

# Europe in Perspective

Transnational Training on  
Diversity in Cultural Learning

## Training Programme

### Getting to know Europe and each other better

Day **1**

#### 1 Stop, go and getting to know

##### Warm Up Exercise

75 min

##### Useful for:

Physically and mentally warming up and getting to know each other. Ensuring that participants are present in the room, and engaging intellectually, emotionally, socially and physically.

##### Resources needed:

None

##### Room layout:

Large open space, with all tables and chair pushed out of the way. Plenty of room for participants to walk around.

##### What happens?

The facilitator asks participants to move around the space. Participants should make eye contact with each other as they move around the room acknowledging each other by nodding and smiling.

The facilitator then tells participants that when he or she says stop they should stop and when he or she says go they should start to move around the room again. This is tried a few times. Then the facilitator says that when he or she says 'touch the floor', they should stop, crouch down and touch the floor and when he or she says 'reach for the sky', they should stop and reach up as high as they can. This is tried a few times. The facilitator then says that when he or she says stop, go, touch the ground or reach for the sky, everyone should do the opposite, e.g. they stop when told to go and go when told to stop. This is tried a few times. The

facilitator then says that when he or she says 'group 3', 'group 4' or 'group 5' they should form themselves quickly into groups of 3, 4 or 5 sharing their names first and then something about themselves. There should be 3 rounds and people should try to get into different groups at each round. They only have a few minutes each round so the pace of the exercise needs to be quick. Each time they get into a group together the facilitator gives them a specific theme to discuss. These three themes could be:

Round 1 – the thing you are most passionate about

Round 2 – one strength you would bring to the role of teacher, or artist in school

Round 3 – your earliest memory

After the three rounds everyone gets into one big circle. One by one, each participant must step into the middle and say their name but nothing more. Then the rest of the participants share what they learnt about the person from the group discussions. After a few things have been said about the person, they step back into the circle and the next person has a turn. This continues until everyone in the group has had a turn.

**Note for facilitators:**

The facilitator should ensure that the activity moves along at a good pace. However, during the small group discussions the facilitator should ensure that everyone has the chance to say something about themselves. When everyone is in the big circle, the facilitator should ensure that people in the circle do remember what they were told, and this usually means leaving some silence while people try to remember and get into the habit of speaking.

At the end the facilitator should lead a reflection: How did it feel to stand in the middle? How did it feel in the group? Was it hard at the end to remember what people said? Why?

The facilitator should highlight in the final reflection that the activity is designed to stimulate participants physically, socially, emotionally and intellectually, and that it is when participants (and pupils!) are physically, socially, emotionally and intellectually engaged that they are 100% present. This improves confidence, increases well-being and leads to high performance. The process of stepping into the circle and saying their name also encourages participants to commit to being present and engaged in the workshop. The presence of a pupil in your classroom is no guarantee that they have committed themselves to engaging with learning. Activities such as this one do get people to commit.

»Give participants enough time and don't hurry. Remember it is the first day and they have so much information to collect. However, also don't give too much time or else they will lose interest. (Gregor Ruttner, BiondekBühne, Austria)

In the second part of the activity in particular, when participants are asked to perform the opposite of what they hear, e.g, to GO when they hear "STOP", it is important for the facilitator to keep mixing the order of commands and not to keep a fixed pattern of "STOP, GO, TOUCH THE GROUND, REACH FOR THE SKY"«

Jenny Karaviti, TENet-Gr, Greece

»The exercise can be emotionally challenging for some participants. As the facilitator you must ensure their sense of security.«

Piotr Idziak, MIK, Poland



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