

Transcript

25 June 2025, 11:24am



Rachel Louise Brown 0:25

OK.

So just to refresh what who I am and what I teach that I'm Rachel. I'm the course leader of Ma commercial photography at LCC and today I want to share an idea that I'm developing, which is a new approach to the first two weeks of the academic year with a focus on building a community and introducing nonviolent communication to our students, which is otherwise known as MBC.

As Adam has mentioned.

So to give you some context, our MA brings together students from all over the world. It's a diverse group, and while that's something to really celebrate, it can also come with challenges, especially early on in the academic year, which we have a 15 month course structure.

So things like cultures shock, language barriers are just not feeling like you belong can really get in the way of learning and collaboration. And then alongside this, photographers notoriously often silo themselves.

They're very competitive. We also because we're an MA, we have often mature students who are changing jobs, so they have a lot of experience. They've, you know, done lots of photography courses in a really talented but not necessarily ABA, but they tend to have impostor syndrome and feel a real lack when they come to the course.

So you know why now? So the first few weeks are really crucial of our course. They shape how the students feel about it and whether they feel a part of it. In an industry where collaboration is key, I feel we need to really start by fostering community and showing students how to work with each other across different.

And not just assume that they'll figure it out. So just to say we do support collaboration and problem solving, but present it tends to come slightly later in the course.

So this is obvious through the P test, which is our survey, which you know is kind of our industry Ofsted type thing, which happens in February and in the P tests, we generally do really well, which is fab, but we lack in collaboration and community because it just hasn't in terms of our units structure.

Permit until the end of February. So we just missed that survey. So it's pretty obvious to me that we need to bring this type of thing in sooner. So the plan for my intervention design is that in week one, we really will focus on community building. We also have inductions at this point in time, but we want to do on the first day. An induction that's a little bit more relaxed, perhaps. So we might ask each of the students to bring a piece of.

Work an image that they're really proud of and then they'll pin it up anonymously and will encourage them dialogue to happen organically between students. So rather than put them on the spot and ask them to speak, let them have a really organic conversation about the work to start to create, try and meet one another. And there's the potential for a kind of pin up pop up show with that, and then we'll implement a social gathering.

Which will hopefully run into the evening and then you know they can continue.

We've done that once before and it was really successful.

And then I went on mat leave and it didn't happen. And I did notice when I came back that that cohort just hadn't gelled.

We would then Day 2 have an entire cohort gallery visit and a discussion afterwards and again opportunity for socialising. So that's week one community building and then week two I would look to bring in a sort of facilitated nonviolent communication session, and we'd also.

Launch a life brief called this is London now, so we do this every year and it's a chance for our students to go out and really engage and experience London. 100% of our students have moved to London from elsewhere. We've never had a london-based student that maintains next year, but I'm assuming it won't. So what we've done up until now is that it's been an individual brief and I think actually if we took the opportunity for students to.

Buddy up to pair up and go out and do that brief together. We could foster community.

Earlier on in tandem, there's the MVC session just to help mitigate any potential issues that may occur in terms of communication, and then that brief would end with a scene workshop and a show at the Footer Book Cafe which is in East London. And we'd also that very same week as well as launching the brief and having the MBC session.

We do a group visit again to a gallery, so just really kind of hitting it hard during those two weeks, 2 weeks in terms of building community, giving them something to

get them engaging with each other.

And with Lyndon and then also some lovely visit and chances for this mini exhibition pop up exhibition to happen at the cafe. So YMVCI mean, I don't. Maybe you can help me with this afterwards, because I'm still really fresh through it, but it gives us a shared way to talk and listen and understand each other, especially where we're coming from different backgrounds. And this can often be things that.

Cause issues within our cohort. So we've had various.

The circumstances in the past to do with a student, for example, being very frustrated at the lack of English being spoken by some other students and then voicing that he didn't want to be paired with them for the collaborative unit but very loudly, and then obviously that offended and upset the cohort that he was the part of the cohort that he was aiming that at. We've also had differences in.

Generational experience. We had a an older gentleman who.

