

CHAPTER 1 Activity 3

Title	Learning to Do a Dialogue in Changing and Different Situations
<i>Description of the exercise</i>	The purpose of this exercise is to encourage students to follow a 'dialogue ' through a specific rhythmical speed
<i>Theme</i>	The activity is related to multiple themes such as following whole-class instructions/ learning the basic principles of dialogue/ learning to count/ introducing geometrical shapes/ integrating turn taking and connecting with the whole-class team
<i>Group size</i>	Whole-class activity / small-group activity
<i>Age range</i>	Students in primary education. Students in primary education. As the age increases, so does the level of difficulty. We introduce patterns gradually, according to the class' ability to assimilate knowledge.
<i>Complexity</i>	Level 1. Big space in order for students to be able to work in a circle
<i>Time</i>	10' - 20'
<i>Instrumental & Psychoeducational Objectives</i>	<ul style="list-style-type: none"> - To assist students to follow the teachers' instruction as an individual and as a whole team - To assist students to improve memory skills and help them ameliorate their observational skills - To help them understand the speed as an interpretive or motivating tool of learning - To increase concentration through interacting with the others

	<ul style="list-style-type: none"> - To reinforce the capacity to participate in reciprocal activities - To encourage students to take turns and develop communication by respecting their peer - To enhance students' communicational skills through a rhythmical 'dialogue' - To motivate all students but especially those who present difficulties in following the team and in actively participating into the activity by becoming productive and communicative - To help all students develop communicative-interpersonal and emotional skills, as this kind of competence could be transferred in other areas of personal or interpersonal functionin - To help the more withdrawn or fearful and "disrupted" students get familiar with 'oneself' on the whole and overcome their difficulties in participation <p>Teacher's duty is to secure conditions of acceptance and support for the students who find difficulties in following the activity</p>
<i>Materials</i>	None needed
<i>Preparation</i>	Watch a video sample to better understand the practice.
<i>Instructions</i>	<p>General directives:</p> <p>The teacher opens a dialogue with the group by being the 'leader'. The dialogue happens in circles, which happens in sequence. The circle lasts for 2 and then 4 bars. Both versions must be played out in order for the group to get an understanding of the geometrical shape. The circle is played out each time at a different speed. The speed interchanges, from slow to fast and vice versa. This activity has rich playful characteristics.</p> <p>Step 1:</p> <p>The teacher explains the rules of the activity. Emphasising how important it is to respond in sync and to keep the initial speed given steady by the teacher.</p>

Step 2:

The teacher takes the role of the 'leader' of the group, reciting rhythmically the bar and the group repeats it to the floor of the circle and emphasising on the first note of the bar.

The teacher, as the 'leader' recites the bar rhythmically twice at a slow speed and then asks the group to mimic him, repeating the structure leader-team at least two times.

Then, without interrupting the flow, the teacher introduces the same rhythmic bar twice faster, so the group can understand the difference with a mild escalation. The group is called upon responding once again with the dialogue given and mimic the speed of the leader. The structure leader-group repeats twice.

The escalation stages of speed must be at least four. The teacher, holding the structure of the dialogue steady, keeps interchanging the speed in the same way, until it becomes too fast and the group unable to keep up and recite back.

Step 3:

The teacher separates the group in two equal in number sub-groups, of which he places opposite each other, one on his left and one to his right. Each group is labelled 'A' to his right and 'B' to his left.

The leader then recites slowly a given bar twice and motivates the two groups, in sequence, to repeat the bar. First he gives the initiative to group 'A' and then group 'A' passes the bar to group 'B' through the flow of the rhythm. This dialogue, between the two groups, is repeated twice.

The leader can change the groups' sequence, through the flow of the activity, thus keeping the groups alert and their interests engaged.

In continuation, without breaking the flow, the teacher introduces the same rhythmic bar twice, faster, shown below. Groups 'A', 'B' are asked to answer in sequence mimicking the leader's speed. The structure of leader-group 'A' – group 'B' are repeated twice.

The above instructions are repeated until the speed the leader introduces becomes too fast and the group is unable to keep up and recite back.

Implementation

Part A:

The teacher recites rhythmically the triangular bar at a slow speed:

Leader: **One** –two- three, **one**- two- three

Group answers: **One** –two- three, **one**- two- three

Leader: **One** –two- three, **one**- two- three

Group answers: **One** –two- three, **one**- two- three

Then he repeats the above dialogue, increasing the speed at a distinguishable level, every time he reaches the beginning of the above pattern.

Part B:

The teacher recites rhythmically the triangular bar at a slow pace:

Group 'A' answers: **One** –two- three, **one**- two- three

Group 'B' answers: **One** –two- three, **one**- two- three

Group 'A' answers: **One** –two- three, **one**- two- three

Group 'B' answers: **One** –two- three, **one**- two- three

Then he repeats the above dialogue, increasing the speed at a distinguishable level, every time he reaches the beginning of the above pattern.

Activity Assessment:

The success of the activity is judged by the degree of which the students can mimic and follow the teacher, based on the given speed and the interpretation introduced each time.

Tips:

It is important the teacher to realise that the speed is a significant expressive tool. The above experiential activity will help the students understand its importance while playing with it.



<i>Debriefing and evaluation</i>	The success of the activity is judged by the degree of which the students can mimic and follow the teacher, based on the given speed and the interpretation introduced each time.
<i>Tips, considerations and safety</i>	It is important the teacher to realise that the speed is a significant expressive tool. The above experiential activity will help the students understand its importance while playing with it.