

“Driving Wedges” (Well Being Exercises) in School Allow a Body Present in the Classroom

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Abstract

Through the analysis of the schedules in early childhood education, Professor Marcelino Vaca Escribano detects that there are “different bodily presences at school”, and in order to favor a balance between these presences, he proposes the use of bodily practices that he calls “Motrices Wedges”. With this objective, as a primary education tutor and a specialist in physical education in a public school, I began to develop a research project in the classroom, which has spread over 11 school years, in which motor wedges have achieved many other objectives, such as improving the classroom climate and attention, stimulating multiple intelligences or compensating for stillness, among others.

To achieve this, I use tools such as yoga, meditation, relaxation, conscious breathing, work with subtle energy, massages and the power of touch, which are applied at different times of the school day, always starting from the active listening of the teacher, to attend neurophysiological curves, stress levels and attention cycles, but also the desires and drives of our students; thus giving presence to all bodies (physical, mental, emotional, spiritual).

Keywords: *Body; Holistic School; Active Listening; Early Childhood and Primary Education*

Introduction

Study precursors

Throughout this introduction, I will try to answer questions that I consider essential, in order to understand the development of this article:

- How do I know the “Motor Wedges”?
- How are you taking a progressive interest in my work as a teacher?
- How does it come about to make motor wedges an object of study?

My first encounter with the expression “driving wedge”

It all started at the Faculty of Education in Palencia (Spain), where I was trained in the specialty of Physical Education, in the subject that Marcelino Vaca taught called: “Physical Education in Primary Education” (EF in EP), we were in 1994 Working on the concept of the lesson, within the elaboration of a Didactic Unit, Marcelino states: “I would like to insist that these one-hour classes are not the only way

to develop the area but rather, the coordination of the teaching staff, both cycle and stage, can provide other educational situations from which to intervene”, (Vaca MJ) Notes from the subject “PE in PE”) making reference to the Motrices Wedges.

What are motor wedges and how do they arise?

Las Cuñas Motrices arose from the great interest that, already in 1977, Marcelino Vaca as a teacher in the Basque Country, was raised around the opportunity of motor skills in the classrooms and its contribution to the interdisciplinarity of these learning. To be able to show that the body expresses to a large extent what happens to the child and to the school; begins a study in which observing, filming and analyzing about real timetables, identifies different bodily presences, which are happening throughout the school day ([1]: p. 12-15):

- Silenced body: Some of the tasks require that the body and its motility go unnoticed, that they be silenced.
- Loose body: In recesses in which the body is allowed to be loose, at its own pace.
- Body involved, globally or partially: When school tasks allow the presence of coordinated movement, including motor skills and abilities.
- Instrumented body: Sometimes the task lends itself to the use of the body, in a global or segmental way, to exemplify concepts used.
- Exposed body: Educational situations that put us before the gaze of others.
- Body that is the object of attention: on the other hand, the school day reveals the body’s needs for rest, sleep, food, hygiene.
- Body object of the educational treatment: The corporal, the body and the motor skills, is also being installed as an area of expression and experience.

With all these identifications, Marcelino Vaca raises the need to attend to the presence of the body at school and, among other issues, speaks of a particular educational situation “La Cuña Motriz”: “They are generally short moments (five or ten minutes), However, carried out every day, they represent an interesting collaboration with the learning that we want the students to achieve... and that come to be a kind of hinge between two demanding moments, in which it has been requested that “the body goes unnoticed” ([1]: p. 54). With these tools it is intended to achieve a double objective: to provide an educational response to the body environment and the generation of the environment that the teaching-learning processes and their evaluation demand. This idea has evolved over time, as we will see in section 2.

From the first moment I heard about motor wedges, this concept seduced me powerfully, as it opened other doors for physical education specialists, since we could not only do an educational treatment of the body and motor skills from our area, but also that we would also manage to intervene at other times and in other matters.

An emblematic project in a school center: “Motor wedges to improve coexistence and school success” (2009 - 2012 academic years)

In 2009, at the “Domingo Viejo” Center for Infant and Primary Education (C.E.I.P.) in Melgar de Fernamental -Burgos- (Spain); In which I worked as a teacher and specialist of E.F, it was in which I was able to make this pedagogical practice a reality for the first time, thanks to a collaborative project at the center, developed to respond to the change in the school day. We call the project: “Motor wedges to improve coexistence and school success”, accommodating the dual function of motor wedges: to achieve the availability and implication that the learning demands of students and to develop specific teaching-learning processes on the body area.

