



DAILY PROGRAMME

Art as Therapy: Emotional and Social Development in Schools

DURATION 5 days · 25 hours	DAILY SCHEDULE 09:30–15:00 Monday to Friday, with a break for lunch	LANGUAGE English (B1+)
COURSE CENTRES Antalya · İstanbul · İzmir · Mersin · Budapest · Bremen · Rome Dates and cities of the scheduled sessions are listed on the course page.		GROUP SIZE Max 20 participants

Week at a glance

DAY 1 Where the Line Is	DAY 2 What the Material Does	DAY 3 From Copying to Something of Their Own	DAY 4 Running the Group	DAY 5 Eight Weeks in Your School
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Day by day

Day 1

Where the Line Is

- **Icebreaker:** “One Thing I Made” — in pairs, describe one thing you made recently (a meal, a repair, a drawing) using only what you did, no feelings; your partner reflects back only what they heard you do
- **Two traditions behind one phrase:** Kramer’s art as therapy against Naumburg’s art psychotherapy — what each one claims, and why only one of them is available to a teacher
- **What the school evidence actually found:** the Edge Hill pilot trial — 62 children aged seven to ten, four primary schools, one arts therapy per school, groups of eight, an hour a week for eight weeks, delivered by registered therapists — and which of its results reached significance and which did not
- **One pilot against the wider picture:** what systematic reviews of art therapy with children now report, what “the quality of evidence varied” means in practice, and what all of it does and does not license a teacher to claim
- Why interpreting a child’s drawing is not a skill this course teaches: what the research on figure-drawing interpretation found, and what a drawing can and cannot tell you

- **Working session:** each participant opens the European Federation of Art Therapy's country entry for their own country, records the national association and what it says about recognition, names their school's safeguarding lead as the first line for a disclosure, and drafts the first line of the therapy referral route
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Day 2

What the Material Does

- **Warm-up:** "Creative Connections" — ten minutes with an unfamiliar material, no brief and no talking, then comparing what the material did to each person
 - **Kramer's first two ways of working:** exploring what a material physically does — scribbling, smearing, pushing it around — and the point at which it tips into discharge: spilling, pounding, destroying. Telling them apart in a real room, and why the response differs
 - **Materials rotation in three stations:** pencil, paint and clay — three media commonly used in this kind of work — what each one invites, what each one shuts down, and which children each one tends to lose
 - **The third hand:** Kramer's name for the adult's help, practised in pairs and in both roles — finding the smallest intervention that still leaves the work the child's
 - **The generated image:** what happens to this whole argument when a picture is produced instead of made, and how to answer a class with image generators on their phones
 - **Output:** your own materials list for one group — what to stock, what it costs, and what to keep away from whom
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Day 3

From Copying to Something of Their Own

- **Kramer's remaining three:** art in the service of defence — the traced outline, the copied cartoon, the same safe drawing every time; the picture that stands in for what cannot be said aloud; and formed expression, art in the full sense
 - Why a table of near-identical work is usually a verdict on the task rather than on the children
 - Four structured formats run in full and then taken apart: structured drawing, mask-making, collage, and a guided storytelling sequence — what each asks of a child, and which of Kramer's five it tends to produce
 - **Adapting the age:** this research was done with seven- to ten-year-olds. What changes with younger children, what changes with adolescents, and which formats stop working
 - **Output:** two sessions written to a shared template, ready to run
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Day 4

Running the Group

- **What the children in the study said helped:** engagement with the arts and self-expression, a safe space, stress relief, empowerment, and coping — the five themes from their own interviews
- **And what did not:** too little time, a group that never became a group, and too few sessions with too many children in them. Their number was no more than six
- **Building the group specification from that:** size, number of sessions, the opening and closing ritual, the boundaries said out loud, and telling the group each week how many sessions are left; and what you do, the same day, if a child tells you something — your school's safeguarding lead, recorded without interpretation
- **Consent, storage and display:** whose work it is, who may see it, what goes on the wall and what does not, and what happens to all of it when the sequence ends

- **Observation practice:** building a record sheet — what the child did with the material, in what order, and what they said about it — and using it on the work this group made on Days 2 and 3
- **Writing time:** the remaining six sessions of your eight-session sequence, on the Day 3 template and the group specification above — so that Friday is for reading and revising the plan, not for writing it

Day 5

Eight Weeks in Your School

- **Endings first:** some children were upset when the sessions stopped, and one said she cried. How to close a sequence so it lands as a completion rather than as one more thing taken away, and what the last session has to contain
- Each participant's eight-session sequence is presented and read in small groups, so that every plan is actually read rather than heard
- **Critique against four questions:** is the group small enough, are both referral routes (safeguarding and therapy) written down, is there a session in here that only a therapist should run, and does the plan still use Kramer's five ways and the third hand rather than reading meaning into the work
- **Revision time:** participants amend their sequence and their referral lines before taking them home
- Course evaluation and reflection on learning
- Certification ceremony

PLEASE NOTE

Sessions run from 09:30 to 15:00, Monday to Friday, with a break for lunch. Timings can shift a little to suit the venue and the group.

Course activities and content may vary depending on participants' needs and the trainer leading the session; any changes are at the trainer's discretion. If there is a specific topic you would like included, please let us know — content-related requests must reach us at least 3 weeks before the course start date so we can confirm them in time.

ISSUED BY

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COURSE PAGE

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