



BODY MAPPING STRATEGY FOR B.ED STUDENTS

Sunita Jain



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Introduction:

Use your body as a compass to navigate the fantastic voyage you are meant to live.

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Body Mapping is a powerful technique to explore our life experiences which are stored in our body. The body is like an historical record of our life and a map which can show us our current direction. By paying attention to signs in the physical body we can track what is going on in the more subtle realms of mind, emotion, and spirit. According to the ancient theory of "chakras" (which describes 7 main energy centers in the human body), each region of the body is associated with specific energies, concerns, issues, and tensions. Trauma or pain in any of these areas is a sign to work on the issues associated with that region. The energy bodies of spirit, mind, and heart layer around and integrate within the physical body to form a feedback loop in which each modifies the other according to our life experience.

Origin of the research problem:

The researcher is a teacher educator. The students complete their course in two years. Students pursuing B.Ed degree come from different backgrounds, different age group, marital status, caste, community and class. Each one comes with their unique set of problems and concerns. In this world of anxiety and fierce competitions, sometimes we tend to lose our own identity. Young as well as old students are getting more and more vulnerable to stress and anxiety, some with respect to family pressures, some may be anxious for their job, relationship issues, subject to some abuse, and this goes on and goes forth. But one thing which lies common to all is that they want to be happy and satisfied in life.

Seeing so much of unrest among the students with respect to their life, the researcher wanted to calm their nerves so that they relax, ponder and look within themselves to find happiness. External happiness is very temporary, if a person develops the ability and art of finding happiness from within, they lead a matured life.

Need of the Study:

Body mapping strategy is very much associated with the chakra system which our ancient gurus have practiced and preached for healthy and serene life. So to revive our literature and gain the essence of body mapping, the researcher wanted the students to perform and practice it in their daily life.

Review of related literature:

Botha, Carolina S. (2017) used Metaphoric Body-Mapping to Encourage Reflection on the Developing Identity of Pre-Service Teachers. This article explores the contribution that a teaching strategy, such as metaphoric body-mapping, can make towards the discourse on the development of professional teacher identity. Second-year students in a Life Orientation methodology module in a B.Ed programme were offered the opportunity to validate their local knowledge and make new meaning together, through bringing their lived experiences into the classroom. In a contact session, groups were tasked with using body-mapping to conceptualize metaphoric superhero and villain characters of both effective and ineffective teachers. In a subsequent discourse, the characteristics of these metaphoric characters were explored to set the stage for inter- and intrapersonal reflection on students' own social construction of their developing professional identities. This student experience clearly indicates that metaphors can be a rich and stimulating way for prospective teachers to talk about their perceptions, experiences and expectations of teaching, and the method accentuates the importance of tertiary institutions that contribute to the emerging conversation about the development of professional identity in pre-service teachers. This article pioneers the use of body-mapping as a group-based technique, where a group of people works together on the same bodymap, rather than the traditional individual approach to this method.

Griffin, Shelley M.(2015) used Body Mapping as a transformative tool in music teacher education. Fear and lack of self-confidence toward music teaching are frequently experienced by many Bachelor of Education teacher candidates when they imagine themselves as future elementary general music teachers. Integrating visual art body mapping in elementary music methods fosters a unique opportunity to identify and interrogate musical experience. Findings from a 2-year narrative inquiry reveal how body mapping provides a window into music teacher identity through understanding the role of musical experience in teacher candidates' daily lives. Body mapping becomes a transformative tool in music teacher education to move

teacher candidates from embodied fear to increased self-confidence in shaping future teaching practice.

Objectives:

To orient students about body mapping and chakra healing as an art and narrative therapy

To conduct body mapping session for students

To develop introspective skills among the student teachers

To create self awareness among student teachers

To facilitate visible thinking among the student teachers

To develop problem solving skills among the student teachers

Methodology & Plan of Work:

The sample for the study is 100 B.Ed students of Pillai College of Education & Research, Chembur.

Tool: The researcher builds up the following module to be practiced in the class



Findings:

Students got an opportunity to reflect their own self.

