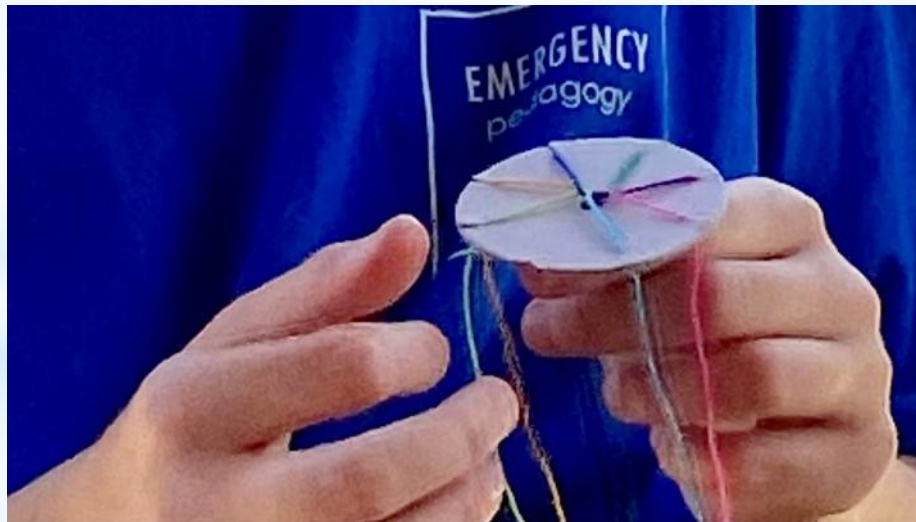


When the Unspeakable Happens

What a trauma is, how it affects people and how Emergency Pedagogy tries to help



Maui, Hawaii/USA

October 20, 2023

Bernd Ruf

Returning Lebanese children, August 2006

Pressedienst der Stadt Stuttgart vom 1. August 2006

UNESCO-Welt-Jugend-Festival: Gruppe aus dem Libanon reist am 7. August zurück in die Heimat

01.08.2006 - Aktuelles

Die Gruppe 15 geistig und körperlich behinderter Sportler aus dem Libanon wird am 7. August ihre zunächst verschobene Heimreise antreten. Sie wird dabei von drei erfahrenen Mitarbeitern des Vereins der Freunde der Erziehungskunst Rudolf Steiners e.V. begleitet und von den Partnern der Freunde der Erziehungskunst in Beirut unterstützt.



China 2008



Gaza 2009 - 2013



A child's drawing from 2009



Gaza 2009 - 2013



A group of girls painting in 2013



Indonesia 2009



Haiti 2010



Haiti 2010



Kyrgyzstan 2010



Japan 2011



Kenya

Kenya 2012 - 2014



Kenya 2017 - 2018



China 2013



Bosnia 2014



Kurdistan-Iraq 2013 - 2018



Philippines 2013 - 2015



Gaza 2014 - 2018



Nepal 2015 - 2018



Lesbos, Greece 2015



Slovenia 2015



Paris 2015



Brussels 2016



Quellen:

<http://www.businessinsider.de/medien-mehrere-verletzte-bei-explosionen-am-flughafen-bruessel-4792524>

<http://img.nzz.ch/S=W620/O=75/http://nzz-img.s3.amazonaws.com/2016/3/23/64098b86-78ff-4887-80ce-09c63ebdd26e.jpeg>

<http://www.ksta.de/politik/bruessel-brite-entkommt-explosion-im-flughafen-und-stirbt-in-der-metro-23785168>



Ecuador 2016



Haiti 2016



Italien 2017



London 22.03.2017



<http://p5.focus.de/img/fotos/crop6821687/3492712116-w1200-h627-o-q75-p5/schuesse-nahe-britis-52887976.jpg>

Manchester 2017



Anschlag auf Pop-Konzert in Manchester

Mindestens 22 Menschen sterben bei einem Selbstmordanschlag in der nordenglischen Stadt Manchester am 22. Mai 2017



