



# Rhythm 4 You(th)

## guidelines about dyslexia and dance

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**Programme:** Erasmus+

**Action Type:**KA210-YOU - Small-scale partnerships in youth

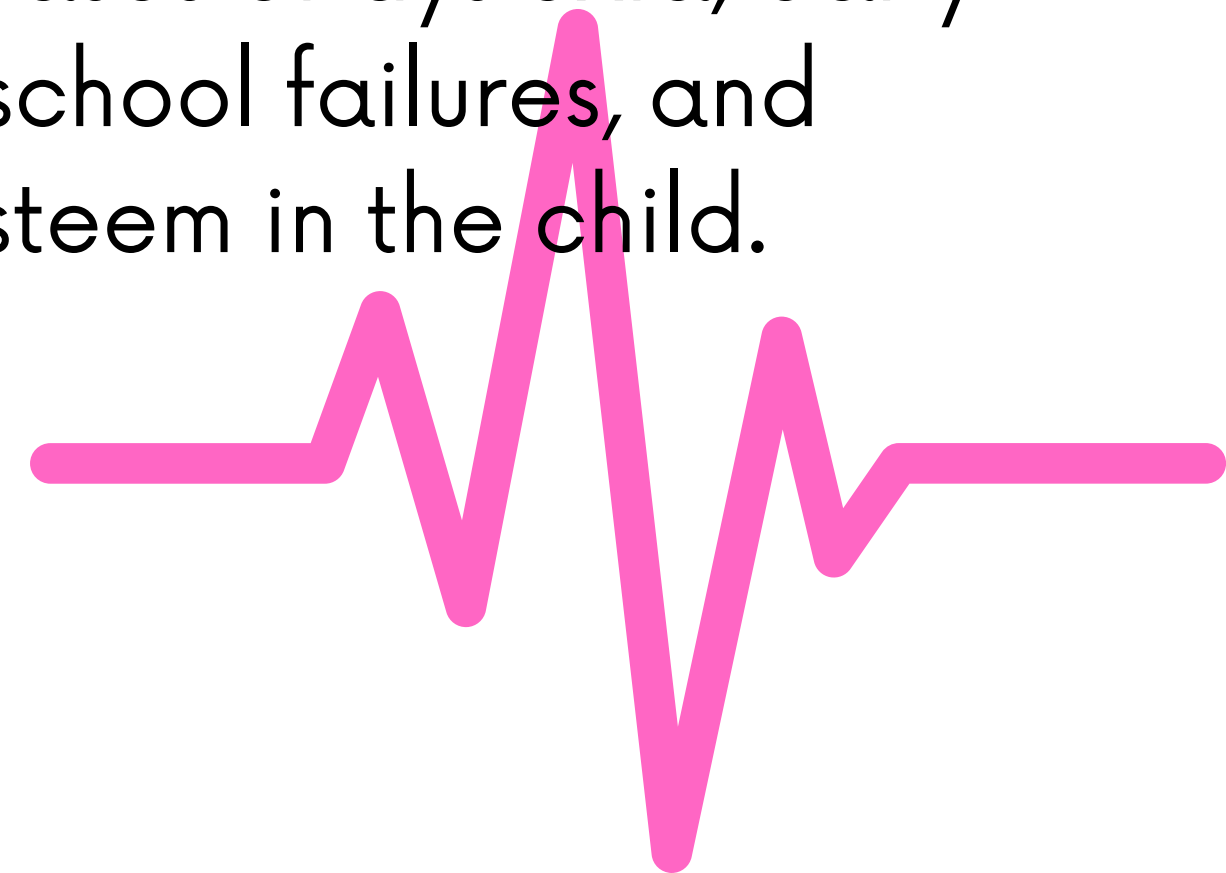
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# What is dyslexia?

