

Planning of Activities and Alternative Teaching Approach of Motor Education and Psychodrama with the Purpose of Promoting Motor Development and Preschoolers' Intercultural Competence

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Abstract: The present work refers to the design and programming of an interventional motor program with group activities (traditional, free and organized games) aimed at involving preschoolers in them and promoting their motor development and social skills (empathy, cooperation, tolerance and respect) that characterize their intercultural unity. This work emphasizes the alternative teaching process of physical education with combinational methods using both the didactic principles of motor education and psychodrama. The sample consisted of 38 children (19 boys, 19 girls, N = 38, 100%) aged 51-69 months from four public kindergartens in the city of Ioannina selected by random sampling. The program lasted six months, from January, 10th 2018 to June 6th 2018, with a frequency of five times per week and duration of 20 to 40 minutes depending on the type of activity. They were used group games of cooperative character (starting from traditional Greek ones but also from other countries with some of which appropriately differentiated to meet the needs of intervention), storytelling and psychodrama techniques that gave children the opportunity to interact, self-act, cope with moral dilemmas and find solutions, improvise, get in the "other's" position, get to know the different. The children who participated in the interventional motor program have improved both their motor development and the social capacities of intercultural readiness. The children were happy in their own confession and enjoyed the activities they had suggested themselves and played.

Key words: motor development, psychodrama, preschoolers, intercultural competence

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I. Introduction

As noted in the New Kindergarten Program, the child's body constitutes an important "learning tool" through which the foundations for its motor performance, mental, emotional and social development will be built. The more opportunities for movement the child has at this age, the more his/her personality will be developed (APNS - Analytical Program of Nursery Studies, 2011: 214). Pre-school age is particularly important because the principles of social behavior are founded and motor activities provide the first social experiences as children interact with each other (Gallahue, 1996). Preschool and school age are particularly critical periods of human life, because at this period of time habits are adopted that can influence their health positively or negatively. Physical activity which also plays an important role (Zachopoulou, 2007) is one of the factors that contribute to the mental, physical and psychological state. Physical Education has three dimensions: cognitive, emotional and psychomotor one (Melograno, 1996 · Pangrazi & Darst, 1997). Healthy social development through planned group actions is the focus of a good qualified physical education program (Butcher & West, 1987 · Hellison, 1985).

In today's society, which is more multicultural than ever, for different reasons (economic, religious, social, political, environmental) many people are forced to emigrate. They abandon their country of origin and settle down in a new country, in the host country. Mobile populations, wherever they may be, always "carry" their own "cultural capital" with what is included in it, such as language, culture, customs, habits, the general way of life, e.tc. (Bourdieu, 1993). Diversity, more than ever before, makes its presence evident. The given situation is altered because, apart from the cultural capital of the dominant group, we also have the presence of many different "other" cultural chapters.

Human societies have been transformed into multicultural ones, a fact that affects every dimension in their personal, interpersonal and organizational level (Damanakis, 2005 · Fantini, 2000). The members of these societies while they are contacting either directly or indirectly, they interact communicate and are invited to cooperate and coexist, interdependently from each other (Bennett, 1998 · Dai & Chen, 2014 · Fantini, 2009). According to Gieb - Stuber (2010), in today's multicultural societies, we all inevitably face diversity and the different one. It is therefore extremely important for both natives and immigrants to develop those capacities that will allow them to constructively interact with diversity. As a result it is necessary to develop the intercultural competence of members of today's societies. A capacity built up by the linguistic ability and the knowledge, attitudes and skills that allow the individual to interact effectively with culturally and linguistically diverse people by developing harmonious relationships with them (Byram, 1997:141 · Hammer, 2015, 5).

According to Hatzihristou (2005), the new conditions are also reflected in the school community. Today's schools in almost all educational systems have a heterogeneous student population at all levels. These levels relate to the different needs of students, teachers, and the wider school community.

In Physical Education the children's different language and culture ceases to be a problem. On the contrary, this diversity can be exploited for the transmission of values such as equality, equality before the law (isonomy) and equal opportunities (Patsioura, 2008). According to Chepyator-Thomson (1994), Physical Education, due to its influence on the socialization and social orientation of students, can help reduce national discrimination and promote intercultural understanding. It can promote wider appreciation and understanding of the peculiarities of different cultural groups and lead to good interpersonal communication inside and outside the school environment (Sparks, 1994).

Swisher and Swisher (1986) emphasize that multicultural concepts used in a physical education program are more than just a game presentation because they help gain a social background by creating a knowledge base that informs that diversification in games but also in the students' culture is desirable. The game is a basic tool for the children's wholesome development, as it gives them opportunities to interact, to express and control their feelings, to develop symbolic functions and to understand the world (Doliopoulou, 2006: 132). It is the basic tool for the children's cognitive, linguistic, social and physical development (Bergen, 2002). The game also involves the body due to the manipulation of objects and due to certain types of intense interest associated with certain aspects of bodily stimulation (Winnicot, 2000: 101). According to Zimmer (2007, 88), the game is the most important activity for children with which they perceive the world, build relationships with other people and get to know themselves. Through the game, creativity and imagination are developed, and the ability to solve practical and social problems is enhanced. Children learn to interact with others and exercise their social behavior.

In view of the above, we believe that physical education in kindergarten with its means can contribute not only to the child's motor development, but also to the strengthening and improvement of skills such as cooperation regardless of gender, ability or nationality (Kellis, 2011 · Nikopoulou, 2006) empathy and attitudes, such as tolerance and respect for diversity (Grimminger-Seidensticker & Mohwald, 2016). Qualifications necessary for all members of modern multicultural societies. The school is called upon to address the problems of school and social inclusion for children of different social and cultural groups living in multicultural societies and thus to develop the appropriate school environment for the functional cohabitation and education of the native and foreign pupils. Such teaching interventions can help in this direction and should be applied at all levels of education since intercultural competence is a lifelong, developmental process that is constantly evolving and there is no point in someone's arguing that he/she holds it to the highest degree (Barrett, Byram, Lazar, Mompoint-Gaillard & Philippou, 2013). Also the bibliographic review highlighted the lack of similar studies in nursery school children.

Purpose and assumptions

This work aims at planning and programming, namely, setting up, building and the periodic program of implementation of an intervention program with alternative physical education activities combined with the psychodrama method. The aim of these activities is to promote the motor development and social capacities of intercultural pre-school children. This work will present the method, activities, and periodic intervention planning for early childhood children, that is children attending kindergarten.

Traditional games from Greece and other countries and their variations are suitable for the implementation of methods of physical education in kindergarten. Also, narrative and storytelling techniques, and role playing in group physical education activities are appropriate for early childhood as they support the preschooler's smooth integration into the group and its socialization and develop his/her skills, at that age (Zaragas, 2016:107 · Spanaki, 2014).

The research case was therefore that:

- The intervention program will engage and combine appropriately the teaching principles of motor education and the principles of psychodrama, and

- The intervention program will appeal to children.