<https://img.nzz.ch/0=75/http://nzz-img.s3.amazonaws.com/2017/5/23/fb714e60-3a60-4c0f-a031-bb806b0a87b4.jpeg>
<https://img.nzz.ch/0=75/http://nzz-img.s3.amazonaws.com/2017/5/24/4b1db713-6e18-442a-999f-6686505bf500.jpeg>
<http://bilder.bild.de/fotos/helfer-versorgen-im-foyer-der-manchester-arena-verletzte-200392543-51870890/Bild/3.bild.jpg>
<http://bilder.bild.de/fotos-skaliert/explosion-in-manchester-arena-tote-nach-selbstmordanschlag-am-ende-eines-konzerts-von-us-teenie-ido-200392505-51870352/8,w=649,q=high,c=0.bild.gif>

London Bridge und Borough Market 04.06.2017

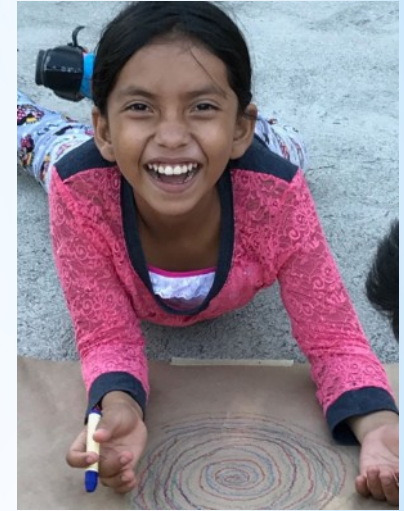


Einer der Attentäter tot am Boden



<http://media-cdn.sueddeutsche.de/image/sz.1.3534006/940x528?v=1496594008000>
http://www.bz-berlin.de/data/uploads/2017/06/london-bridge-anschlag-twitter_1496529667-768x432.jpg
<http://images04.oe24.at/londont-4.jpg/286.117.063>
http://www.bz-berlin.de/data/uploads/2017/06/terror-london-attentater_1496564608-768x432.jpg

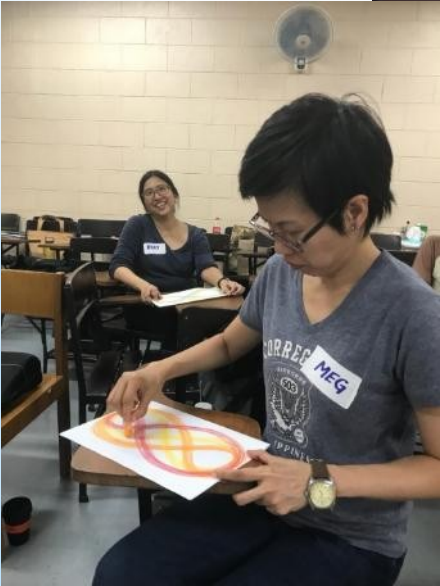
Earthquake Mexico 2017



Flight of Rohingya refugees 2018



Earthquake Philippines 2018



Earthquake Indonesia 2018



Camp fire California 2018



Strasbourg Attacks 2018



Working with refugees in Mexico City 2018



Bush fire South Africa 2019



Cyklon Idai Mozambique 2019



Brazil, boarder to Venezuela 2019



Libanon, Explosion in the port of Beirut 2020



Colombia, Hurricane Iota & Eta destroy the islands of San Andres, Providencia and Catalina



