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FMH - Psychomotor Therapy Summer School 2018

# Body & Emotional Awareness

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## July

Faculty of Human Kinetics  
Lisbon university  
Lisbon  
Portugal

# Information Book



## Cooperation agreement



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## Body & Emotional Awareness

# Information Book

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### *in cooperation with*

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LISBON

July 2018

# Body & Emotional Awareness

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## WELCOME TO THE FACULTY OF HUMAN KINETICS

The Faculty of Human Kinetics is one of the 18 (eighteen) Faculties that comprise the new and old University of Lisbon. Newly, because it results from the merge of the Technical University of Lisbon and the former University of Lisbon, about five years ago; older because its history dates back to 1288 (twelve eighty-eight), when the first University was established in Lisbon. The current University of Lisbon is a big University, the largest one in Portugal.

The University of Lisbon has, currently, about 50,000 (fifty thousand) students and over 4,500 (four thousand and five hundred) teachers and researchers covering a wide broad and diverse range of knowledge areas. It is therefore a very eclectic institution of higher education.

The Faculty of Human Kinetics is the oldest in its area in Portugal – we are celebrating the seventy-eighth anniversary this year. Its historical route is well illustrated by the outcome in different areas. Currently, FMH offers the following undergraduate courses: Sport Sciences, Sport Management, Dance, Ergonomics, and Psychomotor Rehabilitation. We also deliver 10 Master's Courses and 2 Doctoral degrees (Human Movement and Education).

Presently, we have more than 1,000 (one thousand) undergraduate students and about 800 (eight hundred) graduate students. Our teaching staff is highly qualified and specialized.

Establishing selected cooperative relationships and seeking strategic partners is one of the main distinguishing features of the diversity and quality of the cooperation and relationships this Faculty has developed over the years. The Faculty is proud of its partnerships and networking. The partnership with this group is an important example of this.

Our departments and their labs undertake a large number of research projects that are strongly connected to the local community and involve the active participation of graduate students. These projects have brought a substantial flow of scientific work to the Faculty.

At our University – University of Lisbon - we believe that the excellence of the research carried out by our teaching staff is the main guarantee of the quality of the education that we can provide.

The mission and history of our university have distinguishing keys in terms of its approach to teaching, research, and dissemination of knowledge and its relationship with society. Since its foundation in 1911, the university considered that knowledge is the most important factor in the economic and social success of society.

The organizers of this meeting have put together a truly superb program that I hope you can enjoy. I also hope you have the time to visit Lisbon, with its magnificent places and that you leave from here knowing something about our culture and habits. I really hope you may all enjoy your stay in Portugal.

José Alves Diniz  
President of the Faculty of Human Kinetics  
University of Lisbon

## INTRODUCTION

Dear students, teachers and coordinators!

It is with great pleasure that we welcome you to the 2018 Psychomotor Therapy Summer School PMTSS, taking place at the Faculty of Human Kinetics, Lisbon University, from the 1st to the 7th of July.

Psychomotor Therapy Summer Schools started in 2010 involving five European countries under an Erasmus partnership among six European Universities, including the Institut de Formation en psychomotricité, ISRP, Paris and Marseille, France; HAN University of Applied Sciences, Nijmegen, Netherlands; HfH, University of Applied Sciences of Special Needs Education, Zurich, Switzerland; Lisbon University, Faculty of Human Kinetics, Lisbon, Portugal; VIA University College, Arhus/Randers, Denmark and Windsheim University of Applied Science, School of Human Movement and Sports, Zwolle, Netherlands.

This cooperation agreement was again signed for the period of 2017-2022 among the above mentioned Universities which agreed on organizing one Summer School every year, in order to continue promoting the exchange of knowledge and practices in the field of psychomotor intervention in Europe.

By this cooperation we aim at supporting the development and availability of educational resources, sharing knowledge among teachers and students in order to continuously improve the quality of education provided in psychomotor rehabilitation courses in higher education and exchange psychomotor rehabilitation best practices.

Considering psychomotor therapy based on a holistic view of the human being, drawn from the unity of body and mind, integrating cognitive, emotional, physical aspects and the capacity of being and acting in a psychosocial context, this year Summer School theme, agreed by the six coordinating partners, is Body and Emotional awareness.

This course aim to improve the knowledge in relation to emotional and body awareness, discuss how these concepts are currently described and learn about methodological approaches promoting emotional and body awareness in different psychomotor professional fields. Considering that there are several concepts and methods in psychomotor intervention, with some differences across countries, each with its own strengths and different approaches, we expect that this summer school will provide a valuable opportunity for students, teachers, researchers and practitioners to share, discuss and disseminate their knowledge improving the competences of the future psychomotor professionals and the recognition of this profession across Europe..

In order to have the best experience at this Summer School we advise you to:

- Be prepared to work (as you know we require students to read some materials before the workshops, also you will need to prepare group presentations at the first and at the last day of the summer school)
- Be prepared for interactive practical and theoretical sessions involving experiential cooperative learning (feel free to ask questions, share your insights, and practice your social and group-work skill).
- Be prepared to keep the schedule (attending classes on time, following the scheduled plan of the summer school is necessary to complete the program successfully).
- Set the right goals (there will be moments of learning, moments getting to know Lisbon, of cultural exchange and moments of leisure), so set your goals balancing the importance of these moments.
- Be ready to some cultural differences you may experience and be flexible to understand them.
- You can decide to make short walking tours or even some exercise at the Faculty campus and near the Hostel you can even go, at the end of the day, to the beach.
- Enjoy getting to know other students from the other participating countries. So, don't be shy and stay open for new people and experiences!
- And, finally, don't forget to have fun!

So, welcoming you all, we finish with the words of the Portuguese poet, Fernando Pessoa, *"The value of things is not the time they last, but the intensity with which they occur!"*

Paula Lebre

Faculty of Human Kinetics

PMTSS2018 Coordinator

## PMTSS STRUCTURE

The structure of the summer school, agreed by the summer school coordinators from the six universities that have been actively involved in the overall organization, include 3 workshops given by six teachers from the six Universities. The teachers have been working together in pairs in order to organize 3 main subjects, under the theme of this summer school.

Students will also attend a half day program of open classes involving the participation of teachers, coordinators from the six universities and other Portuguese researchers and professionals experts in the field.

Students will work in groups with the supervision and facilitation from the PMTSS teachers.

Previous to the attendance at the workshops students need to read some articles proposed by the teachers.

Also students in groups, one from each University need to prepare and present at the first day (july, 1<sup>st</sup>) a presentation with an overview of their University, the Psychomotor course and some information about this profession at your country (10 min). You may prepare a video or a power point. Finally, in the last day (july, 6<sup>th</sup>) the students, in groups (defined during the summer course), prepare and present a project in form of a teaching programme and reflection on the learning and skills developed after attending the workshops and open classes (20 min).

## PMTSS LEARNING OUTCOMES

Following the participation in the summer school, students will be able to:

- Gain knowledge on the theoretical background and current research on body and emotional awareness in the psychomotor professional field.
- Gain personal competences as future psychomotor therapists helping individuals to cope with emotions.
- Expand their understanding on body oriented methods and techniques in order to access thinking, feeling and acting modes, allowing to modulate emotions and facilitate body and emotional awareness.
- Gain practical skills to work through psychomotor interventions with different target groups in educational, preventive and therapeutic settings, supporting individuals, groups and social systems (e.g. families, work settings).
- Reflect on the theories and practices supporting psychomotor interventions focused in body and emotional awareness across different countries.
- Reflect on a common psychomotor intervention referential, based on the different approaches presented.

## ASSESSMENT

In order to be awarded with credits, students will have to comply with the assessment required.

Students will be assessed by their attendance and active participation during the summer school and by the presentations that should demonstrate the knowledge acquired and its transferability into their future practice as psychomotor professionals.

Students will fill a questionnaire to assess outcomes and overall contributes from each workshop and open classes with respect to the students' awareness of how body and emotional awareness is defined, described and applied in the psychomotor practice.

Students doing the PMTSS will get 3 ECTS credit points.

Each ECTS represents 28 hours of student work.

The following are considered as hours of student work: class time, contact, training, projects, field work, study and evaluation.

## TO PREPARE YOUR LEARNING AT THE SUMMER SCHOOL

1. READ THE ARTICLES FOR EACH THEME – BIBLIOGRAPHY AT EACH THEME DESCRIPTION **(ARTICLES ARE SENT BY MAIL & AVAILABLE AT THE INTERNET)**
2. PREPARE A GROUP PRESENTATION (ALL STUDENTS COMING FROM YOUR UNIVERSITY, A PRESENTATION (10 MINUTES , POWER POINT OR VIDED FORMAT) ABOUT YOUR UNIVERSITY, BRIEF INFORMATION ABOUT THE PSYCHOMOTOR COURSE, THE PSYCHOMOTOR PROFESSION IN YOUR COUNTRY) **(THIS PRESENTATION WILL BE AT THE FIRST DAY – JULY 1<sup>ST</sup>)**
3. PREPARE A GROUP PRESENTATION (STUDENTS WILL BE ASSIGNED IN SMALL GROUPS THAT WILL PREPARE A PRESENTATION ABOUT THEIR LEARNING AT THE SUMMER SCHOOL) **(THIS PRESENTATION WILL BE AT THE LAST DAY – JULY 6<sup>TH</sup>)**

**PMTSS THEME**

The theme of this summer school, **Body and Emotional Awareness** aims that students gain knowledge, reflect and learn practical ways to observe the interconnection between body and emotions, while focusing on the interaction between appraisal, sensation, intentionality, feeling, motor behaviour, and interpersonal relations, with particular relevance in psychomotor interventions in education, preventive and therapeutic fields, including subjects, concerning:

- The interconnection between body and emotions, theoretical understanding and knowledge of body and emotional awareness with relevance in the psychomotor therapy field
- Working with body sensations, perceptions, emotional stages, and the interaction between levels of awareness in different target groups and in educational, preventative and therapeutic settings.
- Psychomotor practice for body and emotional awareness – how to access thinking, feeling and acting modes, to be able to modulate body and emotional status.