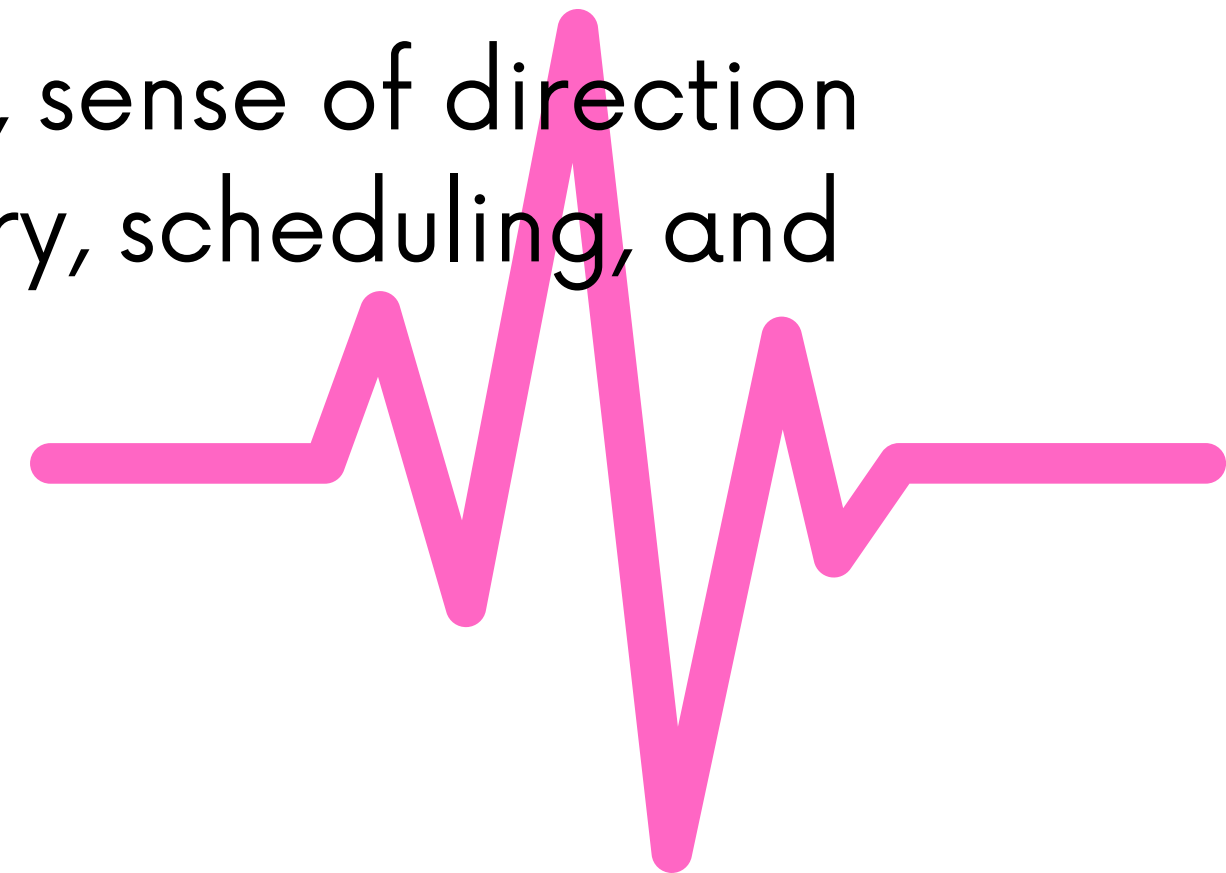
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- Dyslexia is part of the specific learning disorders (also called DSA) and is a disorder characterized by the presence of reading difficulties that manifest themselves with frequent errors and excessive slowness in reading, despite the child showing an intelligence in the norm. Often the first indicators of dyslexia are observed with the beginning of elementary schools. In cases of dyslexia, early diagnosis and intervention is essential, thus preventing school failures, and encouraging a greater sense of self-esteem and self-esteem in the child.





- Educators today are familiar with the signs and symptoms of dyslexia where the academic issues of reading, writing, spelling and arithmetic is concerned. There are many programs and international curricula to assist and help children suffering from dyslexia function and progress academically very well. The area of dyslexia which is also prominent in child suffers, however not nearly as frequently addressed is physical coordination. Children suffering from dyslexia have trouble with their overall gross motor coordination. Furthermore they have trouble with their sense of left and right, sense of direction in relationship to body in space, short-term memory, scheduling, and getting to the right place at the right time.



# dyslexia & dance

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- There is no cure for dyslexia. But recent studies have shown that there is a link between dyslexia and rhythm and how dyslexia lacks that mechanism that characterizes the rhythm, that is, the shift of a fraction of a second between what you say and what you look at.
- Possible solutions, to improve dyslexia is the use of rhythm in everyday life, through motor activities, such as rhythmic gymnastics and dance.
- dance is a fundamental means in the practices for the well-being of the individual cooperates and dialogues in multidisciplinary contexts and teams, promoting the resources of the creative process, dance and movement, for psychophysical, relational and spiritual integration, the well-being and quality of life of the person. It is often combined with other forms of treatment.

