



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

## DESCRIPTIVE TAB N° 10

### THE STICK

#### General Purpose

- Develop and strengthen the group.
- Encourage trust among the participants.
- Develop and strengthen non-verbal communication in the group.
- Develop the sense of being part of a team with other person or part of the group.

#### Challenges to be Addressed

- 1) The students have to cope with:
  - Maltreatment.
  - Possible neglect.
  - Bullying and discrimination issues in the group.
  - Feeling uncomfortable to make decisions and take action.
  - Keep the level of concentration high.
- 2) Appropriate situations in which the exercise could be useful:
  - If the class can't manage work as a group.
  - If it is hard for them to have a dialogue, work with a partner.
  - If it is hard for the students to keep their level of concentration high for a longer time.
  - If the group have difficulties to make decisions and take actions to achieve a common result.
- 3) The best school year time:
  - Secondary school (students aged from 13 years old)

#### Aims to Be Achieved

The main aim is:

- To facilitate dialogue and practise how to work with a partner.
- To understand the importance of the human action and the after-effect on the others.
- To teach how to predict the group mates' future actions and work together to achieve a common purpose.
- To enhance empathy.

#### Exercise Procedure – The Students' Role

##### Level 1.

Working in pairs in absolute silence. (If the students' number is uneven, one group has 3 members).

The students find their space in the room and stand facing each other.

Each pair of students gets one stick. If the group has 3 members, we use 2 sticks.

The stick represents human connections and influence.

It is built between the students by the leader. Each end of the stick touches a different student. The stick can't touch the ground.

The students' task is to move the stick between them and not to lose it.



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Reflection after exercise or sharing experience is needed. During the exercise, the students may talk only when they are asked by the leader.

**Level 2.**

During level 2 of the exercise, the leader puts extra sticks between students.

The sticks have to join different points of the students' body.

Level 3 is held like level 2.

**Level 3.**

The leader can join different groups by building a connection with an extra stick.

Time
30 – 45 minutes

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

Group Size
From 2 to 16 people for one leader. From 16 to 32 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 explains the correct procedure and checks if it's clear.</li> <li>• The leader chooses which variation described has to be performed.</li> <li>• The leader has to supervise that the students would not break the rule.</li> <li>• The leader has to count the time (out loud or in their mind) if it is needed.</li> <li>• The leader has to put sticks between students so that they call away effective mise-en-scene. It should help students feel and imagine the story/situation in which this human connection can take place.</li> <li>• The leader has moderate discussions after or during the exercise.</li> <li>• If the students are disappointed, the leader has to remind them that that it is a difficult exercise and that the point is not to complete it, but try to understand each other. The aim is to teach the students to notice the influence other people have on them and to facilitate connections between people. The leader has to explain that it is no one's guilt if they don't manage to finish it.</li> </ul>

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

Equipment Needed
<ul style="list-style-type: none"> <li>• Comfortable clothing and comfortable shoes.</li> </ul>



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- Different length sticks with a diameter around 1 centimeter. Amount depends on group size and chosen exercise variation (2 students need maximum 7 sticks).

### Safety

- The leader ensures that the students concentrate.
- The leader has to be always aware of the atmosphere in the group.
- The leader has to try to prevent conflicts among students.
- The leader makes the surface clear from dangerous objects.
- The leader has to make sure that the sticks that are given to students are safe to use.
- The leader should take a look at the students' clothes, accessories and hair. Ask students to remove any possibly dangerous details or to do one's hair.
- The leader supervises students all the time during the exercise. He can interrupt or announce the end of the exercise if he sees dangerous position situations in which the student(s) can be injured.

### Possible Mistakes

- Starting the exercise without warming up the muscles.
- 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.
- The leader create meaningless mise-en-scene.
- If students are asked how they feel during the exercise, they might lose concentration. The leader has to be aware of that and to manage conversation so that it would not disturb the others.
- If the students are approving, the leader should not forget to compliment them.
- The leader should not rush participants, the result will come slowly.
- Chaotic discussions after the exercise. The leader should moderate them so that everyone should be able to speak freely and be heard.

### Final Debriefing

Reflection after the exercise or sharing the experience is needed. During the exercise the students may talk only when they are asked by the leader.

Possible questions:

- Can you express how you felt in different situations?
- Did you feel more like master or servant?
- Did this status change or did you try to change it? How?
- Did you find anything new in yourself/ partner/ group?
- What were the difficult, easy, interesting parts of this exercise?
- Do you see where you can use the experience gained while trying to accomplish the task?



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