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Visualization in a classroom on last hour of our life



Another effective strategy I used in order to create a rapport between each one of them and myself was the use of visualization and creative writing connected to learning English Literature, in particular Elizabethan drama and the rise of a novel in the early XVIII century. One strategy I used when analyzing Christopher Marlowe's *The Tragedy of Doctor Faustus* was the following.

First, I explained in detail the text about the last hour of Faustus, when he tries to escape from his condition before the clock strikes midnight and the devil comes to take him to hell, after 24 years of unlimited powers. Faustus' final soliloquy is a realistic look inside the mind of someone who stands on the threshold of forever and knows his destination.

Then I organized a special session. I put a sign behind the classroom door asking not to be disturbed for an hour. Then I reduced the lights inside the room, and using visualization techniques I had students relax, close their eyes and shut the world outside them from their attention. With a soft and inspiring voice, I led them to feel that for some reason, they knew they had only one last hour of life. In one hour they were going to die. Their life on this earth would be over. They were gently led to picture the scene as if they were there.

What colour are the walls? What are they wearing? Then they were stimulated to use all of their senses in the visualization exercise: sight, sound, taste, smell, touch. After they were in the right state, some suggestions were presented to them. How were they going to spend this last important hour of their life? Were they going to remember dear moments of the past, people from their past? Or were they going to think of things they would have liked to do or to achieve and never had the chance, unaccomplished dreams that now could not be realised?

When they felt ready with the main ideas to write, they were to open their eyes, take their pen and jot down their feelings, without much care about grammar or spelling.



Their main purpose was to let their heart flow over with its emotions and write them down. This is an experience that creates an emotional bond between students and

teacher, as it involves not only their minds, but also their bodies and emotions. They're led to "picture" what they want to happen, to accomplish, instead of what they don't want to happen. Normally, before a moment when they are going to put to a test their skills, they feel nervous, considering all the things that might go wrong and how to avoid them. But thanks to the supporting presence of their teacher, they felt empowered and free to say anything they had imagined. Being able to have some time to reflect helps give us different perspectives, not only our own but also some other's perspective as well.



If you spend some quite time reflecting, it can help you learn from past mistakes but also could allow you to get new great ideas. Some ideas are sparked from passions that you have in your heart and other ideas are ignited from pain and suffering.

At the end of the session, they enjoyed sharing with their classmates their ideas and emotions. It was quite moving to see them listen and accept without prejudice the choices of their classmates.