



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

DESCRIPTIVE TAB N° 12

FALLS

General Purpose

- Encourage alleviance among the group
- Encourage trust among the participants

Challenges to be Addressed

- 1) Being safe from maltreatment, neglect, violence, bullying and discrimination, crime and anti-social behaviour in and out of school.
- 2) It's useful to set up this exercise at the beginning of the laboratory or when students don't feel comfortable within the group.

Aims To Be Achieved

- The main aim is facilitate dialogue, teach how to listen to others, enhance empathy among students.

Exercise Procedure – The Students' Role

STEP 1: working in pairs. Student 1 stands with his back facing student 2.

Student 1 ready to fall on his heels only, and should just relax and breathe normally.

Student 2 ready to catch with his knees slightly bent, feet shoulder width apart and slightly staggered, hands up.

1. Student 1 is going to fall back into student 2's hands.
2. Student 1 shouldn't take his feet off the floor, allowing himself to rock back.
3. Student 2 should assume a balanced stance.
4. Work until both partners are comfortable in both roles.

STEP 2: working in groups of three. One student stands between the two "catchers" only a foot or so apart from each.

The middle person can leave his arms down, or cross them on his chest as he gently falls forward and is gently pushed backward by the two outside students.

COMMUNICATION PROCEDURE

The falling person cannot see the catcher, so the student must follow a communication procedure to make sure that the catcher is ready, before falling backward.

FALLER must say : "Ready to fall"
CATCHER must answer: "Ready to catch"
FALLER must say: "I'm falling"
CATCHER must answer: "Fall"

Time

30 minutes



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

Group Size
From 8 to 16 people for two leaders From 16 to 32 people for four leaders

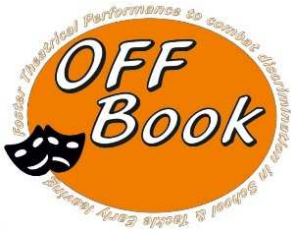
The Leader's Role
<ul style="list-style-type: none"> • The leader has to ensure a safe atmosphere and environment. • Leaders teach the correct procedure and check if it's clear • If students seem wary of safety because of weight differences, leaders explain that they only have to fall a very short distance to their partner's arms and that this is an exercise more of balance than of weight. • Leaders can step in and help if there is a particular uneven weight distribution between partners. • Leader remind the "faller" to breathe and relax and remind them to switch roles until all students have had a turn falling and catching

Setting
<ul style="list-style-type: none"> • Outdoor on a flat surface • Indoor in an empty room

Equipment Needed
<ul style="list-style-type: none"> • No particular equipment needed • Comfortable clothing and comfortable shoes are recommended

Safety
<ul style="list-style-type: none"> • Leaders make clear the surface from dangerous objects • Leaders ensure that the students: <ul style="list-style-type: none"> - Always wait for the last part of the procedure (FALL) before falling - Whenever anyone in the pair wants to interrupt, make sure students tell the companion first.

Possible Mistakes
<ul style="list-style-type: none"> • Allowing Cliques to Thrive When you allow cliques to thrive in your team, it means that you are promoting segregation and this will surely defeat the aim of your team. It can cause resentment among your team members towards one another. • Not Being Approachable If you want to build a successful team you must be open and approachable. If you are not, you will not get the feedback that is required to help you see what the participants learn.



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- **Not Enforcing Rules and Regulation**
It is not enough to have rules and regulations. The responsibility falls on you to always enforce them. You want to build a steady team and in order to do that, it's imperative for all of your team members to adhere to the rules. Otherwise, chaos will ensue.
- **Allowing Unhealthy Competition**
As a team leader, the leader has the responsibility to discourage unhealthy competition.

Final Debriefing

- How did you feel during the activity?
- What challenges did you face?
- What positive things can you take away from the activity?
- How did you feel when you were initially briefed?
- What advice would you give to any other team working on this activity?
- What lessons can you learn from this challenge?



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