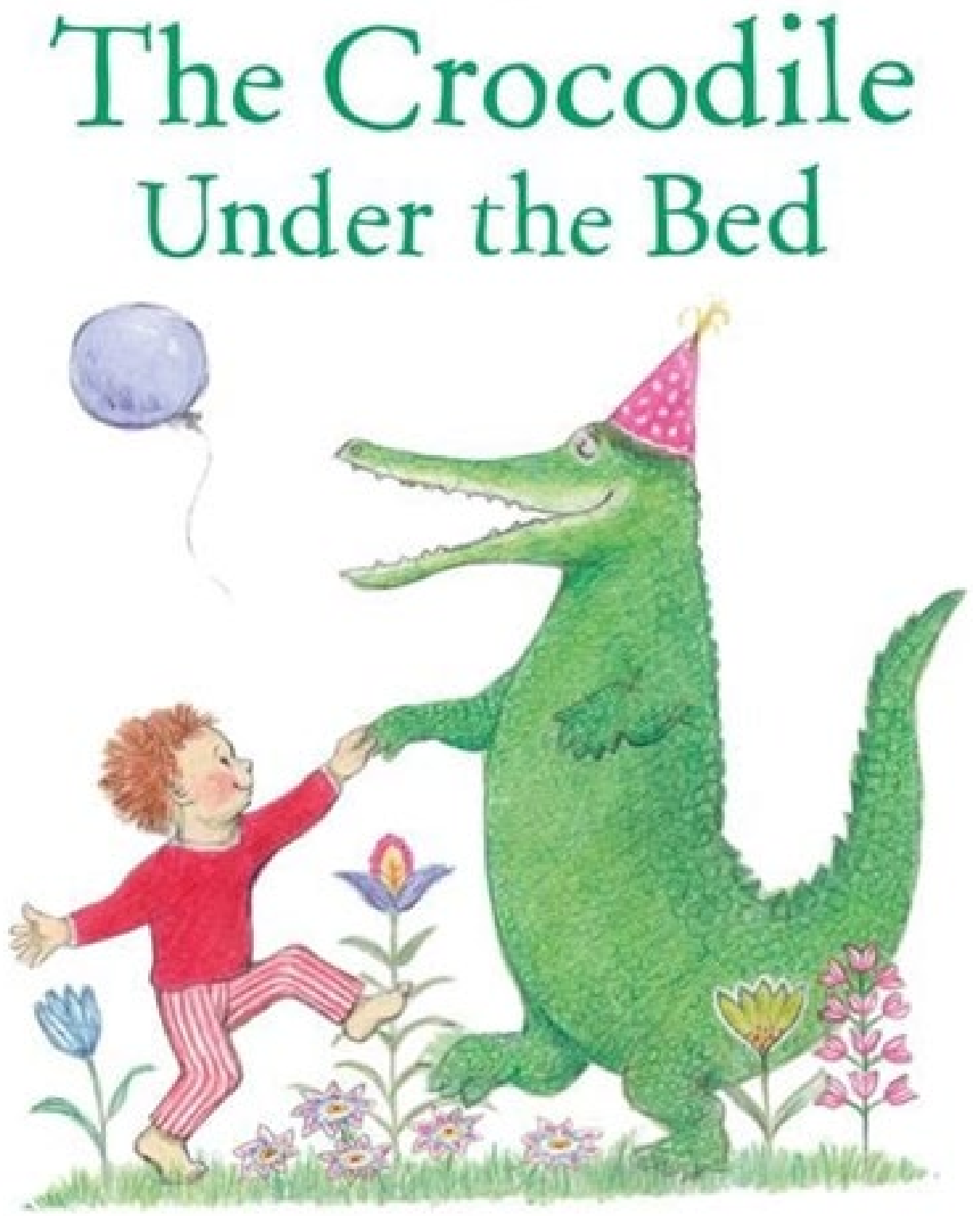


# Mentalize the Crocodile: On the Use of Educational Films in Mentalization Training with Teacher

EERA Network: 21. Education and Psychoanalysis

ECER 2024, Nicosia, 28.08.2024

Turner, Agnes, Link, Pierre-Carl, Langnickel, Robert,  
Nolte, Tobias, Gingelmaier, Stephan, Krisch, Holger  
Chair: Datler, Wilfried