The three workshops and the respective teachers are described below:

<b>THEME</b>	<b>WORKSHOP TITLE</b>	<b>TEACHERS</b>
<b>THEME 1</b>	<b>“Body and emotional awareness. Mindful Attention.”</b>	<b>Brechje Tijssen &amp; Karin Lydia Ladeby</b>
<b>THEME 2</b>	<b>“Feeling yourself, about interoception, proprioception and exteroception.”</b>	<b>Dieneke Jol &amp; Eric Pireyre</b>
<b>THEME 3</b>	<b>“Emotional awareness and emotion control in children. From prevention to clinical intervention.”</b>	<b>Ilona Thurnherr &amp; Ana Rodrigues</b>



## Body & Emotional Awareness

### THEME 1 "BODY- AND EMOTIONAL AWARENESS. MINDFUL ATTENTION"

**Brechje Tijssen & Karin Lydia Ladeby**

In the first part of the workshop some theory about emotional awareness and mindful attention will be presented. First in the beginning of the workshop we will work with hands-on manual techniques and some static-stabilizing techniques, allowing the students the opportunity to practice and to experience these techniques by themselves.

After lunch we will take some time to digest our food, let the parasympathetic system do their job more theory about body awareness will be introduced, and after that we will use the space and work with emotional and body awareness by using more movement oriented work.

#### Main references to read before attendance

1. Mehling W.E., Price C., Daubenmier J.J., Acree M., Bartmess E., & Stewart A. (2012). The multidimensional assessment of interoceptive awareness (MAIA). *PLoS ONE*, 7(11): e48230. doi: 10.1371/journal.pone.0048230
2. Nummenmaa L., Glerean E., Hari R., & Hietanen J. (2014). Bodily maps of emotions. *Proceedings of the National Academy of Sciences*, 112(2), 646-651. doi: 10.1073/pnas.1321664111

THEME 2 "FEELING YOURSELF, ABOUT INTEROCEPTION, PROPRIOCEPTION AND EXTEROCEPTION."

**Dieneke Jol & Eric Pireyre**

In this course, students will learn about body awareness by exploring sensoriality: interoception, exteroception, and proprioception. First, they will learn how the MAIA (Multidimensional Assessment of Interoceptive Awareness) can be used to describe the relation between interoceptive information and emotions. They will do the assessment themselves. Second, they will do exercises on interoception, proprioception and exteroception. Third, they will engage in partner exercises on sensorelaxation. In all exercises, students will learn about the importance of relaxation, breathing and movement to enhance body awareness. Finally, the students will use the MAIA again to see whether the course influenced their interoception. Throughout the course, theoretical information is offered on pathology, psychoanalytical theory, and neurosciences to understand the principles of body awareness. Note: *Students must bring scissors for one of the exteroception exercises.*

Main references to read before attendance:

1. Mehling, W.E., Price, C., Daubenmier, J.J., Acree, M., Bartmess, E. & Steward, A.(2012). The Multidimensional assessment of interoceptive awareness (MAIA). *PLoS One* 7(11):48230. Out of this article only the introduction (the first three pages)
2. Shafir, T. (2016). Using Movement to regulate emotion: neurophysiological findings and their application in psychotherapy. *Front Psychol.* 7:1451. doi:10.3389/fpsyg.2016.01451.
3. Van Dixhoorn, J. (2008). Whole body breathing part 1. *Biofeedback* 36 (2), 54-58. Retrieved from: [https://www.aapb.org/files/publications/biofeedback/2008/biof\\_summer\\_body\\_breathing.pdf](https://www.aapb.org/files/publications/biofeedback/2008/biof_summer_body_breathing.pdf)  
Chose one from:
4. Damasio, A. (2017). *The Strange Order of Things: Life, Feeling, and the Making of Cultures*. New York: Pantheon Books (EN)/ Damasio, A. (2017). *L'étrange ordre des choses*. Paris : Dunod.(FR) (Chapter 7,8)
5. Damasio, A. (2010). *Self Comes To Mind Constructing The Conscious Brain*. New York: Pantheon Books. (EN)/Damasio, A. (2010). *In L'Autre moi-même: Les nouvelles cartes du cerveau, de la conscience et des émotions*. Paris: Odile Jacob.(Fr) (Chapter 5. Emotions and feelings)

THEME 3 "EMOTIONAL AWARENESS AND EMOTION CONTROL IN CHILDREN. FROM PREVENTION TO CLINICAL INTERVENTION."

**Ilona Thurnherr & Ana Rodrigues**

The development of emotional competence is one of the most important competences a child has to learn. In other words, to understand the own feelings and to explain it to others, to find strategies how to overcome negative emotions, to be empathic with others and to find out what others feel, are the skills a child has to develop to be able going through life. This sensitive process of children's development can be positively supported by prevention projects in kindergarten and primary school. The children learn the best strategies to manage their emotions in context with other peers and learn to understand what others feel and how to react in such situations. For some children and adolescents emotional regulation is a difficult issue in their lives. For many possible reasons, expressing emotions, interpreting emotions in others, dealing with their own emotions or even regulating emotions are difficult skills. It is a frequent issue in developmental disorders as ADHD, Autism Spectrum Disorders, and Motor Coordination Disorders among others. In this workshop, you will get an insight in prevention work based on a new research program and you will deepen your knowledge in therapeutic and clinical intervention with children with ADHD or different behavior problems. In this last topic we will talk about this disorders and their relation to emotions regulation and reflect on psychomotor therapy as a clinical intervention for better emotional regulation and awareness.

Main references to read before attendance:

1. Mazefsky, CA. & White, SW. (2014). Emotion regulation: concepts & practice in autism spectrum disorder. *Child Adolesc Psychiatr Clin N Am.* 2014 January; 23(1): doi:10.1016/j.chc.2013.07.002
2. Saarni C. (2011). Emotional Development in Childhood. In: Tremblay RE, Boivin M, Peters RDeV, eds. Lewis M, topic ed. *Encyclopedia on Early Childhood Development* [online]. <http://www.child-encyclopedia.com/emotions/according-experts/emotional-development-childhood>. Published September 2011. Accessed June 12, 2018.
3. Shaw, P, Stringaris, A., Nigg, J., Leibenluft, E. ( ). Emotional dysregulation and Attention-Deficit/Hyperactivity Disorder. *Am J Psychiatry.* 2014 March; 171(3): 276-293. doi:10.1176/appi.ajp.2013.13070966.

## Body & Emotional Awareness

### TEACHERS - THEME 1

Brechje Tijssen, HAN University of Applied Sciences, Nijmegen, Netherlands



Studied movement sciences and has been working as a psychomotor therapist in the field of mental health since 2005. Experience in working with children, young people, adults and the elderly, works as a freelance psychomotor therapist at a mental health institution where she also offers yoga therapy. Develops and provides training for professionals in the field of body-oriented work in coaching and therapy, both offline and online. In her work body awareness, non-verbal communication, contact with yourself and with others and aspects that relate to the balance between body and mind are central. An active member within the professional association (NVPMT). Co-author of a therapy-product about psychomotor therapy for people with somatically unexplained physical problems with the aim of recovery and symptom reduction. Works as a teacher for the psychomotor therapy education at the HAN in Nijmegen.

Karin Lydia Ladeby, VIA University College, Arhus/Randers, Denmark



Senior lecturer in psychomotor therapy (more than 14 years of experience). Main area of expertise in manual treatment in psychomotor therapy and individual psychomotor interventions subjects. Danish psychomotor treatment that distinguish between working to improve the clients interoceptive awareness and working with the clients body experience defined as the extero and interoceptive awareness coloured by emotional aspects built on a psychodynamic way of thinking, with the understanding for the tension of muscles as related to the defence and the suppression of emotions. The content for the two days of teaching that will be both theoretical and practical focusing on manual treatment.

## TEACHERS - THEME 2

Dieneke Jol, Windsheim University of Applied Science, School of Human Movement and Sports, Zwolle Netherlands



Studied movement sciences at the Free University in Amsterdam. Trained in body psychotherapy (Hilarion Petzold). Working as a psychomotor therapist in psychiatry for 17 years, mainly with (young) adults. Teacher at the University for Applied Sciences in Zwolle, in body oriented methods. Supervises internships and research projects. Also, helps students organizing psychomotor programs in stress-regulation and communication skills, offered to other students, experiencing difficulties in their studies. An important theme is working with body awareness as a means of emotional regulation. Will be using part of the lessons to introduce the MAIA, a scale to measure interoceptive awareness (Mehling, Price, Daubenmier, Acree, Bartmess and Steward, 2012).

Eric Pireyre, Institute de Formation en Psychomotricité, ISRP Paris and Marseille, France



Graduated in 1984 as psychomotor therapist. Since 1985 worked for 17 years in pediatrics, focusing in psychomotor development and body perception in babies and premature babies. Teaching psychomotricity (first year of graduation), helping students to discover basic principles. Since 2002, work with autistic children. Published 4 books on body image and the work of the psychomotor therapist. Interest goes to from neurosciences and affective development, relaxation, movements and touch as useful approaches. Behind these concepts lies a theoretical universe including neural networks, past and singular history of the person. Body awareness is a therapeutic tool which engage the whole person, the psychomotor therapist and the patient. When we succeed in feeling the « presence » of one or more parts of our body, we may feel perceptions, emotions and make sometimes the choice of talking about all these phenomenon's. This process really heals the person. The psychomotor therapist is wholly engaged.

## Body & Emotional Awareness

### TEACHERS - THEME 3

Ilona Thurnherr, HfH, University of Applied Sciences of Special Needs Education, Zurich, Switzerland



Studied Human movement science and physical activities at ETH, Zürich. Currently teach Movement skills and methods. Main research focused on strengthening the children's competence on social-emotional behaviour by movement and play at the Institute for Educational Support for Behaviour, Social-Emotional and Psychomotor Development. Have been working with children, youngsters, adults, seniors in different ways of physical activity.

Ana Rodrigues, Lisbon University, Faculty of Human Kinetics, Lisbon, Portugal



Studied Special Education and Rehabilitation and Clinical Psychology. At the University of Human Kinetics in Lisbon, teaching developmental disorders, methods in psychomotricity, psycho pedagogy and child development observation in the 1<sup>st</sup> and 2<sup>nd</sup> cycle of education in Psychomotor Rehabilitation. Researcher at the Institute of Education, mainly focused on the assessment of developmental disorders specially ADHD and executive functions. Has been working with children with behavioral problems and with families.