Conceptual definitions

The most interesting feature of development is the rapid transformation of a seemingly dependent by adults and motionless child into a child that overflows with energy, grows and changes at an impressive pace, which may one day become more skillful, flexible and physically taller than his/her parents. During the first year of life, his independence is growing more and more. An external characteristic for this growing independence is the child's motor performance and behavior.

Motor development is the lifelong progressive change in the motor behavior, which takes place under conditions of interaction between the requirements imposed by the individual's actions, the individual's biological potentials and the environment. It is a continuous process that is related to age but however it is not determined by it and it leads from a clumsy and simple performing of physical movement to skillful, complex and effective one. (Haibach-Beach, Reid & Collier, 2018).

Motor education is defined as the guided, supervised, regular hours of movement (exercise time) programmed by the educators, but remains open to children's ideas and interests (Zimmer, 2007, 137).

Physical education activities are those prepared by the educator according to the conditions of the space and the sports equipment but they are selected or not by the children according to their interests and needs. These are open motor activities in which the educators are present, but children may not be involved in the game (free play in a well- prepared environment, Zimmer, 2007, 137).

Intercultural Competence is not the only definition, but various other terms are also used to describe this broad concept. Some of these are: multicultural competence, cross cultural adaptation, intercultural sensitivity, global competence, cross-cultural communication, cross-cultural efficiency, cross-cultural awareness, international competence, intercultural communication competence (Deardoff, 2004:32). Each term has a slightly different meaning, but they all refer to the broad concept of Intercultural Competence (Deardoff, 2011).

According to the Council of Europe, Intercultural Competence is a basic precondition for peaceful coexistence and refers to the ability of individuals to understand others and to be able to communicate in different cultural contexts. Therefore, education that aims at developing and enhancing the above mentioned capacity can contribute towards peaceful coexistence (Barrett, Byram, Lazar, Mompoin-Gaillard, & Philippou, 2013, 2). Deardoff (2010, 87-88), notes that intercultural competence is the ability of an individual to communicate effectively and appropriately in intercultural situations based on specific skills, attitudes and knowledge. Additionally, to be able to adapt his/her behavior to other cultural contexts, to see through multiple perspectives and be flexible (Deardoff, 2010, 90).

In Greek bibliography V. Pantazis (2004) refers to intercultural completeness, a concept that includes knowledge, skills and attitudes such as: communicative ability, empathy, openness, and flexibility, tolerance to the different, ability to overcome conflicts, self-reflection and creativity. Palaiologou and Evangelos (2003: 94) argue that intercultural competence is the effective management of diversity and is linked to the development of specific attitudes and skills relating to the personal, the cognitive and the empirical field.

Psychodrama in Psychotherapy (Matsumoto, 2015) is referred to as an approach in which individuals create games from their internal conflicts and use the dynamics of the game and the presence of others to resolve them. Usually, the person whose problem is subjected to procession plays a protagonist role, while the other people under treatment play other roles and the therapist acts as a coordinator.

According to Moreno (1936), man exists in what he does and not in what he hides, spontaneity generates genuine, living values, often hidden under official values that no one believes (Riga, 1990).

Psychodrama is defined as a way of practicing life without imposing punishment for mistakes (karp, Holmes, Bradshaw -Tavon, 2002). The action that takes place within a group is a way of seeing one's life as it evolves. It is a way of experiencing what has happened and what was not done at any given moment. All scenes are performed here, even if a person wants to play something from the past or something in the future. The team plays a part of life, as seen through the eyes of the protagonist or the topic of the session. The personal portrayal of truth by the protagonist can be revealing to someone else who is watching, who can see himself reflected in the attempt to express something that is real (karp, Holmes, Bradshaw -Tavon, 2002).

Sample

The sample consisted of 38 children (19 boys, 19 girls, N = 38, 100%) aged 51-69 months from four public kindergartens in the city of Ioannina selected by random sampling. Children (N = 38, 50%) attended the intervention program with activities designed specifically to meet the goals and requirements of the research. All the children were checked regarding the factor of their engagement in regular afternoon sports. Afterwards, such cases of children were excluded and so in the sample of this work, no child was involved in regular evening sports.

Method, design, process

The current incidents of the children's environment from the influx of Syrian refugees to Greece through the sea (Aegean Sea) and the live TV news was a state and reason for the design of a long-term motion program. The design of the present work is flexible and open, based on children's existing knowledge of the present situation, with a view to broadening the children's abilities both in terms of mobility and socially. In order for the program to be considered successful, children should be able to juxtapose with each other by moving themselves, with their peers and the physical and material environment. This goal can be achieved only if the teaching principles of Pedagogy are taken into account, such as:

- Activities should be geared to the children's interests and capabilities (suitability for children),
- Activities should be open to the children's occasional preferences,
- There should be free (voluntary) participation of children in activities,
- Activities should emerge from the world of children's immediate experiences (empirical orientation, role plays, and symbolic games);
- There should be freedom of decision in children's decisions, that is to say, children have the choice of whether to participate or to take on specific roles or whether they will prefer a game-object or something else,
- Action through personal driving forces constitutes the prerequisite for the children's development of «I».

Children, in this way, according to Zimmer (2007, 151), acquire the ability to take initiatives, but also to be responsible for their actions.

According to Theodorakis, Benetos, Kofou, & Zisi (2008), teaching models can be applied in the course of physical education that will create a learning environment that supports respects and enhances diversity, gives equal learning opportunities and develops the personal and social responsibility of all students. Non-competitive games, collaborative games, traditional games, music and dances from each country are some of the tools for achieving the goals of intercultural education. According to N.A.S.P.E. (2002) an integrated physical education program should include:

- Motor elements: basic motor skills (static, handling, movement ones) and elements of physical fitness (health-skillfulness);
- Cognitive elements: perceptual-motor learning and learning of concepts,
- Mental elements: development of self-image and positive socialization.

Psychodrama is also a form of theatrical art with a purely pedagogical character. It is a complex process that is achieved through theatrical techniques and actions. Through the axiom of drama, "I'm in the other's place," the student in role is the one who will reveal the "other" and at the same time will expose himself/herself to the chance of understanding the unknown in a better way. An experience that gives the student the opportunity to experience scenes of everyday life and the security of the dramatic framework to make decisions and make choices to deal with the consequences of his/her choices (Sexton, 2007: 29-30).

The words students will say come from action, the characteristics of which can change during improvisation. They have the opportunity to create characters and relationships, learn to observe, think from the point of view of someone else. The theater thus gives pupils the opportunity to get in touch with the diversity, to identify themselves emotionally which means to gain empathy, that is to be ready to accept new roles, placing themselves in the position of Others without losing their identity (Lembesis, 2006: 136).

The role of theater in education with its power and interactivity ought to develop intercultural competence (Alkestis, 2008). As an empirical learning factor, it provides the possibility of empathy understanding through emotional identification with the hero or the heroes and the testaments of his or her life (Schewe, 1998). Empathy, reflection, cooperation, solidarity and synergy are powerful intercultural and inclusion tools that can be acquired or strengthened by pupils through the theater (Papadopoulos & Gleni, 2014).

