

Project Number: 2017-1-LT01-KA201-035235

DESCRIPTIVE TAB N° 8

CONTACT POINT WITH GROUND

General Purpose

- Encourage alleviation in the students.
- Encourage the students to think creatively.
- Relax and make body stronger.

Challenges to be Addressed

- 1) The students have to cope with:
 - Being afraid to throw their selves in challenging, effort needed situations in and out of school.
 - Being uncomfortable to look silly.
 - Blocked imagination
 - Overthinking about the others' opinion
- 2) Appropriate situation in which the exercise could be useful:
 - If the students have a low point of energy, or feel tension.
 - If there are students who block their self when in groups of people.

Aims to Be Achieved

- To relax the students, enhancing their self-esteem
- To encourage them to think creatively and not to be afraid to look silly
- To enhance empathy among the students.

Exercise Procedure – The Students' Role

Warming up.

The exercise starts when every student is walking in the space.
They have to try to fill every empty space of the room.

Level 1.

After the students manage to walk like that, they are introduced to further exercise commands.
The participants have to carefully listen to the leader.
The leader explains how many parts of the student's body have to touch the floor.
The students immediately have to figure it out and change their body position.
The participants continue to move on.

Level 2.

The leader tells which parts of the students' body can't touch the ground.
The leader can say which part of students' body has to touch ground.
The students immediately have to figure it out and change their body position if needed.
The participants continue to move on.



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Level 3.

The leader tells the students to imagine that the walls are also ground.
 The students have to move using the same amount of points touching the floor and the walls.

How the points are counting?

1 elbow/knee/hand/foot 1 point touching the ground.
 Head 1 point touching the ground.
 One finger 1 point touching the ground. 10 fingers ten points touching the floor.
 Buttock full 2 points, one side 1 point touching the ground.
 Etc...

Time
20 min.

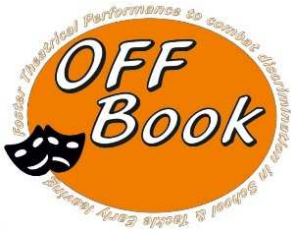
Laboratory Phase				
Phase 1 knowledge	Phase 2 Integration	Phase 3 Deconstructing	Phase 4 Positive relationship building	Phase 5 Performance elaboration
	X			X

Group Size
10 students for one leader. From 10 to 20 students for two leaders, etc.

The Leader's Role
<ul style="list-style-type: none"> • The leader has to ensure a safe atmosphere and environment during the exercise. • The leader tells the correct procedure and check if it's clear. • The leader has to keep fast speed during the exercise. This is needed to achieve students' quick reaction. They should think less, try/ do more. • The leader picks a number; how many points have to touch ground. • Depending on the variation, the leader chooses and he can prohibit the use of some parts of the students' body or he can say which have to touch the ground or the walls. • The leader has to supervise that the students would not break the rule. • THE LEADER HAS TO BE PHYSICALLY PREPARED TO BE ABLE TO EXEMPLIFY.

Setting
Indoor on an empty room.

Equipment Needed
Comfortable clothing and comfortable shoes.



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Safety

- The leader makes the surface clear from dangerous objects.
- The leader should check the floors and the walls and hide, remove or figure other ways to detect possibly dangerous places.
- The leader should take a look at the student's clothes, accessories and hair. He should ask the students to remove any possibly dangerous details or to do one's hair.
- The leader has to constantly supervise all the students. He/ She can interrupt or stop the exercise if he/she sees dangerous position or situation in which the student(s) can be harmed.
- The leader has to evaluate how tired students are.

Possible Mistakes

- **STARTING THE EXERCISE WITHOUT WARMING UP THE MUSCLES.**
- The students can reject the exercise at first; the leader has to show examples with his body.
- The students might not understand the rules. In this case, the leader can step by step repeat all of them (depending on the level) and at the same time perform it. The leader can show an example.
- There is the possibility that the students will try to cheat. The leader has to be always aware of that and show that he/ she notices it.
- Slow speed of the exercise. If the leader sees that the students start to think too much about how they look from aside it is a sign that speed must be faster.
- If the students approve, the leader should not forget to compliment them.
- Forgetting the main aim of exercise.
- Chaotic discussions after exercise. The leader should moderate them so that everyone should be able to speak freely and be heard.

Final Debriefing

When the students complete the exercise, possible questions might be:

- How did you feel during the exercise?
- How do you feel now?
- Did you find anything new in yourself/ partner/ group?
- What were the difficult parts this exercise?
- Can you name some positive, funny things about this exercise?
- Can you find and tell some interesting things about this exercise?
- Do you see in what case you could use this exercise in your life?



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