

Always on the Move - Exercise-oriented Youth Work

Renate de Almeida, Koen Milis

EHSAL Europese Hogeschool Brussels, Belgium

Part 1: Practical Guidance and Didactical Approach

Background and Keywords:

The way children and adolescents experience the world has changed completely in western industrial societies.

Although children in our society appear to have everything, hardly ever experience real poverty any more, and entire branches of industry are devoted to the perceived needs of children and adolescents, more and more of them are being increasingly deprived of the experiences they need for their development. An ever increasing number of restrictions are imposed on their freedom of action and personal freedom (restriction of unsupervised opportunities to play and exercise). Playing in the street, which was previously a part of their life over which they had control ("street childhood") is fast disappearing. Children are protected and assigned to self-contained spaces. This restricts extensive exercise activities, intensive physical experience, and unrestrained contact with materials in the home and in the natural environment. Moreover, adolescents are increasingly being observed and shown to have concentration problems.

This expropriation of their spaces leads to a significant impoverishment of experience for children, quite apart from the detrimental effects on their health caused by the lack of exercise. The various influences exerted by the media increasingly lead to children having "second-hand" experiences. Their sensory activity is confined to acoustic and visual perception. They no longer discover the world through their own movement, their own actions, by testing and experimenting. A child's world is an active world, however!

This neglect of exercise also has implications for children's various areas of learning activity. Space and time can be made for more exercise in all areas of school life, without neglecting the curriculum. The school building, playground and classrooms can be made more exercise friendly. **Exercise classes** not only improve the wellbeing and motivation to learn of individual children, they also have a positive effect on the learning atmosphere in the classroom. Short **exercise breaks** of 5 minutes for the whole class enable pupils to learn in a more relaxed manner and more effectively during the rest of the lesson. Boys are often extremely vocal during the lesson, demand a lot of attention and cause disruptions. They often draw attention to themselves through insolent behaviour and fidgeting, and are constantly restless in many cases.

A temporary separation of the genders in phases may be necessary and useful occasionally. Activities in gender-homogenous groups make boys stronger. When boys play together, this is likely to reduce and curb their doggedness, ambition and the enormous pressure to be better than the others. The activities offered here may help to counteract the increasing lack of opportunities for schoolchildren to exercise and may play a part in creating a school that is enthusiastic about exercise.

Similar topics:

Body and health, self-esteem and self-image, identity, reflection on gender roles in the environment.

Materials:

- Small cushion
- Exercise mats
- Skateboard

Duration:

- Approx. 5 to 10 minutes for exercise breaks;
- One 45-minute teaching unit for exercise lessons (may be used during lessons in the classroom, in the playground, for exercise classes, during afternoon supervision).

Number of participants:

- From 8 to approx. 20 boys;
- Also possible with the whole class.

Age:

Boys from 6 to 9 years old (1st to 3rd grades)

Aims:

- Maintain the children's enthusiasm for exercise
- Test and hone motor skills and coordination ability and skills (strength, speed, response, balance)
- Develop conditioning skills (perseverance)
- Improve their physical and mental wellbeing to create a balance to the school day
- Build up self-assurance and confidence in their own abilities
- Develop team spirit, cooperation, fairness and a sense of responsibility
- Boys should learn to listen to their own bodies more and develop a "different" sense and awareness of their bodies
- Boys should realize that their own interests and preferences are not controlled by their gender
- Boys and girls should practise prejudice-free contact with each other as this will enable them to cooperate in society

(Short) explanation: exercise break

Exercise breaks are not a waste of learning time, they are essential preconditions for further productive learning activities and measures that simultaneously satisfy the natural need that children have for exercise. They are absolutely essential in a morning of lessons with long periods of sitting down and also help to curb the pent-up urge to run around. These short exercise units reduce signs of tiredness and improve attentiveness. The children are consequently able to participate in the lessons with greater involvement again.