Psychodrama has an educational, therapeutic and psycho-sociological dimension (Riga, 1990). It permits the person to understand the role played at a given moment or the situation and the interactional relationships created between the members of the group or its social position (social appreciation) in it. What usually happens "here and now" to the group is explored and explained both by the personal, historical dimension of the individual's life and by the collective social life of the group. It is the individual's search for the truth and of the "other" by a group of people who freely discuss their problems, represent them and make them reflect, taking a distance from the way in which they live in reality. This improvisation, the representation to resolve the conflicts of the past, present or of the future difficulties, has a healing and educational dimension (Riga, 1990). The emotional appeal of the individual's problem to the other members of the group helps him/her to cope with his problem in a better way. Once a person's problem becomes a problem for the group, participants are actually members of a group where everyone has the opportunity to express their spontaneous self-expression during the session, the group meeting which goes through different stages (Karp, Holmes & Bradshaw-Tauvon, 2002), among which the main ones are: a) the warming up of the group; b) the investigation of the problem of the main protagonist (the person experiencing the problem); c) the emotional

impact of psychodrama (problem) to the other members of the group, and (d) processing for educational purposes. Processing is the cognitive rebuilding of the session, which helps all members of the group understand the process from scene to scene, from one intervention to the next one during the session.

The necessity to develop the intercultural competence of all pupils, regardless of their origin, sets new demands on the quality of the educational work provided (Efstathiou, 2008). This fact necessitates changes in a variety of educational settings so that modern teaching and learning is free from ethnocentrism and negative images of the "other" and can exploit the cultural capital of all students, always accompanied by the application of flexible learner-centered methods through which children acquire an active role in the acquisition of knowledge (Keysidou, 2008:7).

All the above imply a differentiated role of the teacher, who is invited to develop teaching interventions that will contribute to the improvement of the educational work (Keysidou, 2008:7). Didactic intervention is defined as an organized set of procedures aimed at teaching specific academic and social skills to all students in order to improve their functionality over a particular problem (Howell, 2014). A didactic intervention should be well-designed, should be applied for many teaching hours, should aim at changing the behavior of all students, and constitute a set of processes rather than an individual teaching strategy (Howell, 2014).

Taking into account the above mentioned program, this specific program lasted six months, from January 2018 to June 2018, at a frequency of five times a week and duration of 20 to 40 minutes depending on the type of activity. We mainly used group games of co-operative type (starting from traditional Greek ones and from other countries, some appropriately differentiated to meet the needs of intervention), storytelling and play-drama techniques and educational drama that gave children the opportunity to interact, self-act , to deal with moral dilemmas and find solutions, improvise, get into the "other's" position, get to know the different. Some activities, especially group games, were repeated in the third lesson each week after a discussion with the children.

In the area of kindergarten the game has always been a dominant teaching tool. All the curricula of the kindergarten (PD 494 / 5-7-1962, Presidential Decree 476 / 31-5-1980, Government Gazette 132, Presidential Decree 486/1989-Φ. EC 208 A), the A.P.N.S and the New Pre-Kindergarten curriculum emphasize the game stressing its important role in the child's development and learning process.

Mead (1972) argues that in the group game they appear all those important factors and mechanisms that help the participant socialize. Within the group game the individual forms his complete "self", forming the "I" that is the socially shaped self, the one that is founded upon the attitudes and demands of the society as a whole and it is recognized by this whole. Children benefit from working with peers and the conviction that they belonging to the group. They develop a positive sense of identity but also respect for others (Doliopoulou, 2006, 132-133). According to Winnicot (2000), children are able to manifest all of their personality. And only when the individual is creative, he/she indeed discovers himself /her.

Table 1: the four implementation and evaluation phases of the Intercultural Preparedness and Growth Intervention Program

1thPhase	Discussion with children (dialogue) We ask kids [diagnosis assessment, see what they do not know] The children propose (play, paint, explore, go out, do races)
1nd Phase	Design: cognitive fields (physical education, history, folklore, geography, language, mathematics). Time sequence of activities
3rd Phase	Implementation of the program
4th Phase	Evaluation

Table 2: Periodical table of a semester programming activities of kinetic education with a frequency of meetings five times a week from twenty to forty minutes.

DAYS	JANUARY 2018					FEBRUARY 2018				
	1 TH	2 ND	3 RD	4 TH	5 TH	1 TH	2 ND	3 RD	4 TH	
MONDAY		1.a	4	8	11.a	14	18.a		22.a	
THURSDAY		1.b	5	1.b	11.b	15	18.b	21.a	22.b	
WEDNESDAY		1.c	6	9	8	16	19		22.c	
THURSDAY		2	2	10	12	13	20	21.b	1.a	
FRIDAY		3	7	8	13	17	19	21.c	1.b	
	MARCH 2018					APRIL 2018				
	1 TH	2 ND	3 RD	4 TH	5 TH	1 TH	2 ND	3 RD	4 TH	
MONDAY	1.c	6	9	8	16			19	21.c	
THURSDAY	2	2	10	12	13			20	22.a	
WEDNESDAY	3	7	8	13	17			19	22.b	
THURSDAY	4	8	11.a	14	18.a			21.a	22.c	
FRIDAY	5	1.b	11.b	15	18.b			21.b	1.a	
	MAY 2018					JUNE 2018				
	1 TH	2 ND	3 RD	4 TH	5 TH	1 TH	2 ND	3 RD		

MONDAY	1.b	5	1.b	11.b	15	19	22.a
THURSDAY	1.c	6	9	8	16	20	22.b
WEDNESDAY	2	2	10	12	17	21.a	22.c
THURSDAY	3	7	8	13	18.a	21.b	
FRIDAY	4	8	11.a	14	18.b	21.c	

Team play is a set of organized roles that has rules. In a group game, the individual is obliged to define his /her attitude and behavior continuously, taking into account the attitude and the subsequent behavior of each and every one of the players that make up at the time of the game, a unit that is an "other, who " consists of the organization of the attitudes of those involved in the same process (Papakyriakou, 1992). Cooperative games are, according to Orlick (1981), those in which everyone cooperates, everyone is winning and there is no loser. Children work collectively to achieve a common goal, do not compete and take initiatives and responsibilities with a view to a successful outcome.

Models of intercultural preparedness development

Intercultural readiness models synthesize creatively their components and help identify the content and field of the concept by providing an analytical scheme or a typology with a clear graph (Chen, 2014: 13-14).

➤ ***Bennett's Developmental Model of Intercultural Sensitivity (DMIS)***

Bennett observed, studied and tried to explain the different reactions of people towards cultural diversity and the way they interpret it (Bennett, 2004: 62). The developmental model of intercultural sensitivity describes six stages (denial, defense, reduction, acceptance, adaptation, incorporation) of an ever-growing cultural awareness, understanding and adaptation of the individual, whose view from an ethnocentric to an ethnocultural situation leads to the development of intercultural sensitivity and hence its intercultural capacity (Bennett, 2004: 75).