# Mentalizing as an integrative bridge concept

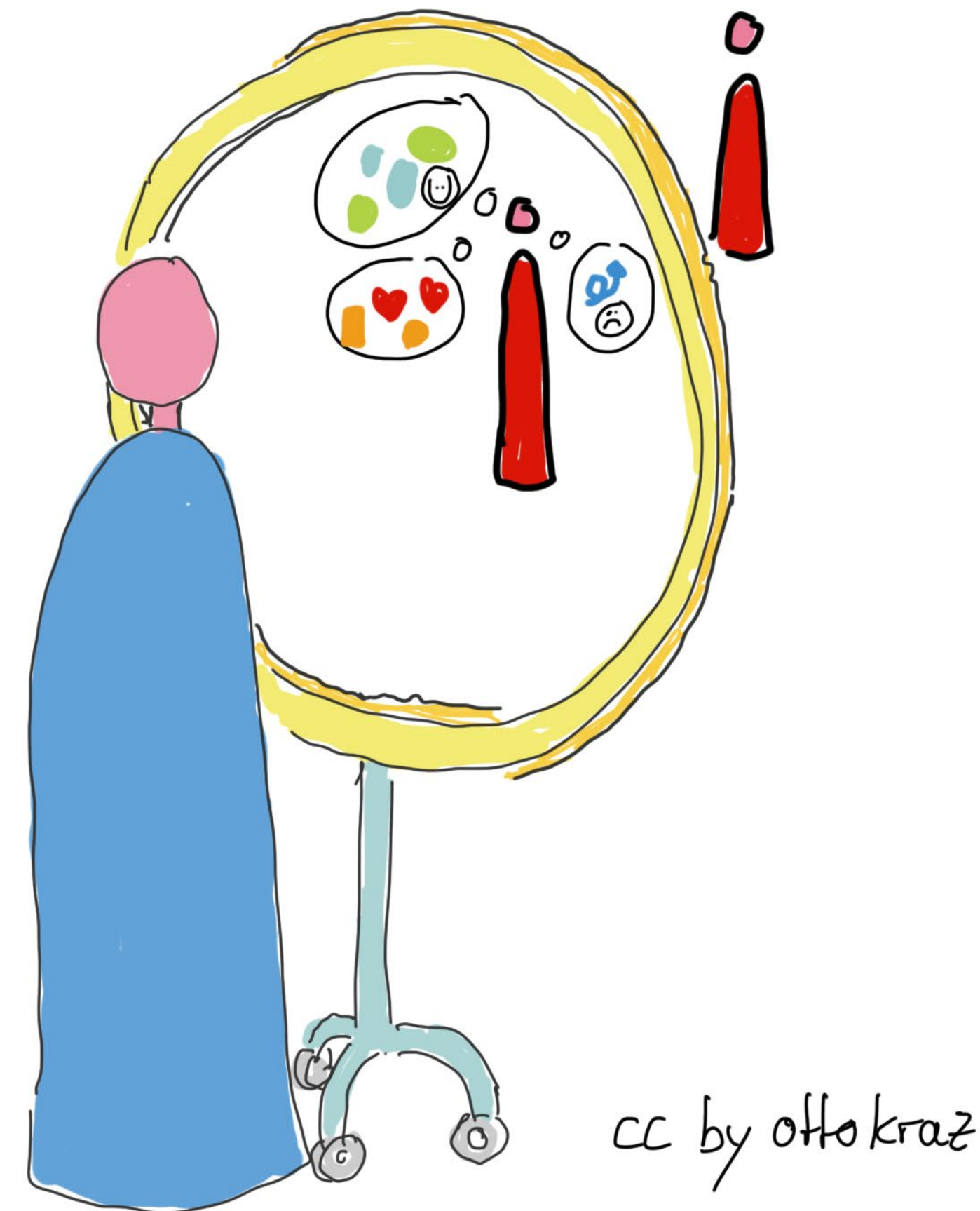


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# Mentalizing - Definition

Mentalizing is the "intentional ability to understand the actions of others and one's own in terms of concepts, thoughts, feelings, wishes and desires."