The need to investigate the educational interest of motor wedges turns the project into an investigation

This need to investigate the Motor Wedges as an object of investigation and of course of action arises, on the one hand, from the satisfaction that came from working as a team with a whole faculty of restless teachers for the same concern, concern that addresses the body and its motility in the classroom and, with the aim of discovering the effects of school fatigue and the relevance of attending to physiological curves.

And on the other hand, it is my own teaching needs within the classroom that lead me to embark on this continuous and restless desire to know, since I combine the role of primary school tutor and physical education specialist.

These were the spurs that helped me broaden the vision of the educational potential that motor wedges offered us, as a way of understanding, listening and being with our students. The motor wedges were revealed as a field of action and study... And with this desire, I immersed myself fully in the coordination of the “Training Seminar”, offering a new approach, through the work of a group of three motor wedges that were presented monthly and that addressed activities of: “joint mobility and muscle elongation; body and postural control and breathing and relaxation exercises”.

The motor wedges were finding an increasingly relevant place in the classroom, as they express great involvement on the part of the students, disposition, calm, creativity, interaction, extrapolation of experiences, giving rise to innumerable anecdotes and personal reflections. As a result of all this work and the training received, as of the 2010 - 2011 academic year, the project was extended to the entire school, including motor slots in the official school hours and in the Educational Project (PE), thus achieving a third objective: “That the wedges were a resource for professional exchange and shared work”.

This desire to continue investigating grew and thus, throughout the 2011 - 2012 academic year, I decided to dedicate myself body and soul to carrying out the TRIT (Tutored Research Work), research that created the foundations of my Doctoral Thesis: “Incidence of motor and psychomotor wedges in the construction of another school”, developed between the 2012 - 2015 academic years, in a new destination: CEIP “María Teresa León” from Ibeas de Juarros (Burgos) [2].

Route of the driving wedges between the 2009 - 2020 academic years

The project is transformed thanks to the constant I-A

The starting idea is that motor wedges are a series of techniques worked consciously, corporeal and experientially, which we will carry out to facilitate the transition from one moment to another in the school day, thereby favoring better levels of attention and listen. However, with the analysis and implementation of the wedges throughout these eleven school years, I am realizing that all these experiences unimaginably amplify my expectations, since they will also give us spaces of calm, awareness and bodily compensation, self-knowledge, contact with the other, expressed emotions, transferred learning, healed grief, new relationships forged. Both my formative and personal process affect this transformation, as well as all the experiences that I have had at school, throughout these eleven years; which are promoting and determining an important transition; feeling how the concept of *Cuña Motriz* expands, encompassing a whole new wide spectrum of disciplines, which allow me to meet the needs that I am detecting in children.

In this way, these soothing parentheses, which help the student to decongest, are enriched with new perspectives throughout all these years of personal exploration and application in the classroom, which lead us to new territories, as they go emerging wedges in which there is no motor skills, no displacement, or tonic exchange. And so the project is transforming, alternating the work of body and motor wedges, with others that focus on the kinesthetic feeling, a body environment connected to the world of sensations and feelings, which surrounds the child, his body, his motor skills, their emotions, their identity, their spirituality, their searches, their relationships.



Photo 1



Photo 2



Photo 3

Therefore, the wedges made cater to the entire body area. And so the notion of Motriz Wedge grows and thrives in a much broader concept; since we intend to exercise a healthy control over our entire biopsychosocial entity, taking into account the psychological, biological, physiological and neurological treatment of the child.

This transformation is taking place in order to be able to welcome the different realities that I notice in children, children who already in nursery and primary education face a large number of disturbing stimuli, harmful influences due to high levels of activity or demand, or by various and sometimes tragic family situations. All of this causes them to be subjected to very high levels of anxiety and tension, both physical, mental and emotional. With motor wedges, it is intended not only to free the body of these tensions, but also to calm the mind and emotions, feeling that it is increasingly necessary to seek interior spaces of silence in classrooms.

In wedges we use the body as an instrument to involve the mind and thus achieve good development and harmony, since we understand that through the awareness of corporeality, we can gradually modify the mind, restraining thoughts and conquering states of deeper awareness and calm.

