



CHAPTER 1

The dialogue through the rhythmical recitation

Activity 5

The student – “robot” as the guide of the dialogue.

Brief description of the exercise

The purpose of this exercise is to encourage students to take a more active role in the process of interaction with the group, taking successively the role of the guide who speaks in person with the group.

Theme

The improvement of students’ self-esteem and self-trust through acquiring a leading role in the dialogue with the group. The understanding and the application of

- the rules of the new structure of the dialogue; “the clock with the student as the guide” (see table A),
- the reciprocal cooperation and coordination in new circumstances and
- the practice of experimenting through the game.

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

Not required

Time

15’ - 25’

Instrumental and psycho pedagogical objectives

- To facilitate the process of interaction and dialogue amongst the members of the group.
- To maintain the ability to take part in the dialogue in the flow of rhythm.
- To help students change roles during the game.
- To assist students to take up initiatives overcoming the feeling of embarrassment.
- To allow students feel more comfortable and flexible in their interactions with others, through the cheering way of acting
- To enhance self-esteem and cultivate confidence by taking a leading role in the dialogue with the group. To encourage students to trust to and believe in themselves
- To affirm their own potential and establish their own identity through self – expression (in public).
- To reinforce the general feeling and ability of cooperation and teamwork.



Instructions – General

In this activity, the structure “the clock with the student as the guide” is used (see table A) and the teacher explains to the group the corresponding rules. The students are standing up during the activity and they keep the speed steady with steps on the spot (exception: the alternation of step 2). Every move – step, corresponds to one beat – pulse. When the stepping is stabilized and there is synchronization, the teacher moves on to the rhythmical recitation which is performed along with the sound from the pacing.

Instructions - Steps

Step 1

Step 1: The educator recites a meter – shape at a steady speed. Every student in the circle individually takes successively the “role of the guide” and imitates the guide. The group is asked to respond in the exact same way, reciting the meter – shape every time. The dialogue continues until the last student in the group completes its task. The teacher has to encourage every student to take a “leading role” (see application 1; video 9A, 9B)

Step 2

The structure of the dialogue remains the same. The only difference is that the student – guide takes now the role of the “robot”. The teacher chooses a meter – shape and announces it to the students (e.g. triangle) and gives them time to improvise, including a new move in every time of the meter. The moves should be clear and visible for the member of the group. Alternatively, the students can spell a 3-syllable word, in the case of a triangle (4-syllables for the square etc.). The teacher recites the meter–shape once he/she has chosen to set the speed. The group repeats. For the next meter – shape, the student – “robot” presents the improvisation he/ she has prepared or recites in a syllabic way the word he/ she has chosen. The group keeps on counting during the improvisation of every student.

(Step 2 alternation): The step above (when the student improvises with moves) if altered, it can be enriched with a more active participation of the group. This will happen, if during the recitation the group simultaneously imitates the moves of the student – “robot” without the pacing on the spot (see application 2). In this case the group adds one more meter of rhythmical recitation, as long as it has finished imitating the improvisation of the student /robot (video 9A, 9B)



Instructions – Applications

Application 1 (triangle)

The group keeps the speed steady with pacing on the spot. The teacher recites steadily, a meter – shape once, e.g. the triangle and the first student in the row, on the left of the teacher, imitates him/her. The group answers back.

Teacher: **One** – two – three

Student – guide 1: **One** – two – three

Group answer: One – two – three

The dialogue continues with every student individually, following the flow of the pointers of the clock:

Student – guide 2: **One** – two – three

Group answer: **One** – two – three

Student – guide 3: **One** – two – three

Group answer: **One** – two – three

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Last student – guide: **One** – two – three

Group answer: **One** – two – three

Application 2 (triangle)

The group keeps the speed steady, with pacing on the spot. In case the teacher wants to alternate the application above (see step 2), when the group recites rhythmically, it stop the pacing and starts imitating the previous moves of the student – “robot” (as in the parentheses above).

Teacher: **One** – two – three

Group’s recitation: **One** – two – three

Student – “robot” 1: He/she presents the improvisation he/she has prepared during one meter – shape.

Group’s recitation: **One** – two – three (alternation: simultaneously repeating the moves of the student – “robot” 1).

Student – “robot” 2: He/she presents the improvisation he/ she has prepared during the first two meters – shapes.

Group’s recitation: **One** – two – three

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And so on

Last student – “robot”: He/ she presents the improvisation he/she has prepared during one meter – shape.

Group’s recitation: **One** – two – three



Variation of Step 2:

Teacher: **One** – two – three

Group's recitation: **One** – two – three

Student – "robot" 1: He/she presents the improvisation he/ she has prepared during one meter – shape.

Group's recitation: **One** – two – three (alternation: simultaneously repeating the moves of the student – "robot" 1).

One – two – three (simple rhythmical recitation)

Student – "robot" 2: He/she presents the improvisation he/she has prepared during the first two meters – shapes.

Group's recitation: **One** – two – three (alternation: simultaneously repeating the moves of the student – "robot" 2).

One – two – three (simple rhythmical recitation)

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And so on

Last student – "robot": He/she presents the improvisation he/she has prepared during one meter – shape.

Group's recitation: **One** – two – three (alternation: simultaneously repeating the moves of the last student – "robot").

One – two – three (simple rhythmical recitation)

Evaluation

The success of the activity is based on the way of the recitation of every student – guide, on the originality of the student's claps, on the imitation degree and on the synchronization of the group and on the will of students for participation.

Tips, considerations

The speed is chosen based on the skills of every group and their ability to maintain the flow of the circle. If the teacher thinks that the group has difficulties in maintaining a steady speed, he/she assists by clapping hands at the beginning of each meter/shape. It is important to prevent the group from accelerating continuously, during the transition from one student to the next.