

Welcome at school

A8: Sensorimotor workshops +



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Deliverable Factsheet

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| Project Number: | 2022-1-PL01-KA220-SCH-000085478 |
| Project Acronym: | Welcome! |
| Project Title: | 'Welcome! - Preparatory online school for children with migration background' |
| Title of Document: | WP2A8: Sensorimotor workshops + |
| WP: | WP2: design and release of a platform to valorize (migrant) children repertoires and experiences facilitating language socialization and plurilingual and pluricultural integration |
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| Approved by: | All Partners |
| Abstract: | WP2 aims to deliver a tool whose purpose is to serve as a digital playground for migrant and refugee children in their integration trajectory in the host country. WP2A8 offers pedagogical scenarios around sensorimotor workshops as one of the 7 pedagogical themes (music workshops, digital storytelling, cross-cultural cooking, dreamland, arts workshops, sensorimotor workshops, tandem learning). |
| Keyword list: | Learning scenarios, innovative pedagogies, technology enhanced learning, plurilingualism, pluriculturalism, intercultural education |
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Sensorimotor workshop – Navigating Trust and Teamwork

Activity inspired by [Relay Warm-up](#)

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| Sensorimotor workshop – Navigating Trust and Teamwork | |
| Target group: | Students aged 8-14 (but adaptable for other age groups) |
| Duration: | 3 sessions, 45 minutes each |
| Learning objectives: | |
| <ul style="list-style-type: none"> • Build trust and communication skills. • Develop physical coordination and spatial awareness. • Understand the importance of guidance and teamwork. | |
| Organization: | <ul style="list-style-type: none"> • Mixed teams of students to ensure a blend of backgrounds. |
| Strategies: | <ul style="list-style-type: none"> • Hands-on activities, team challenges, guided instruction. |
| Materials: | <ul style="list-style-type: none"> • Obstacle course materials (cones, ropes, soft balls, blindfolds) |
| Before the workshop: | |
| <ul style="list-style-type: none"> - Inspect the Environment: Ensure it's safe and spacious for the obstacle course. - Gather Equipment: Collect materials like cones, ropes, and blindfolds. - Sketch the Course Design: Preliminary design for quicker setup. - Review Safety: Have first-aid kits ready and inform fellow staff. - Promote Cultural Respect: Brief students on respecting cultural/personal boundaries. | |
| Teacher's instructions | |
| Session 1 | |
| Discussion: | 10 min |
| <ul style="list-style-type: none"> - Introduction to the importance of trust and guidance. | |
| Basic Obstacle Course: | 25 min |
| <ul style="list-style-type: none"> - Set up a straightforward obstacle course. - Let students navigate it individually to get familiar. | |
| Reflection: | 10 min |
| <ul style="list-style-type: none"> - Discuss initial feelings and challenges faced. | |
| Session 2 | |
| Pairing & Instructions: | 10 min |
| <ul style="list-style-type: none"> - Pair up students, ensuring a mix of backgrounds. | |
| Blindfolded Navigation: | 25 min |
| <ul style="list-style-type: none"> - Blindfold one student from each pair. The other student will verbally guide their partner through the obstacle course. | |
| Reflection: | 10 min |
| <ul style="list-style-type: none"> - Share experiences, focusing on communication challenges and trust-building moments | |
| Session 3 | |
| Setup: | 10 min |
| <ul style="list-style-type: none"> - Create a more challenging obstacle course, introducing new elements. | |

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| <p>Team Navigation:</p> <ul style="list-style-type: none"> - Groups of 4 or 5 students navigate the course, with one member being blindfolded. The team must work together to guide their blindfolded member. | 25 min |
| <p>Group Discussion:</p> <ul style="list-style-type: none"> - Reflect on the importance of teamwork, the challenges of group communication, and memorable moments. | 10 min |
| <p>Adaptation and Extension: The scenario can be easily adapted to the age group by making the course more/less difficult. If possible and if the weather allows, the obstacle navigation can be done outside.</p> | |
| <p>Tips for teachers:</p> <ul style="list-style-type: none"> - Safety First: Ensure that all activities are safe. Be especially vigilant during blindfolded exercises. - Adaptability: Feel free to adapt the activities based on the students' comfort and feedback. | |