# Who can be interested?

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- children of school age who approach reading

- adults who have never learned to read properly.



# EDUCATIONAL TIPS

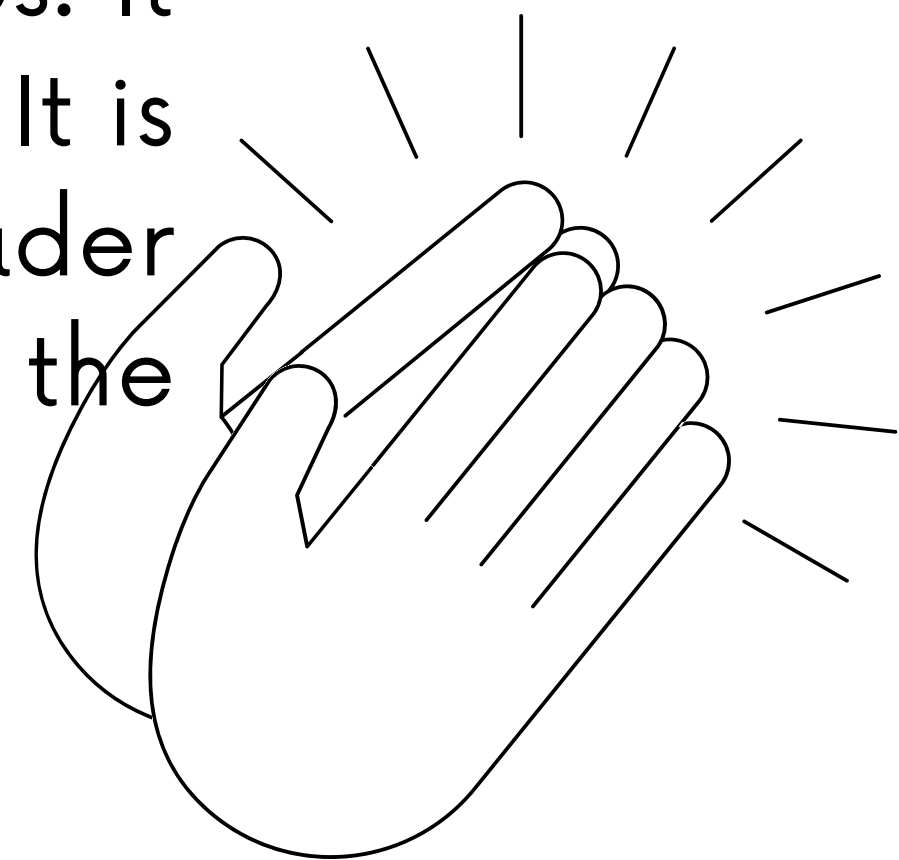
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- **PLAYING DRUM:** make young people sit in a circle, with their eyes closed. The educator plays a drum, young people must imagine playing an imaginary drum. With the eyes closed, the movements of the arm will follow only the sound of the drum of the educator. The exercise continues by varying the speed and volume. When the educator stops playing the drum, young people also stop playing their imaginary drum. Then the drum will be passed to a young member of the group who will be the leader in the rhythm.





- **FOLLOW THE CONDUCTOR GAME:** This game will do by giving the children a gesture – then they give a certain gesture and/or sound response. Such as, if the conductor holds his hands over his head, the children clap. If the conductor holds his hands in a “thumbs down” position, the children click their tongues, and so forth. Once a cue and gesture/ sound has been set, it is important not to change it. Over time, the children add new cues and sounds/gestures. It is always important to pass the leadership to the students. It is also important not to participate when a student is a leader because the children will look at the therapist and not the child who is the leader.



- **MOVING IN AND OUT OF THE CIRCLE GAME:** This game was made in which every child had the opportunity to switch from his home base in the center of the circle then back to its home base. Then the other children simultaneously "copy the cat" the child leader. this game gives children the opportunity to be validated as leaders, and the opportunity to be followers and respect their peers also as leaders. This is very important for the aspect of socialization development.

