

# Europe in Perspective

Transnational Training on  
Diversity in Cultural Learning

## Training Programme

### Getting to know Europe and each other better

Day **1**

4 **1-2-3**

#### **Warm Up Exercise**

20 min

#### **Useful for**

Focus and concentration, working in pairs, being disciplined and persistent, testing inhibitory control (one of the executive functions of the brain)

#### **Resources needed**

none

#### **Room layout:**

Open space with chairs and tables pushed back

#### **What happens?**

People work in pairs, standing up and facing each other.

Person A says the number 1

Person B says 2

Person A says 3

Person B says 1 etc, etc

And they repeat this over and over till they can do it fluently

Then replace the number 2 with a finger snap so:

Person A says 1

Person B snaps their fingers

Person A says 3

Person B says 1 etc, etc

and they repeat this over and over

Then they replace 3 with a stamp of their foot:

Person A says 1

Person B snaps their fingers

Person A stamps their foot

Person B says 1 etc etc

They repeat this over and over.

Finally they replace 1 with throwing their arms out and saying 'Woo'.

Person A throws their arms out and says 'Woo' loudly

Person B snaps their fingers

Person A stamps their foot

Person B throws their arms out and says 'Woo' loudly etc.

Repeat over and over.

In the reflection, participants should be asked to consider:

- Why is this exercise so difficult? On your own it is easy to get into a rhythm of 1,2,3. So why is it so hard when you have to share the sequence with others?
- Was it more difficult when you were using just words, just movements, or a combination of both?
- Was it possible to get into a rhythm or is the activity naturally arrhythmic?

### **Note to Facilitators:**

Additional details on the executive functions of the brain: The exercise is difficult because you have to stop yourself doing things. This requires inhibitory control, one of the three main types of executive function, the other two being working memory and flexibility of mind. Executive functions underpin your learning. Further information will be given in a presentation after the exercise.

»I just loved that one! We come together, all academically educated people and struggle extremely to coordinate our movements. Some things are not as obvious as they seem to be.«

Gerda Maiwald, Bundesakademie für Kulturelle Bildung Wolfenbüttel, Germany

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Contact: [info@bkj.de](mailto:info@bkj.de)

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