



MOVEMENT & INTELLECT

Psychomotor 'EDUCATION AND PREVENTIVE'

What is Psychomotor?

Grow and feel good about others is to become capable of establishing positive relationships with both their peers and significant adults, to listen and work together, learning to manage the moments of difficulty and conflict.

For the school-age child this means being able to gradually overcome the egocentric dimension that characterises this age, learning to mediate between their own desires and those of others and share the pleasure of being together.

The practice psychomotor (Aucouturier method) is offered to groups of children aged 3 to 8 years in order to support and sustain each child within his personal maturation process to facilitate the development of affective, cognitive, and psychosocial skills. As part of a specially equipped and in an atmosphere of security and serenity, the conductor organises all of space, time and materials, giving children the opportunity to:

- Experience the pleasure of moving, experience with their own bodies, to live comfortable in their own skin.
- Transform the pleasure of moving and playing in the pleasure of thinking
- Organise your thinking from the structure of their physical identity
- Build a balanced relationship between reality and fantasy
- Make the experience of living positively themselves and their possibilities of development and growth
- Encourage the development of different channels of communication, emotional control and containment of aggression



The activity of psychomotor education can therefore be considered:

- An educational tool "global" that promotes the emotional, relational and cognitive development of the child through the body expression
- A tool to prevent hardship, as it allows one hand to detect early signs of possible difficulties in the development of the child and the other is a help in mitigating the storage and processing of the factors within the school experience that can produce discomfort.

Who is psychomotor education for?

All children in kindergarten class and early primary school education, thus showing broad prospects for work at different ages and with a variety of goals aimed at developing skills typical of this developmental period.

Psychomotor education in Primary School

In particular, the period of primary school constitutes a particularly rich period and is effective for working with children. In fact, they soon come to possess operational tools such as reading and writing, which may encourage or otherwise facilitate any proposed work.

Also from the point of view of psychological, cognitive and relational are at a particularly malleable and receptive to whose interests and motives are easily activated, as well as forms of collaboration with peers and adults, and also from the cognitive point of view they are ready to respond to stimuli that they are offered both in terms of the reasoning in the more strictly cultural.

In addition, the actions and proposals can be spread over five years, which allows teachers in the first place, but also external experts to initiate processes and for further development of which you can easily pick the fruit.

- To promote the development of motor skills.
- Promote the body expression identifying any issues of motor inhibition.
- Increase body awareness, promoting the structuring of the body and regulate tonic.
- To promote the control of aggressiveness and impulsiveness.
- Increase the attentional capacity.
- Promote the main stages of socialisation (respect for rules, respect the turn, the ability to collaborate with peers, etc.)



- Promote the acquisition of the basic prerequisites of learning reading, writing and arithmetic:
- Spatiality (spatial concepts on delivery verbal, spatial orientation of self and objects, comparing sizes and distances, seriation, shifts images, recognition of geometric shapes / non-geometric, gestural knowledge of space).
- Temporality (comparison between the duration of sounds, words, situations)
- Skills Act praxis (planning, design and execution).
- Math concrete (practical calculations that mimic tasks of daily living).
- Representations of letters / words (representation in the body or subject psychomotor letters in various fonts).

The project also provides for the inclusion of the teaching and practice of various sports to give the opportunity to each child to test their motor skills and their attitudes to be able to refer you to a healthy, wholesome life in sports.

In conclusion:

Psychomotor is not only aimed at the clinical setting but now is spread everywhere and growing in totally different realities such as school and educational contexts such as play areas, where you are not working on problems or deficiencies to be cured rather it is at a level in prevention, intending to specify and differentiate the different levels of intervention.

How is the project scheduled?

Psychomotor activities will be organised throughout the year in scheduled meetings, with a weekly meeting of 50 minutes for children in the first cycle of primary school.