With the wedges we try to be attentive to a living body, to its expressiveness. That is, their ability to say who we are, what worries, excites, confuses or hurts us. All this through physical activities of conscious attention, breathing, relaxation, meditation, energy channeling, intimate contact with oneself and with the other, thus being able to decode the impact that unhealthy mental or emotional reactions have on the body, avoiding blockages, tensions and their consequent implications in learning.



Photo 4



Photo 5



Photo 6

Then it is an approach in which the work with the body, the mind and the emotions, flow in parallel; they become necessary, intimate and inseparable tools to achieve the conscious evolution we seek; to reintegrate and balance all the planes of the person, thus increasing their awareness and internalization. Personally, I am interested in approaching and projecting this work of holistic development of the child in school, since I feel in internal communion between my own needs and experiences of evolution lived and those detected in my own students; thus feeling the responsibility to share all these tools that come into my life, with them; to be able to provide them with scenarios, strategies or instruments with which they can listen, value and recognize their talents, overcome their griefs, know themselves internally, heal themselves physically and energetically, touch and let themselves be touched, feel and let themselves be felt, learn to think, to look, to seek diverse answers, to discover the value of beauty, of things made with passion and love. It is like starting from your most intimate previous knowledge, a previous knowledge that bustles and seeks company, understanding, guidance, and then build the house.

I would like to insist on the idea that when I offer tools or provide an environment, in which situations arise that allow the child to discover; listen, feel, heal, etc. my role is to accompany the process. And this educational approach entails an indispensable requirement: the personal training of the teacher.

Evolution in the application of motor wedges in the classroom

One of the aspects that is sharply modified throughout these nine courses is the moment in which the wedge is applied, since in the original project, the wedges had been working on subject changes, as a hinge between classes and class. However, at present, wedges are no longer applied only in subject exchanges, but thanks to the investigation and respect inferred in their application, they have been showing me that they have the great quality of adapting to the needs of each classroom, and even of each student, being the child himself and the class as a whole, who with his body language tells us the needs he has at all times. From this point of view, from this way of approaching the work with the wedges, perhaps the wedge that is made is not as important as the LISTENING that is done.

The I-A carried out daily in the classroom, has made me see that there are groups that first thing in the morning need toning or activation and others that, nevertheless, need relaxation; groups that arrive from recess with great agitation and demand a return to calm at this moment; classes with a great demand that demand a cut to relax such intensity; or even groups in which some students need an activation and others a relaxation and the motor wedges allow it.



Photo 7



Photo 8



Photo 9

However, within this flexibility developed day by day in the application of the wedges, others are emerging that are established at a specific time and, thanks to the experiences lived and the benefits detected, are maintained today. I mean “The welcome wedge” and the one made “Before an evaluation”.

“The welcome wedge” arises to show you a kinder way to welcome the day, without haste, without tension, without reproach. In this way, I start each day of the week with a different driving wedge: Mondays - emotional thermometer; on Tuesdays - conscious breathing; Wednesdays - thanks; on Thursdays - guided meditation and on Fridays - meditation through the chanting of mantras.

“The wedge before the evaluation” aims to eliminate or reduce the tension and the feeling of failure, with which many students face exams, promoting a “physical, mental and emotional purification”; combining a work with conscious breathing, joint mobilization and Tapping, along with positive phrases.



Photo 10: “Árbol de las Cuñas” (curso 2014 - 2019).

In the 2014 - 2015 academic year, the way of working and presenting the wedges was dramatically modified, emerging in September 2014, the “Tree of Wedges”, where part of the wedges that I have been preparing and selecting are printed. Some of these spots are presented in a generic way, as they are then expanded at different times and proposed in the classroom.

This change in methodology responds to the desire to work on the wedges from “self- management”, thus deepening this “bodily” and “somatic” perspective; To respect and accept the child’s own body dialect, it is for this reason, why many spots cannot have a fixed

schedule, as they are the result of a reading of the body’s expressiveness, since the body says at any time, it is only a matter of knowing and being able to hear it...



Photo 11 and Photo 12



Photo 13

With this pedagogical approach, it is intended to draw attention to the preponderance of the body as an element of knowledge generation.

