



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

DESCRIPTIVE TAB N° 7 EXTRA

OBJECTS GOES ALIVE

General Purpose

- Awaken senses of students. (Not only look but see, not only listen but hear, not only control but to help move.)
- Encourage comfortability in students even if they can't control the situation.
- Encourage the students to think creatively, free their imagination.
- Develop and strengthen group.
- Develop and strengthen non-verbal communication within the group.
- Develop the sense of being part of the group.

Challenges to be Addressed

- 1) The students have to cope with:
 - Classroom arguments and behavior problems. Working in group and feeling it.
 - The fact that the object has its one way of moving and this might not be the one that the student wants. The idea that they can't control everything.
 - The students have to find a way to control different materials which have a different energy.
 - Keep the level of concentration high.
- 2) Appropriate situation in which the exercise could be useful:
 - If the class can't manage work as a group or in pairs with another person.
 - If some students who are shy or are afraid to express themselves. They can hide their selves behind the object.
 - If there are some students in the group that feel discomfort when they can't control the situation.
 - If it is hard for students to keep their level of concentration high for a longer time.

Aims to Be Achieved

- To deal with the fact that you can't control everything in your life.
- To understand the importance of human emotions and actions and the after-effect on the group.
- To teach how to see and predict group matters in future actions.
- To enhance empathy.

Exercise Procedure – The Students' Role

Preparation:

In the place where the exercise will be held the equipment should be prepared in advance (small objects should be tightened to a thin rope, music prepared).

The students come to the area and find a place in it. The task is to fulfil all space. The students should start facing the leader.

The leader of the exercise explains that this time they will have objects like partners, therefore the students should transfer their energy into it. They listen to the leader's commands and try to accomplish them the best



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they can.

The exercise should be held in complete silence.

The pattern of level 1 and 2.

The pattern for both exercises is the same:

Step 1. Warming up.

Calm music is playing. The students take the object and see what the object can do. One minute in which they have to discover how far, high, quick, or slow the rope allows them to move the object.

Step 2. Emotion inside the object.

The leader has an option to pick; either:

- he has different styles, rhythm, energy music and asks the students to make their objects dance, or
- the leader has atmospheric music and verbally asks the students to make their object move as if they would be sad, happy, scared, angry, calm.

Differences between levels are that in the first one we use light material (feather, or paper) but in the second one we use a hard one (stick or rock).

LEVEL 3.

The students are paired in groups of 2-3 persons. Everyone is sitting like the audience. The leader puts some objects (huge paper sheet alone or with sticks or rock separate from rope) on the floor/stage. One by one, the participants go and try to make those objects alive. Everyone in the group has to manipulate the objects at the same time. Each group has to go to further steps during level 3.

1. Objects are alone on the ground no one is moving them. They are dead.
2. They start to move. The movement is abstract.
3. During the movement they have to turn into some abstract creatures (human, animal or alien).
4. The creatures have to live a little bit (breath, walk, sit down, fly).
5. The creature has to retransform into another one and live for some time.
6. The creature has to be destroyed.

After all the groups complete the task, a short discussion has to be held.

Time
<ul style="list-style-type: none"> • From 10 to 15 minutes. (Levels 1 and 2) • 30 minutes (Level 3)

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

Group Size
From 1 to 15 people for one leader.

The Leader's Role



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- The leader has to ensure a safe atmosphere and environment.
- The leader explains the correct procedure and checks if it's clear.
- The leader chooses which variation described has to be performed. Also at which time interval (level 1 and 2) to change the rhythm/emotion of the object.
- He has to supply things that are needed to do an exercise, select and change music during the exercise.
- The leader has to supervise that the students would work in complete silence.
- The leader has to arrange discussion after the exercise. .

Setting

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

Equipment Needed

- Pieces of A4 standard paper (one for each student), or a feather for each student.
- Huge piece of paper. One piece for 2-3 persons.
- One stone/stick for each person.
- Thin rope or thread.
- Music.
- Comfortable clothing and comfortable shoes are recommended.

Safety

- The leader ensures that the students keep a high level of concentration.
- The leader has to be always aware of the atmosphere in the group;
- The students have to stay in complete silence until the leader announces the end of the exercise.
- There should be enough space among the students.
- The students should not touch each other during the exercise (level 1 and 2).
- The students have to maintain calm during the 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 at the same time perform it.
- There is the possibility that the students will prefer to concentrate on their own movement instead of the object. The leader has to be always aware of that and encourage the students to try not to think about their own movement, position, and look. **IN THIS EXERCISE THE OBJECT GOES FIRST.** Minimum human effort to achieve maximum object expression.
- It might be hard for the students to stay positive and calm. In that case the leader has to be the source of 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.
- The leader should not rush participants; the result will come slowly.
- Chaotic discussions after the exercise. The leader should moderate them in such a way that everyone should be able to speak freely and be heard.



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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 tell some interesting things about this exercise?
- Do you see where you can use the experience gained while trying to accomplish the task?
- What was the feeling when you had an object as a partner?
- Can you find some parallels between objects and humans?
- Which level did you enjoy the most?