

# ITAC

**LOUDER TOGETHER**



28-30 August  
Antwerp  
Flanders  
Belgium

\* Program is subject to further development and will be expanded in a later phase.





# DAY 2

## Arts & Care: healing through creative connection

Art as a driver for care, wellbeing, and human connection. This theme explores how artistic practices create space for inclusion, mental health, healing, and resilience - from individual experiences to collective care.



**DAY 2**

# Keynotes

**Winnie Ang (BE): Feeling at Home: the importance of stories**



**Luc Van Gorp (BE): How art can care for people**



**DAY 2**

# KEYNOTES

## **Feeling at Home: the importance of stories**

**Stories can play a vital role in supporting our wellbeing and mental health. As Ali Smith writes, ‘Books mean all possibilities; they mean moving out of yourself, losing yourself, dying of thirst and living to your full.’ Stories help us navigate our social and emotional worlds by shaping the continuum of lived experience into narrative – sometimes coherent, sometimes fragmented or contradictory – both despite and because of life’s peaks and valleys. Making meaning of the world is a fundamental part of child development, offering a way to explore different spaces of belonging. In this presentation, I reflect on my work exploring identity, trauma, resilience, and imagination, at the inspiring intersections of literature, arts and mental health.**

## **Winnie Ang (BE)**

Winnie Ang works as a child and youth psychiatrist in Antwerp. She has a Master’s degree in Transcultural Psychiatry (McGill University, Canada). In addition to her clinical work with culturally diverse clients, Winnie is affiliated with the Faculty of Medicine at the University of Antwerp as a teaching assistant and researcher in (diversity) communication. Winnie loves cross-overs and has written six children’s books. She is engaged in collaborative creative projects at the crossroads of image, sound, and text. From her experience as a practitioner and writer she will reflect on the question: why are stories so important for the mental health of (young) people?



**DAY 2**

# KEYNOTES

## **Luc Van Gorp (BE): How art can care for people**

Luc Van Gorp is chair of CM Health Fund and the driving force behind Caruna, a broad social movement that aims to re-evaluate care as the foundation of our society. Caruna is based on the conviction that care is not merely a system or a sector, but a shared responsibility centred on humanity, solidarity, and looking after one another.

At ITAC8, Luc Van Gorp will share insights from the Caruna Care Summit, where art was deliberately used to make this movement tangible and visible. A rich and diverse arts programme - including visual and participatory art, theatre monologues, poetry, dance, installation art, moments of stillness, and caring spaces for encounter - created space for reflection, connection, and imagination.

Following this, Pieter Deknudt from Reveil vzw and the mourning revolution will present the perspective of mourning and loss as an essential part of care and community life. Reveil does this, among other things, through intimate consolation concerts at cemeteries.

Humanitarian innovator Teun Toebe, guided by the message 'seeing things differently means doing things differently', explores how you can harness the positive forces of social change in a way that not only touches people's hearts but also offers hope for a better future. Together, they explore how art can care for people, and how care, in turn, becomes a source of inspiration for art, acting as a catalyst for new connections, rituals, and social significance.



**DAY 2**

# **PARALLEL SESSIONS**

**Participatory Workshops & Sneak Peeks**



**DAY 2**

**20 min.**

# SNEAK PEEK

**Can Boyan**  
(BE)

## Storying Through Touch

Touch reveals what vision cannot, guiding a collective storytelling process. A texture-rich object is passed from person to person, and each participant speaks while holding it, adding to the unfolding story. Surfaces spark words, regulate participation, and turn texture into shared creative material.

**Clara Bloomfield**  
(GB)

## **Anchors in the Arts: The Role of Trusted Adults in Supporting Emerging Adults in Youth Theatre**

A research project examines the role of trusted adults in youth theatre for emerging adults (18-25), based on focus groups with educators and arts leaders. It explores how these adults provide stability during identity exploration and change, supporting co-regulation and resilience in a period of instability.

**Sanna Sareela**  
(FI)

## **Inclusive theatre**

Inclusive Theatre draws on the upcoming book *Kaikkien Teatteri* and the experience of building a group focused on accessibility and diversity. It shares practical tools and shows how inclusive practices can expand creative possibilities and reshape theatre.



