



### ACTIVITY: 'PROXIMITY'

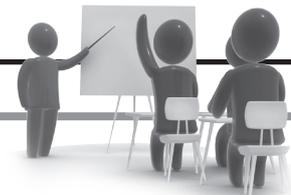
**TIME:** 15+ minutes  
**SIZE:** Small groups  
**SPACE:** Clear space for groups to move in  
**RESOURCES:** Wild Cards (p.86 or SenseAbility CD), bucket, small sports mats\*

**The aim** is for students to face the challenge of unexpected circumstances.

**The result** should be discussion about managing emotional responses while dealing with unforeseen events.

1. Have everyone choose a Wild Card from the bucket and place it in their pocket, unread.
2. Break the class into equally numbered small teams of four to six. You may choose to have group members sound off (count 1, 2, 3, 4, etc.).
3. Place on the floor the sports mats (which should be of a size that all members of each team should barely be able to stand upon it if they cram tight).
4. Explain each team's objectives: to one-by-one get everyone 'aboard' the mat without anyone overbalancing or holding on to any external object (at your discretion, they can hold on to one another).
5. If you have sounded the students off, you can instruct when the No. 1s go aboard, when the No. 2s go aboard, then the No. 3s, etc.
6. At your discretion have people pull out and obey their Wild Card instructions. The Wild cards are marked with three different symbols (circles, squares, triangles), so you can get different students to obey their Wild Card instructions at various points at the game by saying, for instance, 'Students with Triangle Wild Cards, obey them now'. These instructions make the task much more difficult and potentially stressful.
7. Subsequent rounds can be made more difficult through the use of smaller mats/circles, or larger teams.

\*If sports mats are not available, chalk circles can be used.



### DISCUSSION SUGGESTIONS

- What did you think about the objectives when you heard the rules? Confident? Did you have any concerns?
- What went through your mind when you had to obey your Wild Card? Did any concerns you had worsen? What did you feel? What strategies did you and your team use to cope?
- How much control did you think you had over your own reactions? How much control did you think you had over your teammates' reactions?
- What thoughts about the activity resulted in you feeling stressed?
- What thoughts helped reduce feelings of stress?
- What were some of the thinking strategies used by the successful team/s?
- If you did the activity again, what might you do differently?
- In what way is this activity like real life (e.g. getting into university where there are limited places available)? What strategies have you learned that you might be able to apply in your day-to-day life?
- What impact do higher stakes (e.g. getting a desirable job or getting into university) have on your Sense of Control? Why? What role can helpful thinking play in this process?