

# Shepherd game

## Teacher's guide

Group building or Looking for oppressions or Building a forum theatre embryo or Cleaning the embryo or Performing

### Pedagogical objectives

- To develop leader skills.
- To experience the responsibility of a leader.
- To experience control and being controlled by someone.
- How to help and take care of people.

### Pedagogical skills

- The teacher should say that the sheeps have to move very slowly.
- The teacher should say that the shepherds has to touch and shepherd the sheeps carefully (without any aggression).

### Materials

- None

### Evaluation

- 1 Ask the shepherds how they felt during the activity.

And why did they feel that?

What was the most critical moment?

Why?

# Shepherd game

## Instructions



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### Instructions:

- **Make small groups (4-5 people).**  
Every group has a leader (**a shepherd**).  
The others are sheep (but you stand up during the game, you don't have to do it on hands and knees).

- When I say

**"Start"**

the sheep start to escape very slowly but in the same time. So the **shepherd** has to capture all of them and take them back to the start position. Talking is not allowed.



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### Pedagogical objectives

To change the atmosphere in order to create a good team work environment.  
To start the team building and to relax the participants.

### Pedagogical skills

To be aware of the mood of participants.  
To relax the group when tense.  
If the group is tense we recommend for instance this game, **HOME**.

### Materials

No needs for any material other than a big empty room where the participants can play.

### Evaluation

- 1 To see if your participants laugh, if they have fun with the proposed activity.
- 2 To see if there's a lot of movement and commitment with the game.
- 3 When the game ends, you should find **a different, more relaxed atmosphere.**

# Home

## Instructions



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### Instructions

- Make a big circle
- Divide groups of three people, standing in the circle. One person, however, doesn't form part of any group. If it's not possible to make groups of 3, there can be one or two people without a home.
- In each of the groups of three, two people will put their arms in the air joining their hands to form the shape of a little "home". They play the role of a **"home"**.
- The 3rd participant crouches under the "house" and his role is to be the **"inhabitant"**
- The one person without a team, takes place in the middle of the "village" (circle), he is an **inhabitant** without a house, and plays the role of the **"outsider"**. He/she will be the one that gives the following instructions (If there are more than one **"outsiders"** without a home, the teacher can take the role of instructor).
- He/she can choose between saying:
 

**"Inhabitant"**
- And in that case all the people who have the role of **"inhabitant"** must leave their **"homes"** and run to find another one. The person without a team takes advantage of this movement and tries to quickly find a **"home"** and somebody else will take his place on the circle.
- **"Home"**: and in that case all the people who have the role of **"homes"** must split up and rebuild a **"home"** with someone else above a different inhabitant. The person without a team (**outsider**) takes advantage of this movement and tries to quickly build a "house" and somebody else will take his place on the circle.
- **"Storm"**: in this case everyone has to change/switch positions, the "inhabitants" and the **"homes"** must go to rebuild in some new place, where again, the outsider takes the chance of trying to become a participant (here he can choose whether he takes the role of **"home"** or **"inhabitant"**)
- This game can last as long as needed.



Fotel La Xixa Teatre CHI Let's Play Together (La xixa)  
<http://youtu.be/mJARlJorA3w>

# The blind 8

## Teacher's guide



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### Pedagogical objectives

- To unify the group.
- To create a climate of trust and goodwill.

### Pedagogical skills

Highlight the challenge of the exercise, the important thing is to live the experience. To be very strict on the frame, so that nobody gets hurt. Not hesitate to stop the exercise if necessary and take the time to explain the rules again, so every participant feels confident. The real goal to achieve in this exercise is not to succeed and **actually make an 8**.

### Materials

- A big room.  
Make sure that it's empty and that there are no obstacles that might be dangerous for the participants.

