

Warming-up exercises

This document describes some warming-up exercises. For more information on the context of this workshops and on how and why we apply the systemic constellation method, please visit: www.seedsandleaves.nl.

Practical information

- Duration: 10 minutes
- Trainers: 1-2
- Participants: 3 to 30
- Location: outside or any room without chairs and tables that are in the way

Aim or learning goals

The aim of the exercise is to make the participants more present at the workshop and awaken systemic sensing. It also helps participants to get a bit of an idea what they will do during the workshop.

Content

Option 1: Ask everybody who is present, including the teachers, to stand in half a circle in a way that everybody can see each other. First, ask them to stand in alphabetic order of their first name or in order of their age or any other characteristic that you can structure in that way. With students, we often use: 'at what time did you get up in the morning', or 'from which age on did you know you wanted to be a doctor'. Make sure everybody can see each other. You can address the reactions, sensations or emotions that come up or are voiced. Before you close the session, ask the participants to look again at each other and try to widen the view when looking.

Option 2: Ask everybody who is present, about the 3 to 4 elements that are important for today's session or topic. Set-up the 3-4 elements together in the room to create a field. Ask everybody to find his/her place in the room in connection to the elements. Ask the participants about their position. Invite them to step out of the constellation one-by-one to view the complete picture.

Explanation

Everybody is seen from the place where he/she is standing in the order and field that is created. By positioning themselves in the room, new information is revealed which often provokes reactions. This exercise shows them that visualization helps to open-up new information and that the reactions on that give an opening for further exploration. For instance, the student that got up very early was asked why she did that by the fellow students and a discussion on preparation before class started. The person who got up late, felt embarrassed and started to explain herself. The teachers addressed these reactions and asked about the underlying ideas and opinions about it. It also showed that every student comes from another context before starting class.