Objectives of the Study and Presentation of the Data

Objectives of the study

The present investigation has a first part focused on a collaborative I-A project, carried out over three school years at the C.E.I.P. “Domingo Viejo” by Melgar de Fernamental -Burgos- (2009 - 2012), and a second part, focused on a new I-A project, carried out at the C.E.I.P. “María Teresa León” from Ibeas de Juarros - Burgos- during the 2012- 2015 academic years, although the project continues to this day. There has been continuity between both parties, as Inma Cases explains: “All research takes place long before its completion and accumulates practical experience, beliefs, hidden assumptions and so many other individual and collective experiences” ([3]: p. 119).

The object of research, part of the diagnosis of a real situation that arose in our classrooms in which we look for alternatives to respond to the new requirements that a change of schedule in the center implied. To achieve this, we seek didactic and pedagogical strategies that will help us to meet the physiological, physical, mental and emotional needs of our students, through various tools and body techniques.

To help us in the analysis and development of the project, a documentary review of both the official curriculum and the educational literature was carried out that led us to specify the objectives of the thesis:

- Objective 1: Check the applicability of the collaborative I-A project carried out at the C.E.I.P. “Domingo Viejo”, in other contexts.
- Objective 2: Continue investigating the educational interest of the Driving Wedges, which is specified in verifying whether the Driving Wedges:
 - They actively collaborate in the improvement of the “classroom environment”.
 - They compensate for stillness, fatigue, nervousness, tension or lack of attention.
 - They stimulate different intelligences; they build learning; develop skills and grow key competencies.
 - They build learning that improves classroom life and are used outside of it.
 - They contribute to enriching the curriculum and favor the inclusion of active methodologies.
 - They help to enrich family-school relationships.
 - They demand a new role for the teacher and a certain professional development.

Exposure and analysis of the study data

In relation to the first objective we set ourselves: “Check the applicability of the collaborative I-A project carried out at the C.E.I.P. “Domingo Viejo”, in other contexts”; We can say that transferring a project that had given so many joys and good results in the school where it was born, to another school, has its vicissitudes. It has not been an easy road, but there have been many positive things along the way. The fact of starting from a fruitful collaborative work, from some previous positive experiences, from some inquiries that resulted in the establishment of some fields of educational interest of the motor wedges, made foresee a rapid transmission to the new context. However, it does not endorse or give the necessary support to develop it as a center project in the Ibeas de Juarros school. In this way, feeling that collaborative action cannot have the same intensity and depth as that developed in the Melgar de Fernamental school, it generates the beginning of new paths. And in it, new allies are emerging (families and students) who collaborate in its transformation. The project could not be moved, it had to be rebuilt.

With the analysis and implementation of motor wedges as a classroom project and not as a Center project, at the Ibeas de Juarros school, I am realizing that all experiences unimaginably increase my expectations, amplifying the fields of interest detected in Melgar.

In this way, through constant inquiry, the data and experiences collected, slow, silent but progressive changes are achieved in the center. Many of the achievements and innovations introduced may not be spectacular. Furthermore, many of them are documented and identified in other attempts. But their importance lies in the fact that, now, they come from the experiences lived and reworked at the Ibeas de Juarros school. Trying to penetrate the school culture of a center, to implement a project of this scope, which works with a holistic vision of the child, is not easy, it takes infinite patience, enthusiasm, respect, the ability to review and decide.

On the other hand, I am becoming more aware that the educational act is so complex that it prevents us from giving as definitive answers solutions that have had a positive result in a previous context, since students, classmates, the idiosyncrasy of the center and families They are different. However, we can verify through the instruments used to collect data: through the observations made, the documents produced, the case studies and the anecdotes related, how the project is increasingly established in the center, how are the Students and

their families who demand its use, how it is a hallmark in the classrooms in which it is applied, how Ibeas is a reference for other centers in the province of Burgos, in the use of this educational tool.

All this is corroborated by the data found in the surveys carried out with students and families and, which we can see both in the summary tables, in the median of the data and the range, in the results of applying the Mann Whitney U test, (to see if there are statistically significant differences between schools), and in the analysis developed to measure the satisfaction of the children in both schools. There is only a difference in the case of class climate, in which the p-value is less than 0.003, that is, there is a difference between the score obtained in the sum of the “yes” items in the survey in the category of class climate and belonging to one school or another. The rest of the p-values are large, then we accept the null hypothesis: therefore the distribution of each category is the same among schools.

