



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

## DESCRIPTIVE TAB N° 15

### DUMMIES

#### General Purpose

- Improve the body language
- Face the physical contact
- Learn to have care, empathy and responsibility for other people
- Encourage listening skills among a little group
- Develop collective initiative
- Strengthen confidence and self-confidence
- Increase concentration skills
- Experience different qualities of movement

#### Challenges to be Addressed

- Student misbehaviours such as disruptive talking, chronic avoidance of work, clowning, interfering with teaching activities, harassing classmates.
- Sharing, openness, listening.
- Lack of judgement.
- Comprehension of differences between members.

#### Aims to Be Achieved

- The main aim is effective listening, concentration raising, enhancing empathy.
- To reach freedom through body language and through team work.

#### Exercise Procedure – The Students' Role

- Working in absolute silence.
- Groups of three or four students. (a balanced division can help the quality of listening)
- One is the dummy, eyes closed, and the others move her/him.
- To act on a body, made vulnerable by eyes closed, it is necessary to care, respect and be sensitive, by listening the mate's openness and readiness to be moved and touched.
- Dummies are not completely passive, they answer the inputs, but they cannot suggest or develop movements autonomously.
- The two or three 'puppet masters' can work in collaboration or in divergence, so that they offer the puppet different experience of movement. The aim of this exercise is to approach different ways of using our body. And it happens because three external brains are acting the body instead of one.
- Changing the atmospheres though different music can stimulate more expressive possibilities.
- Changing roles increase the experience; everyone needs to act and be acted.

This exercise can also become a part of a performance.



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**Variation**

After the basic exercise you can try these developments.

1. INVISIBLE HANDS  
Everyone alone keeps moving, eyes closed, trying to hold the sensations to be acted by the other's wills.

2. THE BODY REBELLION  
With eyes open, the body moves against its will. So, every body part can go free. Let the body surprise you. Think the body as an entity, so when a part starts going, leave the rest go along with it.

**Time**

20 minutes or more

Laboratory Phase				
Phase 1 knowledge	Phase 2 Inclusion	Phase 3 Deconstructing	Phase 4 Positive relationship building	Phase 5 Performance elaboration
<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>

**Group Size**

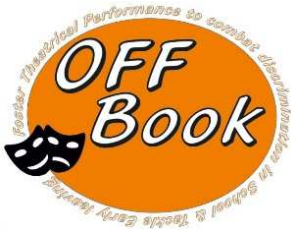
From 8 to 20 people or more.

- The Leader's Role**
- Leaders have to ensure a safe atmosphere and environment.
  - Leaders tell the correct procedure and check if it's clear.
  - Leaders have to remember the rules during the exercise or say something to help students to find the right way to interact.
  - Leaders suggest the variations described when the exercise is well done.

- Setting**
- Outdoor on a safe floor
  - Indoor in an empty room

- Equipment Needed**
- Comfortable clothing and barefoot (or comfortable shoes)
  - Music

- Safety**
- Leaders make clear the surface from dangerous objects.
  - Leaders ensure that the students keep their concentration high.
  - Leaders change music inputs to provoke different kind of movement qualities.



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### Possible Mistakes

**Lacking knowledge and preparation.** The activity to be done needs some equipment and space ready. The students' concentration even increases if we reduce the wasting of time on setting preparation.

**Talking too much and doing too much.** The students have to do the activity according to their feelings. If the leaders talk too much about what should happen it would represent a real obstacle to the experiential learning.

**Underestimating the students.** The students can do it in a proper and safe way if the leaders give them all the tools and the briefing they need. And the leaders must support them during the process, from the beginning to the end.

### Final Debriefing

Ask the students to sum up in one word the experience done. This is a good method to avoid mental approach and let the senses free. Often, the words used can describe imaginaries, other times they can be more technical and they will report if the exercise worked, in the students' opinions. Then, these questions can introduce interesting debates.

- How was it to be a puppet master?
- How was it to be moved without words and with eyes closed?
- Was it more difficult to be moved by real people or to move when you were alone?
- Did you discover anything new about you and the others?



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