➤ ***Deardoff Pyramid Model of Intercultural Competence***

According to the Deardoff model, the components of intercultural readiness can be classified into a five-class pyramid. Beginning from the bottom (the basis of the pyramid) at the first level there are the required attitudes (respect, curiosity and discovery), on the second level the knowledge and skills (listening, observation, interpretation, analysis, evaluation, correlation), then the desired internal results (ethnic perspective, empathy, adaptability, flexibility) and, finally, the external effects (appropriate behavior and communication) (Deardoff, 2009:479 · Deardoff, 2006:254).

➤ ***Byram Model of Intercultural Communicative Competence (ICC)***

Byram dealt with assessing and evaluation of the ability of an individual to relate and communicate with people who speak another language and live in different cultural contexts than him/her (Byram, 1997:1). Foreign language teaching focuses on communication rather than simply exchanging messages and information, but understanding the transmitter's message within a different cultural context. It depends on the ability of the person to perceive the viewer's or reader's view (Byram, 1997:3). The main feature of Byram's model is its educational orientation, since the acquisition and evaluation of intercultural communication capacity takes place in an educational context (Borghetti, 2012:268). The elements that constitute intercultural communication ability are a set of skills, knowledge and attitudes and critical cultural awareness (Byram, 1997:33-49 · Simopoulos, 2014: 51-52).

➤ ***Intercultural Sensitivity model by Chen and Starosta (1996)***

The two researchers have argued that intercultural communication competence has three dimensions: intercultural awareness, intercultural sensitivity and intercultural dexterity. Each of these dimensions includes a set of different elements (Chen & Starosta, 1997:4 · Dai & Chen, 2014:2). Intercultural awareness is the cognitive dimension of intercultural communication ability and refers to the individual's ability to understand and comprehend the similarities and differences between cultures (Chen & Starosta, 1998:30-49). The person with self-awareness, that is, understands the conventions of his/her own culture and how they affect the way they think and act (Chen & Starosta, 1997:8), is able to interpret the other's behavior effectively in their intercultural interactions.

Intercultural awareness strengthens the emotional dimension of intercultural communication ability described by Chen and Starosta (Chen, 2014:19-20) with the term of intercultural sensitivity. Intercultural sensitivity refers to the readiness and willingness of individuals to understand, appreciate and accept cultural diversity (Chen & Starosta, 1997:9 · Chen & Starosta, 2000:3) and consists of six components that the individual should possess. These elements are: self-esteem, self-monitoring, empathy, open mind, lack of critical mood and mood for interaction (Chen & Starosta, 1997:6-9 · Fritz et al., 2002:167). Finally, the

behavioral dimension of intercultural communication capacity is described in terms of intercultural adroitness, which pertains to those skills that enable an individual to act effectively and achieve his communication goals during intercultural interaction (Chen & Starosta, 2000:3 · Fritz et al., 2002:167). Five are the necessary skills in this category: message skills, interaction management, behavioral flexibility, identity management, and relationship promotion (Chen, 2002).

Review of research articles

The review of the literature has shown that there is a multitude of studies dealing with the assessment of intercultural student readiness (Bhwuk & Brislin, 1992 · Altshuler et al., 2003 · Fritz et al., 2005 · Deardoff, 2011) or physical education professors (Grimminger - Seidensticker, Mohwald, 2016) and other teacher competences (Simopoulos, 2014), but little effort is being made in younger ages, especially research involving physical education programs aimed at improving intercultural student readiness. Grimminger-Seidensticker and Mohwald (2016) built according to the principles of intercultural education, applied and evaluated a physical education program for children aged 10-12. The games used were cooperative ones at first, and then they were deliberately provoking "crises" causing students to react so that their intercultural competence could be assessed. The aim of the intervention was to reduce "assimilation / separation" and "ethnocentrism" behaviors and to strengthen the "integration" and "acceptance" behaviors in the experimental group. The statistical analysis of the data collected from the Intercultural Movement Education Questionnaire (IMEQ) showed, contrary to what was expected, that "assimilation / segregation" behaviors grew after the program was implemented regardless of gender. Girls even experienced a parallel decline in the "integration" category. Also, no statistically significant difference in student attitudes towards cultural diversity was found after the intervention program. According to the researchers, the insecurity caused by these "crises" to the sample students was obviously very intense and their reaction was to express their need for security.

Gerlach, Barker, Gerber, Knopfli, Muller, & Puhse (2011) built a program of 12 courses applying the principles of critical pedagogy to physical education. The program was carried out by teachers on a sample of N = 483 students in the eighth and ninth grades. The aim was to foster respect, acceptance, justice and teamwork. After completing the program, pupils responded to questionnaires to determine the level of the above-mentioned categories and whether they were related to intercultural issues. However, there are methodological weaknesses since the researchers did not take measurements before the program is implemented and there is no control group.

A survey by Midthaugen (2011) in Norway aimed to investigate whether the application of the principles of intercultural education by physical education teachers had an impact on pupils' attitudes towards diversity. The intervention program that was built was 10-12 weeks long and was aimed at pupils aged 16-18. The results showed a significant reduction in the category of "insecurity" and an increase in the "acceptance of heterosexuality" category in the experimental group compared to the control group. However, changes in students' cognitive representations could not be attributed solely to the intervention program.

Another research in Norway (Ruokonen & Kairavuori, 2012) investigated the levels of intercultural sensitivity exhibited by ninth grade students in the school context. The sample was large enough and consisted of 1214 students, of which 52% were girls and 48% were boys. The researchers used questionnaires based on Bennet's intercultural sensitivity development model. The pupils presented daily scenes from the school routine and were asked to choose their own possible reaction. Each of the multiple responses represented one of the six stages of Bennett's development model. Virtual situations unfolded during various lessons such as visual arts, music, language, and physical education. The analysis of the results showed that the majority of students chose answers that represented the stages of ethno-orientalism. Specifically, 40% of pupils were in the process of being admitted, 25% of pupils at the adaptation stage and only 6% at the integration stage, with a small predominance of girls versus boys at the above-mentioned stages.

The studies that took place in the context of intercultural education with physical education programs aimed at promoting specific social skills, which are essential elements of intercultural competence, though.

The goal of Kelly's research (2011) was to build a physical education program based on the principles of the intercultural model of education aimed at shaping and learning specific individual and social behaviors and enhancing both self-perception and self-esteem of primary school pupils. The sample consisted of 79 pupils of fifth and sixth grade from 9 different countries. According to the results, the intervention program appeared to positively influence the self-perception and self-esteem of the 39 pupils in the experimental group, irrespectively of their nationality and gender. Also, the program followed by the experimental group seemed to have positive results in improving student relations, reducing irresponsible and abusive behaviors, recognizing and accepting the success of others and rewarding them, reducing selfish behaviors and accepting but offering help from and to peers and setting personal and group improvement goals too.