(Schultz-Venrath & Felsberger, 2016, 47)





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## What is Mentalizing?



"To avoid misunderstandings, we affirm that **we are more interested in what is important than in what is new**"

(Fonagy & Bateman 2008, 1).

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# What is Mentalizing?



## Briefly:

Mentalising is the ability to **look at oneself from the outside and others from the inside.** (Allen et al., 2011)

## Even shorter:

**Having mind in mind.**

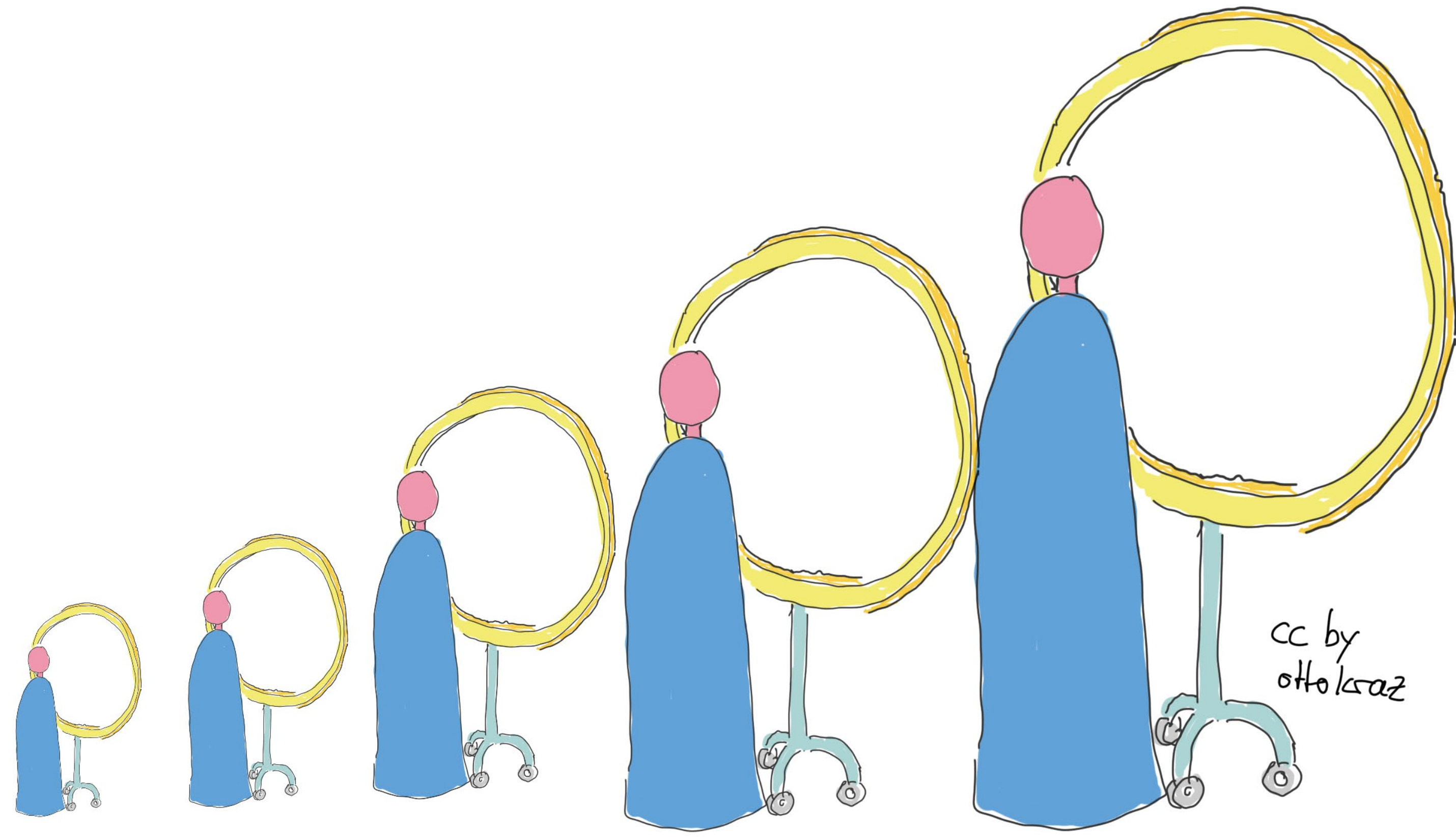


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# What is Mentalizing (shortly)?