Procedure:

The exercise break should last 5 to 10 minutes to achieve the essential relaxation effect. The teacher's most important task is to determine the correct moment for this activity. The time before the end of a teaching unit is ideal.

The teacher must ensure that the classroom is well ventilated at the beginning of the exercise break. The exercise should take place next to a wide-open window, if possible. In addition, objects should be removed from the desks beforehand and the chairs should be pushed under the desks to create as much room for movement as possible. It is advisable to use music as music has a particularly motivating effect.

The children are initially

- activated /mobilised (joining in the programme, local muscular warming-up, and activation of the cardiovascular system)

Then switch to

- movement exercises (strengthening and stretching exercises which improve their coordination).

They finish with

- a final exercise/relaxation (rest, assemble, return to the next lesson).

The teacher should play an active part and occasionally assign this "teacher role" to one or more children, to help one or other of the children with the activity.

(Short) explanation: exercise lesson

The exercise lesson should last approx. 45 minutes (one teaching unit). It is subdivided into

- catching games (warming up)
- different movement games (e.g. games that require courage, strength and trust)
- relaxation unit or final activity

The movement and catching games outlined here are not about "winning at all costs" , they are about values such as self-confidence, trusting others, accepting help, offering others help, being able to accept the weaknesses and fears of others, teamwork. The sole combatant is not called for, the community is what counts.

The "warm up" is followed by movement games. In movement games such as "**pulling carrots**" or the "**fortress game**" the boys learn for example that it is sometimes possible to achieve more through the clever use of strength and reflection than through "brute" force. They experience an interplay of sensitivity and strength.

In movement games such as "**car wash**", "**ambulance service**" or "**sculptor**" the children get to know each other and come into contact with each other very quickly. It is noticeable that many boys enjoy this, that it is often not so easy for them to have physical contact outside these exercise situations. It is possible to use these games to experiment with proximity and distance.

Procedure:

Catching games can always be used at the beginning of an exercise class as they activate the circulation, warm up the muscles and help children to relax mentally. They can also form the subject matter of a lesson, however, and be acted out in the playground. "Game hits" can be repeated for hours on end. Catching games provide children with the opportunity for concerted action, for positive contact and strengthen the sense of community. They are designed to be less success and achievement oriented than sports.

Catching games are an essential opportunity for pupils to experience a situation that is free of any pressure to obtain high grades at school. They give children a space where their performance is not compared and where there is no competition and where they are able to experience being part of a community.

The majority of games revolve around themes such as

- Attack – defend
- Hunt – pursue
- Imprison – release
- Flee – escape
- Invade a territory and defend it
- Overpower someone – resist
- Be artful – provoke – tease



Their special feature is that the roles reverse within a matter of seconds, the hunter becomes the hunted, the prisoner a liberator. This satisfies the boys' need for danger and risk. As boys often overrate themselves, the subjective assessment of an exercise situation is essential. What may be boring for one boy is a personal risk for another. The different roles also enable the inclusion of timid children and children with a lower level of motor performance in the games, e.g. an "imprisoned child" is not excluded from any game. He usually assumes the role of catcher or is released by another child.

Catcher roles should usually be assumed by the pupils themselves. Their numbers will depend on the size of the group and the size of the play area. It is best to use a small cushion to beat off the opponent (it is possible to beat off the opponent firmly without hurting the children).

A so-called "life raft" should be created in the majority of games (mat or identified area), where the children may not beat each other off and catch each other. This is particularly important for shy, fearful children and children with poorer motor skills. At the beginning of the games it is agreed that if a child says "stop", the players concerned must react and stop the action in the game.

The exercise is based on the alternation of tension and relaxation. Time to **relax** should always be included at the end of an exercise lesson. As the boys are tense in many cases this is a particularly valuable experience for them.