Sadly left and I do feel that's because the younger generation didn't quite understand him, and because of that, that's why I'm really wanting to bring in this sense of fostering constructive dialogue and understanding one another earlier.

So it's not going to encourage, hopefully, empathy and clarity that can be really helpful in Group work and creative discussions.

So in terms of the theoretical foundations I've been drawing on a few key thinkers. Bell hooks which Adam you had mentioned previously, talks about classrooms of space as the possibility Crenshaw's work on intersectionality reminds us that even inclusion can leave some leave some people out.

And Recus talks about epistemic injustice. For example, when someone's knowledge or way of communicating isn't recognised. And I'm grounding this intervention in advance to H ES inclusive curriculum guidance as well.

I was asked by Victor to include my positionality a little bit more because I hadn't in my design when he had looked at it. So it feels a bit weird to do that. I understand that we have to, but just to say that the work this intervention is really personal for me. I was the 1st in my family to go to uni.

From a very working class background, I'm neurodiverse. I'm a mum and I've spent over 20 years in a creative industry that hasn't felt inclusive, and I've often felt like an outsider, so that's why I care a lot about ensuring that everyone feels like they belong from the very start. So of course there are challenges. There's probably going to be many including.

Staff wanting to do this, wanting to implement it and time, including myself, I'm not

quite sure how I would add this into my workload, but I will find a way.

They may just other staff may feel like it's just more work. I have questions about who would deliver the MVC workshop and how do we frame it to students to make it feel like I feel like nonviolent communication could raise them anxiety in terms of what it's called. So how do we frame it? And NBC might not work for everybody. Students might be unsure in terms of the intervention about being paired up early, and how do we pair them up.

You know, do we let them choose?

If that's gonna potentially under undue this idea of fostering community and inclusiveness, so how do we do it in a randomised fairway time and budget is obviously always tight, but I think these are things that we can navigate. For example, maybe we could work with NBC professionals.

To help either a third party come in or to help me design the workshop, the workshops properly and just again to have open conversation, Victor had asked me to link it to the learning outcomes, though I've I've done that here. But.

For learning outcome one, it's aligned with inclusive teaching frameworks for learning Outcome 2. It responds to real barriers like isolation and language for learning outcome 3, it's rooted in my own values and experiences, and for learning outcome before it's a sustainable change. I hope that could have long term impact that we could repeat further down the line. So just my final thoughts.

It isn't a big, dramatic overhaul. This is a gentle shift, but it puts care and connection 1st, and if we start with community building and empathy.

I hope to create a space for everyone to contribute fully. That sets the tone for the rest of the course and to mitigate some of those issues that I described from happening.

And then just further references. So for my reflective writing, I'm going to look at, these are some of the writers and firms that I've been working with that I'm going to look at a bit more in depth. The Baek, Ahmed and Schiffer to reflect on identity and positionality.


OK. And that is me not as pretty and visual in terms of a presentation.



Adam Gibbons 10:20

Thanks Rachel. Yay.

EB **Ella Belenky** 10:23
Yeah, that was great.

 **Adam Gibbons** 10:24
Yeah, sleep better.


RB **Rachel Louise Brown** 10:25
OK, I am also going to just have to get my extended storing of a computer.
Which is terrifying, right?

EB **Ella Belenky** 10:33
Oh, this is your child's room.

RB **Rachel Louise Brown** 10:34
You're drawing dinosaurs being hit by asteroids on a computer, and I'm going to
write write my notes on that.


EB **Ella Belenky** 10:46
Amazing.


RB **Rachel Louise Brown** 10:46
The imagination of a fixer all.


 **Adam Gibbons** 10:50
Yeah, the best tool.
Thanks, Rachel. I really enjoyed that. I'm so excited that you're doing this NBC stuff.
It's like woo Hoo.


RB **Rachel Louise Brown** 11:02
Do you know I was. I was also really excited and it's completely your fault. Fall down
to you because I'd never heard of it before. You mentioned it in one of the
workshops. And then I looked it up. But yesterday the workshop was just it was so
heavy.


