



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

DESCRIPTIVE TAB N° 6

SQUAT DOWN, STAND UP

General Purpose

- Develop and strengthen group.
- Encourage trust among the group.
- Develop and strengthen non-verbal communication in the group.
- Develop sense of being part of the group.

Challenges to be Addressed

- 1) The students have to cope with:
 - Classroom arguments and behavior problems.
 - Hardly controlled irritation in person.
 - Keep concentration level high.
- 2) The appropriate situation in which the exercise could be useful:
 - If class can't manage work as a group.
 - If some people in the class have difficulties in controlling their anger or irritation.
 - If it is hard for students to keep their concentration level high for longer time.

Aims to Be Achieved

- To understand the importance of one human action and its after-effect on the group.
- To teach how to see and predict the group's future actions.
- To enhance empathy.

Exercise Procedure – The Students' Role

The students in the group work together.

Everyone stands in circle facing each other.

The leader stands outside the circle.

The exercise has to go in absolute silence.

Depending on the level, the purpose of the exercise is that everyone in the circle has to end up squatting or standing.

Rules:

- The students have to go in the next body position (squatting or standing) by one at the time.
- If two or more people start to move in further position at the same time everyone has to start over.
- It is not allowed to squat down or stand up for more than two students in the row. If this situation will appear everyone has to start over.
- Depending on level and, if time intervals matter, students have to be exact in the time. If they are too slow or too fast everyone has to start over.
- Everyone who plays the game has to be warned that they have to try to stay focused and control



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their emotions until they complete the task or until the leader announces the end of the task.

Levels:

1. The students in standing position have to go squatting. The time between each student's movement or the first student movement is not important.

2. The students in standing position have to go squatting and then back to standing one at the time. The time between each student movement or the first student movement is not important.

3/5/7. The students in standing position have to go squatting. Intervals between each student's movement (including the time from the beginning of the exercise of the first student's movement) have to be 10; 5 or 1 second.

4/6/8. The students in standing position have to go squatting and then back to standing one at the time. Intervals between each student's movement (including the time from the beginning of the exercise to the first student's movement) have to be 10; 5 or 1 second.

NOTE: if students have troubles to squat down for a few times or stay in that position for a longer time there is the possibility to use chairs. But the concentration level should remain high.

Time

- 30 minutes
- Or as much as needed to accomplish the exercise

Laboratory Phase

Phase 1 knowledge	Phase 2 Integration	Phase 3 Deconstructing	Phase 4 Positive relationship building	Phase 5 Performance elaboration
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Group Size

From 5 to 20 people for one trainer (teacher)

The Leader's Role

- The leader has to ensure a safe atmosphere and environment.
- The leader tells the correct procedure and checks if it's clear.
- The leader chooses which variation described has to be performed.
- The leader has to supervise that the students would not break the rule.
- The leader has to count the time (out loud or in his/her mind) if it is needed.
- The leader might arrange discussions after the exercise.
- If the students are disappointed, the leader has to explain that that it is a difficult exercise and that the point is not to complete it, but to try to understand each other. And that it is no one's guilt if they didn't manage to finish it.

Setting

- Indoor on an empty room
- Outdoor on a flat surface.



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Equipment Needed

- No particularly equipment needed.
- Comfortable clothing and comfortable shoes are recommended.
- If the students' physical level is low you can have some chairs. And sit down instead of squatting.

Safety

- The leader ensures that the students keep their concentration level high.
- The leader has to be always aware of the atmosphere in the group;
- The leader has to try to prevent conflicts among students.
- The students have to stay in complete silence until the leader announces the end of the exercise.
- There should be enough space among students.
- The students should not touch each other during the exercise.
- The students have to stay calm during exercise.

Possible Mistakes

- 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 perform at the same time.
- There is the possibility that the students will try to hack system. None of the participants can be the leader or give anyone nonverbal instructions/commands. The leader has to be always aware of that.
- It might be hard for the students to stay positive and calm. In that case the leader has to be the source of good energy and hope. He/ She should remind the students about the meaning of these exercises that it is not important if they succeed, the thing which really matters is to put maximum effort to complete the task.
- If the students approve, the leader should not forget to compliment them.
- The leader should not rush the participants or the result will come slowly.
- Chaotic discussions after the exercise. The leader should moderate in such way that everyone should be able to speak freely and be heard.

Final Debriefing

Reflection is recommended. After the exercise the students could express their feelings and the experience they had during the exercise and after it. They should speak one at the time. Possible questions:

- How did you feel during the exercise?
- How could you summarize your result?
- Did you find anything new in yourself/ partner/ group?
- Can you name some positive things about this exercise?
- Can you name some negative things about this exercise?
- Can you find and share some interesting things about this exercise?
- Do you see where you can use experience gained while trying to accomplish the task?



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