## Body & Emotional Awareness

### PROGRAM FOR THE OPEN CLASSES 5<sup>TH</sup> JULY

The open classes aim at providing a wider understanding about this year theme Body & Emotional Awareness. Students will have the opportunity to learn more about the theme in short classes (50') given by the summer school teachers as well as by other researchers and professionals. The open classes will be open to other students, and professionals outside the summer school students. From the list of 13 open classes you have to select those of greatest interest and potential value to your learning and future practice.

#### NOTES TO REMEMBER

YOU MUST CHOOSE ONE WORKSHOP PER ROUND. THE NUMBER OF PARTICIPANTS PER OPEN CLASS IS LIMITED AND IT IS NOT POSSIBLE TO SWITCH ONCE YOU REGISTERED. THE REGISTRATION FOR THE OPEN CLASSES WILL BE MADE AT THE FIRST DAY AT YOUR ARRIVAL 1ST JULY

PROGRAM	ROOM
<b>REGISTRATION 13.30 - 14.00</b>	FMH MAIN ENTRANCE
<b>ROUND 1 14.00 - 14.50</b>	
<b>1</b> USING TOUCH IN PSYCHIATRY LED BY HELLE BROK	SALA VÍTOR DA FONSECA
<b>2</b> ADHD AND EMOTIONS LED BY ANA RODRIGUES	PAVILHÃO HERMÍNIO BARRETO
<b>3</b> SENSING MOVEMENT: A SOMATIC APPROACH BASED IN BARTENIEFF FUNDAMENTALS LED BY RITA RATO	GINÁSIO KIYOSHI KOBAYASHI
<b>ROUND 2 15.00 - 15.50</b>	
<b>4</b> PROXEMIC IN PSYCHOMOTRICITY LED BY NICOLAS RAYNAL	GINÁSIO KIYOSHI KOBAYASHI
<b>5</b> STORYTELLING AND EMOTIONAL AWARENESS LED BY ANA CARIDADE	SALA VÍTOR DA FONSECA
<b>6</b> A PSYCHOMOTOR PROGRAM FOR STRESS REGULATION, DEVELOPED FOR STUDENTS SUFFERING FROM MENTAL PRESSURE LED BY DIENEKE JOL	PAVILHÃO HERMÍNIO BARRETO
<b>COFFEE BREAK 15.50 - 16.10</b>	FMH MAIN ENTRANCE
<b>ROUND 3 16.10 - 17.00</b>	
<b>7</b> KINESTHESY LED BY ERIC PIREYE	SALA VÍTOR DA FONSECA
<b>8</b> PSYCHOMOTOR THERAPY FOR ANXIETY DISORDERS - A MODEL FOR GROUP INTERVENTION LED BY JANETE MAXIMIANO	GINÁSIO KIYOSHI KOBAYASHI
<b>9</b> WORKING WITH TAKING IN/PUSHING AWAY AS A METHOD TO GET IN CONTACT WITH EMOTIONAL NEEDS LED BY KARIN LYDIA	PAVILHÃO HERMÍNIO BARRETO
<b>ROUND 4 17.10 -18.00</b>	
<b>10</b> PHYSICAL-MIND MAPS LED BY CECÍLIA DE LIMA	SALA VÍTOR DA FONSECA
<b>11</b> ADHD LECTURE AND PRACTICE LED BY COR NIKS (90')	GINÁSIO KIYOSHI KOBAYASHI
<b>12</b> MOTION-BASED PREVENTION TO STRENGTHEN SOCIAL-EMOTIONAL COMPETENCE IN CHILDREN LED BY ILONA THURNHERR	PAVILHÃO HERMÍNIO BARRETO
<b>13</b> REGULATION OF EMOTIONS THROUGH WALKING MEDITATION LED BY TIJSSSEN BRECHJE	SALA JOÃO DOS SANTOS
<b>CLOSING SESSION 18.00-19.00</b> FOR THE OPEN CLASSES -SUMMER SCHOOL PARTICIPANTS BY THE PRESIDENT OF THE FACULTY OF HUMAN KINETICS AND THE SUMMER SCHOOL COORDINATORS 18.00-19.00	SALÃO NOBRE

See the abstracts of the open classes below:

## Body & Emotional Awareness

### ABSTRACTS OPEN CLASSES 5<sup>TH</sup> JULY

#### 1 Using Touch in Psychiatry led by Helle Brok



The purpose of this workshop is to give the participants practical experience using touch in relation to clients who are psychologically vulnerable and/or have psychotic tendencies. There will be a short theoretical introduction to touch as a therapeutic tool as well as an introduction to theories of muscles tension and balance. Psychomotor therapists in Denmark are trained in using touch and manual intervention in the treatment of different types of clients in a clinical setting and in their work in various types of institutions. Practical experience in using touch and manual intervention in the treatment of clients with psychological disorders shows, that touching, when used in the right way, can have a supportive and developing effect on the client in relation to their sense of self, their ability to define themselves, and their capacity for handling psychological problems such as anxiety, psychotic symptoms, and bodily unease. The theoretical background for this workshop can be found in the works of Wilhelm Reich, Alexander Lowen, and Lillemar Johnson on patterns of muscle tension, and Kerstin Uvnäs Moberg on the significance of the hormone Oxytocin in regard to touching.

#### 2 ADHD and Emotions led by Ana Rodrigues



ADHD is considered a neurodevelopmental disorder whose explanatory basis is described by difficulties in regulating attention, difficulties of inhibitory control, difficulties of postponing gratification and executive dysfunction. However, behaviours of emotional dysregulation are frequent in children with this disorder without considering that there is in fact a base of emotional deregulation. So how to frame this type of deregulation? How to understand ADHD difficulties in managing the emotions? From the understanding of the neurobiological bases of the ADHD to the understanding of how a clinical picture of ADHD can lead to this type of deregulation is the objective of this sharing of knowledge. A better understanding of these phenomena will lead to more effective intervention practices.

#### 3 Sensing movement: a somatic approach based in Bartenieff Fundamentals led by Rita Rato



The term somatic was first used to mention the body as lived from a first-person viewpoint. Somatic methods, initially termed as relaxation techniques, bodywork or body therapies focus in the re-education and refinement of the body's perception. This workshop introduces some of the principles of the somatic practices and is part of a movement program based in the methods Bartenieff fundamentals, Eutonia, Ideokinesis and Feldenkrais that was developed within a doctoral research, to investigate the contributions of the somatic education to the body image construction within a group of dance students. The program, based on some of the common principles of somatic practices is anchored in the sensory awareness, and in the valuation of individual and subjective perception to organize the movement. This workshop is based in the Bartenieff Fundamentals and offers participants the opportunity to experience a practical approach of some of the principles that are central to somatic practices: Breath, sensing and internal connectivity. Bringing awareness to this themes, and to the individual experience of attending oneself, the movement explorations encourage the participants to organize the whole body according to different movement patterns.



## Body & Emotional Awareness

### 4 Proxemic in psychomotricity led by Nicolas Raynal



The proxemic is the study of the distance between the individuals and their personal space. In psychomotricity, it's about control and regulation of the distance in the relation with other people. Proxemic behavior also includes postures and movements which everybody adapt according to the people around. Proxemic play a role in the relation to the others by the body, but also by the look and the voice. There is a fertile relation between psychomotricity and proxemic: it's the symbolic understanding of spaces in relations with the others. Concretely, the way you interact with the non verbal communication reveal a lot of information about your personal space and how you can find the "good distance" to have in the relation with the others, especially with the patients.

### 5 Storytelling and emotional awareness led by Ana Caridade



The workshop is based on the Teaching of Santiago project, focused on social and personal intervention that aims to stimulate and rescue the child to be spontaneous, being natural, through a project of artistic education with diversified proposals stimulating what has been lost with the rapid changes of our society so often disconnecting the child essence, that it is to be a child and to be a person as an integral human being (multidimensional). Emotional awareness and emotional management are stimulated through a story book, which leads to a symbolic city of memories where we learn to (re)cognize emotions and keep them in their respective places. The workshop is divided into two phases: firstly, the contextualization of the project, the explanation of the concept and the form of implementation; in a second moment the participants are invited to experience the story in the first person exploring expressive techniques that aim to be enhance our emotional awareness, acquire vocabulary for the expression of emotions, sensations of the body of feeling and how to act (or transmuting or allowing oneself experience).

### 6 A psychomotor program for stress regulation, developed for students suffering from mental pressure led by

**Dieneke Jol**



Recent research has shown that many students at Dutch universities are suffering from mental pressure. They are experiencing stress as a result, which causes study delay. At Windesheim, University we developed a psychomotor training which can help students with stress regulation. This workshop introduces this training. The participants will work with a stress thermometer, and they will focus on feeling their own stress signals. The stress signals are linked in a basic observation model often used in the Netherlands, to be translated as BECS (body signals, emotion, cognition, and social behaviour). One can become aware of stress by feeling body signals and emotions. Also, one can detect stress by reflecting on cognitive processes and observing social behaviour. The aim of the work with a stress thermometer in the training at Windesheim University is that the participants learn to regulate their stress. They practice, among other things, the timing and dosing of their activities. The results of two small research projects (n=10 en n=5) that evaluate the effectiveness and working mechanisms of the training will be presented.

