

Christoph Falschlunger, Vienna 2021

“Autumn” in inclusive settings (workshop)

Concept/planning:

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Aims and goals:

- Methodic impulses for Eurhythmics in inclusive settings
- Experience and reflection on handicaps and impairments in Eurhythmics lesson
- Reflection on options, chances and limits for Eurhythmics in inclusive settings

Materials/objects:

- mat, wheelchair/chair on wheels, noise protectors, blindfold
- leaves, chestnuts, pinecones
- song-sheet: “Autumn Leaves”
- questions for reflection

Time	Task	Input & method	Differenciation
10'	WARMING UP	<p>Coming together in a circle</p> <ul style="list-style-type: none">• walk around in the room: Feel the floor underneath your feet; be aware of other bodies in the room but stay focused on yourself; remember the way you came here this morning; then come into a circle• standing: start shaking/bouncing; try to close eyes; Does your body feel different with eyes closed?• sitting: hand-gymnastics• lying on the floor: Feel your body touching the ground; as if you would lie on sand and you are printing the shape of your body into the sand; give all your weight to the floor and feel where your body touches the ground; where is air between the body and the ground,...?	

5'	THEORY	<p>short information on five disabilities/impairments (five sheets with information for the “actors” who experience disabilities/impairments):</p> <ul style="list-style-type: none"> - mutism - complex impairment - motoric disabilities - blind - hearing impairment 	
40'	MAINPART: „Autumn Leaves“	<p>1) Perception with material:</p> <ul style="list-style-type: none"> - Everybody lies on the floor with closed eyes. We start to take one material (leaves) and create some wind over the bodies of the participants. We stay with the leaves and start to make some noise, so that the people can listen to it. At the end we touch them with the leaves. When we are done with this material, we bring it back and take the chestnuts. - We roll the chestnuts next to the people on the floor so they can listen to that sound. After that we give them the chestnuts to discover and feel them with their hands. - Last material: pinecones: First we make some noise, then let them feel it with their hands and afterwards massage their backs with it for a little while. <p>When we are done with the materials, we wake up slowly and come into a circle (Pay attention to people with disabilities!)</p>	<p>1)</p> <p>Blind: can take part regularly Wheelchair: sitting in the chair with closed eyes Mutism: no special difficulties Complex impairment: needs help with grabbing the chestnuts, pinecones Hearing impairment: needs sign-language or a written text (e.g. via smartphone) to translate the information, to receive information on what will come next</p> <p>Complex impairment: it would be good, that everyone forms the circle in a way, that the lying person can stay at the same place. Wheelchair: somebody has to help this person to get to the circle. Blind: will need help to come to the circle Hearing impairment: needs help in getting the information</p>

	<p>2) „Autumn“ in movement The whole group is in a circle:</p> <ul style="list-style-type: none"> - Talk about the different materials, which they experienced; “What did you hear/percieve/smell...?” - Create movements based on the memory of the material; different types of movement will be shown by each participant; the whole group tries to imitate this movement. Possible supportive questions: “Which movement do you associate with leaves/chestnuts/...?” - when a movement is found for each material, put the movements in a row: repeat this movement-chain; play the music „Autumn Leaves“ and move to the music; combine the music with the movement-chain as a whole group; - then let the participants extend the movement-chain 	<p>2) Mutism: Will not be able to share his/her experience. Just listen the others. May be asked questions that can be answered with yes or with nodding with the head, or selecting an option through pointing, for example: Did you enjoy the experience? Which material did you enjoy the most? chestnuts? pinecones?...</p> <p>No special difficulties to the movement part. We need to stay attentive if it seems like he/she did not understand the instructions so we can explain again for her/him.</p> <p>Complex impairment: other people need to help the lying person create the movements. Maybe when he has to create his movement, he can describe it and then someone helps to make it.</p> <p>Wheelchair: the person in the wheelchair can do all movements made with hands and arms. Other movements like shaking legs can be changed to shaking the arms again or finding other, similar movements.</p> <p>Blind: needs support to experience the movements of other participants:</p> <ul style="list-style-type: none"> - person could have a partner, they have body contact and the blind person can feel the movement of the partner - different movements could get a name, so that we can describe the movement chain with words - movement chain needs a clear structure, clearly defined duration) <p>Hearing impairment: needs help in translation; cannot react to the beat of the music, but is possible to synchronize in imitating movements.</p>
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5'	COOL DOWN	To come back to the „regular roles“ of the participants	

15'	REFLECTION	<p>Questions for reflection:</p> <ol style="list-style-type: none"> 1. Tell us about your experiences in this inclusive setting. 2. How did you feel in the creative process while being impaired? Did it repress your creativity or did it do the opposite - gave new ideas for expression? 3. How did you feel as a non-impaired/handicapped person helping the impaired person? How do you think did the impaired person feel while you interacted with them? 4. How were you feeling when you needed help from other people before you got it? 5. How were the people around you responding to your needs? Did you ask for help or were they already helping before you asked for it? 6. Did you like it more when people helped you without asking or when you were the one asking? How do you think the impaired person would answer this question and why? 	
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Description of Disability: BLIND

You cannot see anything, except for a slight difference between light and shadow (that's the effect of the sleeping mask). Please join all the tasks in ways with which you feel comfortable. You can talk, communicate, move in one place or around the room. Don't be too brave or too shy - behave in ways that feel good and safe for you. You can ask others for help, communicate your needs to the group, if you want and feel comfortable with, or you can just experience what happens and how it feels.

Description of Disability: HEARING IMPAIRMENT

You are not able to hear. That's the experience that the noise protectors in combination with the ear plugs should give you. You are able to talk and sing. You are able to see. You are able to feel. You are able to move free. Join the workshop in ways that feel good and safe for you.

Description of Disability: MUTISM

You cannot speak but you can hear others speaking, you can also hear music and every noise. You are also able to move freely! You can use body movement to communicate with the group. If you need help from the workshop leaders you can for example raise your hand or go near one of us to let us know through body movement (may be also through sounds?). We will repeat and try to explain better for you.

Description of Disability: sitting in the WHEELCHAIR

You're in a wheelchair – that means only sitting is possible! You can neither get up nor move your legs. However, you can use your hands. You are dependent on your colleagues if you want to move.

Description of Disability: COMPLEX IMPAIRMENT

You are always lying on the floor, you cannot move on your own, only with the help of others. Others can help to change your position on the floor, moving parts of your body (hands, legs, back, etc.), but gently and without pulling you up, because the only position that you can be in is the lying position.
You cannot say something or talk.



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