**DAY 2**

**20 min.**

# SNEAK PEEK

**Bert Roman**  
(GB)

## **Who Cares?**

This isn't a show - it's a treatment. Nurse Bert flips the script, queering and celebrating caregiving. Through dance, comedy, activism, and empathy, it explores the politics-and joy-of healing and care. It invites audiences to laugh, move, and reflect on caregiving.

**Bob Selderslaghs**  
(BE)

## **PART OF ME - identities in residential care facilities for the elderly**

The project explores the many roles of elderly people in residential care beyond a single view of frailty. Working with residents of the Dageraad residential care facility in Antwerp, drama techniques and audio portraits are used to share their stories and identities.

**Kelly Freebody**  
(AU)

## **Performing Belonging: Theatre's Role in Youth Wellbeing & Self-Efficacy**

Join this interactive session to experience how drama builds connection, confidence and care. Through simple participatory exercises and reflection, we explore current evidence showing how theatre can improve mental health and self-efficacy in young people. Walk away with adaptable practices to strengthen wellbeing in your own context.



**DAY 2**

**20 min.**

# SNEAK PEEK

**Jennifer Regidor**  
(BE)

## **Dance Doctors**

This project is a unique collaboration between the dance department of the Lemmensinstituut Arts High School and the “Art for the Children’s Hospital” Fund at UZ Leuven Gasthuisberg. Children with long-term illnesses work together with trainee dancers to create a dance prescription for a custom-made choreography that gives them the opportunity to dance along themselves. “Dance Doctors” demonstrates that dance is more than just movement; this unique project celebrates the power of creativity and resilience!

**Tatjana Persuh**  
(SI)

## **FAK - First aid kit**

First aid kits and their expiration dates serve as a starting point for reflecting on global care, war, peace, and compassion. Through workshops in devised, puppet, and object theatre, and through conversations, young people create a shared creative space that explores global connectivity and builds bridges between cultures. Expired first aid kits are transformed into a socially engaged public presentation, linking art, recycling, and social responsibility.



**DAY 2**

**50 min.**

# PARTICIPATORY WORKSHOP

**Magda Thielemans**  
**(BE)**

## **Embodied Awareness for Sustainable Artistic Practice**

An interactive workshop introduces Thielemans' Physical Artistic Awareness Method, a body-based approach for artists to better understand their body as their first instrument. It supports artistic expression while promoting physical sustainability and long-term career resilience.

**Sara Faggian**  
**(IT)**

## **Music and metaphonological skills in preschool children**

Music is explored as a support for early language development through body-based activities in preschool children. It focuses on the link between musical training and phonological skills, grounded in neuroscience and classroom research.

**Grozdana Lajic Horvat**  
**(HR)**

## **A dialogue between movement and text**

The workshop explores the relationship between spoken text and movement in space. It investigates how words and choreographic elements shape movement, including when they oppose each other. Participants work with texts to explore their interaction with movement, effort, and flow.



**DAY 2**

**50 min.**

# PARTICIPATORY WORKSHOP

**Annase Raji**  
**(US)**

## **Echoes of Place: Voices and Visions of Where We Come From**

Identity, belonging, and connection are explored through collaborative poetry and imagery. Participants create a group poem, pair it with images, and develop a short multimedia piece using writing, voice, and visuals. The process aims to spark empathy, reflection, and a sense of community, with no artistic experience required.

**Diego Becerra Malaga**  
**(PE)**

## **I Am the Instrument: Body Awareness in Music Education**

A workshop for music educators focuses on body awareness to improve teaching and music-making. It uses movement, breath, and mindful routines to reduce tension and support more expressive playing.

**Karen Birch Blundell**  
**(US)**

## **Creating 'Relaxed Performances'**

Relaxed Performances are presented as a way to design inclusive events for all neurotypes. The session includes a sensory-friendly performance and discussion of inclusive design choices. Participants gain practical strategies for audience-centered programming.