		General (n=112)	College				p-value	
			Ibeas (n=46)		Melgar (n=66)			
		Median	Range	Median	Range	Median	Range	
P1_8	Class climate	6	(2 - 8)	5	(2 - 8)	6	(3 - 8)	0.003
P9_15	Body compensation	5	(2 - 7)	5	(2 - 7)	5	(2 - 7)	0.11
P16_23	Body kinesthetic intelligence and postural control	6	(1 - 8)	6	(1 - 8)	6	(2 - 8)	0.206
P24_28	School success	4	(0 - 5)	4	(0 - 5)	4	(1 - 5)	0.791
P29_34	Emotional intelligence	5	(1 - 6)	6	(1 - 6)	5	(2 - 6)	0.962
P35_40	Intrapersonal intelligence (emotions and grief)	5	(0 - 6)	5	(0 - 6)	5	(1 - 6)	0.556
P41_45	Spiritual intelligence	5	(2 - 5)	5	(2 - 5)	5	(2 - 5)	0.155
P46_50	Feeding Habits	4	(2 - 5)	4	(2 - 5)	4	(2 - 5)	0.632

Table 1: General and comparative results of the questionnaires given to the students.

**: The values correspond to the SI.*

Taking into account the limitations presented and all the data collected, it is reflected that there are no significant differences in student satisfaction between both schools. This shows that the level of satisfaction in both schools is very similar and excellently positive, regarding the development of motor wedges in the classroom. We can then affirm that the data confirm that the project can be extrapolated to other contexts.

Around the second proposed objective: “To continue investigating the educational interest of the Motor Wedges”, which is specified in verifying whether the Motor Wedges.

They actively collaborate in the improvement of the classroom environment

Throughout these years of putting the project into practice in different contexts, I have found that in order to promote a good atmosphere in the classroom, it is necessary to create a climate of respect, trust, and serenity; which modifies, in a substantial way, the experiences in the classroom, the exchange and learning climate and internal and external relationships. To achieve this, the four key elements in the interpretation of the climate of a classroom proposed by Isabel Fernández García ([4]: p. 173-177) have been addressed, which are: care for times and spaces; interactions, didactic schedules and the role of the teacher.

Regarding the organization of time, I have transformed the actual classroom schedules to favor an approach to the needs of the students, listening and attending to their states of fatigue, tension, lack of attention and emotional moods. In such a way that the wedges allow us to give the students some time for themselves, before entering them into subjects that require a strong deceneration, which requires involvement and availability.

In creating this learning climate, it is necessary to have spaces free of threats, in which the child has the acceptance of his classmates and the teacher, which makes careful interactions essential. The implementation of the wedges has not only not improved the relationship and knowledge of oneself, but it has also improved the relationship with others, since by reducing agitation, stress, anxiety or nervousness, it has collaborated in the correction of excessive reactions and consequently, in unnecessary conflicts. All this has helped us to create a climate of calm, respect and calm, favoring better relations in the classroom, reducing discussions and conflicts; and it has also allowed us to have a collaborative treatment in the construction of the rules of coexistence.



Photo 14



Photo 15



Photo 16

They compensate for stillness, fatigue, tension or lack of attention

This was the first reason that led us to apply motor wedges in the classroom. To achieve this, the creation of environments of serenity and respect for the rhythms and personal, physical and emotional pulses in the class was sought, through the implementation of wedges that have been worked as small interventions and at different times of the school day, which pave the way to favor an optimal level of attention and reduce the level of tension of our students.

The first of the strategies used to achieve this has been to develop respectful schedules that address the neurophysiological curves existing in the classroom. In this studied attention of the times, the motor wedges are applied at different times of the school day. Thus, the wedges are increasingly gaining prominence in the classroom and become times of learning, in educational situations that are mixed with other school subjects.



Photo 17



Photo 18



Photo 19

They stimulate different intelligences; they build learning; develop skills and grow key competencies

Through work with the wedges, a framework has been created in which all bodies are accommodated: physical, mental, emotional and spiritual. To achieve this we use tools that help us to focus our attention, to be in the present, to breathe consciously, to touch and be touched, to heal our ailments, to mobilize the different muscular chains, to know how to be in an inner silence; using tools such as: yoga, meditation: visualizations and chanting of mantras, relaxation, conscious breathing, massages and the power of touch, work with energy and contact with nature (plants, crystals, aromas). From this perspective, it is imperative to claim the responsibility that each person has with respect to their own health and the achievement of their well-being, recovering dormant ancestral legacies and practices that are natural and familiar to the body, mind and spirit.