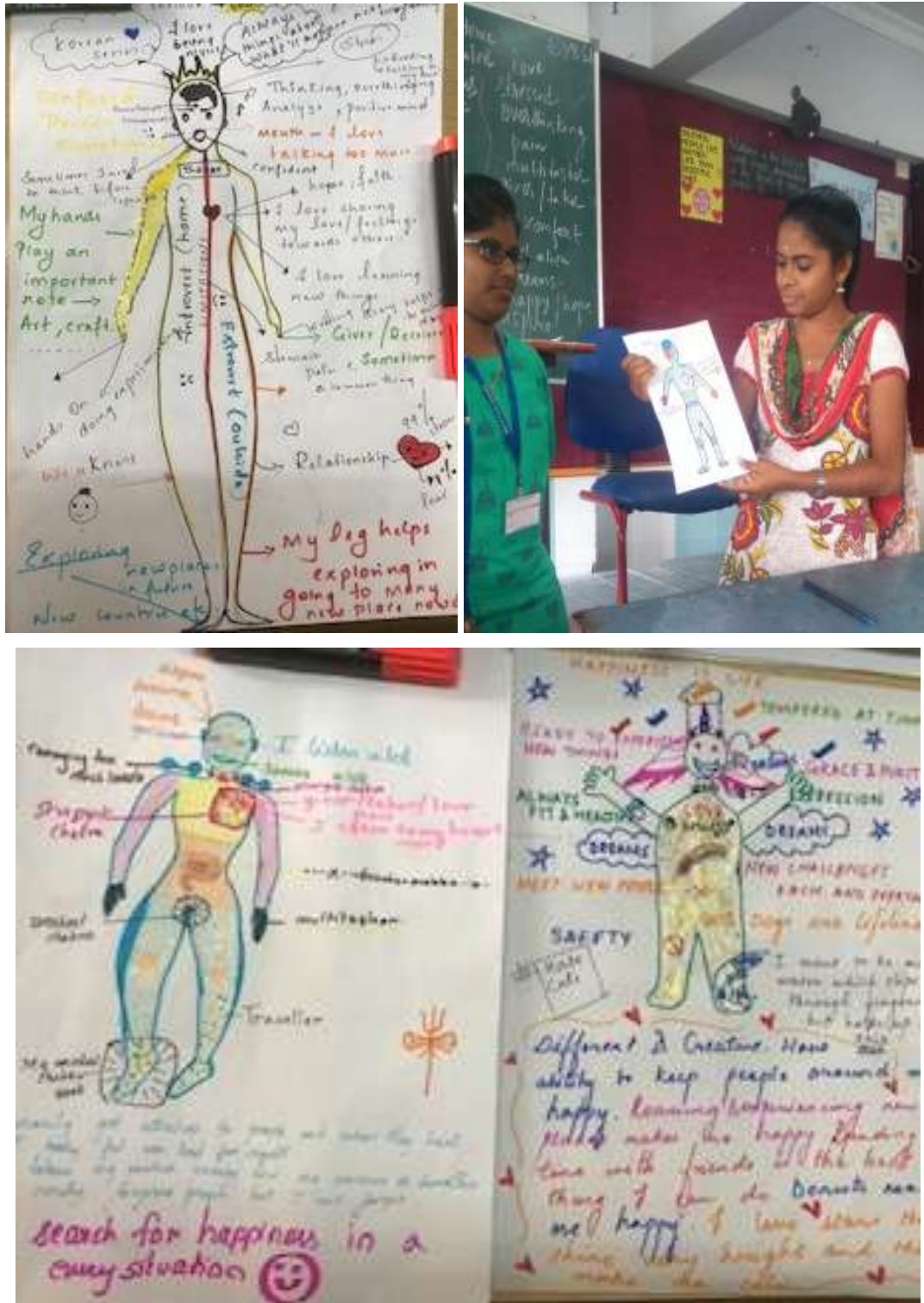
Lot of introspection helped the students to realize their self worth.

It helped them to identify any unrealistic goals if they have any.

Correlation of their body with chakras soothe their worries, anxiety in life.

The body mapping image drawn by the individual acts as a tool to guide them in their future life

Found a link between spirit (intention), mind (visualize), emotion (feeling) and body (sensation)



Significance of the study:

The study will be significant for the following members of the society:

Students: It will be an eye opener to those students who just waste their time, energy and resources by practicing and living unrealistic dreams. It will help students to introspect their own life and needs, and based on that live a healthier and happy life.

Teacher: Teacher will realize that their roles are now not limited to only teaching learning process; they are guide and counselors to students. They need to engage in more and more constructive activities which will make the students realize the importance of living life with a purpose instead of just getting carried away with depression, anxiety and tension.

Parents: With more and more parents engaging themselves in outer world work and living in nuclear families with a single child, handling children and adolescence issues have become the need of the hour. If children at an early age take the onus of their own emotions, feelings and attitudes through body mapping, life becomes easier for the child as well as the parent.

Curriculum Framers: Textbooks should include topics of emotional intelligence, self awareness, personality grooming etc so that the students develop their good self.

Conclusion: The teacher educator herself gained lot of experiences by interacting with her students during the session. There were so much of hidden pains which were acting an obstacle for them to bloom to their fullest. As the student shared, the others listened carefully. This helped them to help each other by suggesting ways to cope up in life. This also encouraged to build up healthy relationship not only with fellow beings but for the humanity as a whole.

References:

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