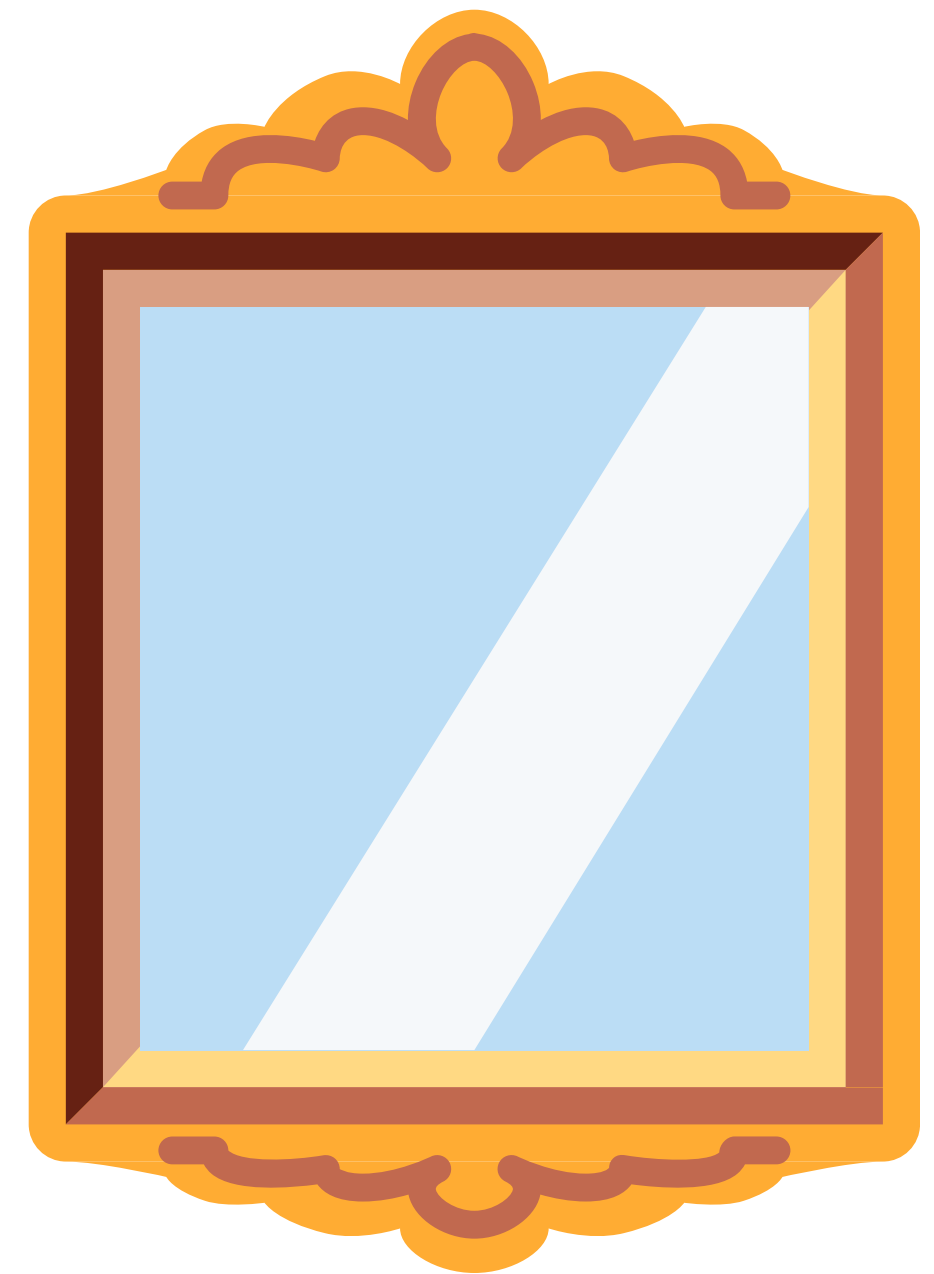






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- **MIRRORING GAME:** This game is done in pairs. With two children facing each other, one leads and the other follows as if looking in the mirror. Their feet remain set on the floor. On cue the follower becomes the leader. This game gives a sense of connection; moving and blending as one.



- **RHYTHMIC LOCO-MOTOR BODY MOVEMENT GAMES:** These games served to bring the concept of sound and silence – stop and start – to loco – motor movement. Concentrate on natural body rhythms which go “hand in hand” with body rhythms in dance. The students will walk, run, hop, jump, and leap. They would listen to the corresponding drum beats. When the drum stopped, they freeze and make a shape. Different instructions from time to time will give to the children as to how to freeze; such as, high, low, medium, on one body part, on two, or on four. This will keep the children thinking.



- **DANCE IMPROVISATION:** Create spontaneous and improvised dance movements.

Young people are in group, the educator shows the dance movements or simply shows a new way of waving scarves. The group follows the educator in these movements. You can improvise dance movements using objects such as scarves, ribbons, hula hoops, hats.

With this activity you can use different styles and genres of music.





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