

A photograph of three children playing a game on a large, multi-colored striped rug. The children are stepping on circular discs that feature various illustrations. One child in the center is wearing a white shirt and blue jeans, another in purple pants is to the left, and a third in a yellow shirt is to the right. The discs show images like a house, a car, a tiger, a soccer ball, a person, and a train.

a - A O ! N

Art Based Learning of Language of Origin through Didactic Innovation

STOP DANCE WITH PICTURES ENG

It is a playful language learning activity for children aged 2–6 that combines movement, music, and vocabulary development. Through dancing, identifying, and naming objects in different languages, children strengthen their language and communication skills in an inclusive and creative way.



ABOUT ALADIN

PROJECT NAME

Art Based Learning of Language of Origin through Didactic Innovation

PROJECT NO.

KA210-ADU-239BA964

COORDINATOR

COTA ONG (FRANCE)

PARTNER ORGANISATIONS

Comparative Research Network e. V. (GERMANY)

KOOPKULTUR e.V. (GERMANY)

SINDIAN (FRANCE)



The "ALADIN methods handbook" has been developed under Erasmus+ KA210-ADU Project "Art Based Learning of Language of Origin through Didactic Innovation" (acronym ALADIN) (Project No. KA210-ADU-4990C6D0) and it is licensed under Creative Commons.



Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

STOP DANCE WITH PICTURES ENG

Participants profile: children 2-6 years old with a migrant background with parents

Maximum Number of Participants: 1-10 people

Duration of the Activity: 15-20 min

Materials: Assorted picture cards with various images (animals, objects, food, etc.), Music player.

Language Skills: Oral expression, pronunciation, listening comprehension, vocabulary development

Other Skills: Non-verbal expressions, cultural, intercultural, teamwork and collaboration, coordination

Levels: From A1 to C2

Developed by / Origin / Original language: Marinessa Radchenko, Koopkultur e.V. / Germany, Ukraine / Ukrainian, Russian

STOP DANCE WITH PICTURES

Activity Step-by-Step - p1



a - A d ! N

1. Preparation:

- Scatter the picture cards randomly on the floor. Make sure there's enough space between them for the children to move around freely.

2. Introduce the activity:

- Gather the children together and explain the rules of the game: They will dance and move around the room while the music is playing. But when the music stops, they must quickly find a picture, stand on it and freeze!

3. Start the game:

- Play some upbeat music and encourage the children to dance or run around the room.
- After a short while, stop the music.
- The children must quickly find a picture, stand on it and freeze.

4. First round - identifying features:

- Once everyone is standing on a picture, the facilitator gives instructions related to the pictures, for example:

"If your picture has something red on it, jump up and down."

"If your picture shows something tasty, clap your hands."

"If your picture has an animal, shout 'Hooray!'"

- Let some children act out these requests, then repeat with new instructions (e.g. something soft, something round).

STOP DANCE WITH PICTURES

Activity Step-by-Step - p2



a - A d ! N

5. Second round - Naming in the family language:

- After a few rounds of dancing and freezing, ask the children to look at the picture they are standing on and say the name of the object in it in their native language.
- Go around the room and have each child share their word. This adds a fun, multicultural element to the game and encourages everyone to learn new words.

6. Advanced round - rhyming challenge:

- For an extra challenge, ask the children to think of a rhyme for the object in their picture.
- For example, if a child has a picture of a cat, they might say, "Cat and hat!"
- Help younger children with this task to encourage creativity and playful thinking.

7. Repeat the game:

- Start the music again and continue the game for several rounds, mixing in different instructions and challenges.
- Adjust the tempo of the game to keep it dynamic and engaging.

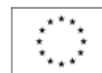
8. Close the activity:

- After the last round, gather the children in a circle. Thank them for playing and celebrate how they used both movement and language to explore the pictures.

A group of children are playing a game on a large, colorful, patterned rug. They are standing on circular picture cards. One child in a yellow sweater is in the middle of a jump. Other children are visible in the background. The cards show various images like a car, a person, a train, and food. An adult is sitting on the floor to the right, observing the game. The text 'RECOMMENDATIONS FOR EDUCATORS AND TEACHERS STOP DANCE WITH PICTURES' is overlaid on the image.

STOP DANCE WITH PICTURES

Recommendations for educators and teachers - p1



a - A d ! N

Preparation:

- Gather Materials: Picture cards with diverse objects (e.g., animals, food, household items, nature elements) depending on the topic you'd like to focus and a music player with upbeat songs that may be related to the topic.
- Prepare the Space: Clear an open area for movement and scatter the picture cards on the floor with enough space for children to move freely.
- Plan the Instructions:
 - Think of prompts for identifying features (e.g., colors, shapes, categories).
 - Prepare examples for the naming round (you can encourage using different languages).
 - Have simple rhyming examples ready for younger children.

Expected output:

This activity enhances children's language skills by expanding vocabulary, improving pronunciation, and fostering phonemic awareness through naming and rhyming. It strengthens cognitive abilities like observation, categorization, and problem-solving while boosting social confidence, cultural appreciation, and cooperative play. Physically, it supports coordination, balance, and reaction time through movement. Creativity is encouraged as children engage in imaginative responses and playful interactions, making learning dynamic, inclusive, and fun.

Adaptation/Application of the method:

- **a group with varied language proficiency**
 - Allow children to describe their pictures in words, gestures, or sounds if they struggle with vocabulary.
 - Pair children with different language skills to support each other.
 - Provide hints or visual aids to help with word recall.



- **group dynamics**

- Establish clear rules to ensure turn-taking and respect for others' contributions.
- Encourage quieter children by directly inviting them to participate.
- Adjust the tempo of the game to keep all children engaged, avoiding frustration or boredom.
- Keep rounds short and dynamic to maintain engagement.
- Modify movement-based instructions to be inclusive for all abilities.
- Provide positive reinforcement and avoid pressuring children to speak if they are uncomfortable. You can offer non-verbal participation options, such as pointing or miming.

- **cultural context**

- Use diverse picture cards that reflect different cultural backgrounds.
- Be mindful of words or gestures that may have different meanings in various cultures.
- Foster an inclusive atmosphere by celebrating all languages equally and avoiding corrections in pronunciation.

- **physical space limitations**

- If space is small, use a slower movement style like walking or tiptoeing instead of running.
- Reduce the number of picture cards and adjust their placement to fit the area.
- Consider playing in smaller groups or taking turns if space is very restricted.

References, and Resources:

- HABA "Ratz Fatz – in Bewegung" Spiel: <https://www.betzold.de/prod/100370/>
- Find free/paid characters to download: <https://www.freepik.com/>

Tags:

speaking, pronunciation, listening, **vocabulary**, non-verbal expression, self-confidence, body movements