### 7 Kinesthesis led by Eric Pireye



Body awareness is a therapeutic tool which engage the whole person, the psychomotor therapist and the patient. When we succeed in feeling the « presence » of one or more parts of our body, we may feel perceptions, emotions and make sometimes the choice of talking about all these phenomenon's. This process really heals the person. The psychomotor therapist is wholly engaged. In this workshop the participants will be invited to practice and reflect upon a group exercise involving proprioception, especially requiring the awareness of direction, speed and amplitude of movements. I call it: «Kinesthesis »

## Body & Emotional Awareness

### 8 Psychomotor Therapy for Anxiety Disorders – A model for group intervention led by Janete Maximiano



Anxiety disorders are one of the most prevalent mental health disorders in Portugal. In 2017 General Health Direction found these disorders in the 6th place of the list. It includes Generalized Anxiety Disorder, Phobias and Panic Disorders, Obsessive-compulsive Disorders and Post Traumatic Stress Disorder, and the symptoms can be mild or severe, becoming truly enabling for the daily life. In this workshop will be presented a brief synthesis of the major physical and psychological symptoms of Anxiety disorders, illustrated with clinical cases and the importance of psychomotor intervention will be dynamically discussed. It will be demonstrated the model that was developed for a group intervention in the external consultation of the Psychiatric Service and a group of practical activities will be experienced in order to: 1) Perceive the most evident psychological symptoms and personality traits of a person with anxiety disorder; 2) Activation of the body awareness, through activating vigilance, proprioception and somatosensorial awareness (Body Schema); 3) Stimulating the link between emotions and interoception and emotions and body attitude, through the stimulation of abstract and symbolic thinking (body image awareness and imaginary).

### 9 Title Working with taking in/pushing away as a method to get in contact with emotional needs led by Karin Lydia



In the workshop a small part of the Danish manual treatment method will be presented along with a push- pull exercise, which can be useful to be aware of / get in contact with emotional needs. As theoretical background the Bodily maps of emotions by Lauri Nummenmaa, Enrico Glereana, Riitta Hari, and Jari K. Hietanen will be used along with a neuro affective understanding of emotional balance. The method works through a relaxation of the body and the lowering of the level of arousal, as the therapist is touching the limbs and the back in a firm way and then lifts the limbs to increase gravity. The client is asked to push or pull against resistance while paying attention to the small variety in the sensations of autonomic response to the very fine grading of movements.

### 10 Physical-Mind Maps led by Cecília de Lima



Cognitive embodied sciences reveal that we experience and perceive the world from an embodied perspective. In his book, "The feeling of what happens", the neuroscientist António Damásio, demonstrates that we feel what happens and gain a primary sense of self through our sensory-motor perception. Furthermore, emotions are, indeed, changes in bodily states, interpreted and named as specific feelings. This embodied mode of perceiving and conceiving ourselves in the world has been intuitively practiced and artistically worked in field of contemporary dance. Physical-Mind Maps is a methodology that departs from movement and creative written exercises based on dance release technique in order to develop a deeper awareness of our embodied cognition. In this workshop, we will approach one part of this methodology, which concerns the practice of how different modes of physicality can generate different sensations associated to bodily states and even emotional states. More specifically, during this short session, we will explore the physical sensations and concurrent feelings deriving from - for example: surrendering in the fall, moving in great tension or completely loose, opening the chest to the world and closing in protection, becoming stuck and breaking through, suspending the body in an inspiration or grounding the body in expiration, shaking and throwing, etc. Based on these physical experiences we will perform some simple exercises of associative writing.

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### 11 ADHD - lecture and practice led by Cor Niks (90 min.)



In this workshop, a short theoretical summary about ADHD is given on the day-to-day problems that the child or adult may experience (van Mullekom, 2012). Additionally, some do's and don'ts are discussed on what to do when treating a child in the gym, classroom or treating room (Niks & van den Dool, 2014; Niks & van den Dool, 2018). This will be pulled together during a group discussion about a video in which a child and adult are shown. The main focus will be on how to act as a therapist or social worker when one sees this behaviour. (90 min)

### 12 Motion-based prevention to strengthen social-emotional competence in children led by Ilona Thurnherr



The development of emotional competence is one of the most important competences a child has to learn. In other words, to understand the own feelings and to explain it to others, to find strategies how to overcome negative emotions, to be empathic with others and to find out what others feel, are the skills a child has to develop to be able going through life. This sensitive process of children's development can be positively supported by prevention projects in kindergarten and primary school. The children learn the best strategies to manage their emotions in context with other peers and learn to understand what others feel and how to react in such situations. This open class a research project will be presented in combination with some explanations on how psychomotor therapy is practiced in Switzerland.

### 13 Regulation of emotions through walking meditation led by Tijssen Brechje





In this open class a walking meditation exercise will be introduced. With this technique we will use breath awareness and thought labelling to induce a more grounded and calm feeling. Participants will experience the walking meditation and at the end of the open class a handout with all the information will be provided.





  
 FMH - Psychomotor Therapy Summer School 2018
   
**Body & Emotional Awareness**

**STUDENTS**





**HAN University of Applied Sciences, Nijmegen, Netherlands**

<p>Hanne Schipper</p> 	<p>Hi I am Hanne. I am 20 years old and what I expect from summer school is that I am going to learn a lot about the body and the mind and get challenged to get out of my comfort zone</p>
<p>Irene Does</p>	
<p>Renske Daalhuijsen</p> 	<p>I am really looking forward to meet fellow PMT students from other European countries. Sharing experiences, visions, having a good discussion about our opinions and convictions. I am wondering what Lisbon is like and I hope to get an impression of the Portuguese culture. But most of all: having a great and relaxed week while being plied with our future profession is how I expect this summer school would be like.</p>
<p>Tamara Goossen</p>	


**HfH, University of Applied Sciences of Special Needs Education, Zurich, Switzerland**

<p>Anna Aellig</p> 	<p>I'm Anna, 26 years old and come from Bern. I'm studying PMT in the third and year at the HfH in Zurich. In my spare time I like inviting friends, cooking, playing games, doing outdoor activities and practicing yoga and African dance.</p>
<p>Elisa Pelletier</p> 	<p>I'm a third year student and during my studies I tried to enrich my experience of my field as much as possible, by going to international / European events and to conferences and talks. The summer school is another great opportunity to meet psychomotricians from different countries and to learn from the way psychomotricity is taught and practiced elsewhere.</p>
<p>Marina Caduff</p> 	<p>I loved the Summerschool in Netherland 2 years ago and I am really happy to have the opportunity to experience the Summerschool for the last time. I am really happy that it is in Lisbon! I am exciting to get to know Portugal and all the students! My expectations are that we have a lot of time to practice and experience body awareness :-)) I am looking forward to it!</p>



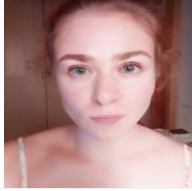
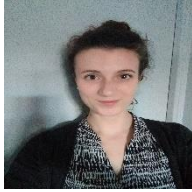
## Body & Emotional Awareness

<p>Marion Locher</p> 	<p>Hello, I am Marion and I am studying psychomotor therapy in Geneva. I work with children who go to primary school. What I like most in my work is to find out and to discover so many different ways of being in contact with each other. I expect of this summer school to discover other ways of thinking and of doing in psychomotor therapy. I am looking forward to. Marion</p>
<p>Mélanie Butty</p> 	<p>I am a 30 years old Swiss student who would like to work in the future with children and adult with disabilities. The subject of the school academy interests me a lot, since some patients do not use the word to communicate with other people. The role of emotions in our work field is massive, so I'm looking forward to perfecting my knowledge of the relationship they have with the body.</p>
<p>Nathalie Cadet</p> 	<p>I am a student of psychomotricity in Geneva, Switzerland. I was a teacher a long time ago then I have been exploring the art of movement and being involved in dancing for about 10 years. I am very excited to discover the psychomotor therapy summer courses to meet students of other schools and the title body and emotional awareness inspires me a lot. Looking forward to be there.</p>
<p>Wendy Lederer</p> 	<p>I'm a student in 2nd year in Geneva. I have participated to summer school last year and really had an interesting experience and I loved to exchange about our future career with other students from other point of view! I'll be glad to learn even more this time!</p>

### Institut de Formation en Psychomotricité, ISRP, Paris and Marseille, France

<p>Anne Fichet</p> 	<p>I am truly interested in discovering a new vision of our profession. In addition of the inherent educational differences within the schools of our country, I believe that every culture deals with therapy in its very own way. I look forward to this unique experience which would allow me to reinforce my knowledge, discover new mediations and other approaches of both the body and the mind.</p> <p>In my opinion, studying abroad is a wonderful opportunity to share with students, teachers and therapists; which would lead me to develop my own identity as a future therapist.</p> <p>I love art (drawing, photography and music), foreign languages and cultures. I really look forward to travel and enjoy all this summer school!</p>
<p>Charlotte Joveniaux</p> 	<p>I am Charlotte and currently studying in second year at the ISRP in Marseille. With 25 years old, I am also experimenting theatre classes next to this formation. Strongly interested in the discovery of new cultures and places, I travelled to some countries. Maybe it comes from my origins, my family being from different cultures with a French and a Colombian part. Before I started the psychomotricity formation, I studied psychology in different places like Nantes, Angers, Lyon and I had the chance to study a semester in Buenos Aires too. This experience in Argentina was really incredible professionally and personally. In this whole new culture for me, I shared a multicultural home with people from various countries of South America, Asia and Europe. It made my university exchange even richer. After this experience, I was more motivated to be part of this exciting week in Lisbon. In that propitious place and environment that will be this summer school, I am interested to learn about educational systems, basic references, the way to approach the discipline and the individuality. I am expecting exchanging ideas and sharing about our experiences of life and ways of thinking. I can imagine the amazing</p>

