



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

## DESCRIPTIVE TAB N° 5

### WALKING ACCORDING TO THE RHYTHM

#### General Purpose

The general purpose of this activity is to achieve integration within the group, enhance self-awareness of being part of the group and increase self-confidence.

#### Challenges To Be Addressed

Getting safe from maltreatment, neglect, violence, bullying and discrimination, crime and anti-social behavior, dropping school.

This is an activity that works very well at the beginning of the session when students need to get into the atmosphere of moving together.

#### Aims To Be Achieved

The main aims to be achieved are:

- To explore the possibilities of the body and space related to the others;
- To develop feelings of safety spaces and trust towards the peers;
- To free the body;
- To get aware of one's own body in space;
- To develop kinaesthetic empathy;
- To foster group cohesion;
- To diminish resistance in developing social skills.

#### Exercise Procedure – The Students' Role

Step one: The group of approximately 12 students are asked to walk around the space paying attention to the rhythm of the music. Music will dictate the rhythm of their walking. Music rhythm is often changed and they have to change their walking rhythm too. The students perceive the space as their own and walk uninhibitedly, enjoying the activity and afterwards reflecting of their movement style. Ask students to show an emotion on their body as they walk.

Students adjust very quickly to the changes of rhythm and start enjoying doing it with their peers.

A variation of this activity is: walk according to your destination:

- You go to work;
- You walk on a beach with a friend;
- You go to a meeting;
- You go home after a tiresome day;
- As if you were happy/ sad;
- As if you were taking a stroll with your friends;
- As if you were an old person / a baby who can barely walk;
- As if you were carrying something heavy;

Another variation would be supported by a second group, changing the environment of the first group walking - the second group calls out different things to walk through: snow, ice, mud, the sea, quicksand etc.



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Time
10 minutes per variation

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

Group Size
All the students participant in a session, yet a number of 12 will work the best; the variation will be developed after the group (especially if it's larger than stated) is divided into two subgroups.

The Leader's Role
The leader's role is to explain the students what they have to do. Then leader has to turn music on and change it as many times as he/she sees the students are steady into one rhythm.

Setting
The space required is indoors in an empty room or outdoors on a flat surface with no dangerous obstacles. Recommended to be used as a warming up or the last activity of the day.

Equipment Needed
A music device is needed, but apart from that, no special equipment is needed, just comfortable shoes and clothes.

Safety
The leader clears the surface from dangerous objects. The leader states the rules of activity clearly. The leader makes sure that students don't bump into each other.

Possible Mistakes
It is possible that students bump into each other sometimes. The leader should allow some time when passing from one variation to the other, otherwise work gets chaotic.

Final Debriefing
<ul style="list-style-type: none"> <li>• What did this particular exercise allow you to do compared to other activities?</li> <li>• Did you find it easy or difficult to adapt to the rhythm of the others?</li> <li>• Is your walking style more reflexive after this exercise?</li> </ul>