



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

DESCRIPTIVE TAB N° 9

ONE STORY BY EVERYONE

General Purpose

- Encourage alleviation and trust among the group.
- Develop and strengthen the group.
- Develop the sense of being part of the group.
- Encourage the students to think creatively and make decisions.

Challenges to be Addressed

- 1) The students have to cope with:
 - Classroom arguments and disruptive behaviour.
 - Bullying and discrimination problems in the group.
 - Being afraid to express their selves.
 - Feeling uncomfortable to make decisions and take action.
- 2) Appropriate situations in which the exercise could be useful:
 - If the class can't manage to work as a group.
 - If the participants have difficulties in making decisions and taking actions to achieve a common result.
 - If it is difficult for students to keep their level of concentration high for a longer time.

Aims to Be Achieved

- The main aim is to facilitate dialogue, practise how to work in the group.
- To understand the importance of one human action and the after-effect on the group.
- To teach how to listen to the group matters and work together to achieve a collective purpose.
- To enhance empathy.

Exercise Procedure – The Students' Role

LEVEL 1.

Step 1.

The students stand/sit in a row or a circle.

Each of them in sequence pronounces a word to create a story.

The story has to have a full narrative:

- Exposition
- Raising Action
- Climax
- Falling Action
- Denouement

When the last student finishes, the first one continues.

The students should try to keep the pauses among words as short as possible.

It is important for students not to plan forward. They have to hear their group mates and continue.

If a student feels blocked and he doesn't know what to say he says "period" ("."). Like that the student ends



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the sentence and the next person starts a new one.

Step 2.

The students are asked to start telling the next word before the colleague standing before him doesn't quite finish his word. They should try to tell the story fluently, with intonation.

LEVEL 2.

Step 1.

The students stand/sit in a row or a circle.

They have to divide the alphabet in as many parts as how many students there are. Example with 4 students:

1	2	3	4
A/E/I/M/Q/U/Y	B/F/J/N/R/V/Z	C/G/K/O/S/W	D/H/L/P/T/X

The students have to remember the letters they get.

The leader says a word.

The students have to say a word letter by letter without the pauses among letters.

While the students pronounce letters they have to step forward (if they are standing) or stand up (if they are sitting down).

When the students finish the word all of them have to step forward (if they are standing) or stand up (if they are sitting down).

Step 2.

The leader has to say a sentence.

The rules from Step 1 remain.

If there is punctuation, you have to decide what sign all students will make together when they reach it.

Example: comma – everyone has to raise their right hand.

When the group finish the sentence they all have to clap one time together.

Time

Level 1 -10 min. max

Level 2 – 20 min. max

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 3 to 20 students for one leader. With bigger amount of students you should split them in two or more groups.



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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 rules.
- The leader can stop the exercise when the pauses are too long, when students lose their attention or when the students lose the story line.
- 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 try to hear each other and react. And that it is no one's guilt if they don't manage to finish it.

Setting

No particular setting needed.

Equipment Needed

No particular equipment needed

Safety

- 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 should not feel tension or discomfort during the work in class. If this situation appears, the leader should have some extra short exercises prepared, in order to relax the students and foster their creativity.

Possible Mistakes

- During the first level, the students can't manage to go forward with the storyline. In this case, the leader should not prompt. It would be better just to say the fact for the students and let them figure it out by themselves.
- Too long, uncontrolled pauses among words.
- Too long focusing on not important things. For example: in Level 2 if the group can't agree on common signs to mark the punctuation, the leader should suggest one.
- More than one student speaking at the same time.
- The students can get confused, forget their letters. No one should blame them. The exercise should be held over from the finish point.
- If the students approve, the leader should not forget to compliment them.
- Forgetting the main aim of the exercise.
- The emotions which the student felt during the exercise must be discussed after it, but not during the exercise.
- Chaotic discussions after the exercise. The leader should moderate them so that everyone should be able to speak freely and be heard.

Final Debriefing

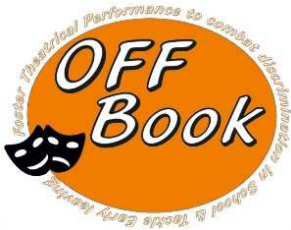
When the students complete the exercise, possible questions might be:

- How did you feel during the exercise?



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- Did you find anything new in yourself/ partner/ group?
- What were the difficult parts in this exercise?
- Can you name some positive 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?