

Piloting Phase in each partner's country

SMILE:

Share the Music for Inclusive Education

Project No.: 2021-1-EL-KA220-SCH-000032762

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Piloting phase_Greece

Title of the scenario: The clapping game

Author's name and country: Eleni Logginidou - Greece

Grade/ age of students: 4 and 5 years old

Duration: 2 hours.

Methodology of the teaching scenario

Purpose and objective: The following scenario is about a clapping game that can be implemented as an ice breaking activity for the first days at school but it can be also performed as a relaxing activity (brain break) during the school day. Students use their hands to play the game following a clapping pattern with a rhythmic accompaniment.

General reference to the pre-work: The teacher encourages the class to think of the words that will be given to every move of the clapping pattern in order to help the students memorize them. Then, the class chooses the appropriate rhythm and perform the clapping game.

Necessary materials: Flash cards with the movements of the song.



Cognitive areas involved: The cognitive abilities that can be promoted by this scenario are mostly in the area of mathematics .Some of them are, hand-eye coordination, bilateral coordination, memory, sequencing, patterning and

communication.

Description of the teaching scenario

Teaching process / stages / phases:

a. Phase 1

The class watches videos with students performing various clapping games in order to inform them about their mission to create the clapping game of our class. The videos inspire the class to get more ideas about the moves that are going to be used in their music pattern.

b. Phase 2

The class decides which gestures are going to be used and how many times. Then, they have to code every gesture and match it with a word. Afterwards they end up that the most of them prefer the rhythm of the clapping game called "double double ...this this...double double that that..." and they try to sing and play along.

<https://www.youtube.com/watch?v=2RhmxOrjDDs>

c. Phase 3

The teacher uses flash cards to help the young students memorize the movements and perform the game in pairs.

d. Phase 4

The students try to remember and play the clapping game in pairs without the flashcards.

e. Phase 5

The teacher suggests to perform the game in a different way. The class is sitting on the floor, in a big circle and now the students have to cooperate with their friends sitting on their left and right side.

Activity: Through a series of processes, children manage to create their own clapping game. First, they collect information, then they decide to code and add

rhythm to the gestures they will use. Later, flash cards help the young students to memorize the pattern of the gestures and they try to perform the game in pairs. When the students feel like they can remember the pattern the flash cards can be removed. At the end of the activity the children form a big circle and play their clapping game with more than one partner.

General conclusion: The children were able to work together and feel satisfied that they had created something of their own. The rhythm of the game and the touching of their partner brought them closer together and they all felt part of a big group. Any child who encountered difficulties in memorizing the game had the help of their peers to overcome them.

Continuation: Students can increase the difficulty of the game by adding more complicated gestures. Also the game could take a different form by playing it faster or slower depending on the players' abilities.

Description of the video:

School: 12th Kindergarten school, Komotini

Teacher: Logginidou Eleni

Country: Greece

Link of video: <https://www.youtube.com/watch?v=NS713S-nac&t=96s>

References: <https://www.youtube.com/watch?v=2RhmXOrjDDs>

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