Mentalizing is the capacity to **interpret human behaviour.**



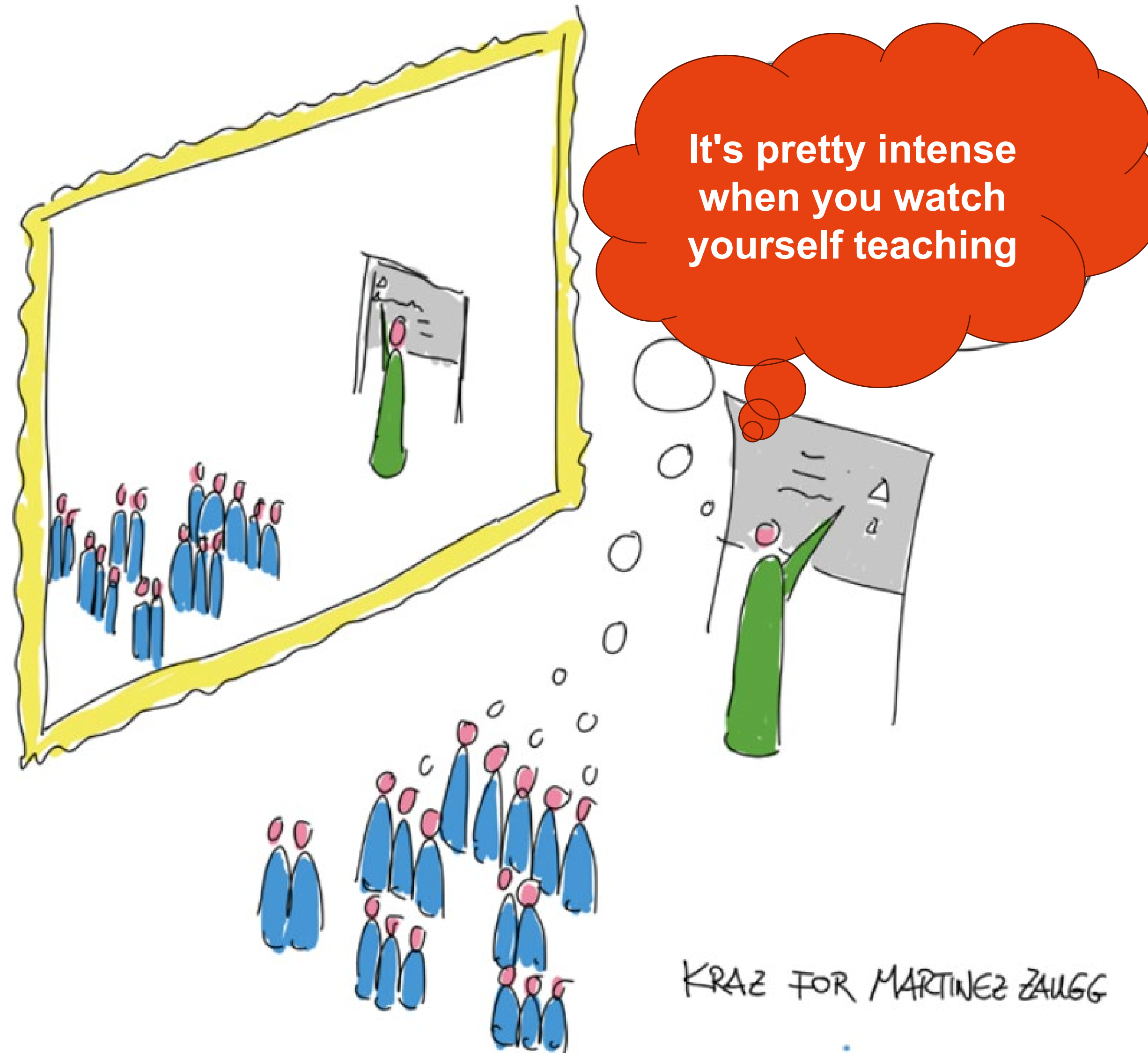
# Mentalizing as an educational strategy



cc by OTTO KRAZ



# Mentalization as a professionalisation strategy



# Teachers as mentalizing actors

Psychotherapy research (Leichsenring et al., 2011; Schwarzer, 2018)

