

Self-awareness of Adolescence Using a Story-making Approach to Sandplay Therapy

– Focusing on Third-year University students –

FUTAGAMI Kana

Graduate School of Science for Human Services, Ritsumeikan University

Keywords: Sandplay, story-making approach, adolescence

The purpose of this study is to discuss the significance of sandplay and a story-making approach for third-year university students.

In this approach, 20 third-year university students were required to sandplay on the theme of “myself so far” and to describe a story that is based on his/her sandplay. The verbatim records of the interviews regarding sandplay and story-making were analyzed using the modified grounded theory approach (M-GTA).

Through analyzation, five category groups were found: “Basis of ‘me’,” “evaluation of life,” “the current ‘me’,” “the meaning of looking back in time up to now,” and “thoughts about the future.”

The results suggest the following hypotheses regarding the significance of sandplay for third-year university students: (1) Helps to look back at oneself and evaluate life, (2) aids in the development of self-awareness, (3) and promotes an ideal future.