Derri, Kellis, Vernadakis, Albanidou & Kioumourtzoglou (2014) examined the impact of an intercultural physical education program on the learning of social skills of 32 fifth and sixth grade elementary

school pupils. After attending 16 courses of 40 minutes, that it was emphasized the building of heterogeneous groups and cooperation rather than competition, the search and learning of games from different countries, the 16 pupils of the experimental group have improved their interpersonal relationships, offer help and co-operation regardless of the country of origin.

In many foreign studies on the pupils' personal and social responsibility of different nationalities with behavioral problems and adaptation to the school environment, it is reported a significant improvement in interpersonal relationships and the learning environment (Hastie & Buchanan, 2000 · Martinek, Schilling & Johnson, 2001 · Murgala, 2002). As Hellison (2003) mentions responsibility, collaboration, rule-based play, active participation, peer support, appreciation of the opponent or the classmate can be promoted through targeted physical education programs.

Byrne (2002) applied Hellison's model to a multicultural school where the development of responsibility and interest for each other were necessary for the harmonious co-existence of pupils. The aim of the program was to develop basic motor skills through creative games and exercises as well as to find ways to improve people's relationships with each other that according to the researcher it had positive results in general pedagogy.

In a research by Nikopoulou (2006), for the questioning on the impact of an intervention program on physical education based on the Hellison model, the program appeared to positively influence the increase in incidences of positive attitudes of participation and cooperation with individuals irrespectively of their capacity, gender and nationality with the proposed by M.N.E.R (Ministry of National Education and Religion) detailed program. The intervention program was attended by 92 students (40 foreigners and 52 Greeks) of the High School of Intercultural Education of Evosmos, Thessaloniki.

Activities - games

1a: The ball in the tunnel (Sierra Leone) (duration 15')

Objectives: developing collaboration, object manipulation, motor control. Toddlers stand behind each other with open legs and knees slightly bent. The first player holds a ball and after the slogan is being given, he/she bends and gives the ball to the second player passing it between the legs. The second one gives the ball to the third one in the same way and the game continues until the ball reaches the last player, who takes the ball and goes to the first position so that the game can be continued until all the players go through the first place. If a player drops the ball, he/she must pick it up, get the right position, and give it to the next one in the specified way. The game is played with two teams. Due to the small number of the team and in order to avoid competitive tendencies, the aim of the preschoolers was to improve their time. The kindergartener timed the game.

1b: Mark with the ball (Florida) (duration 15')

Objectives: Developing the ability of throwing, altitude, readiness, understanding of levels in relation to the body. We divide the yard into two equal areas, one for each group, both of which are lined up. Each team tries to reach their opponents with the ball, hitting them on their feet and pulling them out. The winner is the team which after a fixed time has more players on the court. In Germany players mark the opponents' whole body except the head. Anyone who manages to catch the ball in the air without touching the ground is not considered to be hit and can mark the opponents. Any player being hit goes to the opponent team. The game ends when only one team is left on the court, which consists of all the children. Then they realize they are all winners.

Here is a discussion about which version of the game children prefer and why.

Game activities from the thematic section: "games in groups, traditionally free and organized", pp.: 121-127, in the Book of the Physical Education Teacher of the Secondary School of Physical Education, P.O. T.B (Publishing Organization of Teaching Books) Athens.

Game activities from the thematic section "Index - Indicative psychomotor activities of the intervention program", pp.: 241 - 256, in the book: Zaragas, H. (2007). *Psychomotor education - a psycho-pedagogical approach to preschool children*, Athens: Atrapos, re-release: (2011), Diadrasi.

1c: Huntersball (Brazil, Japan, Germany) (duration 20')

Objectives: Improve speed, ripple capacity

We define a space in the yard and ask the preschoolers to spread out in it. A child chosen by raffle is waiting outside the space holding a ball in his/her hands. When the slogan is heard, the preschooler attempts to hit a child with the ball without stepping on the boundaries. The child, who succeeds, takes the ball and becomes a hunter. So all children play and no outsiders stay.

2. Chinese dragon (duration 20')

Objectives: cooperation, coordination, orientation in the field, improvement of mobility skills in the field.

A toddler puts on his head the carton, which after a relevant research on the internet was transformed by children to a head of a Chinese dragon. Behind him the other preschoolers stand one behind the other, covered with the fabric that is the body of the dragon. Listening to Chinese music according to the nursery's orders: up, down, right, left, fast, slowly, the children try to move. Firstly, the dragon consists of two children, then three, and the number increases till all the children are involved and they have the ability to go through different places (1st, 2nd 3rd.). Here is a discussion:

- What difficulties did you encounter? How did you overcome them?
- How did you feel wearing the dragon's head?
- How did you feel in the body of the dragon?
- When was it easier, to coordinate all together when there were more people in the group or less and why?

3: The Cat and the Mouse (Puerto Rico) (duration 15')

Objectives: Develop collaboration, teamwork, agility, readiness and response time.

One child becomes a cat and another is a mouse. The rest are grabbed by the hands and they form a circle. Originally the mouse is in the circle and the cat is out. With the slogan, the cat runs around and out of the circle trying to break the grip of the players or go under their hands and get inside. If the cat makes it, the mouse immediately tries to get out. Players of the cycle help the mouse avoid the cat. When the cat catches the mouse in or out of the circle, two other children continue with the roles! The Greek version has the same rules as wolves and lambs in their respective roles.

4: Toys with a ribbon (duration 15')

Objectives: Develop collaboration, mutual acceptance, kinetic control, object manipulation.

Children in circle hold a ribbon of wafer paper. They rise up; lower down their ribbon depending on the turning up or lowering of the music. They try to synchronize their movement so that the ribbon does not tear. Then in a line they walk in space, following the rhythm of music and try not to rip the ribbon. The game starts in pairs, continues into triplets, quads and plenary. There is a discussion about the difficulties they encountered depending on the number of children and the way they managed it. In cases the ribbon was cut, the reasons and ways of improving team collaboration were sought.

Variation of the game: preschoolers form a huge spider web unfolding a skein. They work together to lift the web up, touch it on the floor, or move around without spoiling the web.

5: Centipede (duration 20')

Objectives: developing cooperation, motor control,

Preschoolers stand side-by-side in a straight line. With the legs in the distance they bend their torso forward, passing the hands between the legs and grab with the hands of the next ones. In this position, they try to walk a distance in the direction of the front, back, right or left without spoiling the centipede. They try couples, triads, groups of four until they reach the plenary.

Here is a discussion:

- What difficulties did you encounter? How did you overcome them?
- In which cases have you experienced more difficulties and why?

6: Football in pairs (approximately 30')

Objectives: developing collaboration, accepting diversity, developing mobility, improving object manipulation skills.

We ask pupils to divide into couples on the basis of their members having something different e.g. boy-girl, preschooler, different nationality, different possibilities in terms of movement and we give them a ball to play football in couples caught by the hand. One pair assumes the role of goalkeepers and the other three try to put goals always caught by the hand. Couples are not allowed to break apart; they must work together and act as if they were a person. We watch out that the couples change positions so as to give children the opportunity to work with as many classmates as possible, but also to play in different positions (goalkeepers -players).