Sensorimotor workshop – Rhythmic Movements: Finding Our Shared Pulse

Activity inspired by [Relay Warm-up](#)

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| Sensorimotor workshop – Rhythmic Movements: Finding Our Shared Pulse | |
| Target group: | Students aged 10-14 (but adaptable for other age groups) |
| Duration: | 3 sessions, 45 minutes each |
| Learning objectives: | |
| <ul style="list-style-type: none"> • Appreciate the universal nature of rhythm. • Develop coordination through dance and movement. • Understand rhythm as a shared human experience. | |
| Organization: | <ul style="list-style-type: none"> • Mixed teams of students to ensure a blend of backgrounds. |
| Strategies: | <ul style="list-style-type: none"> • Cultural Exchange: Discuss popular dances from Ukrainian and host cultures. • Mixed Group Collaboration: Pair Ukrainian and host students to exchange dance knowledge. • Freestyle Integration: Encourage blending of dance moves from both cultures. |
| Materials: | <ul style="list-style-type: none"> • Music player, a selection of music tracks, drums or percussion instruments. |
| Before the workshop: | |
| <ul style="list-style-type: none"> - Select a Space: Ensure it's suitable for dance activities. - Research Dances: Know basics about Ukrainian and host country dances. - Prepare Music: Check sound system and organize tracks. - Ensure Safe Flooring: Suitable for dance, free of hazards. - Notify About Attire: Inform students to wear dance-friendly clothes. - If possible, invite a guest dance instructor familiar with traditional Ukrainian or host country dances. | |
| Teacher's instructions | |
| Session 1 | |
| Discussion: | 10 min |
| <ul style="list-style-type: none"> - Explore the importance of rhythm in our daily lives and various cultures. | |
| Listening & Movement: | 25 min |
| <ul style="list-style-type: none"> - Play different music tracks and let students express freely through movement. | |
| Reflection: | 10 min |
| <ul style="list-style-type: none"> - Discuss how different rhythms made them feel and their individual interpretations of the music. | |
| Session 2 | |
| Introduction to Instruments: | 10 min |
| <ul style="list-style-type: none"> - Present drums or percussion instruments to students. | |
| Group Rhythm Creation: | 25 min |

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| <ul style="list-style-type: none"> - In groups, students create their own rhythms using the instruments. <p>Sharing and Feedback:</p> <ul style="list-style-type: none"> - Groups present their rhythms, and others provide feedback. | 10 min |
| <p>Session 3</p> <p>Guided Activity:</p> <ul style="list-style-type: none"> - Students, in their mixed groups, are introduced to a collaborative challenge. They will combine movement and their created rhythms into a short performance. <p>Performance Preparation:</p> <ul style="list-style-type: none"> - Groups practice their rhythmic movements. <p>Group Performances & Closing:</p> <ul style="list-style-type: none"> - Each group presents their rhythmic movement performance. Conclude by discussing the experiences and the power of rhythm in connecting individuals. | 10 min 25 min 10 min |
| <p>Note: Session 3 may take more time depending on the number of students.</p> <p>Adaptation and Extension: The workshop can be themed, e.g., the rhythms can illustrate festivals, legends, experiences, etc. All the performances can be combined into a big performance and shown to the whole school and/or parents.</p> | |
| <p>Tips for teachers:</p> <ul style="list-style-type: none"> - Be Inclusive: Value every dance form and discourage cultural superiority. - Safety First: Ensure a clear and safe dance area. - Encourage Participation: Create a welcoming environment for all. - Celebrate Individuality: Allow students to add their personal flair. | |