### Evaluation

- 1 All the participants could overcome the fear and dare to close their eyes the proposed way.
- 2 Each participant must feel valued/valorised, even be congratulated, to discover what he/she did well; e.g. **The participant was able to keep his eyes closed although he was very afraid; one participant went very quickly; the rest of the participants applaud after each pass, etc.**

# The blind 8

## Instructions



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### Instructions

- Two of the participants to stand one behind the other in the centre of the room separated for 1.50 meters from each other. They are the pillars where the slalom (to form an 8 around them) will take place.
- One person of the group has to step out and will play **“the blind one”** by closing his/her eyes.
- The rest of the participants will form a big circle around to ensure the safety of the participant who is going to be **“blind”**. They must remain silent not to disturb the one who has his eyes closed.
- Facing the **“pillars”** the first person looks the road and then closes his eyes; whenever he feels ready to go he can start. He will also decide when he has finished.
- I ask the participant to stop when he feels that he has attempt the starting point and only then he can open his eyes.
- This first part of the exercise ends when all the participants had the experience.

### Variants

Do again the exercise but this time to do it in pair while holding hands (or with the arms around each other).

They have to go together through the path without talking, in complete silence. If they disagree, in directions for example, they have to work it out because they must arrive together to the end. This is a good way for them to work on: trust, cooperation and how to negotiate and work with others.

As a last step, if the room is big enough ask to all the participants to try to do the way all together (except for the participants standing as pillars) in silence, to go through the path as a unite group, been very close one to another, they must be in contact touching each other's shoulders with their hands of the person they have in front or next to themselves.

They are all blinded and they try to do an 8 around the **“pillars”**.

The facilitator is there to ensure the security of the group. If the group is facing a wall the facilitator lets them know by touching their shoulder.





# Interview with role exchange

## Teacher's guide



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### Pedagogical objectives

- Increasing empathy
- Improving the 'taking on' role, that is the skill to embody a character and being able to play the Forum in a correct way.

### Pedagogical skills

- Teacher should create a safe atmosphere where shame is minimized, by reinforcing fun and no-evaluation/judgment.
- The teacher will lead the exercise and should focus on time and feel when it is time to stop the phase and go the next one. The first phase is to make the interview and the second to introduce the interviewed person (see exercise explanation).

### Materials

A comfortable room to work, where do not being disturbed or disturbing other rooms beside.

### Evaluation

After the exercise the teacher can ask the participants to comment the exercise and how they were able to identify their partner.

Some questions could be:

- 1 How did you feel about taking on the other's role?
- 2 Did the person playing you identify the main points of your story?
- 3 How was the experience of being reflected in the other's narration?
- 4 Did the interviewer tell something unexpected or new or clearer to him/her than you?

If the exercise worked, participants would have been able to introduce the other person carefully (or correctly).

# Interview with role exchange

## Instructions



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### Instructions:

The group will be divided in pairs:

one is **person A** and one is **person B**.

Every pair works at the same time, in different places in the room.

**Person A** has about 3 minutes to interview **person B** about his/her life.

The objective is to get to know the other person. **Person B** answers honestly or does not give any answer by saying:

"I don't want  
to answer to this  
question"

Then the teacher asks all people of group A to come to the center of the room and helps them to take on the others' identity, based on partner **B's** answers.

**Person A** goes back to his partner and starts to introduce him/herself as if he/she was **person B**:

"Hello, my name is..."  
"I studied..."  
"I like..."

When **person A** does not have any other idea regarding his presentation, **person B**: can ask some questions.

**Person A** has to improvise a consistent answer.

Finally, every pair shares the emotions and facts that happened during the exercise.

After the first turn the roles are swapped and the cycle re-starts.





# Name and gesture

## Teacher's guide



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### Pedagogical objectives:

- To introduce oneself to the group.
- To learn the members' name.
- Observation skill and memory.
- Creativity.

### Materials

- None

<http://youtu.be/tDSKSeZMZeY>



### Pedagogical skills:

The teacher should create a relaxed atmosphere where shame is minimized, by reinforcing fun and no-evaluation/judgement.