The success of an **exercise lesson** depends on several factors, e.g. on the time of day, the classroom situation and the progress in the preceding lesson. The success of the game completely depends on the way the idea of the game is presented as well as the way the game is managed. The teacher should act as the role model and play an active part as this will communicate a very positive attitude directly to the pupils. By expressing his own enthusiasm about the game he is able to convey the sense of the game clearly and in an exemplary fashion. The way he handles conflicts and problems in the game, his ability to simultaneously manage the game in an empathic and reflective manner will provide the pupils with essential behavioural models and strategies for solutions.

Reflection:

After the relaxation exercises the children sit in a circle and are given the opportunity to answer the following questions:

- How did you feel during the different games?
- How did you feel in the role (e.g. of catcher, prisoner etc.)?
- Which is your favourite role?
- Which role don't you like playing and why?
- Was it a pleasant or an unpleasant feeling?
- Was your role in the game easy or difficult?
- Why did the game work well or not work well?
- What did I do well in the games and what not so well yet?
- What did I get annoyed about during the games?
- What game would I really like to play again next time / never ever play again?

- What do I want to get out of the next exercise lesson?

Smilies:

3 smilies are placed in the middle of the circle.

After the question “What did you like about the exercise lesson today?” the children choose the smily that best expresses their feeling about the game.

Rope stance:

A rope is laid down in a straight line. One end symbolises total agreement (I enjoyed it very much), the other end total rejection. The children position themselves next to the rope and demonstrate their agreement/rejection.

Finger flashlight:

The children are required to assess a selected fact, e.g. “You ... worked together very well during the game”. After a brief period of reflection (approx. 1 min.), the teacher asks the children to close their eyes and indicate a grade between 1 and 5 with their fingers. If the children know each other well and have known each other for a long time, one child could for example talk about the imagined thoughts and feelings (after the activity) of the child on his right. The child then gives his view of this.

Reflection does not always have to take place at the end of a lesson, it may also take place in between (as a break) or spontaneously. Verbalising and visualising the experience assist the children’s individual learning process.

Variations (Continuation):

Boys and girls should also repeatedly participate in the exercise lessons together so that they can observe each other in the different exercise lessons. This is the best way for them to discover how the members of the other gender behave, how they move, the qualities and abilities that they contribute. They can observe different needs and learn how to deal with them and take them into consideration in concerted action.

Shared experience – shared encounter = shared living!

Part 2: Theoretical Background and Further Information

“If I’ve lost my body,
I’ve also lost myself.
If I find my body,
I find myself as well.
If I move,
I live – and move the world”
(V. Iljine)

Humans have a basic need to **exercise**. Children in particular generally associate playing and exercise with enjoyment, pleasure and satisfaction. Children explore the world through movement and observation. We have acquired our basic (learning) experience, which is of crucial importance for living in society, for developing the body and mind, by actively engaging with our surroundings. The child also encounters and experiences himself as being able to influence this active and playful engagement. He recognizes his own strengths and weaknesses, is able to judge himself better and accept himself, the games teach him to master and control his movement and how to deal with others (body = means of expression and communication). This gives him an initial idea of his own abilities. Children learn by experimenting and testing that they have created something themselves and have abilities of their own. They experience that they can “make their own changes” to the game and “make their own decisions” about things that happen in the game, and consequently influence the outcome. This feeling gives them the basic self-confidence that they require when they are under pressure to perform.

The sense of achievement in the area of exercise also contributes to increased confidence in their own ability, and boosts their self-confidence and self-esteem. A child needs the sense and awareness of his body that he acquires through exercise to develop an image of himself – for his own identity.

Zimmer writes in her manual on physical education: “Whether a child regards himself as “strong” or “weak”, the traits he ascribes to himself, how he judges himself and the expectations he has of himself - all depend on the image that a child has of himself. It stems from the experience that the child has had in the past of his achievements, abilities and behavioural patterns. Every individual consequently develops a set of assumptions about himself during the course of his life.”