Vulkan eruption on Las Palmas/Spain 2021



Floods in the Ahr Valley/ Germany 2021



Ukraine War 2022



Ukraine War 2022: Emergency Pedagogy in the train station in



Ukraine-War: Innsbruck/Austria



Geschichte der Notfallpädagogik

Earthquake in Turkey, February 2023

Erbeben Samandag/Türkei 2023



Flood in Faenza/Italy April 2023



Wild fire in Lahaina / Maui, Hawaii August



Trauma categories

1. Simple trauma

2a) Multiple trauma

2b) Sequential trauma

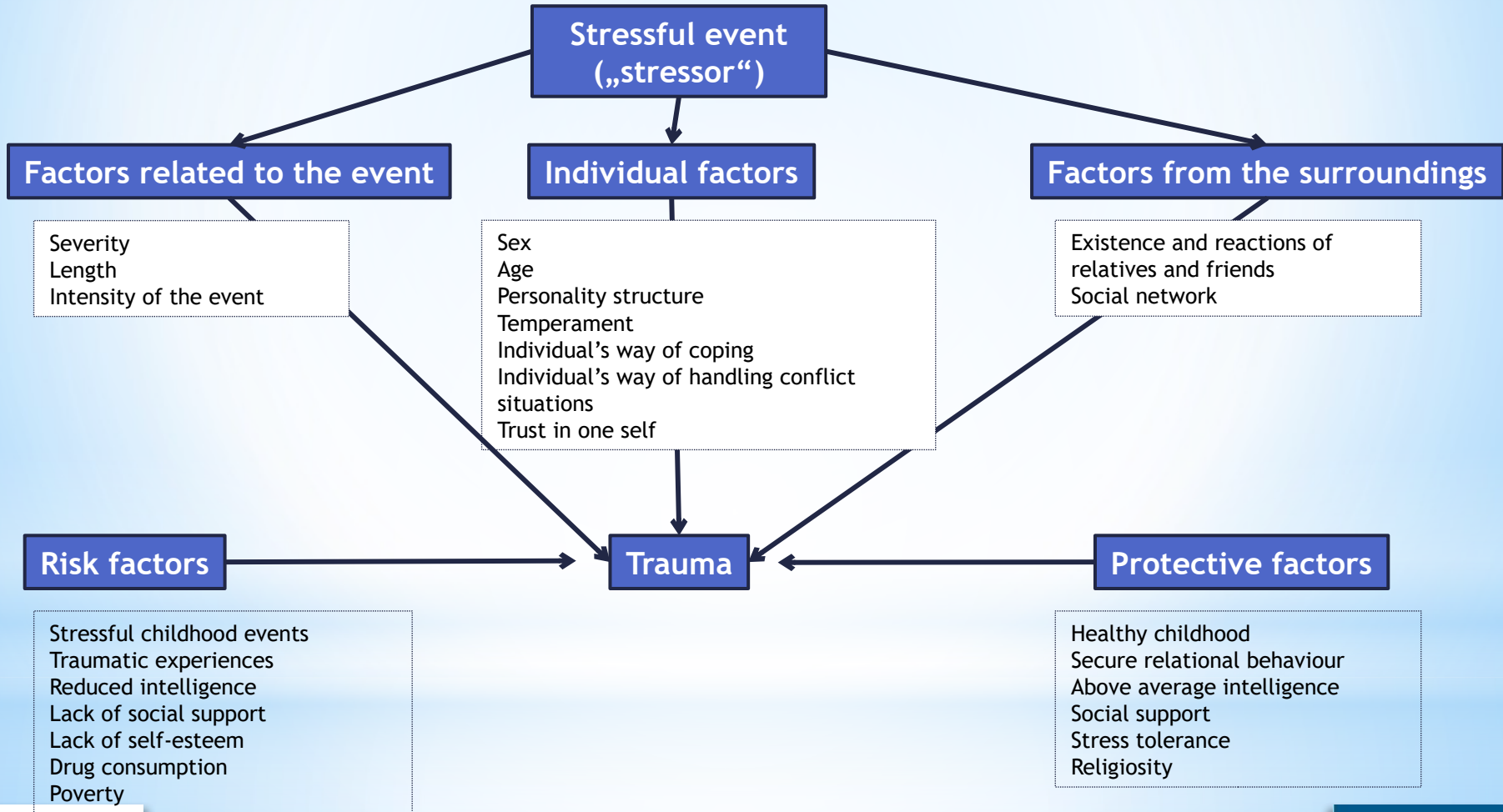
2c) Developmental trauma

3. Verbal trauma

4. Relationship trauma

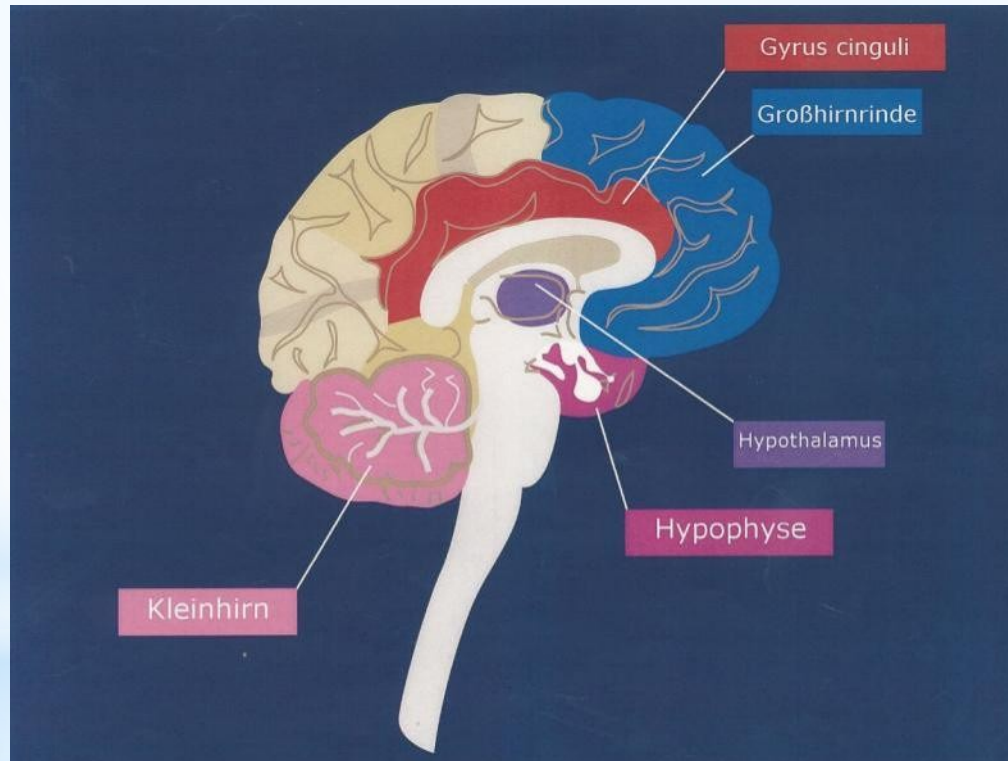


How a stressful event turns into a trauma

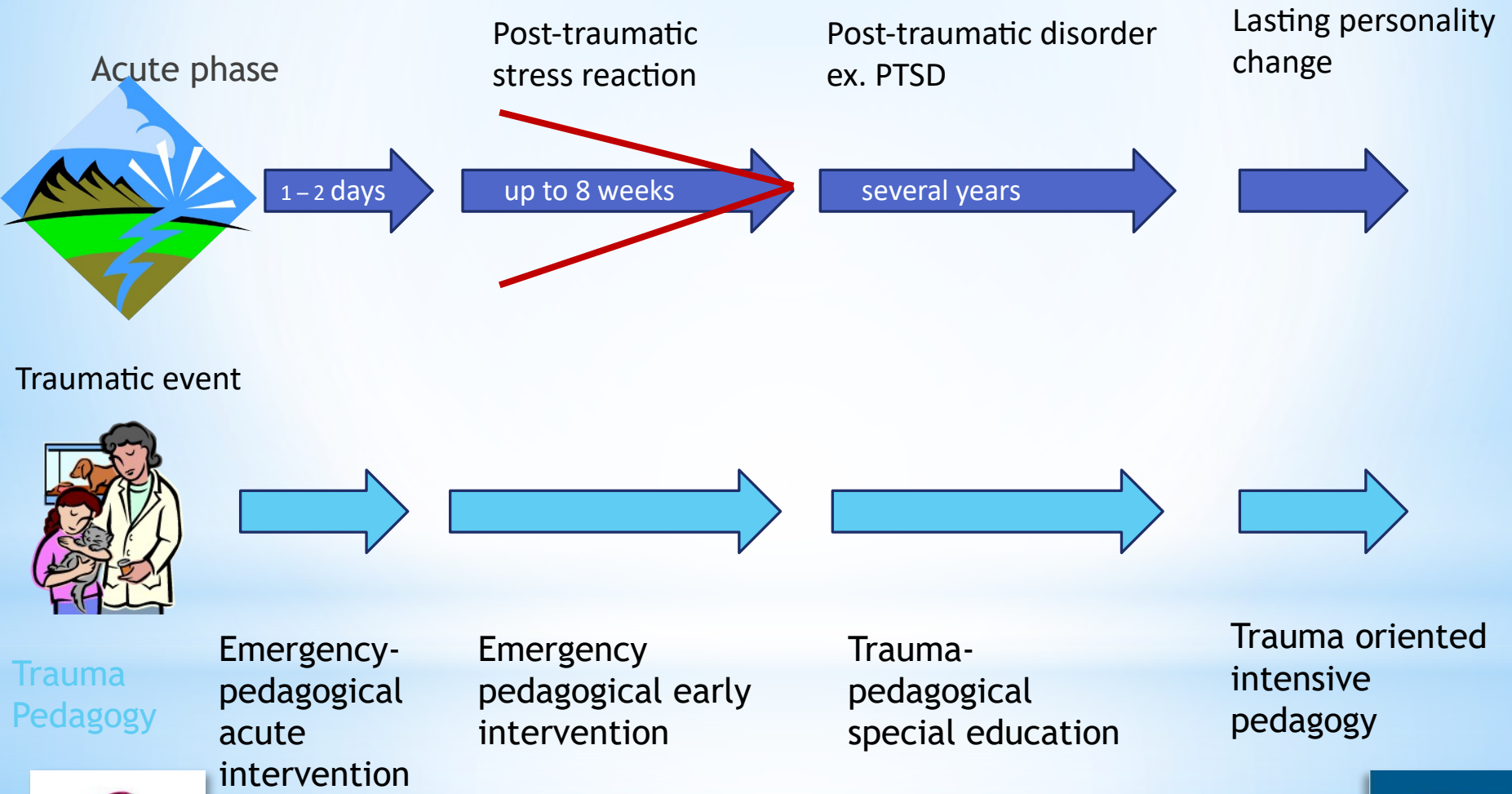


Neurological foundations of psychotraumatology

Tripartite of the brain



Psychotrauma and pedagogic intervention



II) Guidelines for Emergency-pedagogical crisis interventions

1. Allow feelings, experience them and come to terms with them



II) Guidelines for Emergency-pedagogical crisis interventions

2. Express experiences, feelings and thoughts

2.1 Verbalise experiences



II) Guidelines for Emergency-pedagogical crisis interventions

3. Look for creative forms of expression

3.1 Free drawing



II) Guidelines for Emergency-pedagogical crisis interventions

3. Look for creative forms of expression

3.2 Painting in watercolours