Here is a discussion:

- Were you able to work the same way with all people?
- What difficulties did you encounter?
- How did you overcome them?
- Why was it important to work together?

Finally, we are discussing the importance of working together in an in-school and out-of-school environment.

7: *Running with a friend (duration 20 ')*

Objectives: collaboration, object manipulation, speed, cognitive shape of the body. Children are given different materials such as: wreaths, cloth bags filled with legumes, balloons, corinas and after being divided into couples of different gender, age, ethnicity and potentials try to carry an object each time at a predetermined distance, but using a different part of their body and different way (palms, heads, shoulders, high, low, in, out, etc.). Pairs change every time. There is a discussion about the difficulties that have arisen and the solutions given by the preschoolers.

8: *Cooperative Relay (duration 40 ')*

Objectives: developing collaboration, offering help, improving mobility skills in space, object handling, altitude skills, and fine mobility.

Activities are organized by the kindergartener

- 1) Jumping over rope,
- 2) Throws in a target
- 3) Jumping into a wreath, coming out with hopscotch, jump into a second wreath, jumping in hopscotch to the other leg,
- 4) Cubic capacity in a mattress,
- 5) Transfer of five small balls (pon- pon) from a plate to a jar, collected with tweezers.

An opportunity is given to all children to experiment at each station. Then they become couples of different gender or age or potentials. From each pair, one player performs the exercise and the other assists him/her, instructing or supporting him/her if he or she has difficulty in hopscotch or jumping. The game ends when all teams complete the relay race through all the stations and the preschoolers have been assistants but also athletes. Here is the discussion:

- Did you like doing the exercise or giving instructions? Why;
- Did you get any difficulty?
- How did you feel when you were trying to find a way to help your couple?
- How did you feel when your classmate helped you?
- How important is it to help others? Why;

9: *Sow-grow (duration 20 ')*

Objectives: developing cooperation, accepting diversity, developing both sides of the body.

We divide the children into couples of different gender, potential, age, nationality and organize a cooperative relay. We put three wreaths along, three meters apart and at a distance of three meters from the last one we place a cone. Each pair starts to run hand by hand, carrying three balls. One child takes over to place one ball in each wreath. At the end of the route, the couple returns to the back and the other child takes over to pick up the balls and carry them together at the starting point to give them to the next couple. We watch out that the pairs change during the game so that children have the opportunity to work with different teammates and use both hands to position and bounce the balls.

Here is a discussion:

- ✓ Have you worked effectively in couples?
- ✓ Have you encountered difficulties? How did you overcome them?
- ✓ Have you had fun while changing a couple?

10: *Back-to back (duration 20 ')*

Aims: active listening, collaborative development, improved motor control, vocabulary enrichment.

Two preschoolers are standing with one back turned to the other. One of the moving various parts of his/her body describes the movement to his classmate or classmate who, in turn, tries to imitate this movement by listening only to the description and without seeing it. The other preschoolers control the outcome and help complete the exercise. Here is a discussion:

- ✓ What difficulties did the infant who described the movement face? How did he try to overcome them?
- ✓ What difficulties did the preschooler who tried to imitate the movement face and why did this happen?
- ✓ How did other preschoolers who were viewers help?
- ✓ What is that which makes communication between people difficult?

11a: *White sheep and black sheep (2 courses lasting 40 'each)*

Objectives: to get acquainted with the meaning of empathy, to cultivate critical thinking, to work together within the group.

1. We invite students to sit on the floor forming a circle and tell each other in turns, his/her own "different" good morning, using movement, voice, and rhythm.

2. We listen to soft music and we invite children to move freely in the place with the rhythm of music. When the music stops, they remain immobile and their eyes closed. A child is hiding and the rest open their eyes and try to find out who is hiding. Repeat multiple times.

3. With the rhythm of music, children move freely in space and when the music stops they represent an animal with their bodies without talking. Repeat several times. Then they stand in a circle and one by one enter the center of the circle, they represent the same animal and the rest try to find out what that is.

4. We ask the children to move freely into space in different ways and at different levels: fast-slow, high-low, with big and small steps forward and backward ... without touching each other. Do not talk and communicate only with the eyes. They continue to move freely in the space, and whoever they meet they greet him/her imitating the voice of an animal and try to communicate in this dialect. After the slogan is heard they continue the movement and with the next slogan they greet the same way whoever they meet and try to get in touch with him / her imitating the voice of the animal they have chosen.

5. We call the children in the area where the kids are gathered. We begin the narrative, while children are representing it with their bodies. The children become white sheep living on a hillside. They represent the daily habits of sheep: eat, drink, sleep, and play. As the action progresses, we inform the children that a black sheep is approaching their flock (Teacher in Role). The children become white sheep. They are discussing and deciding how to react, ie whether they will accept the black sheep in their flock or not. Then they play what they decided (In this case they decided to accept the black sheep and play with him).

6. After completing the story, the children are invited to the group for discussion:

- How did you feel during the story?
- How did you decide whether or not to reject the black sheep?
- How do you think the sheep would feel if it was rejected?
- How could it have reacted?

11b: White sheep and black sheep (2nd course of 40 'each)

7. The next day they play the other version. (In this case they reject the black sheep).

8. The technique of the investigating chair follows. Children asking questions to the black sheep try to discover his thoughts and feelings. They talk to each other and try to find a solution that is satisfactory to everyone. Here is a discussion:

- How would you feel if you were a black sheep?
- Why may a herd of white sheep reject a black sheep?

12: Different chase (duration 15 ')

Objectives: developing cooperation, speed, orientation in the field.

Students run in a predetermined area with a hunter. If the hunter grabs someone, then he/she stays motionless with his hands on the ground. In order to continue, it is necessary the assistance and collaboration of two other students, the assistants, who with their palms-crushed one against the others pass their hands from the head to the bottom of his/her legs, and then he/she is free to continue the game. Assistant pairs are often differentiated. Variation of this game is "stuck in the mud" played in Australia. A hunter is set the one that whoever he /she touches is standing motionless in walking distance. To be released, someone who is still free should pass under his feet. The last one to be free becomes a hunter in the next game.

13: Blind (duration 20')

Objectives: Empathy, accepting diversity, expressing emotions, transmitting messages with body language, orientation in space.

Children are divided into couples. In each pair one closes his/her eyes and the other tries at the beginning holding the other's hands and giving verbal instructions (turn right, go straight, step up) to guide him/her around the classroom without stepping on the mines and causing an explosion. Mines are newspaper pieces and other items (chairs, pillows, corinas) placed by the teacher in various places in the room. Then try to do the same without talking to either of them. The driver uses body language only. The roles of the driver and the blind change.

Discussion and feedback: How did you feel blind? How did you feel like a driver? What was the hardest for you? Why? In which case was communication more difficult? How did you communicate when you could not talk? How did you receive the messages sent by him / her who guided you? Were you a good listener? What does listening mean when we are not talking?

