

RHYTHM



Rhythm is an essential characteristic of human beings. From the first moment of our creation, the beat of our heart guides our development. There is rhythm in our breathing, in the way we walk and move, in the way we speak.



Rhythm is the common element that joins us and coordinates us as a whole. Through rhythmic activities, a song, a game or a dance, we join in a common project and

become a team. A team in which we are members, but still everyone is special and unique.

In the framework of our second meeting, we welcomed our Erasmus partners in our school, joining our voices in a song, we continued with a story accompanied by body percussion sounds and finally we started a beat by clapping our hands. With that beat as a start, students of our school performed a choreography, following a drum beat, with simple movements, a choreography easy for everyone to follow. Through our

choreography we invited our guests to join the dance, children and teachers as well, and we allowed music, rhythm and movement to make us become one big team.

Body Percussion Rhythm Activities are a great way to bring the class together and focus. Kids just love to move and this is a perfect way to encourage them to engage.



OUR WELCOME DANCE



PHYSICAL EDUCATION

Physical education in Primary school has an important role to play and along with the other school subjects contributes to the general development of a child. Some of the main goals are to promote physical fitness and awareness of the body and its abilities, to help develop social and interpersonal skills, to handle feelings like anger or disappointment, joy or sadness, excitement or envy.

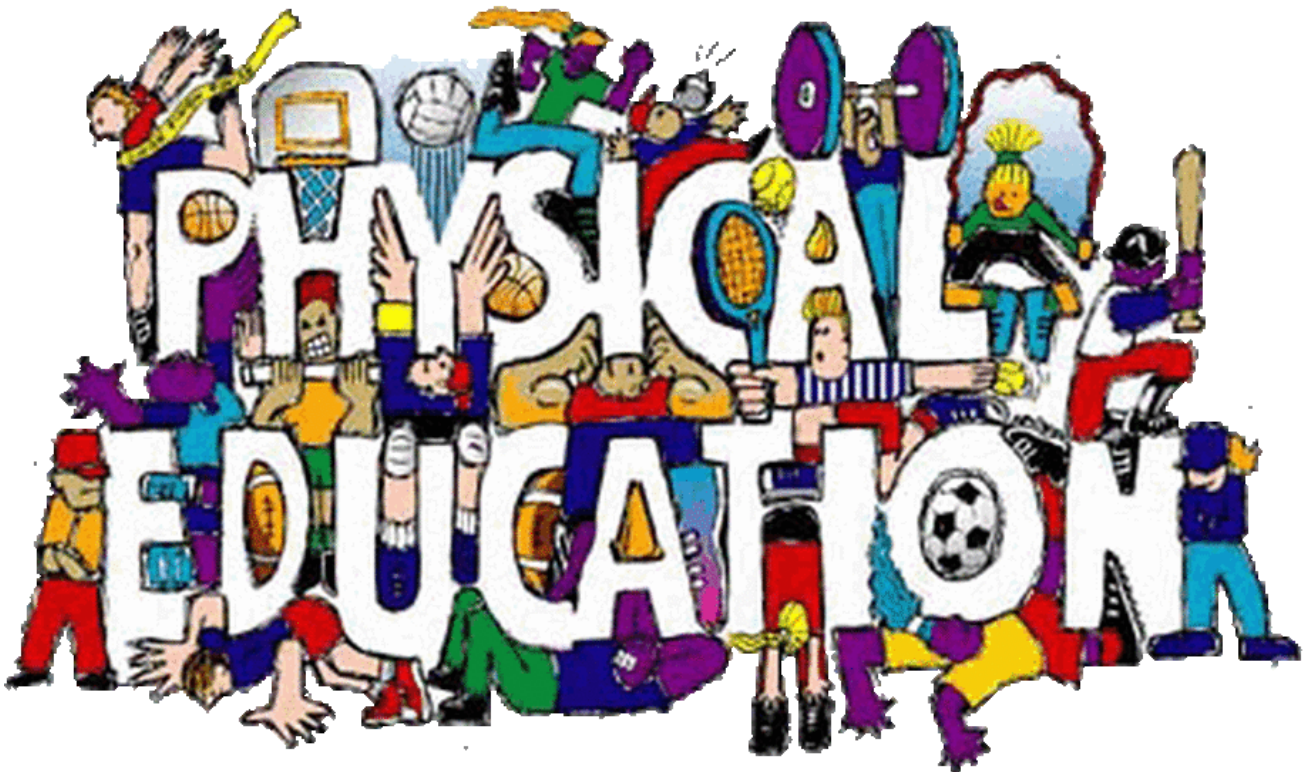
In addition , through physical education, a child can improve its self-confidence, pride, sense of respect, integrity and trust.