1. Quality of the relationship
2. Consistent treatment framework
3. Interventions that stimulate the experience of competence and the ability to act

# Mentalization as a professionalisation strategy

Create small islands





# «window of opportunity»



cc by ottokraz



# What we have done?





## Fundings



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**movetia** Austausch und Mobilität  
Echanges et mobilité  
Scambi e mobilità  
Exchange and mobility  
2022-2024

 **Erasmus+**  
2019-2022

**DFG** Deutsche  
Forschungsgemeinschaft  
2016-2019







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Erasmus+ strategische Partnerschaften

# A new mentalization-based curriculum to support teachers and those working in educational settings





## Curriculum

# Goals

Generate interest in psychological (internal) world of self and others with its motivations, feelings and the associated difficulties

Facilitating mentalizing, recognising stressful situations and how to cope with them



Facilitating collaboration, joint attention and social learning

Increasing agency and concrete ways of handling situations in different pedagogical fields

Bildquelle H. Kirsch

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# Curriculum in Mentalization-based Pedagogy

## Teaching content, three pillars

### Basics of mentalization-based pedagogy (Theory)

- Modul 1: building blocks of the mentalization concept
- Modul 2: Recognising ineffective mentalizing and stress
- Modul 3: mentalizing-enhancing work in and with groups
- Modul 4: Pedagogic stance and interventions

### Supervision and reflective case practice

- Modul 5: mentalizing-enhancing interventions and toolbox for day-to day situations
- Modul 6: (self) reflective practice with case material

### Scientific embedment and Evaluation

- Modul 7: reflection of organisational/institutional aspects
- Modul 8: Scientific embedment and Evaluation
- Modul 9: evidence-base and research paradigms



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# Curriculum in Mentalization-based Pedagogy



Application, transfer and mentalizing processes as generated in the modules

- Mentalizing Reflective Practice / Case Supervision
- Everyday activities/“interventions” that promote mentalizing stance, mentalizing interactions and dynamics
- Playful exercises and development of a toolbox for use in everyday work.
- Mentalizing group processes & inventing a we-mode



# Curriculum in Mentalization-based Pedagogy

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## Application, transfer and mentalizing processes as generated in the modules

### 2. Everyday activities/“interventions” that promote mentalizing stance, mentalizing interactions and dynamics

Example of a group hike (50 Persons) in a gorge: mentalizing between “leisure walking” and “physical and psychological exhaustion”.





# Curriculum in Mentalization-based Pedagogy

**Application, transfer and mentalizing processes as generated in the modules**

**Playful exercises and development of a toolbox for use in everyday work.**

E.g. counting to 20

(Group of 15, with eyes closed, only one person talking at a time.)





# The curriculum comprised two parts

## I) Teaching of theoretical building blocks (5 days, in person)

(beforehand: introductory block, self study, asynchrone,  
with additional video-conferencing in large groups)



