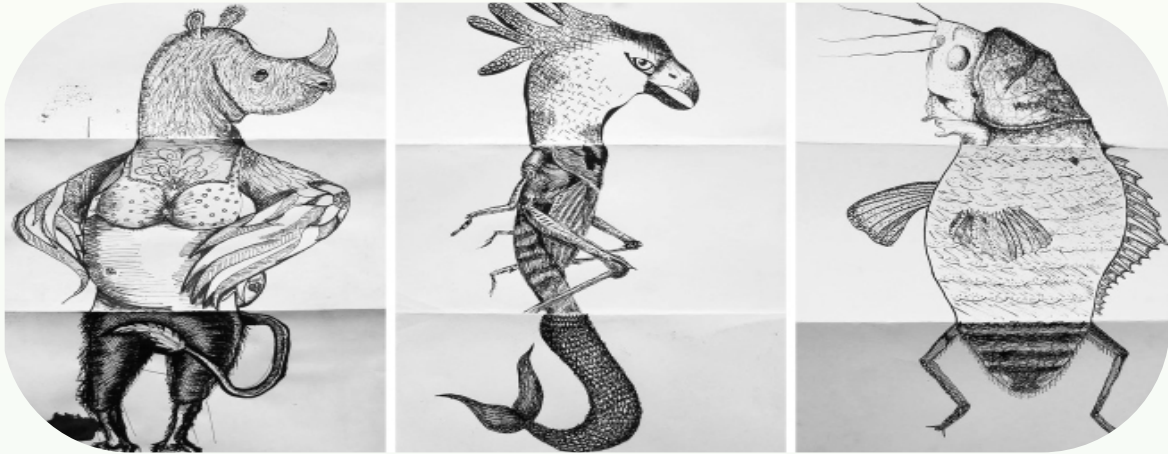# Academic Tutorial: Exquisite Corpse 2D

Wellbeing Tutorial
Session Length: 35mins-45mins
Aims:

- To encourage interaction and collaboration with students.
- To incorporate a group activity into a creative session without overwhelming those who are resistant to group activities.
- Students will have the opportunity to use their imagination and be creative in order to create a new character design.
- Group work can help student wellbeing as it encourages them to socialise and include those that feel excluded or isolated in a normal taught session environment.

Set Up:

- No set up required.
- Groups of 3, these groups are randomised. (though exceptions may be made depending on group dynamics). Groups of three will be given 1 sheet of paper and a pen each.
- It would be a good idea that every time the paper is passed around, a new member of the group does the drawing and the others give input. If there are 3 in a group, then each member should have drawn one element on one sheet. (head, body, legs.)

Equipment:

- A3 White Paper
- Pens/Coloured Pencils
- Optional—Intro and Exit Forms

Structure:

Session Introduction (5mins):
Introduce the group to the idea of exquisite corpse - a collaborative drawing approach first used by surrealist artists to create bizarre and intuitive drawings, which they will be taking part in.
Optional - ask students to complete a digital intro form.

Task 1 (10mins):
Students set into groups. The students will nominate someone to draw first. The group will draw a head on the sheet in the top third of the page. They then fold the paper backwards leaving only an indication of the neck visible. Then the group pass the folded sheet to the next group and receive another folded sheet from another group. It is easiest if they all pass their sheets in one direction (everyone passes to the group going clockwise around the room).

Task 2 (5mins):
Using the neck indication, the group will draw a body in the middle third and fold that backwards too, leaving an indication of the hips visible. Then the group passes the folded sheet to the next group and receive another folded sheet.

Task 3 (5mins):
Finally, the group draws legs on, using the hips visible as a guide. The group then unfolds the paper to show the body and head of other groups. The character should be the collaboration of three groups work.

Task 4 (5mins):
The group now needs to come up with a story for the character. Where are they from? What do they eat? Where do they live? They need to come up with a short pitch idea for a film/tv show including this character.

Task 5 (10mins):
In groups they will then present their character and backstory to the other groups in a way that they are pitching for this new film idea. Example: "Here is our character Spikey, he is a spikey monster creature, he is the new character for a kids animation, he lives in the jungle and eats lots of fruit. He has big arms so he can reach up into the trees and he has a tail to swing from the branches."

Task 6 (5mins):
Groups will have a vote for the best character pitch. A show of hands or voting with stickers, signatures etc. would all work. Optional - students will now be asked to complete a digital exit form for feedback on the session.

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