During exercise the child also learns about a variety of forms of social action by joining in exercise games. He learns to develop his own social intelligence, which he needs to be able to play with other children and groups and in order to act. He learns to get along with others and to accept them, to tolerate them and to express his own wishes and needs in an appropriate manner. Language therapists have been calling for more exercise for children for a long time as language and exercise are also closely linked and exert a mutual influence. Brain research has made enormous progress in recent years. The Israeli neurologist Raz has for example demonstrated that balancing games can help children with poor reading skills.

The precondition for the awareness of one’s own body is a heightening of the senses. Sensory perception that functions well will make the child aware of what is happening in his own body and when his body comes into contact with his surroundings. Physical experiences are thus closely linked to sensory perception (visual, tactile, auditory, vestibular and kinaesthetic).

The experience of the physical possibility of expression, control of physical tension, the experience of exhaustion and fatigue, as well as the enjoyment of rest and relaxation are some of the most important experiences that children can have in exercise situations. Exercise is thus the basis for human development and is the basis of all capacity to act.

**“Exercise is the gateway to the world – physical experience
as worldly experience”**
(Miedzinski)

The call for more **exercise in school** is not new. It appears to be more pressing than ever nowadays. The ailments caused by a lack of exercise have assumed alarming proportions in adolescents (cardiovascular problems, overweight, coordination and foot problems). The back problems that are so typical in adulthood are now beginning to develop in childhood as a result of a lack of exercise.

Educational reformers such as Montessori, Freinet, Steiner and many well-known, innovative thinkers in the field of learning research (Feldenkreis, Ayres) emphasise the importance of exercise in the learning process. Dennison stresses that “exercise is the gateway to learning” and Hannaford writes in her book “Exercise – The Gateway to Learning”, “Exercise is absolutely essential for learning. Exercise awakens and activates our intellectual abilities. Exercise integrates and incorporates new information and experience in our neural networks. And exercise is the precondition for expressing what we have learned, our understanding, and our own self through our actions.”

More recent research work helps us to understand how exercise directly benefits the nervous system. Hannaford states, “Muscular activities, especially coordinated movements, appear to stimulate the production of neurotrophines. They are natural substances that stimulate the growth of nerve cells and increase the number of neural connections in the brain.”

Psychological studies of memory conclude that learning matter is probably double coded through simultaneous movement and may be reliably recalled from the long-term memory. Exercise also promotes the blood flow to the brain, activates the brain and increases the supply of oxygen. Dennison developed brain gym exercises, which enable pupils to gradually observe and learn more holistically. The exercises target and activate the brain integration mechanism (essential for optimal learning).

“They wanted the head, but the whole child came to school”
(Author unknown)

When exercise at school is mentioned it is sports lessons that initially spring to mind. This was the case for a long time. However, the new school sports concept is based on the supposition that sports lessons are not sufficient to compensate for the existing lack of exercise – even if children everywhere were given four lessons a week. Additional exercise lessons are therefore absolutely essential.

Despite many endeavours by teachers, such as

- open form of teaching;
- realistic teaching matter;
- action-oriented methods;
- adequate pacing in terms of learning psychology;

which are designed to move away from long periods of sitting in the classroom, with its harmful effects on health, it is still observed that children sit down for too long on many days. Work phases in which the form of teaching by its very nature provides little opportunity for exercise itself are of course inevitable. Such lessons exist and it is not possible to organise them differently on the whole. If the teacher ensures that there is an exercise break in such situations, children will find this to be beneficial and stimulating.

These **exercise breaks** are always necessary when certain forms of teaching do not permit sufficient exercise over a long period. This is why it is important that not only

sports teachers, but all teachers, are aware of the beneficial effect of exercise for all “pupils who are compelled to sit”.

