

CHAPTER 1 Activity 5

Initiation of Dialogue	
Title	
<i>Description of the exercise</i>	The purpose of this exercise is to encourage students to follow a ‘dialogue ‘ through specific rhythmical speed, with the student as the guide”
<i>Theme</i>	The activity is related to sectors of self-esteem/ leading and decision making
<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’s 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>	<ul style="list-style-type: none"> — To encourage students to believe in oneself, establish their own identity — To enhance self-esteem and confidence — To assist students take up initiatives overcoming the feeling of embarrassment — To help students change roles — To facilitate the process of interaction and dialogue amongst the members of the team

	<ul style="list-style-type: none"> — To maintain the dialectical process through the flow of rhythm — To reinforce the general feeling of cooperation and teamwork
Materials	Not required
Preparation	<p>Preparation: Watch a video sample to better understand the practice.</p>
Instructions	<p>Generally: In this activity, as described above, a circular clock-like flow is followed. This time though, the clock circle is enhanced by the member-team dialogue.</p> <p>Step 1: The educator explains the rules of the activity to the team. It is clarified that the clock-cycle will be used again, like above, but that the dialogue will now take place between each child consecutively and the team.</p> <p>Step 2: The educator recites a pattern at a steady speed. Each child in the circle individually takes over the role of the guide"/educator by mimicking him/her. The team is tasked to respond in the exact same manner, reciting the pattern each time. The dialogue continues until the very last child in the team completes its task. The educator is called to encourage every child to assume a "leading role" in this game.</p> <p>Step 3: Each child-guide recites the pattern at a speed it choose, without the educator's assistance. The process is repeated in the same way described in "Step 2".</p>

	<p><i>Applications</i></p> <p><i>Part A:</i> The educator steadily recites a pattern and the first student in turn, in the educator's left, mimics the educator. The team responds. Educator: One – two – three Child 1-guide: One – two – three Team response: One – two – three This dialogue continues with individual child, following the flow of the clock hands: Child 2-guide: One – two – three, One – two – three Team response: One – two – three, One – two – three Child 3-guide: One – two – three, One – two – three Team response: One – two – three, One – two – three etc</p> <p><i>Part B:</i> The first student in turn, in the educator's left, steadily recites a pattern. The team responds. Child 1-guide: One – two – three, Team response: One – two – three, This dialogue continues with individual child, following the flow of the clock hands: Child 2-guide: One – two – three Team response: One – two – three Child 3-guide: One – two – three Team response: One – two – three etc</p>
<p><i>Debriefing and evaluation</i></p>	<p>The success if the activity is judged by the way each child-guide recites, by the mimicking level of each child-guide by the team and by the children's level of participation.</p>

***Tips, considerations
and safety***

Tips:

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.