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Roundtable:
Embodied Education from the point of view of a theory of Bildung

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Luisa, almost 3 years old, is sitting at a table in the group-room of her kindergarten with three other children. Two kindergarten teachers sit close by at the next table. The room is busy with playing children. Luisa is taking part in a painting exercise that the kindergarten teacher organises every week. She scribbles on a piece of paper with a crayon, which she holds tightly in her closed fist. With her mouth slightly open and her eyes following the circular movements of her fist on the paper, she appears very focussed. After a few minutes, her scribbling has almost filled the entire sheet of paper. One of the kindergarten teachers notices this and asks the girl whether she would like to have another sheet of paper. Luisa nods enthusiastically. As she is about to start scribbling again, she is interrupted by the second kindergarten teacher who sits down next to her and holds out a case of felt-tip pens. "Don't you want to try one of these?", she asks. Luisa's face lights up when she sees the bright colours of the pens. She then picks out a bright red pen with her right fist and sets to start colouring again. "That's a very nice colour", the teacher says, "but *this* is how you hold it". She places the pen between Luisa's thumb, index and middle fingers and guides her hand to draw a first line on the paper. Luisa looks closely at her own hand, which the kindergarten teacher moves carefully. She then continues to draw more lines herself, holding the pen as the teacher has shown her. The movement of her hand is still insecure. The pen slips out frequently. When this happens, Luisa starts over again. The teacher does not intervene. Luisa's posture and body tone are still tense and the movement of her hand is now more precise.