Tunnel of Conscience[[1]](#footnote-0)

Tags: speaking, listening, reflection, short exercise

Type: Whole class

Time: 10-15 minutes

## **Why are we doing this?**

We are doing this exercise to delve deeper into the work of literature we are working on. This exercise has students think about the thoughts and feelings of characters. This exercise is excellent for continuing the work in still images to analyze scenes and character motivations.

## **What materials/set-up do I need to prepare?**

You need enough space for the class to stand in two lines facing each other and for one person to walk through the tunnel.

## **How do we do this?**

Have the students make two lines that face each other, making a tunnel with enough space between them for one student to walk through. Have the student walk through the tunnel in character. Have the lines have opposing views on what the character walking through should do.

**For example:** If the character walking through the tunnel is Cinderella, have one side of the tunnel speak as if they were the stepmother and the stepsisters and the other side as the fairy godmother. One side scolds Cinderella for being so selfish for wanting to go to a ball when she could be shining shoes with her toothbrush, and the other says that Cinderella deserves a night out after all her hard work.

As the character walks through the tunnel, they should stop by one of the voices to hear what they think the character should do or feel. Once the character has walked through the tunnel, have them stop and make a decision on which side of their conscience they feel they should listen to more.

## **Alternative methods:**

You can also walk through the tunnel in character to participate in the exercise.

After having a character walk through the tunnel, have a class discussion on which side they think the character should have listened to and why.

1. **Source:** Þorkelsdóttir, R. B., & Jónsdóttir, J. G. (2021). *Leikum af list - Kennslubók í aðferðum leiklistar*. leikumaflist.com. [↑](#footnote-ref-0)