14: The Wall (duration: 15')

Objectives: cooperation, mutual aid, creativity

In groups of four children stand in front of a wall and try to draw a line as high as they can. Initially everyone works alone and then they are encouraged to work for the same goal. They suggest possible solutions.

In this case, they decided to work together and take a preschooler together. They talk to each other. They compare the way of working and the final result in each case.

15: Different football (duration: 30')

Objectives: respect, speed, object handling.

We give a ball to the kids and tell them to play football without rules. In a few minutes complaints begin and debate follows we set the rules and the teacher assumes the role of referee. This role is then taken up by a student. Here is a discussion with possible questions:

- Why were there complaints and disagreements in the first case?
- How did the rules help?
- What happens when we do not respect the rules of the game and the teammates?

16: Playing with a straight line (duration 30 ')

Objectives: development of cooperation, responsibility, creativity, improvement of motor skills and balance, orientation in space, separation of the two sides of the body.

With a tape, we draw a straight line on the floor of the room and ask the children first individually, then in pairs and then in triads to walk on the line in different ways than those shown by the other pairs or triads eg. Walking on the toes of the feet forward or backward, jumping right and left of the line, one member of the couple back and the other forward, etc. Here is a discussion with possible questions:

- When was it easier to walk the line the way you decided? (Individually, couples, triplets)
- What difficulties have you encountered and why do you think this has happened?
- In which case was it easier to decide how you will walk the line?
- Did the members of the couple or triad follow the decisions previously made? If not, how did you manage it?

17: Blocked game (duration 20 ')

Goals: empathic development, improvement of motor skills. We tell children that they can play with the balls freely in the yard only as many children wear blue clothes while the rest will have to clean the yard and arrange all the corners inside the room. Towards the reactions and protests of the children, the nursery teacher answers that she will briefly explain to them why she is doing this and she remains immune to her decision.

After 5 to 10 minutes, we are gathering and discussing.

- How did those who did not belong to the blue team feel?
- Have you felt differently from the way you felt today?
- How did the blue team feel, while they were playing, their classmates were picking up the rubbish and arranging it? Was it fair what happened?
- Are you accustomed to excluding some children from your games? Why is this happening?

18a: "Peace -1", the story of a refugee child

Objectives: developing cooperation, empathy, respect for diversity, creativity, speed

The story of "Irene" is a 7 minute animation film and tells a young girl who is forced to leave her home, experience insecurity and rejection until she finds warmth, protection and affection for a home.

- We show the film without any comment, and there is a discussion with the preschoolers about what they were watching. (What happened, what is this little girl? Why is he alone? Why is he running? How does he feel? What is he trying to find?)
- After the discussion, the children paint a scene from the film and after putting them in the right order, the story is rewritten.
- They dramatize the incident with the two villagers. Chair of the Truth: The Kindergarten in the role of Peace sits in the chair and the preschoolers by asking her questions they are trying to understand what she thinks and how she feels.
- Toddlers and kindergarten sit in a circle and try to show different feelings (joy, sadness, anger, fear) with facial expressions and movements of their bodies. Couples play the mirror play: one shows a feeling of facial expression and his body and the other tries to imitate him. The movie is re-released without sound and the infants try to recognize the feelings of little Peace.

18b: "Peace -2", the story of a refugee child

- On the occasion of the obstacles encountered by Peace in the forest, the children stand in two parallel lines and using their body members: arms, legs, and shoulders, knees, and elbows form obstacles. Then everyone in the role of the protagonist of history tries to pass between and reach the end of the line. Here is a discussion about the feelings they felt.

- In the country with the silk tails they play the following kinetic play: with a clutch everyone fastens in his blouse a fabric tail. With the beginning of music they try to get each other's tail without losing their own tail.
- With the overflowing of Peace visit to the country with the smoky crows, the toddlers are playing the equilibrium games: they try to walk on chairs placed side by side in a beam formed with blocks, ropes stretched out on the ground to stand in one or the other foot on the floor or on a brick.
- We discuss the forms of rejection experienced by the little heroine and children dramatize every scene of history trying to give a different end that would not create feelings of fear and sadness in Peace.

19: Different "music chairs" (20 minutes)

Objectives: empathic development, speed, space orientation, collaboration, mutual aid, understanding levels in relation to the body. This game is a variation of the well-known game "musical chairs". Instead of chairs, we used pieces of newspaper that played the role of the house. Toddlers in the role of birds fly and dance around the newspapers with the rhythm of music. Kindergarten hides one of the "houses" and music stops suddenly. The only rule that preschoolers have to follow is: when the music stops they have to hide inside a house. A preschooler stays out of the house. The game stops and the kindergartener asks what could be done to continue the game. They play the different versions of the game proposed by the children and discuss their feelings in each case: how do they feel if every time someone outside the house is excluded from the game, how they feel if they host the "homeless" bird or birds, which version of the game they prefer and why.

20: Wreckers (30')

Objectives: developing cooperation, creativity, and respect for others' opinions, orientation in the field, active listening and balance.

We divide the children into groups of 4 people of different gender, nationality, age, abilities and share the same number of wreaths, blocks, and ropes. According to the story we are telling the preschoolers, they start a long boat trip. During the voyage a seaside breaks out and their boat breaks. The gymnastics equipment is the only equipment available to make all team members reach the coast located on the opposite side of the courtyard or the hall. When they make it, they have to go to a less dangerous shore across, but use an object less this time, since it is drifting off a mighty wave.

Here is a discussion with possible questions:

- What difficulties did you encounter?
- How did you overcome them?
- Did all members of the team have the opportunity to say their opinion? How did you decide what the best idea to achieve your goal?
- If you played the game what would you change?

21a: "Something Else -1" (3 lessons of 30')

Objectives: empathy, respect for diversity, orientation in space, active listening.

The educational drama starts at the playground near the house of "Something Else". Toddlers using psychomotor instruments (wreaths, cones, bricks) are trying to shape the space to reminisce of a playground and dramatize the games they have decided to play dramatizing children playing in a playground.

The narrative begins as in the homonymous book: "On a winding hill above, in a small house, Someone Else alone was living, with no other boy or friend".

The narrative stops and the nursery kid asks the preschooler why they think he was living alone and why he was called like that, if they thought he had something different. *Collective painting*

According to the children's answers and using their imagination, they paint something else by adding each element or feature in turn.

Discussion out of role - Review

They comment on the diversity of Something Else, discuss how he lives, what he eats, what games he plays, what he can do and cannot do. They complement the collective painting.

21b: "Something Else -2" (2nd lesson of 30')

Toddlers in a role

Preschoolers divided into two groups play children playing in the playground they have built. The kindergartener in the role of *Something Else* approaches them and tries to play with them. While each group rejects the creature, they remain in a frozen image and the other group observes and describes. The two groups then change positions of an observer and group of children.

Chair of the truth

On a chair it is placed a feature of Something Else (a scarf, a hat, a vest), and whoever wants to sit in the chair comes into the box of Something Else and tries to guess the thoughts and feelings of the creature and express it loudly.