II) Guidelines for Emergency-pedagogical crisis interventions

3. Look for creative forms of expression

3.3 Drawing shapes



II) Guidelines for Emergency-pedagogical crisis interventions

3. Look for creative forms of expression

3.4 Singing



II) Guidelines for Emergency-pedagogical crisis interventions

3. Look for creative forms of expression

3.5 Make music



II) Guidelines for Emergency-pedagogical crisis interventions

3. Look for creative forms of expression

3.6 Dance



II) Guidelines for Emergency-pedagogical crisis interventions

3. Look for creative forms of expression

3.7 Modelling, kneading, plasticising



II) Guidelines for Emergency-pedagogical crisis interventions

4. Include the senses

4.1 Sense of touch



II) Guidelines for Emergency-pedagogical crisis interventions

4. Include the senses

4.2 Sense of vitality



II) Guidelines for Emergency-pedagogical crisis interventions

4. Include the senses

4.3 Sense of movement



II) Guidelines for Emergency-pedagogical crisis interventions

4. Include the senses

4.4 Sense of balance



II) Guidelines for Emergency-pedagogical crisis interventions

5. Explore the body

5.1 Body geography



II) Guidelines for Emergency-pedagogical crisis interventions

5. Explore the body

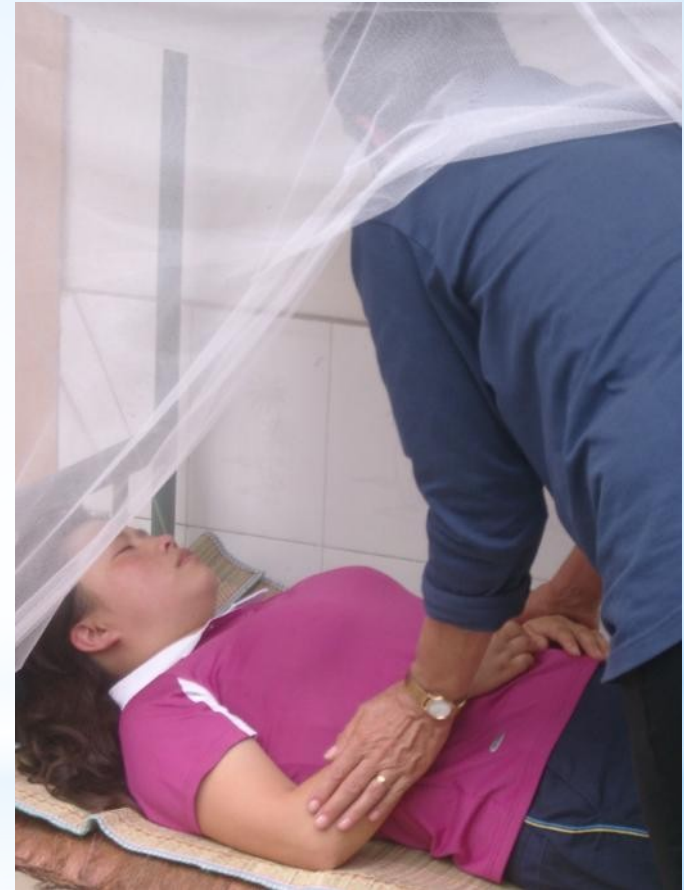
5.2 Physical contact



