



CHAPTER 1

The dialogue through the rhythmical recitation

Activity 6

The group interprets the cards with the student as the guide.

Brief description of the exercise

In this activity the group interprets the cards that denote negation, affirmation and question with theatricality, guided in the rhythmical dialogue first from the teacher and then from the student who takes a leading role.

Theme

The apt reading of the cards from the students, that are used in a combinational way, as well as the interpretation of these cards with expressiveness and theatricality during the dialogue and in the flow of the rhythm, either as member of the group or as a unity.

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

Cards of meters-shapes/question-answer cards (cards that denote negation, affirmation and question).

Time

15' – 25'

Instrumental and psycho pedagogical objectives

- To improve motor coordination and the ability for performing many acts simultaneously
- To practice and improve the memory skills and the ability for combinatory use of former knowledge, as well as their deeper understanding.
- To cultivate students' self – confidence by taking a leading role and the ability of taking initiatives.
- To cultivate theatricality and flexibility in changing roles, while interpreting the cards (improve intrapersonal & interpersonal skills)
- To promote a sort of social intelligence by accumulating a series of positive experiences in connection to others
- To understand the sense of interdependence and the need for mutual cooperation, through the effort to maintain the flow of rhythm during the dialogue
- (On the whole) To facilitate all students develop and discover the sense of interdependence in achieving meaningful things for them and others.
- (In sum |) To help all students, and especially those with SEND/vulnerabilities to affirm/ built a sense of personal identity by building a collective one



- The teacher's duty/role is to secure conditions of acceptance and support for the students who find difficulties in following the activities.

Instructions – General

During the activity, the students are standing and holding the speed steady, pacing on the spot. The structure used at first is “guide – group” and then “the clock with the student as the guide” (see table A).

Instructions – Steps

Step 1

The educator explains to the group the rules of the activity. In front of him, he has a stack of cards depicting the meters – shapes in random order. While the students keep the speed constant, walking on the spot, the teacher picks up a card and shows it to the group of students, recites it rhythmically in the flow of the rhythm and asks the students to repeat it (see application 1) (or they answer according to the backside of the card). The teacher increases gradually the speed of the recitation (video 10A, 10B).

Step 2

The educator explains to the group the rules of the new dialogue with the structure “the clock with the student as the guide”, which will take place in two circles. The educator gives to every student two cards – shapes, one card for every circle and then he/ she starts pacing on the spot, asks the group to follow and when everyone is synchronized, give the turn in the speech to the first student.

Every child individually in the circle takes successively the “role of the guide” and recites rhythmically the meter–shape of the card it has in front of it in form of a question. Simultaneously the student peaks up and shows the card which has the symbol of affirmation or negation on its backside. The group is asked to answer by coloring the recitation of the meters – shapes according to the instruction on the back side of the card held by the student – guide. The dialogue is continued, until the last student in the group takes part. The teacher is asked to encourage every student to take a “leading role” (application 2) (video 11A, 11B).

Instructions – Applications

Application 1

The students are standing up and they keep the speed steady, while pacing on the spot. When the students synchronize with each other, the teacher proceeds to the rhythmic recitation of the meter – shape he/ she reads on the card in question style (or in the style the card suggests every time). The group answers based on the style suggested from the card (style of negation, affirmation or question).

Teacher: **One** - two - three (question style).

Group answer: **One** - two – three (according to the style displayed by the card (negation, affirmation or question style)).

Teacher: **One** - two - three – four (question style).

Group answer: **One** - two – three – four (according to the style displayed by the card (negation, affirmation or question style))



Application 2

The procedure described in application 1 is repeated. What is different is that the role of the educator is taken by the student in the “clock”.

Student – guide 1: One - two - three (question style).

Group answer: One - two – three (according to the style displayed by the card (negation, affirmation or question style)).

Student – guide 2: One - two – three – four (question style).

Group answer: One - two – three – four (according to the style displayed by the card (negation, affirmation or question style).

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Last student – guide: One - two – three – four (question style).

Group answer: One - two – three – four (according to the style displayed by the card (negation, affirmation or question style)).

The dialogue can be repeated in bigger speed, introduced by the teacher.

Evaluation

The success of the activity lays on the way the student – guide interprets the cards (negation, affirmation or question style). The expressiveness of the interpretation, in the level it can be achieved, is of major importance.

Tips, considerations

Speed is selected based on the skills of each group and on what extent it can respond to in the flow of the circle. If the teacher realizes that the group finds it difficult to keep a steady speed, it is helpful to clap at the beginning of every meter – shape. The aim is not to entice the team into