Description card of «Ballem el joc perdu»: «Dance the lost game»

**CONTEXT**

Country : Spain

Town : Barcelona

Urban environment

School type: nursery school, half-private school

**Age of the involved pupils** : 4 to 5 years

**Contact**:

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**Involved team** :

 María del Carmen González André (psychomotricity teacher; member of the sport team and project coordinator)

Francisca Martínez (member of the sports team)

Vicens Colino (member of the sports team)

Yolanda Ambrosio (Education School Director)

Ramon Beringues (General School Director)

**Description OF THE action :**

**Main idea:** The project aims at involving all the parents of children aged 4 and 5 and at enhancing connections between parents from different cultures and languages. This participation is encouraged through danced games and dances.

**The reason why this project exists**: We are a school with 17% of families recently arrived from different cultures and languages

Learning goal: Creating an education community

Description of the action: an email is sent to the parents to inform them about our proposition; we invite them to come to school and teach danced games and / or dances from the country they come from or to take active part to the effective development of the action.

A meeting with the parents who are going to teach the dances precedes the actual implementation.

All the classes meet in the courtyard, stand in a circle to begin the activity.

Role of the parents: the parents who teach their dances explain the game / choreography in their language as well as the role and the importance of this danced game in their country. The explanations are translated into Catalonian or Spanish. The participants follow then the instructions at the rhythm of the music and learn the steps.

**Observed effects:**

These education practices

1. make communication among people within the education community easier;
2. really contribute to the acknowledgement of different languages / cultures;
3. create a meeting space between parents and children in the school environment;
4. open a space that enhances intercultural education by discovering and sharing danced games and dances from different cultures;
5. produce an atmosphere of confidence and improve communication among the members of the education community.

**Support and media**:

1. during the activity a person encourages the participation and supports the parents who are teaching the dance;
2. the music of the danced games and of the dances are recorded before in the established participation order;
3. good sound system: microphone, music player and platform