II) Guidelines for Emergency-pedagogical crisis interventions

5. Explore the body

5.3 Massages



II) Guidelines for Emergency-pedagogical crisis interventions

6. Cultivate rhythms - Create rituals

6.1 Invigorate the vital forces



6. Cultivate rhythms - Create rituals

6.2 Give and take



II) Guidelines for Emergency-pedagogical crisis interventions

6. Cultivate rhythms - Create rituals

6.3 Restructure the day



7. Stimulate movement

7.1 Walks



7. Stimulate movement

7.2 Fingerplay



7. Stimulate movement

7.3 Rope skipping



II) Guidelines for Emergency-pedagogical crisis interventions

7. Stimulate movement

7.4 Sports



7. Stimulate movement

7.5 Eurythmy



8. Cultivate language

8.2 Language heals



II) Guidelines for Emergency-pedagogical crisis interventions

8. Cultivate language

8.3 Stories heal



II) Guidelines for Emergency-pedagogical crisis interventions

9. Stimulate memory and concentration faculties

9.1 String games



II) Guidelines for Emergency-pedagogical crisis interventions

9. Stimulate memory and concentration faculties

9.2 Draw shapes



II) Guidelines for Emergency-pedagogical crisis interventions

9. Stimulate memory and concentration faculties

9.3 Therapeutical handwork



II) Guidelines for Emergency-pedagogical crisis interventions

10. Encourage play

10.1 Free play