And you know, obviously it brings up a lot of trauma. It opens up that space. And I was just like, oh, God, if I don't have a third party doing this.


 **Ella Belenky** 11:25
Yeah.


 **Rachel Louise Brown** 11:26
How how do I deliver it in a professional way? It felt like you needed a real psychologist to be sort of doing it anyway, so that's my worry is how do we deliver it? And it would probably be done in a different way to how that workshop was. I imagine we only did a few exercises, but yeah, it felt quite heavy. I thought God in the first two weeks, maybe it's a bit much, but yeah, maybe you have thoughts on that.

 **Ella Belenky** 11:59
That's interesting. Adam, have you done? You said that you do nonviolent communication workshops with your students as well. Or do you just sort of slide it in? Do you kind of say that it's?

 **Adam Gibbons** 12:09
Mm hmm.
We do a mixture. So we've been quite well resourced with it.

 **Ella Belenky** 12:16
Next step.

 **Adam Gibbons** 12:19
All of the permanent staff on our course have done NVC training, level one and Level 2 now.
So I'm an NBC practitioner, trained, apparently.

 **Rachel Louise Brown** 12:33
Again, that's good to know.



Adam Gibbons 12:36

So we're quite well resourced to support it, but then we we do this work.



Rachel Louise Brown 12:41

Yeah.



Adam Gibbons 12:45

The big camp, which is with either two or three external NBC practitioners who come and run these.

Full day long workshops with all of our students and we're there for that as well to support. So it's quite it's quite a resource intensive like it costs a lot of money.

Like a huge amount of money.

And it means everyone has to be there. But I think it provides. It does.

Trying to sort of answer both of you. It does provide that assurance for staff.

That we're not having to hold all of that potentially really heavy ship of Stevens because it can be like stuff comes out you know.



Rachel Louise Brown 13:28

Yeah.



Adam Gibbons 13:34

But I'd also, yeah. So and then Ella, just to answer what you were saying asking about we, we also do these things where?

We're embedding NBC in our curriculum, so we're doing it in a way where, for example, these check insurance are very familiar to students now.

And they pop up all over the place. And there's other. There's other lots of techniques that can come up using.

Feelings and needs lists. For example, I don't know if you did some of that, Rachel.

Yeah, that's that's the starting point usually. But they're quite they're quite tricky. I totally get what you mean about being a bit worried about them because.



Rachel Louise Brown 14:03

We did that. We did that yesterday.

Well, I said to Kerry afterwards. I was like, can you just stay on for a minute? I just

have a question for you, and that was do you think that this should be delivered by a third party professional? And she said no, absolutely not. You can do this. I was a bit like, oh, can I? I don't know if I can. If they're just that obviously that one session. But it's really interesting to hear that you and your colleagues have done NVC training level one and two.

Did you do that within the university?

Or was it right? Yeah.



Adam Gibbons 14:45

The university paid for it, yeah.

And that was Carrie, who's facilitated all of that training. Yeah, yeah.



Rachel Louise Brown 14:52

OK, I'm not sure if yesterday I think it was just an intro. I don't think it was like a level.



Adam Gibbons 14:59

Yeah.



Rachel Louise Brown 14:59

But I'll look into that because if it's possible, then I'm absolutely very keen to do that. Yeah.



Ella Belenky 15:07

Yeah, the course that I teach on, we're also having a mandatory mandatory NBC training this in a couple weeks, which I'm really looking forward to. But I've, I've just sort of like.

Listened to some podcasts on it and find it really interesting, but I think that it's it sounds super, super important that all sort of educators are trained in this technique.



Rachel Louise Brown 15:36

Yeah, can you recommend recommend the podcast or Adam? Maybe a book or something that would be.



Ella Belenky 15:41

Yeah.

What did I listen to? I'll find it. Hang on.



Adam Gibbons 15:48

If you listen to.



Ella Belenky 15:51

That's it.



Adam Gibbons 15:52

There's there's one with Anna Tracy. Do you know?

If that is.



