



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

## DESCRIPTIVE TAB N° 14

### THE FLOCK

#### General Purpose

- Develop and strengthen the team
- Encourage listening skills among the group
- Develop individual's 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 among members

#### Aims to Be Achieved

The main aims are effective listening, concentration raising, enhancing empathy.

#### Exercise Procedure – The Students' Role

- Working in absolute silence.
- Starting as a group, very close to one another.
- Move like a flock of birds, or a bunch, or a shoal of fish. These animals' behaviour is very interesting: they move in the same way at the same time, without getting their act together. Here the aim is the same: to act together as a unique body, without the help of words or premeditation. There is a leader, at the beginning clearly identified, and what he/she does, everyone does, as similar as possible.
- Simple movements, preferably slowly done.
- It is not important to watch directly the leader. Who is in back positions can copy the movements from who is next to him/her.
- Accompanying this work with different type of music can suggest different ways of experiencing the movement.

#### Variation

##### Step 1.

Leaders can be changed automatically.

- When the leader turns to another direction, the group automatically changes the leader, following the person who stays ahead. This change has to happen fluently too, and without verbal agreements.
- Suggest the members of the group not to stay always in the same position, so that everyone can become a leader during the exercise.



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**Step 2.**

- Connecting this with the civic education, when the group is ready, it is possible to introduce the possibility of 'rebellion'. Simply, one person comes out of the group, and does something else whenever he/she wants.
- This fact can produce three type of solution:
  1. The flock goes and “reabsorbs” the insurgent;
  2. The flock goes and follows the dissident, who becomes the new leader;
  3. Some people just go and follow the rebel, building a second flock.
 Potentially it can be created also a third, a fourth flock, but there is always the possibility to come back as a unique group.

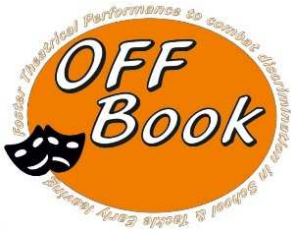
This exercise can also become a part of a performance, forming such a choreography improvisation. It works with a topic too, if you just need to explore movement on a particular subject (for example rage, fear, power, fight, freedom...).

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>

Group Size
From 8 to 20 people or more.

The Leader's Role
<ul style="list-style-type: none"> <li>• The leader has to ensure a safe atmosphere and environment.</li> <li>• Leaders tell the correct procedure and check if it's clear.</li> <li>• Leaders have to remember the rules during the exercise; to stay close, to keep silence, to change leaders, to change the kind of movements, to copy as well as possible...</li> <li>• Leaders observe the different answers of students, identifying the most shy and the most enterprising. It is important to find a balance between them, for example with some added rules (Who has led twice cannot lead anymore.). If someone suggests something, too difficult to be copied, remember the sense of the work is not to be better than the others, but to be the best together.</li> <li>• Leaders propose the variations described when the exercise is well done.</li> <li>• Avoid chaos. The exercise has to be precise. It always must be very clear who is leading, and the movements need to be done in a very similar way. Focus on details and precision. During steps 1 and 2 it is important to have a clear project, not to be confused about the reactions to the variations.</li> </ul>



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### 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 students keep their concentration high.
- Leaders change music inputs to provoke different kind of movement qualities.

### 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. During steps 1 and 2 the autonomy of the group is important. Try not to intervene.

### 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 can be questions to stimulate interesting debates:

- Is it difficult to copy exactly another person?
- Did you feel part of something? When?
- How was it to be a leader?
- Is it difficult to decide to rebel?
- Why did you rise up?
- Why didn't you rise up?
- Is it more difficult to stay together with these rules or to stay alone without rules?



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