*Diversity creates a group (Poland) (Stop Klatka)*  
<http://youtu.be/tDSKSeZMZeY>



### Evaluation:

- 1 The teacher can observe whether the participants remember the others' names, if they make spontaneous and original gestures, as opposed to simple gestures or imitations of their peers'.

# Name and gesture

## Instructions



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### Instructions:

Make a circle:

**In the  
1st  
round**

You will  
just say  
your own name,  
one by one,  
and the rest will repeat  
your name

Every participant  
is going  
to say his/her own  
name again  
and he/she will  
add a gesture with  
the name

**In the  
2nd  
round**

The rest  
of the group  
is going to repeat  
the name  
and copy the gesture  
at the same time



# Make an "A"

## Teacher's guide

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### Pedagogical objectives:

- To make the group work together for a common goal.
- To be aware of attitudes of students in a group process.
- To set a creative ambiance in the group.
- To relax the atmosphere.
- To improve the capacity of the students for reflection in their own and others behaviours.

### Materials

- None.

<http://youtu.be/oRzjRwlj6PQ>

### Pedagogical skills:

- To encourage the students' self-reflection.
- It's important to remember the instructions:
  - ▶ No talking and no imposing of actions. That will help students to realize their own limits in their proposals to the group and the proposals of the others.

*FOTEL ITALY CHI Early School Leaving in Italy (Giolli)*  
<http://youtu.be/oRzjRwlj6PQ>



### Evaluation:

- 1 Identify the different attitudes of the students in the group: active, proposing, following the group, not caring, passive etc.
- 2 Question if all figures were complete.
- 3 Some key questions can be posed after the reflection in group:
  - “What happened when you proposed some action to the group and the group didn't understand you or didn't follow you?”
  - “What has changed the fact that it was not possible to talk?”
  - “Does this happens to us in our ordinary life?”

# Make an "A"

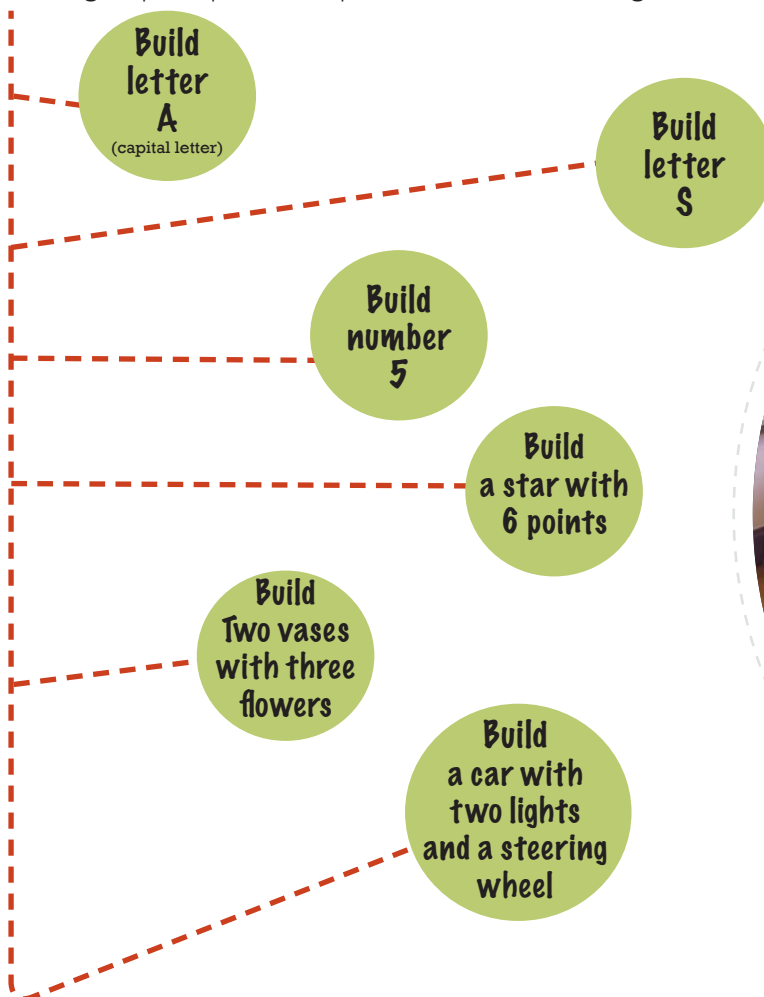
## Instructions



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### Instructions:

- **Make groups of 5.**
- From now on it's not possible to talk or to impose some action physically to someone else.
- I will say different figures and you have to build it, with your bodies, as a group. We will know that the figure is done when everybody in the group keeps his/her position without moving.



Fotel Paris EP.I: Let's play Together ( Elan)  
[http://youtu.be/\\_bsurpQ8EyY](http://youtu.be/_bsurpQ8EyY)

# Blind Hands

## Teacher's guide



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### Pedagogical objectives:

- To build confidence in the group.
- To reduce the physical barriers between students.
- To demechanize the sense of touch. (Our senses are mechanized by our everyday life, repeating the way we use our senses. The exercise is an opportunity to use our senses, as touch, in new ways than from ordinary life).
- To create a relaxed atmosphere.

### Pedagogical skills:

- Be especially attentive to the speed of the movements of the students. The slower, the safer for the group.
- Encourage the students to self-reflection.
- Give enough time to the students to get used to walking with their eyes closed.
- If necessary, one or two people can be outside the game to take care of the others that are pretending to be blind.
- Make remarks about the fact that they can only use their hands, not others parts of the body.  
This is important to create a safe space for those who have limits in their physical approaches to others.

### Materials

- Blindfolds (optional).

### Evaluation:

- 1 Different attitudes of the students in the group: their speed of walking, time to really get to know the others' hands.
- 2 Capacity of the students to describe what they feel with their eyes closed and touching other's body.
- 3 Capacity of the students to describe the experience:  
How did they feel with eyes closed?  
How can they describe other's hands? (Temperature, texture, size etc.)
- 4 Everybody has found their partner.
- 5 Capacity of the students of self-reflection and on reflecting others' behaviours.



# Blind Hands

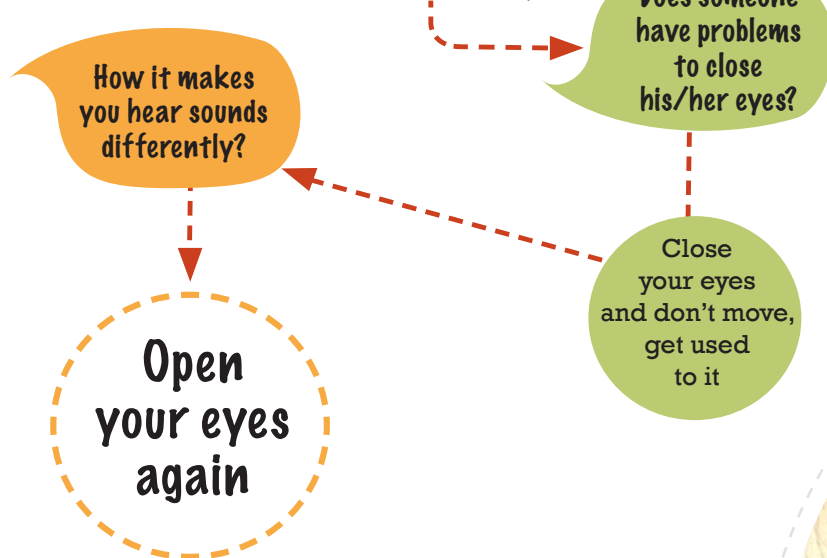
## Instructions



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### Instructions:

- We will make an exercise with closed eyes.