## Body & Emotional Awareness

	<p>benefices to interact, explore, create and live those moments together, with professionals and students in psychomotricity from Europe, tinted par their culture and their personal experience. Moreover, body and emotional awareness represents a significant topic to me. I am sure this experience will extend the building of our professional identity. Thank you.</p>
<p>Clémence Carpentier</p> 	<p>Hi, my name is Clémence. I'm 21. I live in Normandy, France and I study at l'ISRP in Paris. I like to travel around the world and share some good things with the people I meet. I love watching movies, tv shows and listening to some good music. I like to party with my friends and my family. When I was younger, I learned to play guitar for 8 years and I practiced tennis for 7 years. Also, I like to dance but I have never learned in a dance class. I have a College Certificate with honours and a Scientific Baccalaureate with honours. During my first and my second years at the ISRP, I interned at a nursery, a pre-school, an Educational Medical Institute and a Psychological Medical Center. I would very much like to participate at the Summer School's project. It would be an opportunity for me to discover new cultures and new ways of practicing psychomotricity. I want to share my knowledge to some other students from other countries. The summer school's topic seems very interesting and very important to me. I hope this Summerschool will be full of sharing and learning. Also, I'm looking forward to meeting the students and the teachers. Bye</p>
<p>Esther Mamou</p> 	<p>I am Esther Mamou, ISRP2 student doing an apprenticeship with an accommodation facility for dependent elderly people since September 2017. Before starting psychomotor studies, I spent two years in an art school where I was practicing graphics and learning to appreciate body language in all of its ways. This experience has been really instructive and I guess useful to my future professional practice. Having the chance to meet many students and professionals from different European countries is the perfect way to keep learning and stay open-minded. Plus, I will take this immersion opportunity with a reduced committee as a privileged moment to get fully involved with the psychomotor practice. In this way, I would like to debate about how the body and all its resources are included in a country culture and habits and influenced by them. Actually, I am very interested and curious about this subject and I have many more interrogations I want to share in this experience, I would also like to show our French proposals and expertise.</p>
<p>Héloïse Lefevre</p> 	<p>I'm Héloïse, I see this journey as an oportunity to meet different professionals and therapeutics methods from european countries. Even if my english le not good, I am very curious and impatient to meeting the students. I make others laugh in french, the challenge will be big in english. I'm expect from this event to succeed in opening myself and contribute to the evolution of psychomotricity abroad.</p>
<p>Jeanne Louail</p> 	<p>My name is Jeanne, I am in the second year of psychomotricity at Paris ISRP. While seeing how much psychomotricity is developing itself in the world, I think it would be a rich experience to exchange with other students and professionals from around the world. The Summerschool is the perfect opportunity. The theme "Body and Emotional Awareness" makes sense during my dance and piano practices. Furthermore, I enjoy studying the emotions transmitted by dogs and horses through their postures because animal mediation in psychomotricity is exciting. I see it on different populations in training. We live in a world where cultural diversity is gradually taking more importance. In order to develop a method of working and caring full of varieties and capable of adaptation to each patient's differences, it seems important to me to be able to learn other ways to approach the body. I see this week as an incredible chance to share new methods in a group with a common purpose: psychomotricity.</p>

## Body & Emotional Awareness

Kenza Gannoune



Being part of the summer school is a rewarding experience. This will allow me to have an exchange on the practices and the way of working between the different participating countries. We will certainly observe a difference in the level of body investment and expression of emotion according to different cultures. Having already knowledge about Moroccan culture and French culture, it would be interesting to expand my field of knowledge through other countries. All the things I will learn will be useful to me in my future project which is to develop psychomotricity in Morocco. One of the positive aspects of the summer school is that it is in English language which we unfortunately do not study at school. So, during this stay, I will have the chance to practice and see how i can get by with such a situation. Also knowing some technical terms in English will be useful for the future participation of some international conferences.

Marie Menuge



My name is Marie, I'm student of ISRP (France), I expect to share with the students and the teachers who will be there. Indeed I cannot wait to discover how psychomotricity is approached in others countries and how will we be able to enrich each other. I expect too to improve my English, even if it is for a short period, being able to discuss on the psychomotricity and its action's fields will allow me to know more vocabulary and to have more baggage to understand scientific articles for my research and my practice as psychomotricity worker.

Marion Ghazarian



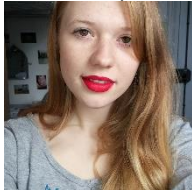
Hello, My name is Marion Ghazarian, I'm 21 and I'm currently a 2<sup>nd</sup> year student in ISRP Marseille. I already have a licence in adapted physical activity and I'm a sport instructor for 3-6 years old children. My hobbies are climbing, parkour, music and travelling around the world. This week is for me a way to meet students from different schools and discover the specific approaches of the psychomotricity in the rest of Europe. And above all, it could be a way for me to improve my knowledge of psychomotricity. Moreover, the topic of the week ("body and emotional awareness") is quite familiar for me and could help me to apprehend my research paper about the link between tonic-emotional regulation and executives functions. I hope it will be for me a great human experiment, unique and interesting and i think that i have a lot of thing to learn on the occasion of this week. Marion G.

Mélanie Elisabeth



My name is ELIZABETH Mélanie, I've 23 years old and I'm in 2nd years of psychomotricity in ISRP of Marseille. I play to guitar since 3 years and i like read book. This is my first time in Portugal and I am happy to be able to participate in this event. I think this summer school will be an opportunity to discuss how to understand psychomotricity across Europe. I hope to have a good time with the students and learn new things alongside the teachers. But especially spend a good time.

Rachel Maury



Hi! I am so happy to participate of this Summer school! I don't know Lisbon. I am exciting to discover a new country. Moreover, I love speaking English. I was au pair girl in Great Britain. I would like to practice psychomotricity in other country. The summer school is the best experience to talk about psychomotricity in English and discover new practice and new culture! See you soon!

Sarah Perbast




I am a young and energetic person, I love travelling and take times in natural countryside. I hope to meet new people and other way to made psychomotor therapy. I think I have an open mind, which is so important in psychomotricity.





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# Body & Emotional Awareness

<p>Sarah Frileux</p> 	<p>Hello, my name is Sarah. I'm rather a simple person, very curious, and I like laughing and eating, and enjoy life. I expect to learn other ways to approach, practice and work in this summer school, to complete my course. I also want to meet other Psychomotricity's students to talk with and compare our experience. I think that exchange and friendliness are the two main words which define this summer school for me.</p>
<p>Vereine Ndombi-Moukouanga</p> 	

**VIA University College, Arhus/Randers, Denmark**

<p>Alexander Glavind</p> 	<p>I expect an international vide on psychomotor therapy with a new perspectives on the subject. I am Alexander! I'm 27 years old and live in Randers, Denmark! I expect new perspectives on the subject psychomotor therapy</p>
<p>Anja Andersen</p> 	<p>My name is Anja, I am 23 years old. In my spare time i am playing volleyball, and also teaching kid's volleyball. I am looking forward to going to Summerschool, and i expect to get more knowledge, and awareness for me as a psychomotor therapist, and a good knowledge to end my education with.</p>
<p>Anna Katharina Warisch</p> 	<p>I expect to learn about how to be more aware of our body and our emotions and how to get more in contact with ourselves. I expect in relation to this, that we get tools how to achieve this; so we can use it in our work with our clients. I would wish to get a bigger understanding of how both our body and mind are connected, maybe even with some studies supporting this connection or experiences we collect during summer school. But I'm open for everything and happy to be able to interact with students and teachers from other countries that come with different perspectives on the topic.</p>
<p>Anne Himmelstrup</p> 	<p>My name is Anne. I'm 25 years old and come from Denmark. I hope to meet a lot of nice people and to share the interest of psychomotor therapy.</p>



## Body & Emotional Awareness

Anne Knuth-Winterfeldt



I'm so excited to go to summer school. I think the topic is very interesting. I am on my second year of psychomotor therapy. Before I started studying PMT, I played a lot of theatre – and beside from that I have always been interested in psychology. Also, I am a yoga teacher, and working with and throw my body have always exited me, so then I heard of this education, my heart started to pump a little harder – and I knew that this was what I had to do next. We are going on our last internship then we come back from the holiday – I would like to work with refugees, so I hope, from this summer school, to get more tools for handle and understand the way emotions can manifest in our body – and how to work with our emotions throw our bodies (and also, maybe how to work with trauma throw the body) Also I hope to meet new interesting people, learn more about how other countries is teaching PMT, have fun – and last but not least – I have never been to Portugal, so I'm also very excited to visit a new country.

Christine Wiklund



Hello, I'm Christine. A positive, outgoing and humorous woman, studying PMT and interested in meditation, creativity and all the subtle bridges between the body-emotions-psyche of the human being. I'm looking forward to meeting students from various PMT-schools and getting a larger perspective on our shared interest. The subject motivates me greatly and I expect to learn and try out tools for handling emotions, regarding the therapeutic relation and in group teaching.

Frederik Dahl



Hello my name is Frederik and I'm attending this year Summerschool in Lisbon, Portugal. By summer i will have been studying PMT for 2 years. In my spare time i like to play music, work out, read and spent time with friends and family. I think of myself as an open-minded person, with a big passion for learning new things and searching new information. I like studying PMT because it fulfils my natural interest in persons and life and development. The theme of this year summer school is very appealing to me because it covers many of the subjects that I daily wonder about. In the one and a half year I have been a student of PMT in Denmark, I haven't yet come across working with feelings and the interconnection between the body and emotions in this manner. I am looking very much forward to experience the different ways of accessing thinking, feeling and acting, both for myself as a PMT, but also to the benefit of my future clients. I am very excited to experience the passionate teachers and some extraordinary lessons that I can bring back home and use in my own practice.

Ida Bönig



I live in Århus, Denmark, and I appreciate that the city is close to the sea and woods, so enjoying nature is easy while living in the city. Since 2010 I'm working with handicapped adults in an anthroposophical inspired eco village near Århus. Working with people and my exercise and growing interest in dance and movement brought me to the psychomotor therapy studies. I'm looking forward to learn about PMT in another context with new people and I'm curious about how the different countries work with it. I hope to take with me: inspiration!

## Body & Emotional Awareness

Louise Damkjær Hansen



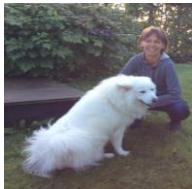
Hi, My name is Louise and I live in Aarhus Denmark in an apartment with my boyfriend Steven. In my spare time I love to dance, mostly Zumba and funk (I LOVE MUSIC). I'm very creative, taking pictures, making jewelry and whatever else comes to mind. 😊 I'm very much a family person, I love spending time with my boyfriend, mom, dad, little sister and your boxer Molly, as well with my family in-law and their animals. I also have a passion for languages and other cultures, I'm curious to learn about your preferences. I speak full-time German and full-time English. German because part of my family is German and because I lived in Oester as I was small, and I have worked in Hamburg. The last couple of years I have worked a lot with understanding my body signals, both physically and emotionally. I have my own experiences with stress and anxiety, which have given me a big understanding of my own body and mind and teaches me how to listen and act to the signals. So, I hope that the summer school can give me a tool case, that is as varied as possible, for me to have the best fundament to help my future clients that experience similar things. For me personally I hope to learn some tools, for how to be a centered therapist and how to separate the client's needs from mine. To stand strong for myself as a therapist and how to be as present as possible for my clients. Furthermore I would like to experience other countries views on how to be a psychomotor therapist and share experiences and knowledge, in that way "network".