**DAY 2**

**50 min.**

# PARTICIPATORY WORKSHOP

**Eona Craig**  
(GB)

## **#STARTWITHARTS - The Creatives' Campaign**

#STARTWITHARTS is a youth-led campaign by Articulate's Creative Changemakers advocating for care-experienced young people to access arts and cultural life. It calls for embedding arts access in every Scottish Child's Plan - in line with the UN's child's right to participate in cultural and creative activities - challenging barriers and promoting inclusion in Glasgow's arts community. It uses 44 billboards with a co-written poem that can be pieced together across locations, highlighting creativity as a right.

**Saul Argent**  
(GB)

## **Lessons from Psychology: how research can help Teaching Artists understand their impact on children's creativity and curiosity**

This session uses a current research project into Teaching Artists in the UK to help you understand how research can support your practice and how a century of psychological investigation into creativity and curiosity could be harnessed to advocate for the importance of the work of Teaching Artists globally.



**DAY 2**

**90 min.**

# PARTICIPATORY WORKSHOP

**Patricia Taboada**  
(AR)

## The voice of Latin American youth. Words that heal

A regional initiative amplifies youth voices across Latin America on mental health and wellbeing through art, listening, and research. Using workshops, poetry, and theatre, it gathers insights from over 70,000 young people to inform policy and promote healing dialogue.

**Zoë Lintzeris**  
(US)

## Creating Through a Trauma-Informed Lens: Lessons Learned in Teaching Art to Adolescents in Psychiatric Care

The session explores how art-making supports adolescents in psychiatric care and treatment settings. It includes insights into visual arts approaches, practical tools, and a 30-minute activity focused on symbol-making, collaboration, and sound to support expression.

**Jeffrey Tan**  
(SG)

## Museum of Joy - Contribute an object of joy and improve your wellbeing

Inspired by an Arts for Wellbeing program, the workshop uses the PERMA framework to look at positive emotion, engagement, relationships, meaning, and accomplishment. Participants bring a yellow object that brings them joy and share stories connected to it. Together, they co-create a movement sequence focused on wellbeing.



**DAY 2**

**90 min.**

# PARTICIPATORY WORKSHOP

**Sarah Verhulst**  
(BE)

## **Where Music Begins: The Voice of Infants**

The workshop focuses on infants' responses to music as meaningful expression and connection. It provides tools for musical play and sensory-rich environments that support listening, creativity, and caregiver-infant relationships.

**Becky Baumwoll**  
(US)

## **Without Words: Activating Engagement Through Non-Speaking Teaching Methods**

Non-speaking teaching methods are explored as a way to transform learning spaces and enhance access and engagement. Led by ITAC Innovator Becky Baumwoll from Broken Box Mime (NYC), the session includes a wordless mini-lesson followed by reflection on the pedagogy behind it.

**James Miles**  
(US)

## **Bigger Than Hip Hop: Why Folks Say it Controls Your Brain**

The session looks at neuroscience, behavior, and how learning patterns have shifted since COVID-19. It presents Hip Hop and the arts as tools for restoring balance, empathy, and creativity in times of change.



**DAY 2**

**90 min.**

# PARTICIPATORY WORKSHOP

**Heather Bryce**  
(US)

## **Accessibility in Action by the ITAC/US Hub Working Group on Accessibility**

A hands-on workshop focuses on making arts teaching and events more accessible for people with disabilities. Participants try practical activities and facilitation techniques and reflect on how to apply them in their own practice.

**Nicole Adkins**  
(US)

## **Serious Play: Bedside Theatre as Teaching Artistry in Action**

The session explores how Teaching Artists can bring joy, agency, and imagination into pediatric healthcare. It uses excerpts from *Let's Go Camping!* to examine arts engagement at hospital bedsides and how Teaching Artistry can transform children's hospital experiences.

**Pieter Deknudt**  
(BE)

## **Let's grieve together**

When someone dies, many of us struggle as social networks shrink, yet humans have long used the arts to face life's biggest transitions. After losing a friend in a car crash, Pieter Deknudt organised a concert at his grave and called it Reveil. Ten years later, more than 150 cities host Reveil concerts worldwide. In this workshop, he explores how the arts can break taboos, rebuild connection and create a more resilient society.