Photo 20



Photo 21

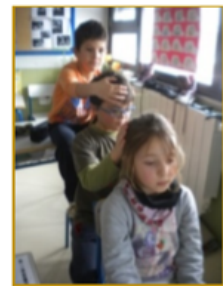


Photo 22

I have been verifying, throughout all the research, as through active listening carried out, the wedges that try to compensate for stillness, bad postures and generated tensions, are as necessary as those that promote an inner stillness. In this way, we are ensuring that in the classroom there are moments and opportunities to close our eyes, to stop and listen, moments of calm in which to discover that there is a large interior space that can be inhabited and from which things can be get to see, live and feel in a more peaceful way.

Thanks to these bodily practices, a space is created for the manifestation of personal grief, crying, to talk about death and life, to share pain, but also desires, desires and talents. And in the development of these wedges, which begin as something brief, a need is awakened in the child and experiences are generated with such interest and depth that they become lessons.

They build learning that improves classroom life and are used outside

Throughout these years we have tried to corroborate, year after year, that motor wedges provide students with learning experiences that go beyond the acquisition of knowledge or specific skills, since they also offer real opportunities for change for their training and for his future life. Starting from this premise, we try to ensure that learning goes beyond the classroom, allowing the connection of formal and informal learning contexts.

It is necessary to know the project in depth, to understand that it is not just a method, that it is an experiential praxis, in which preparatory, training and even therapeutic objectives are combined. And it is only possible with an exercise; that extends to all our bodies, to make a conquest of what we are more than what we know.

They contribute to enriching the curriculum and favor the inclusion of active methodologies

This progressive and incessant process of change and pedagogical evolution, occurred thanks to all the work carried out throughout these courses with the motor wedges, produces a branched growth in all spheres of my teaching work, causing in parallel, the transformation and improvement of the classroom didactic programming (globalized programming of the areas and alternative work to the textbook), the applied methodologies (incorporating active methodologies: thinking routines, cooperative work) and the evaluation process carried out.

This pedagogical openness has made me open my eyes in an indescribable way, making me be very critical of my own practice and of everything that surrounds me; which causes me, on many occasions, a great pedagogical loneliness.

All this change has required training and constant reflection on action, which has displayed my creativity and opened me to new expectations.

They help to enrich family-school relationships

Addressing both the academic and the physiological, emotional, bodily or social needs of the child, has allowed us to generate more profitable learning and the generation of more powerful environments that filter into the thinking of teachers and family environments, since all Deep and healing experiences lived by the child in the practice of wedges, have repercussions in his closest context, his home. This has favored the opening of new meeting spaces with parents, with whom intense conversations are shared, mutual concerns and interests, thanks and advice, requests and proposals, commitments and respect are exchanged. At present, I must admit that they are my main allies, along with their children. They are the ones who continue to encourage me to develop each proposal that I make to them, however “unusual” it may be. All the extraordinary and therapeutic moments lived with the families have doubled the sense of the motor wedges.

Each request for help, each show of trust deposited, further strengthens my relationship and connection with the children and this encounter leads me to become more and more involved in their life process.

As can be seen from the general results of the surveys conducted with families, parents are very satisfied with the use of the wedges in the classroom.

