



CHAPTER 1

The dialogue through the rhythmical recitation

Activity 3

The dialogue when the circumstances of communication change.

Brief description of the exercise

The purpose of this exercise is to encourage students to follow a dialogue with the structure (guide – group), while the speed levels change.

Theme

The ability to coordinate and synchronize the group, or the subgroups, during the dialogue with the guide, while the speed levels change.

Age range

As the age rises, so does the difficulty level. We include patterns gradually, according to the group's ability to assimilate information.

Materials

Board, marker/question- answer cards (cards that denote question, negation and affirmation)

Time

10' - 20'.

Instrumental and psycho pedagogical objectives

- 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.
- To reinforce the capacity to participate in reciprocal activities/ interactional skills.
- To encourage students to take turns and develop communication by respecting their peer/ interpersonal skills.
- To enhance students' communicational skills through a rhythmical 'dialogue'/ interactional-interpersonal skills.
- To motivate all students but especially those who present difficulties in following the team and in actively participating into the suggested actions/ tasks 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 functioning.
- To help the more withdrawn or fearful and "disrupted" students get familiar with 'oneself' on the whole and overcome their difficulties in participation



Instructions - *General*

The structure followed in the dialogue is “guide - group” at first and then “guide - subgroups” (see table A). The dialogue is performed in successive circles. The circle lasts for 2 and then for 4 meters – shapes and is performed every time in a different speed. The speed is alternated, from slow to fast or vice versa, giving to the activity a playful character. When the teacher or the group talks, they make a clap at the beginning of every meter; shape they recite.

The teacher explains the rules of the activity, emphasizing how important it is to respond in a coordinated way and to keep the initial speed given steady by the teacher.

Instructions - *Steps*

Step 1

The teacher, as the “guide” recites rhythmically the meter – shape twice, in slow (or fast) speed and then asks the group to imitate him/ her by repeating the structure “guide - group” at least two times.

Then, without interrupting the flow, the teacher introduces the same rhythmic meter – shape twice, faster (or slower), so the group can understand the difference with a mild escalation. The group is called upon responding once again with the dialogue given and imitating the speed of the guide. The structure “guide – group” is repeated twice.

The escalation speed stages 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, so that the group cannot keep up (see application 1) (video 5A, 5B).

Step 2

The structure followed in the dialogue is “guide – subgroup A – subgroup B” (see table A). The guide, this time, recites in slow (or fast) speed every meter – shape, once (or by varying the meters – shapes as well) and motivates the two subgroups successively to repeat after him. The dialogue between the two groups is repeated two or more times. The guide can change the order of the groups during the activity (structure: guide -> subgroup B -> subgroup A).

Afterwards, without stopping the flow, the teacher introduces the same rhythmical meter – shape once, faster (or slower) and the dialogue is repeated as described above. The former process is repeated, until the speed becomes too fast (or too slow), so that the groups cannot keep up (see application 2; video 6A, 6B).

Instructions - *Applications*

Application 1 (triangle)

The teacher recites rhythmically the meter – shape triangle at a slow (or fast) speed:

Guide: **One** – two – three, **one** – two – three

Group answer: **One** –two – three, **one** – two – three

Guide: **One** – two – three, **one** – two – three

Group answer: **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 this pattern.

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Application 2 (triangle)

The teacher recites rhythmically the meter – shape triangle at a slow (or fast) speed:

Guide: **One** – two – three

Subgroup A answer: **One** – two – three

Subgroup B answer: **One** – two – three

Guide: **One** – two – three

Subgroup A answer: **One** – two – three

Subgroup B answer: **One** – two – three

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

Evaluation

The success of the activity is based on the degree to which the students can imitate and follow the teacher, based on the given speed and the interpretation introduced each time. This depends on the level of following the instructions of the teacher to the students, on their observance, on the level of activation, concentration, and participation of the students. It also depends on the mood for communication and the atmosphere of it (respect and reciprocity).

Tips, considerations

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