Maja Søby Frandsen



Hello! My name is Maja, I am 24 years old. I have 1 year left at my studies in Denmark. Right now, before summer school, I am at a 3-month long internship for people with mental vulnerability. Here is body awareness a way to get the client presence and give them strength in themselves to cope their life; thoughts and emotions. I expect to get knowledge about how to cope and access thoughts and emotions, and how the awareness about the body can make us resistant and empowered to cope with our life. I am excited to improving my competence as a Psychomotor Therapist through access thinking, feeling and acting allowing to modulate emotions, and get knowledge about and from the other nations about how they would work and make exposure with a client to making a balance in their body, emotions, thoughts and behaviour through awareness. In addition, I also look forward to having a wonderful time with you all.

Syssel Vinberg Hansen



I am a student with a lot of life experience and have now entered my last year at Via Randers. The study of Psychomotor Therapy is something I am very engaged in and passionate about. I am looking forward to get the possibility to experience the field of Psychomotor Therapy from another perspective than the Danish. Looking forward to a week with education, reflection and a lot of new People to get to know.

### Windsheim University of Applied Science, School of Human Movement and Sports, Zwolle, Netherlands

Eline Claus






Hello, my name is Eline Claus. I'm 25 years old and live in Emmen. I'm a second year PMT student. I really enjoy attending classes, because we always combine theory with practical work. At this point, halfway through year 2, we already did some internships with different groups (for example: disabled people, elderly people). What do I expect from this summer school? I expect to learn new things about PMT in an international context. I think it's great to interact with students and teachers from abroad to share thoughts and ideas about PMT. I think it will be a great experience, in which I can learn a lot about PMT. I'm looking forward to attend the Summerschool and have a great week! Kind regards, Eline



## Body & Emotional Awareness

<p>Evelien van Wijk</p> 	<p>My name is Evelien van Wijk and I am a second year student of the Windesheim Zwolle in the Netherlands. I am 19 years old and I still live with my parents. My hobbies are athletics, reading, playing games and traveling. In the future I would like to work with families, because I think it would be beautiful to help restore the bond between family members. Also working with children is something that I really like. They are so pure and honest, most of the time. Another thing I would like to do is give courses about body awareness and self-defence. I am eager to work and I like to learn from others. I am a structured worker and always punctual. I also consider myself good in making contact and I love to travel. I like to try new things and especially when I learn from it.</p>
<p>Jesse Beltman</p> 	<p>I'm a sportive boy from Holland. My favourite sport is football. I describe my personality as spontaneous and enthusiastic. I'm looking forward to the Summerschool because I would like to learn a lot of the other perspectives on the PMT subjects from the people of another country. Especially the communication between us is what triggers me the most. I'm very curious and like to learn a lot from them and I hope to also learn them some things.</p>
<p>Laura Poortman</p> 	<p>Hello, I am Laura and I am 19 years old. I am from Holland and I'm going to do the Summerschool in Portugal. What I expect from this week is that I meet new people, I learn about the way how they think and work. I am very excited to see how other people in other country's work. I want to go out of my comfort zone and I think that, after this week, I Will look in a different way towards clients. This will broaden my horizons! I am very excited to see all of you and i hope that it will be an amazing week!</p>
<p>Lia Spaan</p> 	<p>My name is Lia Spaan. I'm 22 year old and live in The Netherlands. I describe myself as a sportive, enthusiast and social person. As you know I follow the education Psychomotricity. I really enjoy it and learn a lot about myself and the profession. I'm looking forward to learn more about Psychomotricity in a different culture. I think it's really helpful to exchange ideas and knowledge with other psychomotricity teachers and students all around the world. What I expect from this summer camp, is that we meet other students and teachers and that we can exchange our experience, so that we can learn from each other. Also I hope to learn about the Portuguese culture and improve my English skills. I'm looking forward to meet you and have a great and unique time.</p>
<p>Lotte van Helsland</p> 	<p>Hello, I am Lotte, 18 years old and I am from The Netherlands. As soon as I heard about the Summer School in Lisbon I was very eager to go and I look forward to meeting students from other countries. Also to be able to learn a different approach of PMT which might be used in other countries as well as various work fields of PMT in different countries I find very exciting. Beside school I play handball. I am very ambitious and want to learn as much as I can. Handball might be my passion, but I like almost every sport. When I was little I played soccer, rugby, volleyball and so many other sports with my friends that I can't choose what my favourite sport is. Furthermore I am a very outgoing person. I like hiking and canoeing and unfortunate it is not possible to do that in Holland, so I must go on vacations. My favourite holiday destination is Scotland. At last but not least I want you all to know that I like playing games. So you can see this as an invitation 😊.</p>
<p>Marith Roelen</p> 	<p>Hello my name is Marith, I'm 21 years old. Originally I was born in Amsterdam, for my studies I move to Zwolle to live on my own. In my free time I like to play water polo and I like to step with friends and family of summer school, I hope to learn many ideas and different visions. How does someone think about life and the world, how does that person deal with it and why that way. and a beautiful week of course</p>




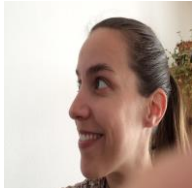


## Body & Emotional Awareness

<p>Rick van Blijderveen</p> 	<p>To get some new perspectives from the other students, for myself as a person and my future profession</p>
<p>Rüna Eggen</p> 	<p>Hello! My name is Rüna Eggen, I am 19 years old and I live in the Netherlands. At the moment I am in my second year of the study Psychomotor therapy at Windesheim University of Applied science. During the weekend I work in a supermarket. I consider myself as an open-minded person with a lot of patience. Furthermore I am a really happy and an enthusiastic woman. Helping other people is also typical for me. I did already two times voluntary work in Africa (Ghana and South Africa) on my own to do something for the local people. I really like to travel and to learn from other cultures. I have never been to Portugal before, so I am excited to feel and see why so many people love Portugal. My expectation of this summer school is that I will discover what the study Psychomotor therapy means in other countries. I am sure that I will learn a lot of useful things that improves my skills as a future psychomotor therapist. Moreover I hope to see the highlights of Lisbon and to take a look in the Portuguese culture. I am excited to combine my joy to meet people from all around the world and learn more about Psychomotor therapy in an unusual setting. To improve myself and to get more knowledge and experience seems amazing to me!</p>
<p>Sandra Quaijtaal</p> 	<p>My name is Sandra Quaijtaal and I am 21 years old. I am currently in my second year of my study Psychomotricity at the University of Applied sciences Windesheim in Zwolle. In my spare-time I like to play sports, travel and spend time with my friends. For sports, I like volleyball the best, because you play in a team. I would describe myself as collaborative, coordinate, enthusiastic and creative. I expect this summer school to be informative and enjoyable. I am looking forward to meeting students and teachers from all over Europe to share things about Psychomotricity. Furthermore, I would like to learn more about the differences between Psychomotricity in varied countries. I am particularly interested in this years' theme; the body and emotional awareness. I would like to improve my knowledge and learn how it can be used with psychomotricity. Besides the summer school program, I would also like to see things of the city Lisbon. I have never been to Portugal and I would like to see and learn more about the country, the culture and the typical Portuguese food.</p>



### Faculty of Human Kinetics, Lisbon University, Portugal

<p>Inês Madeira</p> 	<p>Hello! My name is Inês, I am 24 years old and I live in Caneças, Odivelas. I followed this area, because my cousin Simon, now with 13 years old, has an Autism Spectrum Disorder. I always followed his route and I ended up falling in love with this area. I love animals and I have two dogs. I did theater for 3 years and I love reading and writing. I paint and draw in my spare time. And I am a binge-watcher of series and movies!</p>
<p>Fábio Quaresma (Tutor)</p> 	<p>My name is Fábio Fernandes and I'm a student at the master's degree in psychomotor rehabilitation at Faculdade de Motricidade Humana – University of Lisbon (FMH-UL). I love to read books, mostly related with the science of human behaviour or philosophy. I like to play video games too. This is my second Summer School, this time as a member of the organization. I hope it's a very fun and learning week!                  See you soon!</p>

## Body & Emotional Awareness

<p>Gonçalo Azevedo (Tutor)</p> 	<p>Olá, a todos! That mean's "Hello, everyone!"                  My name is Gonçalo and I'm doing the master's degree in Psychomotor Rehabilitation at Faculdade de Motricidade Humana, University of Lisbon (FMH-UL). Besides that, I started working as psychomotor therapist in schools, helping students with learning disabilities and neurodevelopmental disorders. I like to describe myself as an enthusiastic and optimistic person, which loves travelling, reading and writing. I had an opportunity to be in the summer school in 2016 that happened in Windesheim University (Zwolle, Holland). So I'm very motivated to learn and help organizing this 2018 Summer School here in Lisbon.                  Don't miss this opportunity to improve your knowledge about human behaviour and psychomotor therapy! And, please, enjoy Portugal! See you soon!</p>
<p>Ines Catarina Alcobia (Tutor)</p> 	<p>Hi. My name is Inês, I'm 20 years old. I live in Lisbon and study psychomotor therapy since 2015. I really love swimming and music. I play a musical instrument since I was 12 years old, the clarinet. Besides that, I like long walks around the city. I am so happy to participate and support welcoming you to this summer school. I am really excited to meet you all!</p>
<p>Joana Filipa Verissimo (Tutor)</p> 	<p>Hello everyone! I am 27 years old and I live in the most beautiful city in Europe – Lisbon! I love my work as a psychomotor therapist. I came to Faculdade de Motricidade Humana (FMH) in order to study in the master course of psychomotor rehabilitation, to increase my knowledge and it was, without a doubt, the best decision of my life. In my spare time I love to stroll around Lisbon by the river or on the beach. I especially like to cook for my family and friends. This summer school is going to be the first Summer School and I am very grateful for the opportunity to participate and support organizing this event, so that this will an interesting and exciting week for everyone! I'm looking forward to networking in order to share knowledge and experience to make the psychomotor interventions richer. Obrigada e um beijinho.</p>
<p>Joana Pereira</p> 	<p>Hi I'm Joana and I'm 29. I like to know more about body and emotion and all that is around that. I'm finishing PMT in Lisbon, but I also studied music as well as psychology. I'm looking forward to exchange information and experiences with you all :)</p>
<p>Maria Inês Paes de Faria (Tutor)</p> 	<p>I'm Maria Inês, I'm 23 years old and I'm currently doing a master in Psychomotor Therapy here, in Faculdade de Motricidade Humana. I've been studying in this faculty and this course for three years and I guaranty you that it has a lot to offer!                  I'm excited with summer school this year and can barely wait to show you my college, teach you a bit of psychomotricity in Portugal and, of course, learn from you too!                  Outside of the college I am a regular Portuguese girl who loves the sun, the beach, Mediterranean food and a good way out with friends! Ate já (See you soon)!!</p>
<p>Mariana Raquel Barroso (Tutor)</p> 	<p>Hello everyone!! I am Mariana Barroso and I am 20 years old. I've been studying Psychomotor Rehabilitation for 2 years and it's been very rewarding to explore the PMT world. In my free time, I like jogging, walking around the city and listening to music. Besides that, I also enjoy visiting museums, going to the cinema and cooking healthy meals.                  I'm interested in meeting new people and learning about new cultures and so I considered that my experience in last Summer School in Randers was amazing! This year I have the honor to participate again and being part of the coordination team. Therefore, I hope that we could provide you an incredible experience in Portugal and planning an interesting week for everyone!</p>