II) Guidelines for Emergency-pedagogical crisis interventions

10. Encourage play 10.2 Movement games



II) Guidelines for Emergency-pedagogical crisis interventions

10. Encourage play

10.3 Circle games



II) Guidelines for Emergency-pedagogical crisis interventions

10. Encourage play

10.4 Round- and folk dances



II) Guidelines for Emergency-pedagogical crisis interventions

11. Inspire experiences

11.1 Rope skipping



II) Guidelines for Emergency-pedagogical crisis interventions

11. Inspire experiences

11.2 Circus education



II) Guidelines for Emergency-pedagogical crisis interventions

11. Inspire experiences

11.3 Strengthen confidence in oneself and others



II) Guidelines for Emergency-pedagogical crisis interventions

11. Inspire experiences

11.4 Encourage



II) Guidelines for Emergency-pedagogical crisis interventions

12. Experience self-effectiveness

12.1 Forge plans - Design future



12. Experience self-effectiveness

12.2 Practice crafty practical activities



II) Guidelines for Emergency-pedagogical crisis interventions

13. Establish and strengthen social competences



II) Guidelines for Emergency-pedagogical crisis interventions

14. Provide a balanced diet



16. Cultivate spiritual - religious feelings



II) Guidelines for Emergency-pedagogical crisis interventions

17. Joy heals



Thank you very much for your att