Collective painting is continued

They paint the series in the creature they have designed, what games he can play and things he can do and out of it games that cannot play, depending on the diversity they have attributed to him (for example a big one leg and a small one or a longer hand and the other shorter or three eyes depending on the children's imagination).

Dramatization

With the accompaniment of music and the kindergartener's encouragement, preschoolers try to walk, run, climb or laugh as Something Else would do.

21.c: "Something Else -3" (3rd lesson of 30 ')

The children in the role of the Wise Men of the Forest

Something Else addresses to the wise men of the forest and exposes his problem: "Children do not play with him because he is different." The teacher in role tries to help through the conversation come up with a solution that would satisfy everyone. *Solution of the Drama*

One possible solution, as in this case, may be to organize a party feast where both children and Something Else could participate.

22.a: "Hard Walnut -1" (3 lessons of 40 ')

Objectives: collaboration, respect for diversity, empathy, orientation in space, knowledge of the body.

Introduction to dynamic images (40 ')

We walk and cover the whole area by changing directions on various levels (high, medium, low): Handshakes - Ice - Beam - Coal - Water - Mud

We walk in a variety of ways: lazily, loose, neutral, alert (as if we are in danger), in panic. We freeze, defrost after the preschool's slogan and continue.

We run around the whole space to touch the other's knee (or the ankle) while avoiding at the same time touching the other.

The teacher leans on some others who stay still where they are like statues. The others give titles (monolithically) or captions (figuratively) to the statues.

We ask the following questions about the statues:

- What title would we give?
- What feeling can they feel?
- What can they think?
- What do they express?
- What relationships do they have?
- What do we think is happening?
- What feelings are born to me?

Separation in pairs (e.g walking and stopping elbows)

They find a common point between them (not a display element, e.g a common favorite activity). Every couple finds an original way to present it physically.

Find a difference. Announcement of a complex word that reveals two of their preferences in which they differ hobby, sport, (eg: ballet football, dance, running, etc.). They try to present it physically.

Reading the text from Eleni Svoron's book: "Hard Walnut"

We show the cover of the book - we ask them to guess what its topic might be. What conclusions do we make out of the girl's dress? Who else wore a towel on his head? What does "hard nut" mean?

Reading text from beginning to page 22 "... for her sake with sports" Related Questions: Who do you think she is talking about? How old are you; what is her name; what happens in the school yard? How is it possible not to have sports shoes? What do we learn about her family and herself? Who does she speak to? Lay paper on the floor. We ask someone to lie down on the paper. Another child draws his outline with a marker. This is Isaiah...

22b: "Hard Walnut -2" (2nd lesson of 40 ')

In the outline, the nursery teacher records with a marker what she feels, what she believes what Issaiah feels about herself in relation to the incident in the courtyard and the situation in general, according to the students' views? Outside the outline, the views, opinions, thoughts of others about it are recorded. Around the outline, we lay outlines of other children and with strips of paper we unite them with that of Issaiah, marking

things (favorite toys, food, music, habits, ways of fun, marital status) that distinct her or unite her with the other children.

- Question: What is Issaiah of our history? What is the difference between the notions of "Refugee"? "Immigrant", "Foreigner"? There is a discussion and an attempt to understand the different concepts.

Text deepening techniques (30 ')

Creating groups: We move freely in the above way (levels, rhythms, directions, gaps). When we meet someone we shake hands with him and greet. We do not leave his hand if we do not get another. After the nursery teacher's slogan we stand still by joining successively: two elbows, three backs, four fronts forming random groups of 4.

Toddlers choose papers with the names of Mrs. Persephone, Issaiah's and two of her classmates and try to portray some point of the incident in the courtyard with a frozen image. The other group watches and tries to guess the feelings and thoughts of the heroes of the image. Using educational training techniques, we can explore the story further:

Thinking detection: We touch someone frozen on the shoulder and hear his deepest thought.

Make it vivid: We animate the image by pressing the button of a fantastic remote control. The heroes are moving and talking and the scene is evolving.

The kindergartener asks if the scene can continue in a different way and asks the groups to show if they want the different evolution by dramatizing it. Asking questions about the life of the protagonist and her family after the incident, the kindergarten and acting as a scribe can record stories and children can illustrate them.

22c: "Hard Walnut -2" (3rd lesson of 40 ')

The kindergarten asks if it was Issaiah's birthday and they the children wanted to organize a surprise celebration:

- Which music would they choose?

- What games would they play?

- What music would they hear?

This is followed by research and the organization of the celebration.

Results - evaluation

The children who participated in the intervention program of physical education have improved both their motor skills and the social capacities of intercultural readiness. The children were happy in their own confession and enjoyed the activities they proposed and played. At the end of each game - activity that the children had played, they were asked and evaluated their game and their emotional status through the display of cards with faces that depicted various moods such as pleasure, fatigue, anger, crying, regret etc. All children (N = 38) chose - at the end of the intervention - the card depicting the cheerful and smiling face.

Table III: Assessment of children's emotional condition in the sample after each intervention activity.

Pleasure-Contentment	Fatigue-Burn out	Sadness	Anger
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II. Conclusions - Discussion

The originality of the work lies in the fact that as shown by the literature review there are no studies related to physical education programs to enhance motor skills and intercultural preschooler readiness. While international organizations such as the Council of Europe (GieB-Stuber, (2010); Barrett et al., 2013) point out that the team physically games can provide an opportunity for children to learn values such as respect, tolerance, cooperation, there are no research efforts in this direction, though.

Papadopoulos, Tilki and Taylor (1998) argue that intercultural competence may already exist from an early age or be developed and evolved. The basis of successful intercultural communication is emotional competence along with intercultural sensitivity. The interculturally competent person understands, as it interacts with people from other cultures their particular assumptions, thoughts, feelings and ways of acting. Intercultural competence is a set of cognitive and emotional characteristics and features that relate to behavior and mobilization, a set that makes individuals able to adapt effectively to intercultural environments.

The existing research approaches study the impact of the intervention programs of PE. on achieving kinetic objectives (Rule & Stewart, 2002; Venetsanou & Kampas, 2004; Zachopoulou, Tsapakidou & Derri, 2004; Deli, Bakle & Zachopoulou, 2006), the application of kinetic activity as interdisciplinary learning tool (Flaherty 1992; Kostantelia & Tsapakidou, 2009) and the promotion of social skills (Hellison, 1995; Dyson, & Strachan, 2000; Pollatou, 2003; Maggotzi & Gouda, 2007). The mobile targets that have been studied is the development of basic motor skills, psychomotor development (Zaragas, 2011) and the reduction of childhood obesity (Pate, Pfeiffer, Trost, Ziegler & Dowda, 2004; Benham-Deal, 2005), as well as the learning kinetic relationship and social skills (Zaragas, 2016, 2012).

The results of the paper can constitute the starting point for further research into the design of physical education programs aimed at enhancing preschoolers' motor skills and intercultural preparedness, as well as their effort to evaluate them.

The design of the present work was flexible and open, was based on children's existing knowledge of the present situation, responded to their perceptions and expanded their ability to act.

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