



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

DESCRIPTIVE TAB N° 1

PRIMITIVE RITUAL

General Purpose

The general purpose of this theatrical laboratory activity is:

- Ensure comfort within group
- Encourage acceptance among students, diversity and otherness.

Challenges To Be Addressed

Students get rid of their fear of being excluded because of different views, different interests, different opinions; students themselves will tackle bullying, exclusion, lack of communication or lack of empathy. This exercise encourages students to speak about their hobbies, about what they like to do.

This exercise is meant for the time when the group start working together and students need to communicate with each other, to get to know each other, to adjust to each other's needs; to accept each other through sharing details about themselves.

Aims to Be Achieved

The main aims are to get at ease with each other, to get to know each other, to accept each other's interest.

Other aims:

- To become aware of one's physical presence;
- To acquire non-judgmental expression;
- To get internal healing;
- To get used to introspecting.

Exercise Procedure – Students' Role

Up to 12 students describe their hobbies and mime the movement in an attempt to share their interest with the other students in the group. The exercise can be used as a warming up activity or at the beginning of a session when pupils do not know each or even when they haven't had time to get to know each other.

Step 1:

The teacher explains the exercise and gives an example to make it clear for all pupils in the group about what they have to do.

Step 2:

Students – in turn – will state their hobby and demonstrate how it's done:

Student 1: My name is And I'm..... (age). I like to swim/ I like to run/ I like to ride the bicycle/ I like to dance/ I like to paint/ I like to eat/ I like to play football etc. It goes like this: The pupil mimes / demonstrates how to swim.

The next student mimes his/her favorite activity and so on.



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Time
20 minutes

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

Group Size
12 students

The Leader's Role
<p>The leader has to set the setting and to ease the atmosphere encouraging the shy students to share their hobbies.</p> <p>The leader has to explain the procedure of the exercise so that everyone understands.</p> <p>The leader must highlight that hobbies are good for the development of the students.</p> <p>The leader will first demonstrate the miming of a hobby and will assist students in their demonstration, if his/her assistance is needed.</p> <p>The leader makes sure the other students receive the message of their peers open-mindedly.</p>

Setting
<p>Outdoors on the grass/ flat surface</p> <p>Indoors in a quasi empty room</p>

Equipment Needed
<p>The teacher frees the surface from dangerous objects; students' clothes and shoes are comfortably enough for their movements.</p>

Safety
<p>The teacher makes sure that everybody waits for his/her turn and describes the hobby he/she has.</p> <p>The teacher makes sure the objective of the exercise is fulfilled.</p>

Possible Mistakes
<p>There may be certain mistakes on how to act the miming of the hobby our students want to express. The teacher is there to help. Irony when making mistakes will be totally discouraged, as it can have the opposite effect than the aims of the activity.</p> <p>If there are students whose hobby is too abstract to be mimed, teacher asks them to mime their second choice hobby.</p>

Final Debriefing



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In the final debriefing, students remember what they've found out about their peers; the more they remember, the more sensible they become towards the others. Questions will be asked:

- Have you learnt that your peers' hobbies are similar to your own or complementary?
- Would you try somebody else's hobby?
- Were your mates interested in your miming of your hobby?



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