

Relationships in motion - About conductors and followers



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Development of an idea

- Inspiration: Music session with severe disabled children we experienced during our last meeting in Romania in February 2020
- Our idea for our school: Implementation of a joint creative music workshop with several classes led through the thought of “Quality time for all” and the perspective of pupils as conductors of a situation

BUT

- Corona made any common events with more than one class impossible and further on school have closed for a long time
- New start after the long Corona Lockdowns with a new idea, still inspired through our experiences in Romania...



Motion Activities

- All pupils showed a big need of motion after Lockdown times.
- There are several places in school (inside and outside) we can use for motion activities.
- It was necessary to start with a low threshold offer after a long time pupils haven't been in school
- Most of our pupils basically feel a high motivation for motion activities.



Work on relationships through motion activities?



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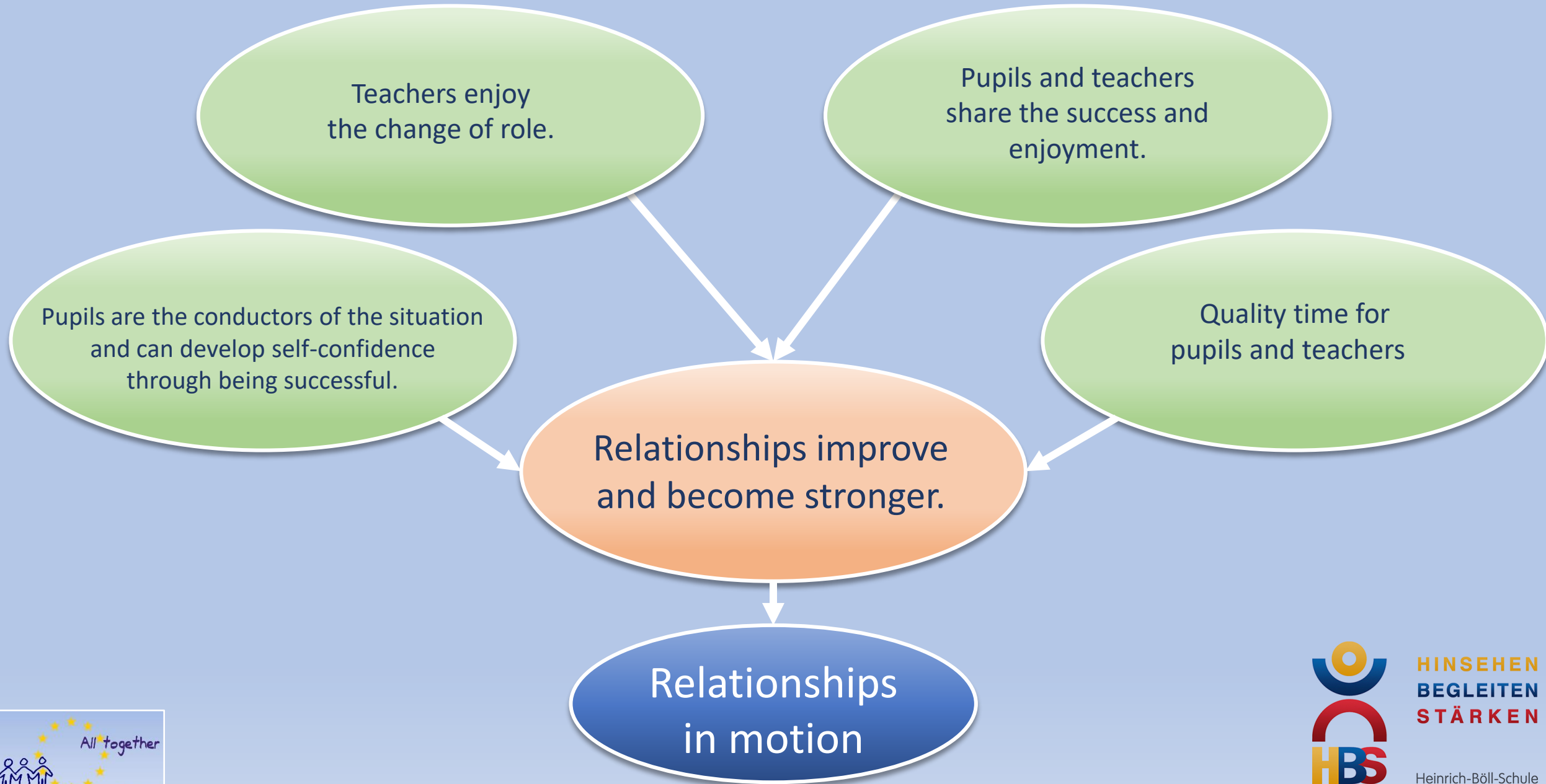
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Strengthen relationships through motion activities

- Each child starts at its individual starting point and does individual self determined steps of development. Teachers follow the pace of the pupils. Children experience self-efficacy and that teachers trust their abilities.
- Activity impulses come from the children, teachers take them and help to develop them. Children are the conductors of the situation.
- Games are developed together. Fun is guaranteed.
- Children decide on themselves about help and choose the partner of their trust.
- Help during motion challenges improves the trust between pupils and teachers. Pupils feel safe. Partners enjoy the success.
- Change of role for teachers: From the one who demands scholastic achievement to a trusted partner during situations of enjoyment.





And beside that...

Pupils, teachers and their relationships become more resilient and will stand the next crisis