Leaving aside individual forms of **sitting**, we have always had a poor compromise between the anatomical shape of the spine and the relaxed skeletal muscles when we are sitting. The two are not compatible, sitting either means extremely hard work for the muscles with very little pressure on the spinal posture or relaxed muscles and a strained spinal posture. Sitting upright is the most beneficial sitting position for the spine, but it requires the muscles to work very hard. The muscles consequently require strengthening to achieve this for long periods without tiring. We must always bear in mind that sitting gives the semblance of a resting position, but it essentially involves hard work and creates restlessness.

As the posture and muscular apparatus of the elementary schoolchild is not yet fully developed, it is often too much for him to sit quietly after just one lesson. It is important to change sitting positions quite frequently so that other joint positions and groups of muscles are used. Different seating arrangements (seat wedge, seat cushion, kneeler, chair, seat ball) may also be used for this purpose and alternated. Exercising while seated also helps restless children to concentrate better. Learning requires motivation, interest and exercise – and not absolute stillness and sitting quietly. It is also important to repeatedly make use of opportunities for playful exercise (e.g. movement games).

Boys are usually constantly on the move. They need space and the opportunity to test and explore their physical strength. Pleasure and enjoyment of exercise, of physical strength are reflected in the expression of their physical energy. Romping is an indication of their essential needs and their vitality. It is unfortunate that even today powerful, physical confrontation and typical youth games are suspected of aggression and the beginning of spiralling violence. In exercise situations boys frequently express themselves emotionally, they experience enjoyment of their own bodies and also like to act out this physicality. Feeling their own strengths and pitting their strengths against others are behavioural patterns that are typical for boys, and we should count this as one of their strengths, even if acting out physicality is sometimes accompanied by activities that cross the boundaries.

Provision of exercise designed specifically for boys is designed to take individuality into consideration and support the various wishes and needs of the boys (e.g. for competition and success as well). They have active, performance-related aspects as well as passive aspects. As beating others is all that counts for many boys, the correct approach is to vary performance and success in the game units and to put them into perspective and reflect on them. Coexistence and antagonism provide a variety of approaches to action. Teaching boys to be aware of their limits and the limits of feasible aggression is one of the main tasks of exercise-oriented youth work. Youth work must always be seen as part of the development of the coeducational school based on gender awareness.

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Examples of the sequence of exercise breaks

Example 1

1. The children jump like a **jumping jack** (possibly with music).
2. The children make **crossover movements** (their right elbow touches their left knee, their left elbow touches their right knee, ...)
3. **Standing on tiptoe** (Make yourself as big as a giant, then really small like a dwarf! Alternate: Big, small, big, small, ...)
4. **Mirror image** (Stand opposite your partner. Can you imitate all the movements of your opposite number like a mirror image? Change round!)
5. **Relaxation** (Lay your head on the desk and listen to the music.)

Example 2

1. **Hopping** (Place a book on the floor and hop over it back and forth!)
2. **Climbing stairs** (Imagine that you want to climb stairs. Draw up your knee at the same time as well.)
3. **Standing on tiptoe** (Now stand on tiptoe and try to reach for the stars!)
4. **Clapping** (Sit down on your chair. Clap your hands above your head, then below your right knee, then over your head again, your left leg, ...)
5. **Marionette** (Let your upper body fall forwards. You are a marionette and are on a string on the top of your head. Let go of the string and you will collapse again.)
6. **Relaxation** (Now lay your head on the desk close your eyes and let the child next to you write a number on your back. Can you make it out? Change round.)

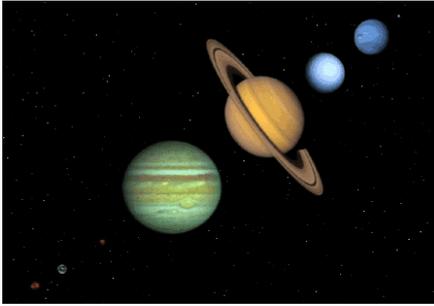
Example 3

1. **Shadow boxing** (Can you box without touching anyone?)
2. **Hip shaking** (Can you shake your hips to the right and left back and forth?)
3. **Belly dancing** (Walk around the room to the music. Try to rotate your tummy when the “music stops”)
4. **Back to back** (Walk around the room to the music. When the “music stops” stand back to back with another child! Touch heads, shoulders, bottom! Now crouch down together. You are an elevator. It goes up and comes back down again.)
5. **Relaxation** (Now tiptoe across the room as quietly as possible, don't touch anything or anyone, go back to your chair. Can you now draw a large figure of eight in the air in front of you? Start from the top left!)