**DAY 2**

**90 min.**

# PARTICIPATORY WORKSHOP

**Margot Wood  
(ZA)**

**Facilitator training for creating safe, sensory spaces for audiences with neurological and cognitive challenges.**

A hands-on, practical training session for Teaching Artists, facilitators, and theatre-makers interested in creating arts experiences for participants with neurological and cognitive challenges.

**Margarida Pires  
(PT)**

**From Burnout to Belonging: Teaching Artistry as a Bridge between Care, Knowledge and Ecology**

The workshop looks at how art can turn burnout into belonging through participatory, hands-on practice. Using drawing, words, and natural elements, participants connect care, learning, and ecology. Together, they create visual tools that support resilience, wellbeing, and creative teaching across contexts.

**Benjamin Hayward Segal  
(AU)**

**Discover the Universal Language of Engagement: Creative Strategies for Inclusive Therapeutic Practice**

Tools are shared to inspire participation through language and body awareness in inclusive therapeutic practice. Strategies focus on building trust, sparking memories, and creating safe, inclusive spaces across diverse settings.



**DAY 2**

**90 min.**

# PARTICIPATORY WORKSHOP

**William Yip  
(CN)**

## **The Nightingale: Drama for Well-Being and Social-Emotional Learning**

The workshop uses drama inspired by *The Nightingale* to respond to anxiety and disconnection among young people. Through story and play, participants explore emotions, empathy, resilience, and friendship as part of well-being and social-emotional learning.

**Lanre Qasim Adenekan  
(NG)**

## **Teaching Theatre Artistry: A Methodological Conversation Approach to Participatory Theatre on Substance Abuse**

The session focuses on using methodological conversation to design participatory theatre research on substance abuse. It explores how dialogue can enhance engagement and collaboration in theatre-based research projects.

**Chantal Chagnon  
(CA)**

## **Indigenous Medicine Wheel Teachings and Smudging**

Indigenous teachings on the Medicine Wheel and Smudging are shared, highlighting their role in balance and healing across many First Nations and Indigenous cultures. Participants learn about their history, meaning, and respectful protocols, and take part in a Traditional Smudge Ceremony.



**DAY 2**

**90 min.**

# PARTICIPATORY WORKSHOP

**Huyn-min Lee**  
(KR)

## Exploring International Exchange in Arts and Culture Education: Towards Artist-Led Network Platforms

What is international exchange in arts and culture education, and why does it matter? Through a participatory seminar format, participants will engage in open discussion, exploring sustainable collaboration and supporting practitioner networks in arts education.

**Carina del Rosario**  
(US)

## Collective Care through Craft

Collective care is explored through artmaking as a way to ease feelings of isolation and shared emotional burden. In Carina A. del Rosario's Lay Your Burden Down project, participants embellish written 'burdens' with fabric and embroidery. These textile pieces are later sewn into pillows as part of the ongoing LYBD project.

**Robbe Dockx**  
(BE)

## Storyflow towards Actualization

Storytelling and lyricism are used to turn confrontation into connection through shared creative expression. Participants transform vulnerability into strength, supporting artistic identity, self-love, and care.



**DAY 2**

**90 min.**

# PARTICIPATORY WORKSHOP

**Laura Frood**  
**(GB)**

## Marks of Resilience: Urban arts as a tool for healing

Graffiti is explored as a form of expression for young people that supports agency, voice, and identity in marginalised contexts. It considers how mark-making can support processing and recovery from traumatic experiences and function as a therapeutic tool in youth and community work.

**Jennifer Regidor**  
**(BE)**

## Mourning Dances

This workshop invites dancers and non-dancers alike to explore their unique movement language by moving to the rhythm of their inner voice with the help of a partner. In the next phase, the emphasis shifts to connecting as a group, and we co-create a series of movements centered on resilience and coping with grief. This is an invitation to feel and move together, celebrating the power of our connection in a dancing ritual of mourning.