Ella Belenky 16:00

No.



Adam Gibbons 16:01

She teaches, she teaches UAL person. She used to teach on creative computing at Camberwell, and she does something else now. I can't remember what it is, but she was a person who's been involved in.

Bringing MVC to UAL a bit, and my former course leader Tara Langford, who was the driving force of getting MBC on our course, she did some work with.

With Anna Tracy. But there's a really good podcast where she's talking about compassionate assessments using NBC, which is really helpful. I'll send a link in the chat. I'm just looking in the Spotify.



Rachel Louise Brown 16:36

Mm hmm.

Thank you.



Ella Belenky 16:44

And I think the one that I listened to is by Marshall B Rosenberg, which was just it was just, I just brought it in the basics of nonviolent communication.

RB **Rachel Louise Brown** 16:58

Thank you. Do you know who's doing your training? Ella, start again.

 **Adam Gibbons** 17:00

Yeah.

EB **Ella Belenky** 17:03

No, I don't at the moment, but I will find out and I'll let you know.

RB **Rachel Louise Brown** 17:10

Thank you. I try and get some funding to do it. If Kerry's already booked up, maybe that's why she said it.

EB **Ella Belenky** 17:15

Umm.

Yeah.

RB **Rachel Louise Brown** 17:20

My other concern, main concern is the pairing up the buddying up of students, and whether a pairing is appropriate just in case people don't get along.

Thinking about that that maybe it needs to be a three.

Yes, and how to like randomise it in a way that there's no like unconscious bias coming. I don't think you know what I'm trying to say. Like, how do you?

Pare people in a very randomised way when you don't know them and you're making assumptions.

You shouldn't be.

This is going to be an interesting transcript to read.

EB **Ella Belenky** 18:05

Yeah, I think I sort of think that three sometimes is a harder number than two because.

RB **Rachel Louise Brown** 18:13

Mm hmm.

EB **Ella Belenky** 18:15

Then someone can feel left out or like not as connected with the other two or something like that, but.

RB **Rachel Louise Brown** 18:22

Yeah.

Yeah.

EB **Ella Belenky** 18:26

That would just be my impulse, but.

 **Adam Gibbons** 18:31

I tend to mix it up a bit myself and do some of the time letting students self select and some of the time going ABCABC or whatever, you know, 121212. Whatever. Whatever the you know, randomising.

Mechanism is, but I think both are helpful. Sometimes I think it's really important that students have that sense of agency around. I don't want to talk with just, you know, something at a wedding and you get sat down next to some awful person you're like, Oh my God.

RB **Rachel Louise Brown** 18:56

Yeah.

Yeah, yeah, it's true. I mean, it's true.

EB **Ella Belenky** 19:03

OK.

 **Adam Gibbons** 19:05


It's great not to force that on students or you know.


Yeah.


EB **Ella Belenky** 19:11


But also important to sometimes force Saddam's students to get them to, like, have that experience and work through it, yeah.


 **Rachel Louise Brown** 19:11
OK.


 **Adam Gibbons** 19:18
Let me.
OK.

 **Rachel Louise Brown** 19:22
Very caught up on that in our tutorial.
Like, how are you going to choose them?
A random way, like what? How he was sort of saying it should be a three.
And it should be computer generated as to who that three years.
Yeah, I don't. I haven't fully thought that through yet, but I imagine it's going to be that some people get along and some people don't. And but we've done the MVC training, so hopefully they can work through any conflict.
But then also come to me to figure it out after.
Cool. OK.

 **Adam Gibbons** 20:02
And I had a couple of things.

 **Ella Belenky** 20:05
Yeah.

 **Adam Gibbons** 20:07
To first thing I wanted to say was just like I wanted to celebrate what you're doing because I think it's so awesome to place this emphasis on belonging and community building because it's not given either. So you know, I just think it's, it's inspiring. It's great to see that happening in different corners of this great monster of university.

 **Rachel Louise Brown** 20:22
Thank you.

 **Adam Gibbons** 20:33

One of the little from my experience working with NBC, something that I've noticed is, yeah, and you touched on it.