## II) Supervision/reflective practice in regionally organised small groups, Weekly, 12 sessions

## III) final block (3 days, in person)





Mentalisierungstraining für pädagogische Fachkräfte

# What we have done: materials

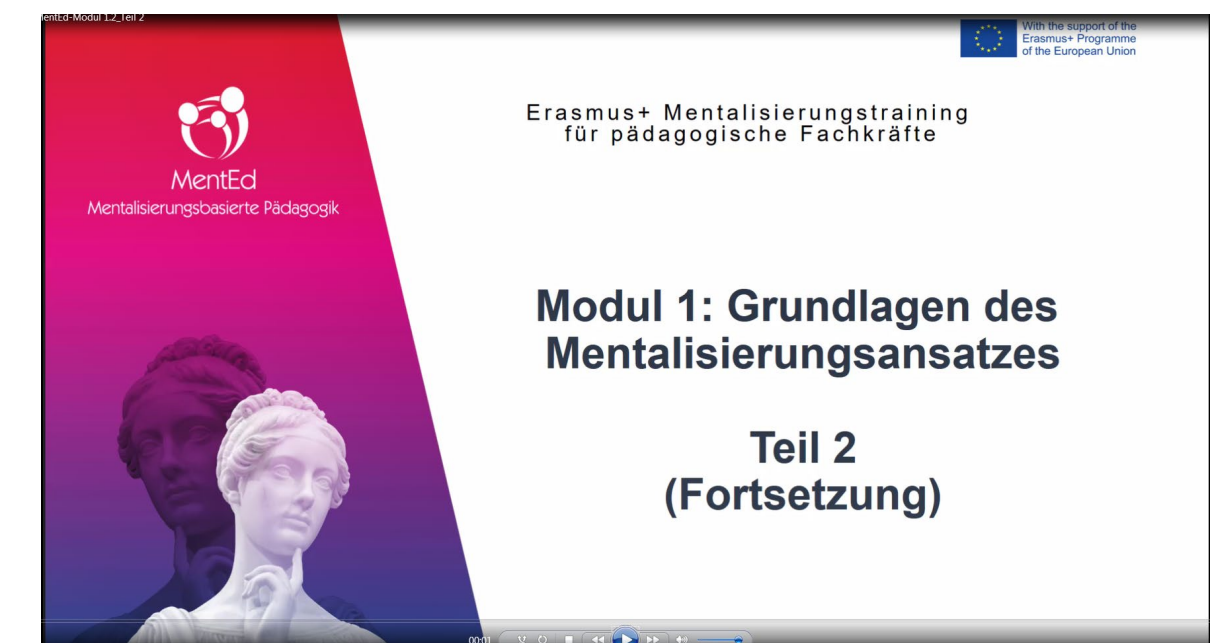


## Teaching films (titles)

- ✓ Crocodile Magic Potion
- ✓ A complicated Morning
- ✓ The Math Monster
- ✓ An Outburst of Range
- ✓ The Team Meeting
- ✓ Evaluationsfilm (Parents' meeting with the headmistress)

## Teaching materials

- ✓ Powerpoint slides (commented modules 1-4)
- ✓ Toolbox (what can help to support mentalising in day-to-day work settings)



# Key points for working with educational films

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The film captures attention and initiates the perception of a message.

The film triggers a learning process.

Educational films support educational processes like knowledge transfer, gaining experience, understanding, and personal development.

They enhance learning by increasing viewers' perception and empathy. (Buether, 2019)



# Strengths of educational films

---

They activate the two most important human senses (auditory and visual) for educational purposes.

They can provide realism, continuity, and authenticity in storytelling and explanations through lifelike images and sounds.

They offer opportunities for teaching and learning by allowing for repetitions, jumps, and creative editing of visual and audio materials.

The reception of educational films helps in:

- Developing sensitive and empathetic abilities for self- and environmental awareness.
- Enhancing scientific skills for understanding, analyzing, and presenting complex information.

(Buether, 2019)

# Educational films

- Films based on real-life scenarios collected from experts, depicting everyday challenges that require mentalizing.
- Aim to stimulate reflection and discussion, illustrating both successful and failed reactions without offering definitive solutions.
- Collaborated with Ludwigsburg Film Academy and Paradoks Filmproduktion for professional production.

<https://mented.de/en/erasmus/videos>





# Work with the educational films in groups

Watch an educational film together.

In pairs or small groups, discuss first impressions and feelings for 3-5 minutes.

Share these impressions with the larger group, then rewatch the film in sequences.

Reflect on the characters' actions and thoughts, linking these to the mentalization concept.

Consider how this relates to your own professional experiences, focusing on similar situations rather than what could have been done better.



# Learning experience and pitfalls with the films

- ✓ The students report that they benefit from the change of perspective and the multi-perspectivity.
- ✓ They experience that they alternately identify with the mother and the child.
- ✓ They observe the protagonists' stress levels and arousal.
- ✓ They analyse at which points the mentalization of the protagonists increases or decreases.
- X They make general assumptions and judge sequences.
- X They would like to give tips on how to deal with the situation.





