culture.

## ***Workshop's title: Wonder, Magic and Metaphor: Creating Fairy Tales in Art Therapy and Arts-based Research***

This workshop presentation will include 1) a dialogue about a variety of ways of working with fairy tales in the context of art therapy, education, and arts-based research; 2) an experiential activity about story-making and storytelling called A Hermeneutics in Reverse; and 3) a distillation of the essence of the experiential through a phenomenological method of writing poetry.

We begin by briefly explaining the foundations of our title.

### **Introduction of our engagement with fairy tales:**

John – in education research an overview of the place of fairy tales in research paradigms, for presenting and generating research knowledge;

Monica – in art therapy, education and arts-based research (an overview of how fairy tales are used in therapy)

### **A Hermeneutics in Reverse**

Monica will review key concepts in phenomenology and hermeneutics. She will also provide an overview of the structure of a fairy tale, using Jack Zipes' short form of Vladimir Propp's work on folk tales. Monica and John will next lead an experiential activity.

### **Distilling essence**

Monica and John will finally lead a meta-interpretation by using a phenomenological method of writing poetry. Participants will be invited to do free / stream-of-consciousness writing about the experience of this workshop and/or the conference; after five minutes they will be invited to read their scripts and underline the words and phrases that best describe and express their new encounters with knowledge, knowing and changes in self (or horizons), thus distilling their experiences into a poem.

### **Circle and sharing**

We will close by forming a circle for questions and discussion.

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## Organization:

Moonluza, Unipessoal Lda



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