

# THE HIGH DREAM AND THE LOW DREAM

Activity developed by La Xixa based on Arnold & Amy Mindell's Process Oriented Psychology



## OVERVIEW

The high dream and the low dream focus on that which we desire and that which is difficult in our work with youngsters. We explore these polarities to bring attention to different elements that can be of use in our professional life.

## LEARNING CONTEXT

This activity can be done online, offline with social distancing, and offline with physical contact.

### DURATION



45 minutes online  
60 minutes offline

### PARTICIPANTS



Minimum number of participants: 6  
Maximum number of participants: 30  
Recommended number of participants: 16

### MATERIALS



No materials are required.

## OBJECTIVES



- Identify and explore the high dream and the low dream in relationships, and how these are present when we work with youngsters.
- Reflect on aspects of the high dream and the low dream that are marginalized and could give us clues to better our relationships and resolve conflict.

# THE HIGH DREAM AND THE LOW DREAM



## INSTRUCTIONS STEP BY STEP



The high dream and the low dream is based on the assumption that relationships fluctuate between these two highly differentiated and polarized states. During the high dream we find ourselves in a state of infatuation: everything is perfect, the future is hopeful and full of wonderful things to come. During the low dream we find ourselves in a state of hopelessness: everything is horrible, there is no hope and the future can only get worse. During both the high dream and the low dream, we marginalize signals that contradict our state of mind, hence overlooking situations that are key in maintaining healthy relationships. When we fail to address signals that require attention during a state of high dream or miss out on opportunities of change during a state of low dream, we are avoiding conflict that must be resolved in order to heal our relationships with others.

1. Initiate a group discussion about the high dream. Encourage participants to think about a moment where they felt they were in a state of infatuation in relation to others or to a group (it can be the workshop group itself), and to think about what signals are marginalized, the implications of marginalizing these signals, and what can be done to address them.
2. In small groups, ask participants to discuss the low dream. Encourage them to think about a moment where they felt they were in a state of hopelessness in relation to others or to a group (it can be the workshop group itself), and to think about what signals are marginalized, the implications of marginalizing these signals, and what can be done to address them.
3. Debrief together as a group.

## DISCUSSIONS AND DEBRIEFING



Some questions for debriefing are:

- What was easy and difficult about discussing about the high and the low dream?
- Did you learn or discover something about yourself?
- How can being aware of the low and high dream help us create healthier and safer relationships and interactions during our youth work?
- Did you identify tools that can be useful when working with youngsters?

## TIPS AND HINTS



Although it is not a must, it is recommended that facilitators have previous experience working with the high and the low dream, otherwise, they should consult the book by Arnold Mindell (1992) *The Dreambody in Relationships*.

## THEORY



Mindell, A. (1992) *The Dreambody in Relationships*. Penguin Books Ltd: New York.



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IN YOUTH WORK

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