

Sociological kneading of a programme aiming at children's wellbeing : the Massage In Schools Programme

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# Massage In Schools Programme (MISP)

- > an international **organization** (Massage In Schools Association) with national branches
- > an "approach", a "mission", a "vision" (<a href="http://massageinschools.com">http://massageinschools.com</a>):
  - a "nurturing approach to children's health and wellbeing"
  - "a unique, child-centered massage programme that's helping children all over the globe"
  - "Our mission : (...) to provide high quality and professional training to all teachers and caring adults willing to bring nurturing touch into schools"
  - "Our Vision : (...) that every child attending school experience positive and nurturing touch every day... everywhere in the world"
- > actors with various and differentiated roles and statuses
- > targeted **users** : 4 > 12 years old children
- > formalised **interventions**: 15 movements (head, neck, shoulders, back, arms, hands), peer massage programme, taught by qualified MISP instructors
- > material, tools, medium

#### SCIENTIFIC RIDDLES

device

qualified MISP instructors

experience, constraints, experiment

limits

MISP: what kind of wellbeing?

Qualify massage experiment: signs and significances

## Method

qualitative approach

In France and French speaking Belgium

#### 2 steps:

- exploration : interviews and observations
- an other way to evaluate (*ex-valere*): crossed points of view on a same reality, interviews based on videos (with teachers and qualified instructor), 6 classes
- + document analysis

### Results

MISP: what kind of wellbeing?

Qualify massage experiment : signs and significances

#### Through the MISA's discourse...

Obligations: child to child massage programme, asking for permission/thanking, free to participate or not, no pressure to succeed

Positive framework: everyday, with full hand and continuous contact, whispering only

Effects defined for... children, teachers, school, parents, society

#### MISP's wellbeing conception

Child = actor of wellbeing, of his/hers, of others'

> empowerment logic (Verhoeven, 2011); encouraging empathy (Zanna, 2015)

Wellbeing through touch and body

> "sensitive-as-knowledge" (Filiod, 2014), "perceptive activism" (Ginot, 2013)

Potential ways to a better school climate (Debarbieux et al., 1999; Blaya, 2001; Wilson et al., 2001; Carra, 2009; Cohen et al., 2009; Galand, 2009)

**Observe MISP's effects on** (recommanded tool for teachers) : respect, asking for permission, physical violence, attention, concentration, empathy, aggression, tolerance, sensitivity

### Results

MISP: what kind of wellbeing?

Qualify massage experiment : signs and significances

### Are they In or Out of the programme?













No - conclusive - consensus Plurality and relativity of interpretative frameworks

### Results

MISP: what kind of wellbeing?

Qualify massage experiment : signs and significances

When a child who "terrorizes the class" turns, during massages, into "very gentle"...

"I'm mindblowed, when I see her" (her teacher)



### Ambivalences to consider

Time
Obligation
Pleasure



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