6. **Shaking massage** (One child is seated while the other takes hold of his arm at the wrist and shakes it gently).

Example 4



“Flight into outer space”

All the children stand and say together ... bang bang, bang, we're flying into outer space. The countdown 's started (crouch down and count backwards from 10 to 0 and fly off, i.e. the children mimic flight movements).

Landings take place at different planets, e.g. the hopping planet (all the children hop), the slow motion planet (the children do all the movements in slow motion), the mirror planet (each child imitates all the movements of the child next to him), the planet of the apes (imitate apes), the planet of the giants (the children make themselves big), the planet of the dwarves (make themselves very small), the quiet planet (we move very quietly on the spot), the sleeping planet (the children sit down on their chairs, lay their heads on their desks and go to sleep).

Example 5

“Horse racing”

The children are seated. The group imitates the sounds and atmosphere at a horserace. It starts with all the children slapping their thigh and saying, “trot, trot, trot ... Keep up this movement and the mumbling throughout the game. The teacher indicates what the children are to do by calling out and demonstrating the actions:

- “Right turn” ... everyone turns to the right;
- “Left turn” ... everyone turns to the left;
- “Oxer” ... , jumping movement is imitated with raised arms and standing up briefly;
- “Doubt oxer” ... everyone imitates the same jumping movement twice;
- “Grandstand” ... everyone cheers;
- “The horses jostle” ... everyone boos;
- “Water jump” ... everyone blubbers with their fingers on their lips.

The horses are taken to the stable and are very tired (the children lay their heads on their desks). More noises and movements can be added to the game (“Portmann horse racing”)



Examples of an exercise lesson for boys

Warming up

Catching game “Fishing net”

1 catcher (= fisherman), all the other players are fishing net meshes.



The fisherman is making a net. Each player caught forms a new mesh for his net. Hand in hand, they chase after more children. As soon as a net consists of four children, they divide into two halves and both now try to catch two other children (meshes) separately and then divide again, ... etc.

Important rule: only the child, who has a free hand, has the right to catch another child.

or

Simple catching game

There are 2 to 3 catchers, when someone is caught they stand still and stretch out an arm. The other children can release the prisoner by clapping.

Variation: The child who is caught remains standing with his legs straddled, when another boy crawls through them he is free again.

or

“Atom game”

Three boys hold hands and form a circular atom. The fourth boy decides which of the boys he wants to catch. The “atom” can move around the room. The boy to be caught is protected through rapid rotations and running away. Will the catcher manage to touch the boy?

Other **movement games**:

“Magic glue” (breaking down fears of physical contact)

The boys form pairs. One boy now covers the other boy’s back with magic glue. They then stand back to back. They are now stuck together and are unable to break away from each other. They move across the room to the music without speaking. Only the game leader is able to release them from each other.

“Fighting cockerels” (game that requires strength)

Something is happening in the chicken run today. The proud cockerels are pitting their strength against each other. Two children are standing on one leg opposite each other with folded arms. They crow loudly at first, like fighting cockerels. As the opponent does not budge, they try to drive the other one from the territory through squeezing, pushing and nudging. The aim is to knock the other off balance.

Variation: Both cockerels fight one another in a squatting position.

“The fortress game” (game that requires strength and courage)

The boys stand close together and form a circle (the fortress). Their arms are linked. One boy tries to get into the circle from the outside (he wishes to conquer the fortress). The teacher has discussed with all the boys beforehand that violence and aggression (kicking, pinching) are not allowed. Will the boy succeed in conquering the fortress?