## Body & Emotional Awareness

<p>Rita Barras</p> 	<p>Hi! I'm Rita, 22 years old and I'm currently finishing my last year of the graduation, in FMH Lisboa. I really like to experience new things, such as knowing places, people, food, subjects, sports, etc! I've participated in many volunteer work with children, with different pathologies, and recently I did an internship with DID. My favourite hobbies are swim, dance, sing (just for me!), discover new things, go to the beach and be with my friends. Mostly, what i enjoy the most, is to spend time with people, sharing thoughts and moments. And that could have been the main reason to spend this week here! Although it was in FMH that I learned most of the things that I know about psychomotor therapy, I think this can be a great learning moment, not only because it has many practical activities, but above all because of the sharing that will exist among students from all over Europe. I will certainly keep good experiences of this opportunity, but above all good memories of the people I will meet here. I'm looking forward to July! Until then :)</p>
<p>Sara Isabel Vital (Tutor)</p> 	<p>Hi, everyone! I am 20 years old and I moved to Lisbon nearly 1 year and a half ago to study Psychomotor Rehabilitation in FMH. I would love in the future to be a college teacher and share with others useful knowledge to make them excellent professionals. Besides that, I appreciate travelling around the world and have new experiences. I enjoy dancing, cooking, sports and drawing. This is my second Summer School and I am so happy to participate as a student and also be part of the organization. I'm looking forward to have this experience again since I want to learn new and helpful things that will give me more "baggage" to my future.</p>

### STUDENTS GROUPS

The participation at the three workshops given by the teachers (in pairs) of this summer school, is organized in two groups. Each student was randomly assigned to group A (yellow) and group B (orange). At your arrival your credential will have one color so that you identify in which group you are assigned.

#### GROUP A



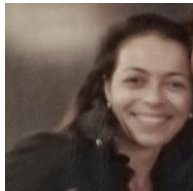
#### GROUP B



## Body & Emotional Awareness

### ORGANIZING TEAM

#### Paula Lebre (Coordinator)



I am Assistant Professor, Ph.D. at Faculty of Human Kinetics/ University of Lisbon, graduated in Physical Education and Master in Special Education. I am a teacher in Psychomotor Rehabilitation in graduate and master courses. The subjects I'm responsible, for around 25 years, are related with mental health assessment and psychomotor intervention, the embodied training of the psychomotor professional, psychomotor intervention methods and artistic mediated interventions in psychomotor therapy (eg. dance and sociodrama). Since the beginning of my work at the Faculty I have been involved in research, both in European, National projects and in community extension activities related with mentoring, social emotional and resilience programs for disadvantaged groups (such as young people at risk of school dropout, individuals with intellectual disabilities, children with autism disorders, elderly with dementia, and adults with mental health problems). My passion is art and more specifically, dance that I'm now bringing back to my work and my leisure time. Since last year, I'm coordinating the Erasmus mobility for the students of psychomotor rehabilitation, which I believe is a very important tool to improve the recognition of the training and this profession across Europe. At the present moment the motto for my life is "Learn, live the moment and believe that the travel never ends. When one travel finishes we start again and again." In this summer school I will be organizing this event, together with our coordinating team, so that teachers, coordinators and students present have the best possible learning experience.

#### Celeste Simões (Co-Coordinator)



I am Assistant Professor, Ph.D. at Faculty of Human Kinetics/ University of Lisbon. I give lectures in Psychomotor Rehabilitation, Special Education and in Education Sciences courses, in Human Development, Health Psychology and Health Education and Research Methods. I have a license in Special Education and Rehabilitation by and a Master degree in Social Psychology. I have written several publications and communications in health promotion and education, resilience and social and emotional competences. Resilience and PMT is 80% of my job – and I love it.

#### Ana Fonseca



Hello! I am a 26 years old psychomotor therapist! I finished my graduation in 2013 and in 2014 I moved to Paris to do my master degree in psychomotor therapy and its link with resilience. After that great adventure I returned to Portugal to work in Oporto and then in Lisbon. I've been blessed with the possibility to work with children with special needs and their schools and families. This gave me a great curiosity to know more about how I could help them. Then I had the chance to participate in the ENRETE project, which proved to be a truly rewarding experience. Besides all that, I love to travel with a bag pack and no destination and to dance. I love meeting people from different cultures and I truly believe that true knowledge comes from shared experiences, so I am really looking forward to meet you! See you soon!

This year some of our students from Psychomotor Rehabilitation (graduation and master) will be also involved with the Summer school organization, namely supporting all the students as tutors of this summer school and with some logistics related with the social and cultural moments.

#### Coordinating team students (Tutors)

Fábio Quaresma  
Gonçalo Azevedo  
Ines Catarina Alcobia  
Joana Filipa Veríssimo  
Maria Inês Paes de Faria  
Mariana Raquel Barroso  
Sara Isabel Vital

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FMH - Psychomotor Therapy Summer School 2018

# Body & Emotional Awareness

## PROGRAM

DAY/HOUR	PROGRAM	LOCATION	TRANSPORTS/COFFE BREAKS
<b>SUNDAY 1<sup>ST</sup> JULY</b>			
	ARRIVAL TO LISBON		
	Check in the Youth Hostel ( according to the arrival time of your flight)		
15.30-16.30	ARRIVAL AT FMH UL –Registration	FMH UL	Take train/bus to FMH
17.00-18.30	WELCOME SESSION	Salão Nobre	COFFE BREAK
17.00-17.10	Welcome by the Summer School Coordinator Faculty of Human Kinetics, FMH, Portugal, Paula Lebre		
17.10-17.30	Welcome by the Summer School Teachers University of Applied Sciences of Special Needs Education, HfH, Switzerland , Ilona Thurnherr University of Applied Sciences, HAN, Netherlands, Brechje Tissen Institut de Formation en Psychomotricité, ISRP, France, Eric Pireye Faculty of Human Kinetics, FMH, Portugal, Ana Rodrigues VIA University College, Denmark, Karin Lydia Ladeby Windsheim University of Applied Science, Netherlands, Dienneke Jol		
17.30-18.30	Students Presentation – Brief overview: The University, The Psychomotor Course & The Profession at each Country HfH, University of Applied Sciences of Special Needs Education, Switzerland (10’) HAN University of Applied Sciences, Netherlands (10’) Institut de Formation en Psychomotricité, ISRP, France (10’) Faculty of Human Kinetics, Portugal (10’) VIA University College, Aarhus/Randers, Denmark (10’) Windsheim University of Applied Science, School of Human Movement and Sports, Netherlands (10’)		
18.30-18.45	Practical Information about the Summer School Faculty of Human Kinetics, FMH, Portugal, Paula Lebre and Celeste Simões		
19.30	ARRIVAL at Hostel		Take train/bus 18.45
19.30-20.30	DINNER with Tutors	At your choice	
<b>MONDAY 2<sup>ND</sup> JULY</b>			
8.20 – 8.50	Breakfast	Oeiras Hostel	Take bus 9.00
9.30	ARRIVAL at FMH UL	FMH UL	
9.30 – 12.30	WORKSHOPS Teachers Theme 1 - <b>Students group A</b> Teachers Theme 2 - <b>Students group B</b>	Sala Vitor da Fonseca Ginásio Kiyoshi Kobayashi	COFFE BREAK 15MIN
12.30 – 14.00	LUNCH at FMH-UL	Refectory	
14.00 – 17.30	WORKSHOPS Teachers Theme 1 - <b>Students group A</b> Teachers Theme 2 - <b>Students group B</b>	Sala Vitor da Fonseca Ginásio Kiyoshi Kobayashi	COFFE BREAK 15MIN
18.30	ARRIVAL at Hostel		Take bus 18.00
18.30-19.30	FREE TIME ON YOUR OWN		
19.30-20.30	DINNER	Oeiras Hostel	
20.30-21.30	SOCIAL TIME WITH TUTORS		
<b>TUESDAY 3<sup>RD</sup> JULY</b>			
8.20-8.50	Breakfast	Oeiras Hostel	
9.30	ARRIVAL at FMH UL	FMH UL	Take bus 9.00
9.30 – 12.30	WORKSHOPS Theme 2 - <b>Students group A</b> Theme 3 - <b>Students group B</b>	Ginásio Kiyoshi Kobayashi Ginásio Leal de Oliveira	COFFE BREAK 15MIN
12.30 – 14.00	LUNCH at FMH UL	Refectory	
14.00 – 17.30	WORKSHOPS Theme 2 - <b>Students group A</b> Theme 3 - <b>Students group B</b>	Ginásio Kiyoshi Kobayashi Ginásio Leal de Oliveira	COFFE BREAK 15MIN
18.30	ARRIVAL at hostel		Take bus 18.00
18.30-19.30	FREE TIME ON YOUR OWN		
19.30-20.30	DINNER	Oeiras Hostel	



