

Scenarios and Scenes of Learning “Hasapikos”: Greek Folk Dance

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Abstract: The students of E.E.E.E.K. Serres manifest their innate tendency for creative expression through dance, individually and in groups in the context of Physical Education. Skills such as acceptance of diversity, self-concept, competence communication, are some of the emotional skills that through an appropriately designed learning environment improve the quality of interpersonal relationships and lead to the achievement of the goal of participation in physical lifetime activities. The reasoning behind this scenario considering the necessity of promoting self-expression and creativity of students of the school is based on the assumption that dance through a variety of kinetics activities offers the framework for the development and the opportunity to highlight the special aspects of the students' personality. This teaching scenario connects the development of creativity and self-expression through movement-dance activities, the demonstration of social responsibility and encouragement with the aim of the active participation of all in a safe environment. The ultimate goal is to acquire emotional skills through a range of motor skills, so as to achieve lifelong exercise for health and quality of life.

Key words: teaching models, self-concept, dance

1. Introduction

The purpose of the scenario is for the students to:

1.1 In the Ethical-Emotional-Social Field

- Development of social and mental virtues, such as: cooperation, teamwork spirit, self-discipline, will, responsibility, patience, perseverance and courage.
- Development of self-esteem by improving physical abilities, the learning motor skills and participating in adapted dancing moves.
- Gaining self-confidence by being aware of one's abilities and limits compared to others and the cultivation of free and democratic expression.
- Reduction of stress and tension, as the student with special needs educational needs he needs to learn to relax and to concentrate on his goals.
- Creating incentives for his active and willing participation in activities.
- Strengthening the perception of his body (body image) and development positive self-concept through physical activity.
- Development of adaptive behaviors and mechanisms, so that of student to compensate physically and emotionally for the disability of.

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- Development of self-awareness and the acceptance of the student’s situation and of the limitations imposed by his/her disability.
- Development of moral virtues, such as: honesty, meritocracy, respect for opponents, self-respect, modesty, noble rivalry and competition.

1.2 In the Kinetic Field

- Execution after choosing basic dance steps and patterns and simple sequence of steps, using elements of perception and relationships body and space alone or with others
- Development of simple and complex motor skills, variety of dances, e.g., creative, traditional, modern, alone and with others in response musical, verbal and visual stimuli.
- Cultivation of rhythmic motor expression and Greek traditional dance.


1.3 In the Cognitive Field

- Familiarity with routines and basic rules of course organization and behavior that have been determined with the help of the teacher physical education (EFA) as well as simple game and safety rules at school, in the water, pedestrians and cyclists etc.
- Understanding concepts and acquiring knowledge of elements related to dance, music and singing locally and nationally.
- Analysis of the importance of encouragement through positive feedback, providing help to and from peers, without involvement of the EFA. They know how they can help the inclusion of all students in small or large group activities utilizing their particularities.

2. Description of Teaching Practice

In this teaching script, the imitation method is applied (a learning method involving exemplary teaching through the use of demonstration and representation models). Additionally, the guided discovery method (an indirect teaching method) is utilized, which is effective for students with moderate cognitive abilities. The physical education teacher provides the student with a series of steps or questions that guide them in discovering movement. This teaching script also incorporates the cooperative teaching method and the flipped classroom model. The teaching style varies across different stages of the lesson. Specifically, at the beginning of the lesson, the guided discovery style is employed as the physical education teacher poses probing questions to the students, helping them arrive at a solution to the problem while simultaneously fostering higher mental processes such as analysis, synthesis, etc., thereby ensuring their active participation. Next, the divergent production style is applied, allowing students to discover original solutions to the problem. Finally, the self-check style is implemented (criteria cards, self-assessment, and Tables 1 & 2).

Table 1 Self-assessment of Students

	YES	NO
Am I working effectively with my classmates according to my role?	☺	

(Table 1 to be continued)

(Table 1 continued)





Do I respect my classmates?	☺	
Do I feel happy when I work with my classmates calmly without conflicts and arguments?	☺	

Table 2 Evaluation of the Learning Teaching

	YES	NO
I really liked the Dance “Hasapiko”?	☺	
Did I have a great time?	☺	
Did I really like the music, picture and dance?	☺	

3. Conclusions

- The script could, with the appropriate modifications, be applied and to students with a diagnosis of autism.
- The present script could be implemented cross-curricularly in collaboration with the school’s music teacher.

References:

Boucher, B., Robertson, F., Wainner, R., & Sanders, B. (2013). “Flipping”, Texas State. University’s Physical Therapist Musculoskeletal Curriculum: Implementation of a Hybrid Learning Model, *Journal of Physical Therapy Education*, Vol. 27, No. 3, pp. 72–77.

Annex

Teaching Script: Identity

Title: Learning the Greek Dance “Hasapiko”

Creator: Areti Teza

Level/Class: Co-educational classes at E.E.E.EK. (Laboratory of Special Professional Education) of Serres

Involved Cognitive Areas and Compatibility with Study Program

Cognitive Subject: Physical Education

Subject Field: Moral, Emotional, and Social Development

Thematic Section: Emotional Skills

General Expected Learning Outcomes: Students express themselves, create movement patterns, and have fun.