The rules must be followed to the letter in this case, the game leader can call a halt if a boy's efforts are fruitless (this fortress cannot be conquered!).

Variation: One boy tries to invade the fortress, another to escape.

"Pulling carrots" (game that requires strength)

The boys sit close together in a circle, link or grasp arms and legs (they are the carrots in the garden). 1 to 3 boys (farmers) now try to pull the carrots out of the ground from the outside. The pulled carrots become the new farmers.

"Runner" (game that requires courage and trust)

The boys form a line-out (approx. 5 m apart). One boy stands at the end of the line, closes his eyes and runs through it. The other players guide the runner by humming. If the runner begins running off course the other players gently guide him in the right direction. When the runner reaches the penultimate couple, they cry "stop".

"Breaking through the wall" (game of courage)

Three boys get together. Two hold a newspaper, the third throws himself at it with loud cries and breaks through the wall. Change round! Provide sufficient newspapers.

"On the island of petrified monsters" (game of courage)

A few boys are petrified monsters. They stand apart from the others and think up frightening faces to pull, threatening movements and screams. They then scatter around the room like petrified statues.

The other boys come along now. They are on a mysterious island with strange statues. It is actually forbidden to touch them... but if a petrified monster is touched, it comes to life. It is not much longer before terrible screaming and wailing is heard, the monsters also move jerkily and clumsily across the room. A few children who are on a lighthouse (platform, chair) can call a halt to the strange happenings though. If calls for "quiet" or "stop" come from this direction, the monsters turn to stone again.

"Statue" (physical experience)

All the boys run around the room, they all stand still when a signal (gong, whistle) is given. Two boys who are standing the closest to each other, when the signal is heard, pair off. One boy is the building material, the other boy creates a statue with it, i.e. he moves, turns, bends the boy's arms, legs and body. When they have all finished they start running again.

"Sculptor" (physical experience)

The boys pair off. One closes his eyes, the other makes a statue. At a signal from the "statue" the boy feels the statue and tries to copy it with his eyes shut. When he has finished, he opens his eyes and compares his creation with the original. After a short discussion the roles are reversed.

"Ambulance service"

5 boys form a group. Four of them are to take a patient to hospital (on a mat). They go on all fours, close together. The patient lies on the backs of the boys who are crawling along the floor. They can experiment first of all to ascertain the safest way of transporting the patient. They need to find a coordinated "crawling rhythm" to do this. Can we transport other objects in this manner?

Final game:

"Car wash" (group massage)

The boys stand in two rows quite close to each other (car wash). One boy is now a "car". He may decide beforehand the model of car he is (small = stooping walk, large = upright walk) and the kind of car wash he wants. (Economy cycle = gentle contact, medium cycle = normal contact, soiled cycle = firmer contact). Once these points have been clarified, the "car drives into the car wash". The others now start hosing down, soaping, scrubbing, polishing and drying the car. When the cleaning is finished, the boy says whether he liked it and if he has any other comments. Then it's the turn of the next "car".

or

"Bravo"

It is very good to finish with this as it gives the children the feeling of a positive community. The children move close together in a circle and link arms right and left. One child passes the "br" on to the child on his right, and he in turn passes it on to the next child sitting on his right. This lasts until the entire circle has said "br". When this has happened the group jumps up and cries "bravo".

"The secret friend" is a very good game to **finish with**.

The names of all the boys are in a container (like lottery tickets). Each boy takes a name at the end of the session. They do not divulge whose name they have pulled out. The boys are now given the task of behaving as nicely as possible and to be particularly attentive to the person they have pulled out until the next exercise lesson. At the beginning of the next lesson the boys talk about who the secret friend was and back up their assumptions with situations that they have experienced. Each boy is pleased about the attention he has received as the result of the high degree of acceptance.