SOUND ENVIRONMENT WITH INSTRUMENTS

Élményakadémia





PURPOSE

- connect to our inner creativity
- practicing curiosity
- practicing of being a child and awakening sensual awareness

MATERIALS

- collection of instruments - drums, rattle, whistle, flute, bell - that are simple to use
- collection of everyday objects: scissors, papers, plastic bags, mugs, cutlery, pegs, markers, bottles with water etc.
- blind folds - each duo will get one
- sleeping mats or pillows to sit on

PREPARATION

• find a suitable place inside or outside where you can have a cavalcade of sounds and it's not disturbing • place the instruments and "non-instruments" in the middle of the room/place where you are going to work • put the sleeping mats or pillows around; make sure each pillow is a good 2-3 meters distance from the other ones

INTRO

Connecting to a mental state which is easiest to describe as our "Inner Child" opens the door to curiosity, creativity, joy and inspiration. This simple activity - discovering sounds through instruments - supports entering into this state. In our everyday rush, it is worth being able to step in and out of different mental states in order to refresh ourselves and be able to switch amongst them. This can strengthen our mental health and raise awareness of our internal movements and the possibility of refreshment.

SHOWER OF SOUNDS

STEPS

After you arranged the room/field where you are working:/ **1.** Ask your participants to find a pair **2.** In the pairs, one of them will be the "Creator/Player" and the other one will be the "Supporter". **3.** Each of you will have 8-8 minutes to be in the roles. **4.** The "Creator/Player" will sit down comfortably and will get a blindfold. **5.** The task of the "Supporter" is to continuously provide tools/objects (instruments/non-instruments) in the hand of the Player in order to be able to experiment with sounds. **6.** When the first round starts, the Supporter selects random objects from the middle of the circle and puts them into the hand of the Player, waits a bit (30 seconds) and gives another object into their hands and so on.... The "used" objects have to be placed back into the circle so other duos can use it as well. **7.** The Supporter has to take care of the experience of the Player - provide objects in a good rhythm. For some objects it's obvious how to make sounds with them (drums), for some it's not (scissors). It is important that there is no verbal communication happening. For example, the Supporter doesn't describe the object and doesn't help how to make a sound with it. This is the "task" of the Player. **8.** If the first round is over, they switch roles and the second round starts. **9.** The reflection circle starts after everyone was in each role.

REFLECTION

- How was it to be a Player? How was it to be a Supporter?
- How did you feel during the experience?
- How does the mental state which you reach during the Player role support your mental well being?

COMMENTS

When facilitating this activity, it is essential to make sure if it is comfortable for everyone to sit blind folded. If not, you can offer different options: eyes closed without a blindfold or eyes open.

If the participants have a great experience with the experimentation, you can continue the activity with a group jam. This means everyone sits in a circle blind folded, with one chosen instrument in hand (it can be their own voice too, if they wish) and you start a "jam" for 15 minutes - aca playing the instruments together. You can brief participants beforehand to listen to how harmony and chaos changes and how the two interact with each other (one is not without the other) - thus not to be afraid when everything seems chaotic, this is how harmony can be born.

You can reflect on the jam session in a very rich way - asking about connections to each other and parallelly to themselves, following-leading themes can easily appear also.

PICTURE FLOW

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N° of pax
20-30

indoors

team building

60 mins

MATERIALS

• ZOOM cards - printed and laminated
• Zoom and/or Re-Zoom books by Istvan Banyai. (This book is shipped intact. To create the game, the pages of the book need to be separated into one page sheets, trimmed, and then can be laminated or placed in clear plastic sleeves) *Find the books online, for example Amazon - (cca. 10 euros) - Banyai, I. (1995). Zoom New York: Viking / Penguin. Banyai, I. (1998). Re-Zoom New York: Viking / Penguin.*
• Re-Zoom needs more advanced skills than Zoom. The collection of pictures requires more effort to sort them out.

PURPOSE

• practicing communication and listening
• decision making - leadership
• stress management

PREPARATION

• To create the game from the book, separate the picture pages of the book into one page sheets and laminate or place them in clear plastic sleeves to protect them from prolonged usage. • Make a circle of chairs - placed 1 meters from each other - with one chair for each participant

INTRO

This engaging group activity helps develop communication skills, perspective, and problem-solving skills. This game is based on the intriguing, wordless picture books „Zoom" and „Re-Zoom" by Istvan Banyai which consist of cca. 30 sequential „pictures within pictures." The Zoom narrative moves from a rooster to a ship to a city street to a desert island and outer space. Zoom has been published in 18 countries. The Re-Zoom narrative moves from an Egyptian hieroglyphic to a film set to an elephant ride to a billboard to a train. To create the game from the book, separate the picture pages of the book into one page sheets and laminate or place them in clear plastic sleeves to protect them from prolonged usage.

A group tries to create a unified story from a set of sequential pictures. The pictures are randomly ordered and handed out. Each person has a picture but cannot show it to the others. The activity requires patience, communication, and perspective taking in order to recreate the story's sequence.

PICTURE FLOW

STEPS

Frontload the activity with highlights of some learning goals you believe they should practice (communication, leadership, decision making etc.). You can give a time frame to complete the activity - 30-40 minutes. It is important not to call the activity "Zoom" because you give a strong hint for the solution - you might call it Picture flow or River. /
1. Hand out one picture per person (make sure a random sequence is used). You can place the picture in front of their chairs on the floor - with the picture facing downwards. **2.** Explain that participants may only look at their own pictures and must keep their pictures hidden from others. Depending on the challenge level you want to facilitate, you can give the group two times 1 minute to study the pictures. The first one minute can be used right at the beginning when the time limit starts. The second 1 minute is up to them when they want to use it within the time frame of the activity. They just need to decide it as a group and they have to inform you when the second 1 minute is applied. **3.** Encourage participants to study their picture, since it contains important information to help solve a problem. The challenge is for the group to put the pictures in the correct order sequence without looking at one another's pictures. **4.** The last action of the group is when they place the pictures still facing downwards on the floor in the middle of the circle in the sequence they worked out together. **5.** When the group believes they have all the pictures in order, the pictures can be turned over for everyone to see. **6.** Once the challenge is finished, allow everyone to take a good look at the pictures and encourage participants to sort out any mistakes in the order (can be done on the floor), then let everyone walk around and view the pictures in sequence so they understand the full story. **7.** Start the reflection circle. (20-30 minutes).



REFLECTION

• How did you experience your group work during this activity? What about leadership and decision making? • How did you experience your role in this activity? • How did you feel during the activity? How can this experience be useful for your own well being in a group context?

COMMENTS

• Participants will generally mill around talking to others to see whether their pictures have anything in common. Sometimes leadership efforts will emerge to try to understand the overall story. • If there are a few more people than cards, then pair people up. • For smaller groups, try forbidding talking. This increases the difficulty and creates the need for expressive sign language. • In general, allow large groups to talk because there is enough complexity sorting out all the pictures. • Another way to increase complexity with small groups is to give each person more than one picture.