Even though there is a natural competition between children, that can trigger their performance, nevertheless we insist on focussing on personal improvement and compare each child with its own previous level, because every child begins from a different start and with different abilities and experiences.

In the end, we want to have children active, that feel happy and satisfied, capable and accepted, equal members of the team. In order to accomplish that, the activities are adapted according to the children's abilities.

For example we change the parameters or the rules of the activity / game, the distance, the height, the size or weight of a ball / object, we give children the opportunity to practice alone or with the help of a partner, in a small group instead of a bigger one, we give more time for practice or we simplify the activity / exercise.

In this way every child feels capable to achieve the goal and we avoid unpleasant situations with disappointed and discouraged children or even worst rejected from the rest of the team.





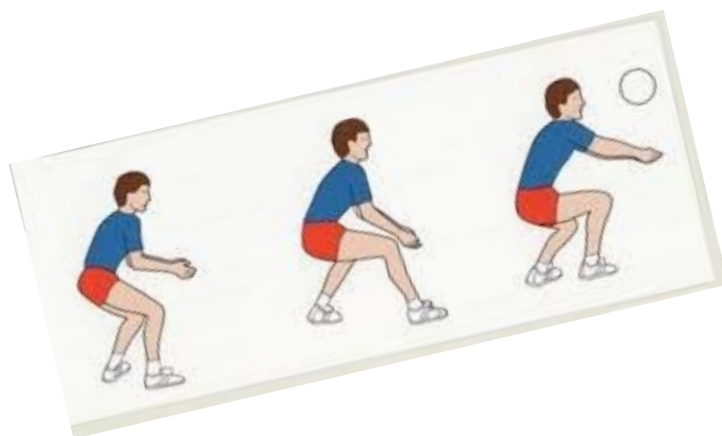
The curriculum for Physical Education in Primary Schools includes, for younger ages (6-9 years old), psychomotor games and activities as well as music and movement activities and dance. For elder ages (10-12 years old), activities have more to do with fitness and training of

physical abilities and skills, children learn basic skills and techniques on sports such as football, basketball, volleyball, athletics and gymnastics and dances, mainly traditional folk dances.



Workshop on Physical Education

In the framework of the second meeting a daily class was presented, involving learning and practicing on a technical skill in volleyball (“the dig”). Children of all partner countries participated (Greece, Spain, Denmark).



First part - Warming up

Instead of doing the classical type of warming up procedure, that is a few minutes jogging and stretching exercises, alternately we started with different types of chasing games, within the boundaries of the volleyball court, with or without ball, and focusing on getting a low body position by bending the knees, a point very important for the following main part .

Main part - Learning and practicing of the “dig” technique

The main part included a series of drills that helped children understand and learn the right position and movement of the body. The drills were simple and easy at first and as the children went on with their practice, they became more complexed. In some drills children practiced alone, in some with the help of a partner and in some with the increased difficulty of the net between the players.

In case a child faced difficulty, they could go back to the previous level and practice some more.



Final part - Volleyball game

In the last part the children got in the court in two opponent teams and played a set with simplified rules adjusted to their level. The objective of the final part is to make children act as members of the team and feel that their participation contributes to the team’s success.

In general and in order to encourage and help every pupil we follow these basic guidelines:

- Time for practising alone
- Practicing with the help of a partner
- Activities in a simple and more difficult version
(We offer levels of varied difficulty and let the children decide)
- Adjustment of the parameters
(distance, height, size or weight of the ball)
- Practice time (Less or more)
- Playing position in the court
- Adjustment of the rules of the game
(simplified, less strict)