In terms of your student cohort coming from a very diverse set of backgrounds, was the different cultural expectations around emotional language and talking about feelings.

And just thinking about ways to cater for that and to maybe just anticipating that people's varying levels of participation might not be reflecting their enthusiasm, but it might be reflecting their cultural expectations.

 **Rachel Louise Brown** 20:55

OK.

Yeah.

 **Adam Gibbons** 21:13

Yeah, some people are more comfortable than others.

 **Ella Belenky** 21:14

No.

 **Adam Gibbons** 21:17

And I I also feel like it's something that I find a helpful method is modelling things for students, so that making myself vulnerable, which I also really appreciated when you talked about your positionality Rachel, right, that vulnerability and the the opportunity for identification. Right. I'm also first generation university.

 **Rachel Louise Brown** 21:24

Mm hmm.

 **Adam Gibbons** 21:40

And student in my family and you know, diverse and struggling to declare my positionality to say I really appreciated you doing that. But in terms of that classroom dynamic around nbc i think it's an important it's important that we're able to model our own humanness and personhood so that we can invite students to do that.

 **Rachel Louise Brown** 21:47

Yeah.

It's difficult. Yeah, I've.

Yeah.

Yeah.



Adam Gibbons 22:05

And I loved your proposals for the anonymous pin up session and the gallery visit and discussion. I thought they were really.

Inviting methods.

To initiate that that kind of disclosure, I thought the anonymous penning up of work was a great way to do that.

And I also thought that you you definitely should work with an NBC facilitator to begin this work so that you don't feel like you have to carry all of that because I think it's too much. A lot anyway, yeah.



Rachel Louise Brown 22:27

Yeah. Thank you.

Yeah, yeah.

It's good to know that Kerry's in AL, although she didn't tell me that. So I do feel she may. She may be booked up. Don't worry, I won't say.



Adam Gibbons 22:44

Yeah, I I might not have. She might be like I'm not an al. Don't. I want my day rate.



Rachel Louise Brown 22:50

Forgive me. Work. I don't want to mark.

That is true. Maybe.

Just something that might interest both of you actually is a colleague of mine, Becky Warnock, who she does her whole practise is to facilitate collaboration. She did something at Peckham 24 recently which was called a welcome table.

And essentially there were various discussions with various levels of.

Trauma.

Of discussion about inclusivity difficult topics.

But she set up a table that was kind of like a kitchen table, like a big dining table.

And then there were tears around that table and tears away from that table. And you

could choose how you wanted to participate by coming to sit forward. And it didn't necessarily mean that if you sat by the actual table that you had to speak. But it was just that you were more active and more present somehow.

And then and then if you wanted to just kind of sit back and?


Not be brought into the conversation. You could, and I really liked that as a method. And I thought just when you were saying about the different cultural expectations and comfort.


Maybe comfort is not the right word. Comfortable myth, which also isn't a word just in terms of sharing and giving.


To an audience, I guess about your personal thoughts and feelings. Maybe that could be a way of making it less anxiety inducing for people that aren't as comfortable somehow. But I'll share in the chat just for both of you that.


Particular work that she did because they just found the structure of it really interesting.


 **Ella Belenky** 24:31
OK.

 **Rachel Louise Brown** 24:37
And able to be mirrored within a classroom somehow.

 **Ella Belenky** 24:40
Cool, cool, cool, cool.

 **Rachel Louise Brown** 24:40
OK.
Oh, thank you for that link.
Ella.

 **Ella Belenky** 24:47
Oh yeah, of course. Thanks for sending this. That's great.

 **Adam Gibbons** 24:50
And that's.
That's the Compassionate Assessment podcast.

RB Rachel Louise Brown 24:58

Thank you.

 **Adam Gibbons** 24:59

Where they talk about NBC.

RB Rachel Louise Brown 25:02

Thanks.

I'm aware that I'm now actually taking up lots of time. Sorry, although it's been so. Yeah. Yeah, yeah. Please.

