

6th International Scientific Practical Conference
HEALTH AND PERSONALITY DEVELOPMENT:
INTERDISCIPLINARY APPROACH

April 27 – 29, 2020, RSU, Latvia

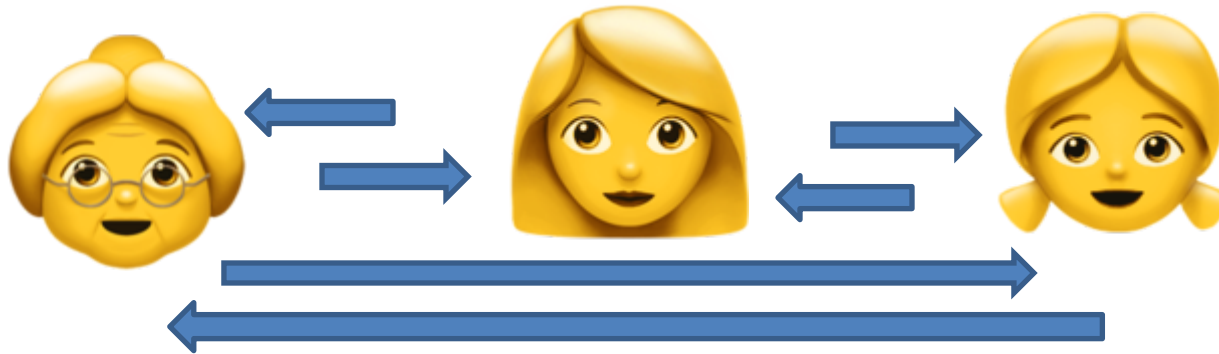
Workshop

**Intergenerational Relations:
Personal and Professional Perspective**

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Timing the workshop activities

Activities	Tasks	Time
Greetings and acquaintance of participants		14.15 -14.20
Presentation of the workshop topic and activities		14.20 – 14.30
Individual activity: Reflection experience on personal relations „mother – daughter“, „grandmother – mother“, „grandmother – granddaughter”	<i>Fill in the tables (slides 6,7,8)</i>	14.30 – 14.45
Small groups activity: Discussion about projections of „mother – daughter“ (other) in professional life	<i>Fill in the tables (slides 10,11,12)</i>	14.45 – 15.30
Group activity: Presentation of small groups findings	Present tables 10,11,12	15.30 – 15.45
Break		15.45 – 16.00
Group activity: Discussion highlighting the characteristics of intergenerational professional relationships, revealing tensions.	Schare and illustrate insights (cases)	16.00 – 16.30
Individual activity: Explore musically tensions and releaves	Improvise or find music records	16.30 – 16.45
Group activity: Reflections, disscussion, feedback , completion		16.45 – 17.15



- Studies show (Eliacheff, Heinich, 2002), that most women prefer to discuss among themselves not the opposite sex, but their own mothers, and this is a universal occasion and the eternal theme of many women's conversations.
- An attempt to understand the relationship "mother - daughter" – it is a case that falls on all women in one or another period of their life, and, perhaps, for the whole life.
- Of course, not every woman becomes a mother, and not all mothers give birth to daughters. But any woman has or had a mother or sometimes even several "mothers" (relations could be indicated by a function or metaphorically).
- In our workshop, we will focus on "mother - daughter" relationships, and also overlap the relationships of the „mother with her mother“ (grandmother) and „grandmother - granddaughter“.
- Exploring these relationships, we will turn to our personal and professional experiences, mutually enriching ourselves in the search for self-identity, authenticity in our professional music therapy field.

Key concepts and questions

Authenticity - the quality of being real or true (*Cambridge Dictionary*)

Self-identity - the recognition of one's potential and qualities as an individual, especially in relation to social context

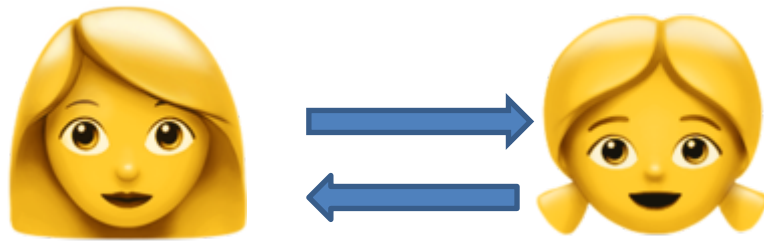
What helps and what hinders the creation of an authentic life?