*„Mentalisation is a slow and progressive process,  
perhaps the venture of a lifetime“  
(Lecours & Bouchard 1997, 865)*

# Thank you for mentalizing!



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Austausch und Mobilität  
Echanges et mobilité  
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Mentalisierungsbas. Pädagogik



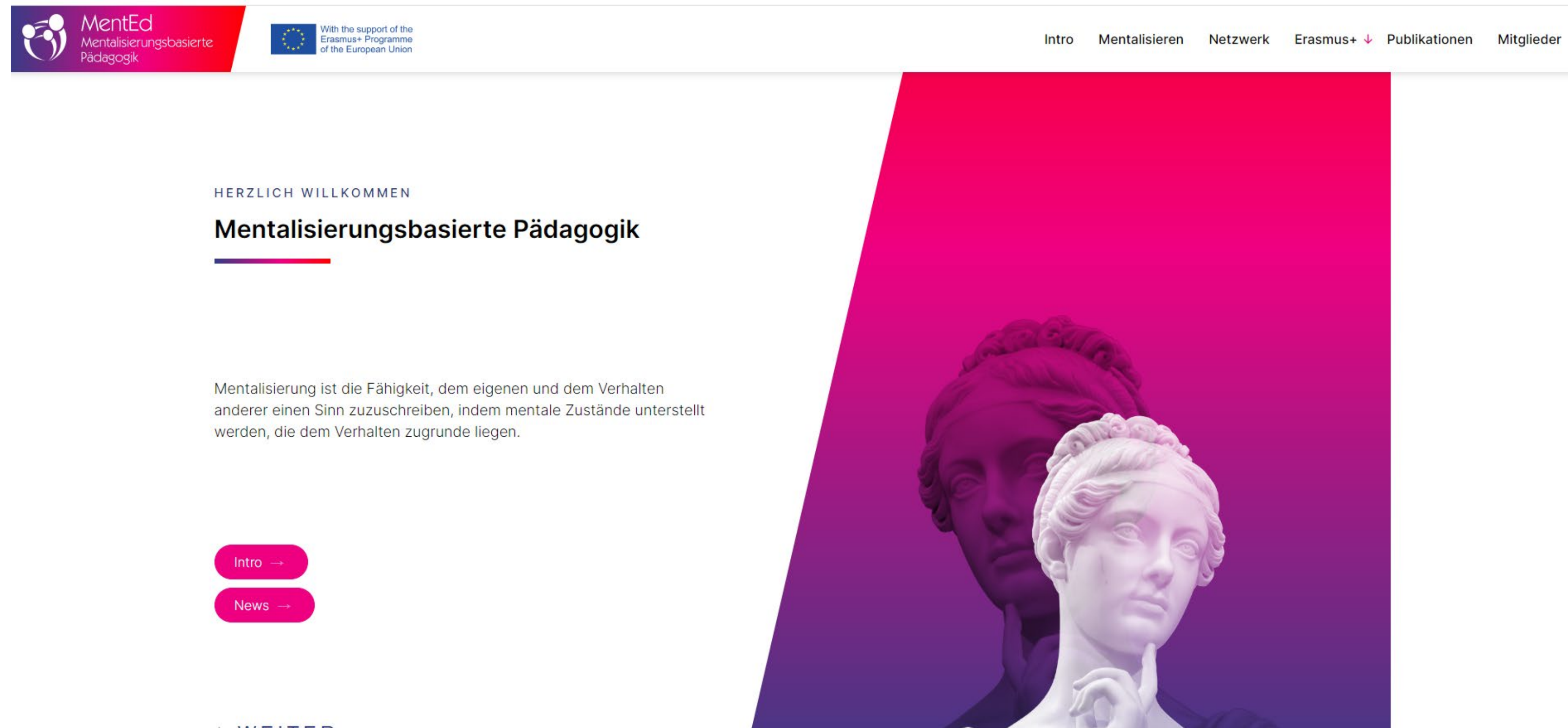
With the support of the  
Erasmus+ Programme  
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100 Jahre  
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1924-2024



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Please visit our Website: [www.mented.net](http://www.mented.net)





<https://www.youtube.com/watch?v=bL1nafuPwkk&t=4s>

Anna Freud National Centre for Children and Families

4<sup>th</sup> July 2022

**A new mentalization-based curriculum to support teachers and those working in educational settings**

*This seminar will begin shortly*

#SchoolsinMind  
@AFNCCF

 **Anna Freud**  
National Centre for  
Children and Families