EB Ella Belenky 25:07

No, it's not.

 **Adam Gibbons** 25:08

Got a couple more things I'd love to feedback if that's OK.

What you were asking the question about how to frame this work for the students in terms of them taking the hook and.

We've found that calling it something like.

Collaboration and shared leadership or something, something that's kind of.

In the direction of professional development and something that they can put on that because this is stuff they can put on their CV.

Employers like this. It's massive for employability. If you can work in groups, you've got actual hard skills to do that.

RB Rachel Louise Brown 25:48

Yeah, yeah, yeah, yeah.

 **Adam Gibbons** 25:53

So I think the way that we've sold it to students is with the employability line and we've called it collaboration and Shared Leadership Workshop or something like that.

RB Rachel Louise Brown 26:00

That's really, really good. Yeah. Yeah. So you spin it with, well, positive skills for.



Adam Gibbons 26:05

And I've also kind of found like, I'd love to talk more with you about it, but I've found, like, NBC comes with quite a lot of baggage that I think is quite problematic as well, like Marshall Resin, Burke is he was a middle-aged white man who nicked a load of ideas from black people and bundled them together into NVC. So.



Rachel Louise Brown 26:25

Yep, Yep.

Yeah.

Yeah.



Adam Gibbons 26:31

Of my practise around this is finding the elements of NBC which are useful in the context that we work in and not not stealing them wholesale, but finding ways to recontextualize them. And you know, none of them are really native to NBC in a, you know, they're all from different movements, mostly from activism.



Rachel Louise Brown 26:56

Yeah, yeah, they mentioned dandy.



Ella Belenky 26:56

Mm hmm.



Adam Gibbons 26:57

So I think it's or in body practise or meditate, you know, like there's lots of bits, bits and pieces. And this is also helpful book.



Rachel Louise Brown 27:02

Yeah.

Yeah.

Right. Thank you.



Ella Belenky 27:10

So.

 **Rachel Louise Brown** 27:13

Who's it written by? Sorry.

 **Adam Gibbons** 27:16

I'll put the I'll put the name in the. Their name is mean minachi.
I'll pop it in the chat.

 **Rachel Louise Brown** 27:26

Thank you.

 **Adam Gibbons** 27:30

And the only other like question that came up for me with it was to do with resourcing it well so that you don't like kill yourself with it because this work is quite demanding I think and.

 **Rachel Louise Brown** 27:46

OK yeah, I realised that.

 **Adam Gibbons** 27:46

It's important like to raise money and get people to pay for it and make sure that your time is bought out and you're not. You know, you're able to do it in a sustainable way because that's also part of our task. I think in this unit, isn't it? It's about sustainable.

 **Rachel Louise Brown** 28:00

Yeah.

That's really important to hear. I've got my PRC on Monday.

With my programme director, so I'm going to bring that up because you're right, this training is can I just ask when you do the boot camp, is it a full day or is it longer?

 **Adam Gibbons** 28:18

Then one day, 2 days and three days. I think this year it's going to be one day and previously we've done that. It's also off site. So we've rented a space in central London which is meant.

A lot of expense, but it's meant not being in college, which has been really important as well I think.

RB Rachel Louise Brown 28:41

Is that because you need a lot of space for like various tasks or just to have that like psychological distance from the uni?

 **Adam Gibbons** 28:50

Well, more the psychological difference. But it's also meant that we've been able to all make food together at lunchtime, for example. So we just went to Sainsbury's and bought a load of ingredients, and then we made wraps with the students, which, you know, was another sort of labour, but really fun, you know, making food together is a really great community building activity. So.

RB Rachel Louise Brown 29:14

Yeah, yeah.

 **Adam Gibbons** 29:15

Yeah, these are the aspects of informed it importantly.

RB Rachel Louise Brown 29:18

Yeah. OK.

Thank you. We recently did a trip to Margate where we had I organised a little mini symposium with photographers who have made it out of London and are still having really great careers and it was just the most wonderful day.

And I really wish that we'd done something like that sooner. So yeah, that's great to hear that we could turn this into something a little bit more community building as well.