Relationship with Other Thematic Units and/or Subject Areas:

Thematic Area: Kinetic Skills

Thematic Unit: Movement Skills

General Expected Learning Outcomes/General Objectives (as stated in the Study Program): Students combine basic sports skills and rhythm with concepts, in activities both inside and outside of school.

Thematic Section: Cognitive

Thematic Section: Social Concepts

General Expected Learning Outcomes/General Objectives (as stated in the Study Program): Students learn ways to demonstrate individual responsibility.

Prerequisite Knowledge and Desired Skills

Students have been taught a wide range of motor skills and concepts, including activities that promote movement creativity and self-expression. Additionally, they have developed both individual and social responsibility skills in previous classes.

Organization of Teaching and Required Hardware Infrastructure

Class Organization: The physical education teacher supports students in each lesson to achieve the specific objectives of the course, tailoring the approach to their individual capabilities in a non-competitive and safe environment.

In this teaching script, the flipped classroom model will be employed — an active learning model that offers multiple benefits to students. This model encourages active involvement in the learning process, promotes interaction, clarifies material, and allows students to explore concepts in depth (Boucher, Robertson, Wainner, & Sanders, 2013).

During the educational process, the physical education teacher provides support, encouragement, coordination, and organization. Students are guided to participate actively, think critically, analyze and synthesize concepts, and build knowledge through cognitive processes. The teacher encourages them to take risks, learn from their mistakes, express their feelings, understand the emotions of their peers, and enrich their knowledge and movement experiences. This is achieved at their own learning pace within an engaging and safe environment.

Educational Material

The school’s multipurpose room will be used for this activity. The selected activities will include both individual and group tasks, with students choosing their own small groups.

Supervisory Instruments: Projector, Computer, Loudspeaker, Power strip, Paper tapes

Detailed Description of the Teaching Process

Homework (40 minutes):

The teacher, in collaboration with the students’ parents, sends a link to a YouTube video related to the Greek dance “Hasapiko”.

Teaching Hour: 1st Activity (5 minutes)

The physical education teacher begins by informing the students about the purpose of the lesson. Then, the teacher plays the 3-minute and 24-second video of the Greek dance “Hasapiko” on a projection screen — the same video the students watched at home. The teacher asks probing questions about the combination of movement and music, how enjoyable and beneficial they find it, and the potential for self-expression through the dance. The physical education teacher encourages all students to participate in the choreography, emphasizing that there is no right or wrong way to move.

2nd Activity (20 minutes)

The physical education teacher asks the students to individually perform the dance movements of the Greek dance “Hasapiko”, while the teacher mirrors the movements in front of them. The students are then divided into groups of three to perform movement combinations that involve hand movements, leg movements, and coordinated movements with background music, all under the guidance of the teacher. Each student contributes to the group according to their individual abilities. The dance is learned in sections, with the pieces being gradually combined. The teacher closely monitors the students’ level of communication. If any arguments, conflicts, or inappropriate behaviors arise, the teacher pauses the activity and asks the students oral questions about the appropriate ways to communicate, give, and receive help. This includes discussing tone of voice, body movements, and both verbal and non-verbal expressions, emphasizing the importance of showing respect for others’ personalities. The students then work together to create a table outlining acceptable behaviors and cooperative practices. This table, agreed upon by all, is uploaded to the school website with the intention of serving as a model of good practice that can be applied across all subjects and by all members of the school community (Picture 1).



Picture 1.

3rd Activity (9 minutes)

Students are divided into pairs of their own choosing and perform movement combinations involving hand and foot movements to background music. The physical education teacher then changes the music, prompting the students to switch partners and synchronize their movements with each new partner. Afterward, they form groups of five to create more complex movement combinations, with each student contributing according to their abilities. Students who have taken dance classes outside of school may suggest moves and combinations. Some students record the combinations, others select the music, and some provide feedback to their peers. At the end of the activity, students complete a self-assessment checklist to reflect on how effectively they worked together (Picture 2).



Picture 2

4th Activity (10 minutes)

In groups of five, students discuss and select background music, then create their own choreography using aerobic movements and

steps. Each group’s choreography is meant to express a specific emotional state, such as joy, sadness, or anger. In addition to body movements, students are encouraged to convey these emotions through facial expressions as well. The physical education teacher encourages the students to cooperate responsibly, avoiding disagreements and conflicts. While creating the choreography, students are prompted to discuss each member’s contribution calmly and work together effectively by supporting and encouraging one another. Depending on their abilities, some students may perform more complex movements, while others focus on simpler steps or suggest ways to express emotions through facial expressions or body language. At the end of the activity, students complete a self-assessment card focused on their ability to express emotions (Picture 3).



Picture 3.

5th Activity (10 minutes)

The physical education teacher records videos of the students’ choreographies, ensuring that parental consent and necessary permissions for personal data have been secured. These videos will be uploaded to the school’s website in the Physical Education folder for the 5th grade. The lesson concludes with a discussion and reflection period. The teacher also posts a Google Forms questionnaire on the school blog, within the 5th grade Physical Education folder, for the evaluation of the learning process. Students are informed that they must complete this questionnaire at home (Picture 4).



Picture 4.

Possible Extensions - Script Adjustments

With appropriate modifications, this script could also be adapted for students diagnosed with autism. Additionally, it could be implemented cross-curricularly in collaboration with the school’s music teacher.