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FMH - Psychomotor Therapy Summer School 2018

# Body & Emotional Awareness

## PROGRAM

DAY/HOUR	PROGRAM	LOCATION	TRANSPORTS/COFFE BREAKS
<b>WEDNESDAY 4<sup>TH</sup> JULY</b>			
8.20-8.50	Breakfast	Oeiras Hostel	
9.30	ARRIVAL at FMH UL		Take bus 9.00
9.30 - 12.30	WORKSHOPS Theme 1 - <b>Students group B</b> Theme 3 - <b>Students group A</b>	Sala Vitor da Fonseca Ginásio Kiyoshi Kobayashi	COFFE BREAK 15MIN
12.3-14.00	LUNCH at FMH UL	Refectory	TRANSPORTS/COFFE BREAKS
14.00-17.00	WORKSHOPS Theme 1 - <b>Students group B</b> Theme 3 - <b>Students group A</b>	Sala Vitor da Fonseca Ginásio Kiyoshi Kobayashi	COFFE BREAK 15MIN
17.00-17.30	Information regarding students presentation on 6 <sup>th</sup> july by Paula Lebre PMTSS coordinator and Teachers	Sala João dos Santos	
18.30	ARRIVAL at Hostel		Take bus 17.30
18.30-19.30	SOCIAL TIME WITH TUTORS		
19.30-20.30	DINNER	Oeiras Hostel	
<b>THURSDAY 5<sup>TH</sup> JULY</b>			
8.20 - 8.50	Breakfast	Oeiras Hostel	
9.30	ARRIVAL at FMH UL		Take train/bus (on your own)
9.30 - 12.30	PREPARING STUDENTS PRESENTATIONS Students working in groups	Sala Vitor da Fonseca Sala João dos Santos	COFFE BREAK
12.30 - 13.30	LUNCH at FMH UL	Refectory	
13.30-14.00	Open classes -REGISTRATION - PARTICIPANTS OUTSIDE PMTSS STUDENTS	FMH entrance	
14.00-18.00	WORKSHOP 1 2 3 WORKSHOP 4 5 6 WORKSHOP 7 8 9 WORKSHOP 10 11 12 13 (see detailed program)	Sala Vitor da Fonseca Ginásio Kiyoshi Kobayashi Pavilhão Herminio Barreto Sala João dos Santos	COFFE BREAK
18.30-19.00	CLOSING SESSION OPEN CLASSES -SUMMER SCHOOL By the President of the Faculty of Human Kinetics, FMH, José Alves Diniz By the Summer School Coordinators University of Applied Sciences of Special Needs Education, HfH, Switzerland, Susan Aust University of Applied Sciences, HAN, Netherlands, Marieke Coenen Institut de Formation en Psychomotricité, ISRP, France, Nicolas Raynal VIA University College, Denmark, Helle Brok Windsheim University of Applied Science, Netherlands, Cor Nicks Faculty of Human Kinetics, FMH, Lisbon, Portugal, Paula lebre	Anfiteatro I	
19.00-20.30	COCKTAIL DINNER & MUSICAL MOMENT Grupo de Sereñatas FMH	FMH UL	CULTURAL EVENT
21.00	ARRIVAL at Hostel		Take bus 20.30
<b>FRIDAY 6<sup>TH</sup> JULY</b>			
8.20-8.50	Breakfast	Oeiras Hostel	
9.30	ARRIVAL at FMH UL		Take bus 9.00
9.00 - 12.30	STUDENTS PRESENTATION (Teachers as facilitators) <b>Group A</b> <b>Group B</b>	Sala Vitor da Fonseca Ginásio Leal de Oliveira	COFFE BREAK 15MIN
12.30-13.00	EVALUATION OF PMTSS2018 - GROUP PICTURE	Sala João dos Santos	
13.00 - 14.00	LUNCH at FMH UL	Refectory	
14.30-16.00	ARRIVAL TO LISBON VISIT TOUR LISBON OLD CITY CENTER - ALFAMA	Lisbon	Take bus 14.00
16.00-18.00	Cultural Event ( <i>Dance Somewhere in the Universe looking to the other side of the moon PédeMeia<sup>2</sup> &amp; Theatre The butterfly effect-Community Project Troca a Dar-Gira Association</i> ).	ISPA, Lisbon In Collaboration with Gira Association	
18.30-20.30	GALA DINNER - HAND OUT DIPLOMAS	Alfama, Lisbon In Collaboration with Gira Association	
21.00	Return to Hostel		Take bus 20.30
<b>SATURDAY 7<sup>TH</sup> JULY</b>			
7.30 - 8.30 UNTIL 12.00	BREAKFAST WITH TUTORS & COORDINATING TEAM CHECK OUT - END OF PMTSS2018	OEIRAS HOSTEL	

VENUE OF THE SUMMER SCHOOL

**FACULTY HUMAN KINETICS**

**ADDRESS**

FACULDADE DE MOTRICIDADE HUMANA  
UNIVERSIDADE DE LISBOA  
Estrada da Costa - Cruz Quebrada  
1495-688 CRUZ QUEBRADA

**PHONE NUMBER**

(+351) 214 149 100

**EMAIL**

fmh@fmh.ulisboa.pt  
secretariadodepartamentos@fmh.ulisboa.pt

**LOCATION**

38°42'19.7"N 9°15'04.8"W

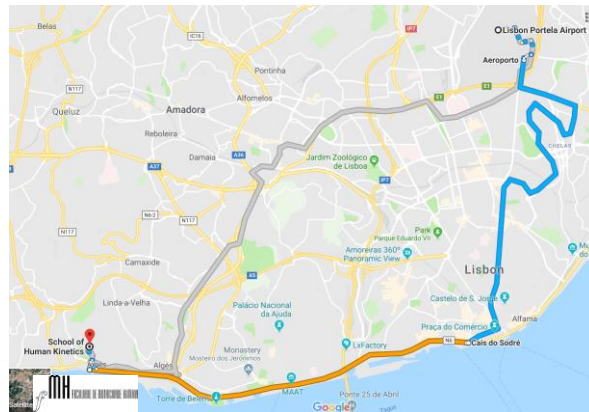
**ADDITIONAL INFORMATION ON THE WEBSITE**

Faculty of Human Kinetics  
www.fmh.ulisboa.pt

**HOW TO GET HERE**

Bus: 776 (From Algés)

Train: CRUZ QUEBRADA STATION (Train from Cais do Sodré - Cascais - One travel cost - Approximately 2 euros)



**Fig 1.** Direction - Lisbon airport - Faculty Human Kinetics (Take metro from airport to Cais do Sodré - the take train to Cruz Quebrada)

STUDENTS HOSTEL

**HI DEIRAS - Pousadas de Juventude**

**ADDRESS**

Estrada Marginal, Parque Inatel  
2780-267 Deiras

**PHONE NUMBER**

(+351) 214 430 638 / 925 665 075

**E-MAIL**  
oeiras@movijovem.pt

**LOCATION**

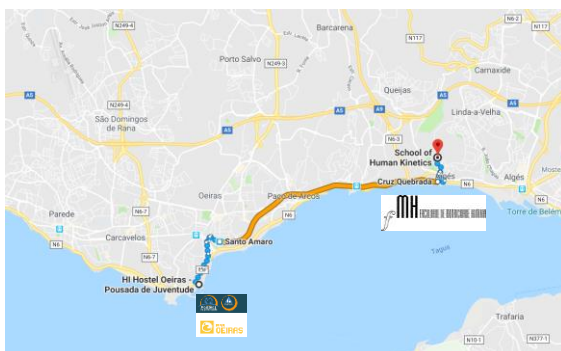
GPS 38°40'41, 18"N | 9°19'3, 85"W

**ADDITIONAL INFORMATION ON THE WEBSITE**

<https://pousadasjuventude.pt/en/youth-hostels/oeiras/>

**HOW TO GET HERE**

Placed in a restored 18th century fort. You can see the coastline where Tagus River meet the Atlantic Ocean. A short distance, 500 m, from Carcavelos Beach, 24 km from the Lisbon centre, and 7,5 km from the Faculty of Human Kinetics. We have made arrangements for the transport in a bus - Youth Hostel - Faculty - Youth hostel (2, 3, 4, 5, 6 July). Only in the first day (1<sup>st</sup> July) and in the morning of July 5<sup>th</sup> students must take the train on their own. The summer school tutors will join you in this travel. Be aware, the transport from the airport to the Faculty (1<sup>st</sup> July) and Hostel to the airport (7<sup>th</sup> July) will be also done on your own.



**Fig 2.** Direction - Youth hostel Hi Hostel Deiras - Faculty Human Kinetics (After a 15 minute walk to Santo Amaro de Deiras Train Station, the travel to the Faculty of Human Kinetics will take around 10 minutes by, taking the train- direction to Cais do Sodré. Leave on the Station of Cruz Quebrada)

## Body & Emotional Awareness

### TO PREPARE YOUR TRAVEL

Remember that your student's fee include:

- Attendance at the workshops and open classes
- Hostel from 1st to 7th July
- Meals included are breakfast, 5x dinner, 5x lunch, coffee breaks. Social & cultural programme

You have to pay the transport to/from Lisbon, Portugal. At the arrival and departure dates you have to pay for the transport from/to the airport – Youth hostel or the Faculty.

At the arrival day July 1 the meals are not included.

The same at the departure day July 7<sup>th</sup> (only your breakfast is included)

Consider to bring for the following items:

1. Toothbrush, toothbrush case, toothpaste, floss
2. Hairbrush/comb
3. Shower gel
4. Shampoo and conditioner
5. Towel
6. Insect repellent, sunscreen
7. Bathing suit, beach towel, and flip flops
8. Comfortable clothes for the practical classes
9. Charger adapter
10. Student Youth card
11. Insurance medical card

### FOR MORE INFORMATION OR SUPPORT CONTACT

**Paula Lebre**

(PMTSS2018 Coordinator)

**EMAIL**

pmelo@fmh.ulisboa.pt

**PHONE NUMBER**

(+ 351) 214149148

(+ 351) 914614095