Thank you.

EB Ella Belenky 29:48

Yeah. Like I like Adam that you mentioned, food 'cause. I was also thinking when you talked about the table, the welcome table, I was just thinking about like.

Food being like this shared thing that you do together.

RB Rachel Louise Brown 30:03
Yeah, it actually did end up with a meal.

EB Ella Belenky 30:07
How interesting. Yeah.

RB Rachel Louise Brown 30:08
And on the table there was a huge tablecloth that the participants could write on. So when I said you could come to the table, you didn't have to speak, but you were just more present. People were doodling and drawing, and then they took what had been created and turned them into plates.

EB Ella Belenky 30:25
Interesting.

RB Rachel Louise Brown 30:25
That with that, then actually they're being auctioned for a local food bank in Peckham. It's really it's just the whole thing was just amazing. So yeah, I think you may both enjoy that.
Thank you for that link.

 **Adam Gibbons** 30:38
Thanks Rachel.

EB Ella Belenky 30:38
OK.

RB Rachel Louise Brown 30:41
Does anybody have anything else to say? If not, I can.

EB Ella Belenky 30:46
Maybe. Maybe just umm, it was also just reminding me of like umm, I think looks like in the introduction to my M AI. Remember the head of the head of the school was just talking. Just said something about how he'll learn more by going to the pub and

chatting with your with your.

The folks in your course, then you will then through like most of your tutor so.

Yeah, just that kind of emphasis on community building. In the beginning, I think is really important.

RB **Rachel Louise Brown** 31:21

Yeah, that's true. I worked in the student bar when I was doing my MA, and then I married the bar manager.

EB **Ella Belenky** 31:24

Yeah.

Nice.

RB **Rachel Louise Brown** 31:29

Anyway, it's a different story, but it's true and all of my like collaborations really occurred there. It was amazing.

EB **Ella Belenky** 31:30

Nice.

 **Adam Gibbons** 31:33

None.

EB **Ella Belenky** 31:33

Yeah.

 **Adam Gibbons** 31:37


Yeah, yeah.


RB **Rachel Louise Brown** 31:39


Although I had an issue where I took everyone to the pub in the second year that we ran the course and there was a student who was is Muslim and felt really uncomfortable. So just again, it's like you're always learning, aren't you always about how to make things inclusive? But McCarty Metropolitan is fine, although it's

shutting down in a year, unfortunately. Yeah. We've only got this. Yeah. OK. Thank you.


 **Ella Belenky** 31:50
Yeah.


 **Adam Gibbons** 32:05
I've got one last quick one, which is you were asking about good activity and BC activities and there's a kind of gentler one, which is called as I hear you say, that did you do that at all?

 **Rachel Louise Brown** 32:07
Please go.
Yes, yes, which were goods.

 **Adam Gibbons** 32:20
And I find that a really helpful 'cause it's like.
It does that thing of bringing you into the room like you. You know, you kind of start with, I'm sitting on a chair.

 **Rachel Louise Brown** 32:32
Yeah.

 **Adam Gibbons** 32:33
I'm in a room that's a little bit too warm. My head's racing a bit. I'm bit hungry. You know, you could. And there's this whole sort of landing in your body and expressing yourself in that way. And then there's the activity of, as I hear you say, that where you're always beginning the next sentence by saying, as I hear you say, that such and such comes up for me.

 **Rachel Louise Brown** 32:39
Yeah, yeah.
Yeah, yeah.
Yeah, that was really, really interesting.



Adam Gibbons 32:54

So there's that acknowledgement of the group and and of your peers and your community. So I think that's kind of more I find that helpful also as I use it sometimes for ideation development with students. Because they're working collaboratively. So that the egos you know.



Rachel Louise Brown 33:11

Yeah, yeah.



Adam Gibbons 33:14

Have some way of being subdued, yeah.



Rachel Louise Brown 33:18

Yes, it's a really good suggestion. Thank you.

Yeah. Well, that's very helpful. Yeah. Brilliant. Thank you.