

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

## DESCRIPTIVE TAB N° 11

### THE GUIDE

#### General Purpose

- Develop and strengthen the trust factor in students
- Encourage trust among the group

#### Challenges to be Addressed

- Students' misbehaviours such as disruptive talking, chronic avoidance of work, clowning, interfering with teaching activities, harassing classmates.
- Leaders usually reported that these disturbing behaviours in the classroom are intolerable and stress-provoking, and they had to spend a great deal of time and energy to manage the classroom. This is the situation in which an OFF-Book Theatre Lab should help. We suggest planning the Off-book Theatre Lab at the beginning of the year in order to prevent the dysfunctional behaviour.

#### Aims to Be Achieved

- The main aim is effective listening, concentration raising, enhancing empathy
- Increase the effectiveness of teaching and also improve the learning of the student and his/her classmates.

#### Exercise Procedure – The Students' Role

Working in pairs in absolute silence.

Each pair should have one student who has the blindfold and one who doesn't.

Depending on the level and intensity of the activity, you can let the path be regular or add obstacles.

The student who is not blindfolded has to guide his partner carefully through a path or around the area in a safe way.

##### Variation

- The student leaded can walk with his/her eyes closed instead of being blindfolded.

Making steps:

- Step 1: Regular exercises in an empty area
- Step 2: Student 1 makes noises as signals to lead student 2
- Step 3: Student 1 changes signals to lead student 2

It's possible to change some furniture in the area in order to create more of an obstacle course.

#### Time

20 minutes a turn



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

Group Size
From 10 to 20 people for two leaders.

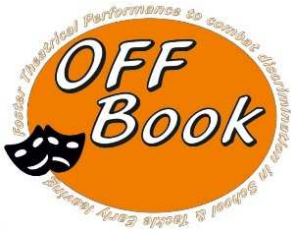
The Leader's Role
<ul style="list-style-type: none"> <li>• The leader has to ensure a safe atmosphere and environment.</li> <li>• The leader tells the correct procedure and checks if it's clear.</li> <li>• The leader chooses which of the variations described has to be performed.</li> <li>• The leader chooses how many steps have to be performed depending on the level of the challenge desired.</li> </ul>

Setting
<ul style="list-style-type: none"> <li>• Outdoor on grass</li> <li>• Indoor in an empty room</li> <li>• Outdoor or indoor creating an obstacle course depending on the level of the challenge desired.</li> </ul>

Equipment Needed
<ul style="list-style-type: none"> <li>• Blindfolds</li> <li>• Comfortable clothing and comfortable shoes</li> </ul> <p>Variation:</p> <ul style="list-style-type: none"> <li>• Music</li> <li>• Furniture</li> </ul>

Safety
<ul style="list-style-type: none"> <li>• The leaders make clear the surface from dangerous objects</li> <li>• The leaders ensure that the students keep the level of concentration</li> </ul>

Possible Mistakes
<p><b>Lack of knowledge and preparation.</b> The activity to be done needs some equipment and space ready. The students' concentration even increases if we reduce the wasting of time on setting preparation.</p> <p><b>Talking too much and doing too much.</b> The students have to do the activity according to their feelings. If the leaders talk too much about what it should happen it would represent a real obstacle to the experiential learning.</p>



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**Underestimating the students.** Students can do it in a proper and safe way if the leaders give them all the tools and the briefing they need. And the leaders must support them during the process, from the beginning to the end.

**Making a course so easy that almost no learning takes place.** The experience must be challenging for the students, otherwise they cannot see the learning behind the problem-solving and the attitude they need to learn to overcome obstacles.

### Final Debriefing

- What do you think is the purpose of this team building activity?
- What was it like to be the guide, responsible for the safety of your teammates?
- Did you have any difficulty trusting your partner while being blindfolded?
- Why or why not?
- Why is trust in your teammates important?
- How did it feel when you and your teammates successfully trusted each other to accomplish something challenging?



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