



## ACTIVITY: 'AND THEN THE CAR STOPPED'

**TIME:** 15+ minutes  
**SIZE:** Large group/s of 10+ or whole of class  
**SPACE:** Room for seated large circle/s  
**RESOURCES:** Story Starter Cards (p.61 or SenseAbility CD), one tennis ball per group

**The aim** is for students to be exposed to a common experience where they must rely on each other.

**The result** should be an understanding that having things in common (e.g. being placed in the same potentially pressured experience/environment) can help create bonds.

1. Decide whether to break into smaller groups of 10+, or to keep the class as one whole group. Have the group/s sit in a circle/s.
2. Explain that each group is going to tell itself a story.
3. Give the group/s two minutes to agree a simple theme to which their story might adhere (e.g. Good will triumphs over evil; A stitch in time saves nine).
4. Give a Story Starter Card and a tennis ball to one person in each group (e.g. Ryan).
5. Ryan passes the ball to his left and, as it progresses clockwise around the group, Ryan must read aloud the words on the Story Starter Card and then build on them in accordance with the group's agreed theme without stopping until the ball returns to him.
6. Ryan then passes the ball firmly to the person on his right who then must pick up Ryan's story and continue to build on it as the ball does another circuit. Continue in this fashion until everyone gets a chance to pick up and build upon the story.
7. NB: the last person to receive the ball and speak must also try to neatly conclude the story in his/her round!



## DISCUSSION SUGGESTIONS

- How did you regard your group as the rules were being explained? E.g. did you see the group as a collection of individuals in the same situation as you, or as a critical collective?
- How did you regard your group AFTER the storytelling was done i.e. did you think and feel differently about the group? In what way? Why?
- How might changing the way you think about the group alter your performance?
- What did you think about your own abilities to tell part of the story? How did that make you feel (e.g. excited, nervous, dreadful, etc.)? How did those feelings affect your 'performance'?
- How did the group regard people who 'did well' (i.e. produced good story segments)? How was that thinking and feeling shown?
- How did the group regard people who faltered when it came to their story telling segment? How was support or lack of support demonstrated?
- What good things did/can the group offer someone who is feeling uncomfortable?
- How is this activity like everyday life? Brainstorm some situations where we can suddenly find ourselves an important 'link' in a chain of people.