

CHAPTER 1 Activity 4

Title THE CLOCK : Learning how to Keep up with the Pace	
<i>Description of the exercise</i>	The purpose of this exercise is to encourage students to follow a ‘dialogue ‘ through a specifically-given rhythmical speed
<i>Theme</i>	The activity is related to themes such as following whole-class instructions/ learning how to keep up with the teams’ pace / 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. 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>	15’ - 25’
<i>Objectives</i>	The purpose is to keep the rhythm without stopping and by following the team’s rhythm To keep the flow of the rhythm from one student to the next without stopping so as students understand turn taking and reciprocity

	<ul style="list-style-type: none"> - To reinforce the atmosphere of cooperation - To cultivate autonomy and responsibility - To improve the ability of concentration and attention - To cultivate readiness, in order to react in time - To realize the importance of individual participation for the success of the group's activity - To assist students with or without special educational needs to co-exist and identify their needs and strengths - To gain satisfaction and pleasure through participating in whole class playful activities
Materials	None needed
Preparation	Watch a video sample to better understand the practice.
Instructions	<p>Instructions</p> <p>Generally: This activity follows a circular pattern, like a clock that punctually begins from the left to the right side and ends at the point where it began.</p> <p>Step 1: The educator explains the rules of the activity to the team, stressing the need for maintaining the initial speed without interrupting the flow of counting, through one successive motion, like the one of the clock hands. He/She explains that when their turn comes, they need to be alert, so that no gaps are created in their counting, as they proceed from the previous child to the next.</p>

Step 2:

The educator rhythmically recites (sings) a pattern and asks each child consecutively to repeat it- when its turn comes- until even the last child in the circle -team completes the task. The cycle is repeated until its speed and flow are stabilized.

Step 3:

The educator rhythmically recites the same pattern at a different speed, usually a little faster and the whole above process is repeated (see Step 2).

Step 4:

In the beginning of each new cycle, the educator increases speed noticeably.

Applications

Part A:

The educator rhythmically recites the triangular pattern at a slow speed:

Guide: **One** – two – three

Consecutive responses are given by every child in the team, starting from the first on the left and following the direction of the clock hands:

Child 1: **One** – two – three

Child 2: **One** – two – three

Child 3: **One** – two – three

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Last child in the circle: **One** – two – three

The cycle above is repeated at the same speed, if the educator thinks it is necessary to correct possible weaknesses in execution.

	<p>Part B:</p> <p>If the educator realizes that speed is steadily kept and the cycle flows seamlessly, he/she proceeds by reciting the triangular pattern at a faster speed:</p> <p>Guide: One – two – three (The children respond one by one consecutively, like above, with a left-to-right direction)</p> <p>Child 1: One – two – three Child 2: One – two – three Child 3: One – two – three etc.</p> <p>.</p> <p>.</p> <p>.</p> <p>Last child in the circle: One – two – three</p> <p>The cycle above is repeated at the same speed, if the educator thinks it is necessary to correct possible weaknesses in execution.</p> <p>Part C:</p> <p>The process described in “Part B” is repeated, with the educator introducing faster speed every time.</p>
<i>Debriefing and evaluation</i>	<p>The success of the activity is judged by how well speed had been maintained, by all members of the team, throughout the whole recitation of the pattern.</p>
<i>Tips, considerations and safety</i>	<p>Tips:</p> <p>The speed is chosen based on the skill level of each team and its ability to respond to maintaining the flow of the cycle. Should the educator determine that the team has difficulty to maintain a steady speed, he/she assists by clapping hands at the beginning of each pattern. It is important to prevent the team from uncontrollable continuous acceleration, as they shift from member to member.</p>

