

Feuerstein and movement in a group session



Movement is a special modality with a lot of possibilities in the Feuerstein method. The general benefits of mediation through movement will be described and also the benefits that working in a (small) group gives.

Four different parts in the movement session in the videos will be distinguished:

1. Entering the gym
2. Doing the obstacle track.
3. Free play time
4. Finishing together.

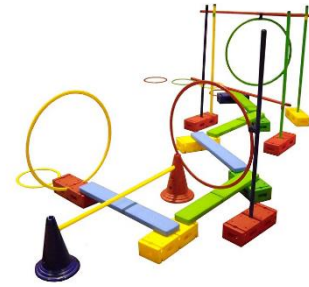
1. Entering the gym:

To have an orderly beginning of the session some strict rules have to be necessary. The order for the children will be 'when you come in first you go and sit on the chair, then you take of your shoes and socks and finally you wait until everyone is ready'. Taking of shoes and socks has also a behavioral order in itself. Untie the laces or fixing band, then loosen it, hold the heel of the shoe with the hand and pull it away from you etc.

So the mediator will direct on the criteria of Regulation and Control and Goal directedness and planning. And next to that since the session is done in a group situation the children can also behave and learn by imitating their neighbor. So in contrast to an individual mediation by pointing the children on the behavior of the other children the transfer from a group session to for instance the school or family situation can be bigger.

2. Doing the obstacle track:

In turns the children do the obstacle track. All children do the track 3 times and the amount of turns is made visual by numbers in different ways. For instance by laying down cones, with number tiles or with taking a certain restricted amount of objects. This way the children learn about numbers, order and finishing a task.



In the track the mediator wants the children to do certain actions. To walk, to climb, to step over or to jump. Reciprocity between the children and the mediator is very important so that the children will act the way is intended by the mediator. Criteria of Reciprocity and Intentionality are involved.

In a learning situation it is important that the intended action is within the zone of next development of the children. The goals should be reachable for the children with a reasonable amount of success. This is important for the Mediation criterion of Feeling of competence. And therefor to work on the criteria of Challenge and Changeability. If a child experiences competence it will be more open for challenges and will be more willing to meet a new tasks.

In doing a obstacle track a number of actions are asked in a certain order or direction. This also asks Goal direction and Planning from the children and will help them to reduce impulsive behavior.

After 3 turns the track is ready. With visual means the length of working time is clear. This can be transferred to school or home situations. Not the (impulsivity of the) children determine how long the task lasts but something external. This can be the beginning of an internal locus of control of a task.

3. Play time

After working in a group situation the children are free to choose from two or three movement situations. In this way it is possible to mediate the children more individually or in other words more adapted to their individual zone of next development. This can be on movement level but also on the way that the children work with the materials, more or less intentional as meant by the mediator. On the other hand the children can also show some Individuation in choosing what they like best.

In this way of working freely the children will meet other children in a different way compared to the regulated situation of the obstacle track. They have to learn how to pay attention to other children, to wait for their turn and that it can also share other children in an activity with shared interest. This will ask challenges on the criteria of Regulation and Control and Sharing behavior.

4. Finishing together

After playing time the session finishes with an activity with the three children together. This is a transfer from a free situation to a structured one. This transition will ask a transition in the Regulation and Control of the behavior of the children. Transitions like this will also be demanded in their school situation. This Transcendence should be mediated to the children. Next to that, finishing together of course strengthens the feeling of Belonging. Most of the time they walk back to the waiting room proudly holding each other's hands!