- Now you will **close your eyes** and when I say so, you will start to walk around, **very slowly**, so everybody will be safe. If you need, you can use your arms to protect your chest.
- Start walking, slowly trying not to step into or get in contact with the others. **(3 minutes)**.
- Now find yourselves a partner; and only notice his/her hands. Try to learn how these hands are, find the small details in the others hands and let your hands be touched. **(2 minutes)**.
- Now leave these hands and go to recognize others people's hands as much as possible. **(5 minutes)**
- Now that you have recognized a lot of hands go find the first ones you touched, if you think you have found them stay with the partner.
- When everybody has found their partner, **you can open your eyes**.



# Spider web

## Teacher's guide



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### Pedagogical objectives:

- To raise:
  - ▶ Cooperation in group.
  - ▶ Confidence in each other.
- To remark the differences in group and learn to appreciate them for raising creativity in the group.

### Pedagogical skills:

- Ask questions – let participants find the solution by themselves
- Appreciate their effort (especially when they lose), give them the courage to continue, to explore another possibility (ask them what worked last time, help them to come to the conclusion – moderate discussion).
- Help the group to appreciate each person and his/her capacities or role in the group.

### Materials

- A rope which is put up as a “**spider web**” (with bigger and smaller spaces) between two trees or two poles in the gymnasium or two other objects that are vertical.
- A bell (attached to the rope) – see the photo in part of instructions.

### Evaluation:

- 1 Did everyone succeed to pass by the “**spider web**”?  
If not – **why?**
- 2 Did everyone **try to pass**?

# Spider web

## Instructions



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### Instructions

- This is a “**spider web**”.
- Your objective as a group is to get to another side of the spider web without touching the web.
- If you touch it, the bell will ring and then you all have to start again from the beginning.
- Each space in the spider web could be used only once.
- Be creative to use your potential and to help each other to pass.



### Variation

If the group is bigger,  
each space in the  
spider web could be used twice



# Improvisations in circle

## Teacher's guide



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### Pedagogical objectives:

- To increase/encourage creativity.
- To react on what another person proposes.
- To see what a different association we can have with the same word, to appreciate diversity.
- To gain (first) experiences of playing a role.
- To build trust in the group.

### Materials

- None.

### Pedagogical skills:

- **Be open to all ideas** the participants come up with, accept them
- **It's better to start with short improvisations** (less than 1 minute) – to let participants (just) make an idea, without deeply exploring (if they have no idea how to continue the improvisation, they could feel uncomfortable, start to watch the other improvisations and give them stress too)
- **It's a low focus exercise** – each pair improvises in the same time, without watching the others. It's important to do this kind of exercise before we start some high focus exercises (when everyone will watch what a participant is doing).
- **Take care that no one is judging someone else** – if someone is e.g. laughing with another person, emphasize that each has another experience, sees the word in different way, and therefore has different ideas for each character. Teach them to embrace this fact as a riches of diversity.

### Evaluation:

- 1 Were they all involved in the improvisation?
- 2 Are they using e.g. voice modulation, body movement, mimics?
- 3 Did some of them listen to or watch the others more than this/her partner?

# Improvisations in circle

## Instructions



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### Instructions

- **Make pairs.**
- Stand in two circles – one in the middle of another.  
Be careful to have your partner in front of you.
- The inner circle will receive a role, the circle on the outside – another one. In each pair, the role and relationship will be the same.
- When I clap my hand, please show the relationship between these roles.



- Show the relation without talking.  
Now, when I clap my hand one more time, you start to talk.
- **(clap) Stop.** Say thank you to your partner.  
Everyone in the outer circle turns left and goes to the next person.  
Say **hello** to your new partner.  
Now everyone in the inner circle became... (you continue with another idea).
- Other ideas for improvisation in pairs: driver and policeman, old lady and young man, princess and knight, student and professor,...

### Variation

You can use some objects  
(e.g. a pencil, a hat, a cup, a watch...)  
– first, let them take one randomly  
and then use it during the improvisation  
(justify why this character has this object)