- What helps and what hinders your authenticity in a relationships with your mother or grandmother or daughter?
- What projections of your relationship with your mother or grandmother or daughter do you realize you have in your professional life?
- What "mother-daughter" or other relationships help and what hinder your authenticity in your professional career?
- What are your understandings and expectations for “mother”, “grandmother” or “daughter” roles, functions, features of relations in MT education, professional field, professional community?
- Experience perceived tensions through sound/music. Control tensions through the sound/music. Harmonize the relationship through the sound/music.

Individual activity

What helps and what hinders your authenticity in **personal** relationships with your mother or grandmother or daughter?

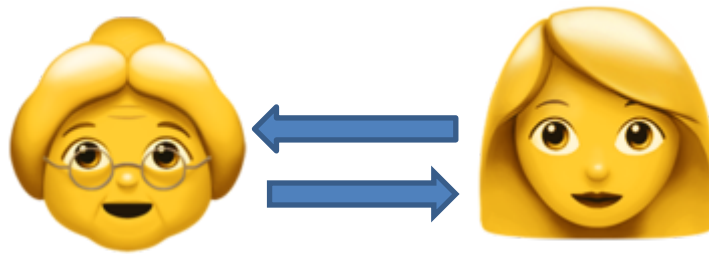
*Fill in the tables
(slides 6,7,8)*



Identify with a "daughter."

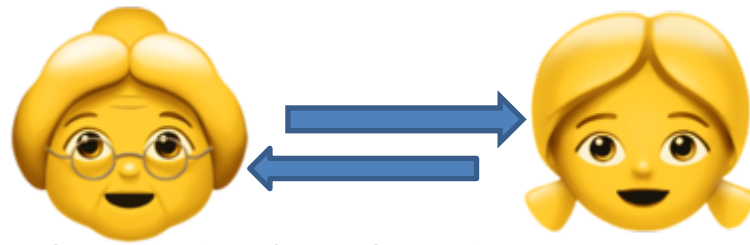
What features / functions of the relationship with your mother **help** and what **hinders** your **authenticity**.

HELP (from strongest to weakest)	HINDER (from strongest to weakest)



What help and what hinders your authenticity in these relationship

HELP (from strongest to weakest)	HINDER (from strongest to weakest)



What help and what hinders your authenticity
in these relationship

HELP (from strongest to weakest)	HINDERS(from strongest to weakest)

Small groups activity

*Share personal experiences,
discuss projections in professional MT life.*

- What **projections** of your relationship with your mother or grandmother or daughter do you realize you have **in your professional life**?
- What "mother-daughter" or other relationships help and what hinder your authenticity in your professional career?

*Fill in the tables (not individually, but in a small group)
(slides 10,11,12)*

Group activity before Break

*Share in Group
findings of Small groups*

Group activity after Break

Summary of Small groups findings.
Share examples / cases of projections.

Questions for discussion:

Your understandings and expectations for
“mother”, “grandmother” or “daughter”
roles, functions, features of relations
in MT education, practice, professional community?

Discuss / describe tensions you experience
in these relations

Individual activity

Use your music instrument
and

explore a tension

of „mother“ – „daughter“ or other
relations in sound improvisation,
(Or you can use music recordings or fragments
to explore tension)

and release the tension...

*Table 16 provides musical elements,
fill in main findings.*

Musical elements	Findings for tension exploration
Mode	
Loudness	
Pitch	
Intervals	
Melody	
Harmony	
Tonality	
Rhythm	
Timbre	
Articulation	
Amplitude envelope	
Musical form	

Group activity

Reflections of projections

What are your understandings and expectations for “mother”, “grandmother” or “daughter” roles, functions, features of relations in MT education, professional field, professional community?

Literature

Eliacheff C., Heinich N. (2002). *Mères-filles, une relation à trois*. Albin Michel / Дочки - матери: 3-й лишний. "Кстати", Москва, 2013.

Gabrielsson A., Lindstrom E. (2004). The Influence of Musical Structures on Emotional Expression, p. 223 - 248/ in Juslin, P., Sloboda J.A. Music and Emotion: Theory and Research. Oxford University Press.

Pictures: <https://emojipedia.org/>