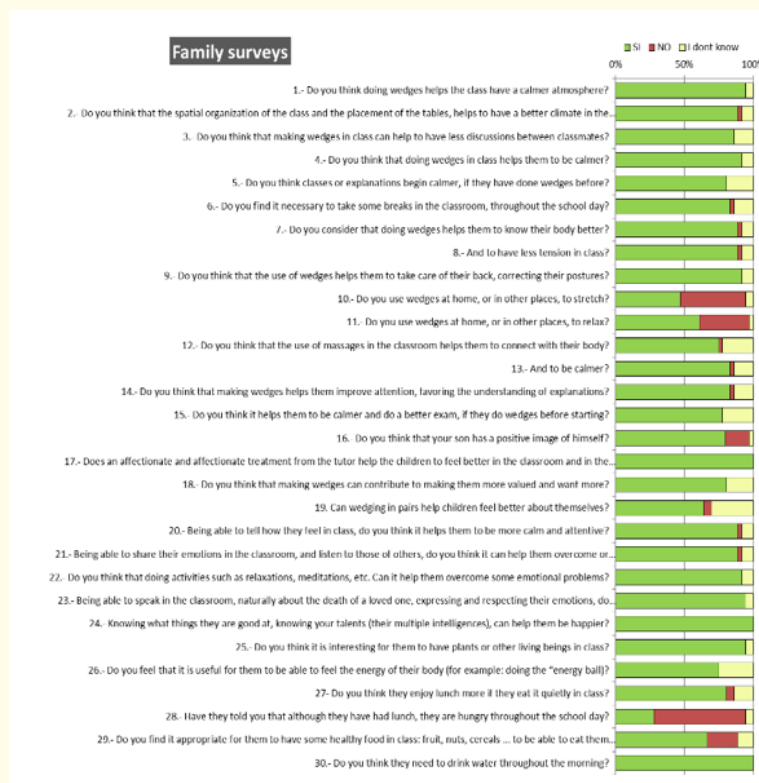


Figure 1: Results of the surveys carried out with the families of the Ibeas de Juarros school.

They demand a new role for the teacher and a certain professional development

The construction of this particular school requires a teacher not only well versed in programming, methodological skills or disciplinary skills, but also a teacher capable of being available, listening, looking, welcoming, the connection being fundamental. emotional action that is done with the group, that fosters a climate of affection and respect, in which tenderness and rigor are not at odds, but in balance. To create these spaces for action and calm, therefore, a teacher who unmask himself and is emotionally and physically involved is needed. In this way, the classroom becomes a space for inner discovery and shared personal development.

The teacher becomes the main pedagogical tool in the transmission of motor wedges.

After direct observation and reflections by some colleagues throughout these years of research, the difficulties that many teachers have when exposing themselves physically and motorily to their students become evident, fears, limitations, blockages arise; This means that the teacher’s “body” must also be reeducated and adapted, in order to be able to listen to the child’s “body” and understand its messages, demands, needs or desires.

In the surveys carried out with the teachers, we can see how the compensation of the levels of fatigue and attention, the improvement of relationships and the classroom climate, are the aspects in which the motor wedges have helped them the most.

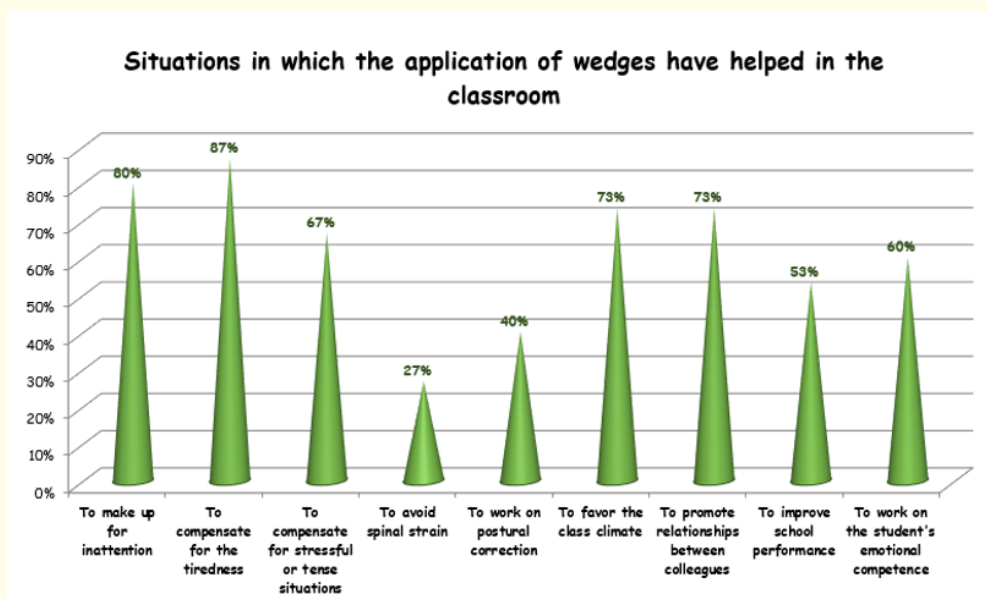


Figure 2: Result of the aspects in which motor wedges have helped teachers.

And as for the difficulties encountered by teachers when applying the wedges, the biggest obstacles are: the lack of time and concentration of the students [5-7].

Difficulties encountered when applying the Wedges

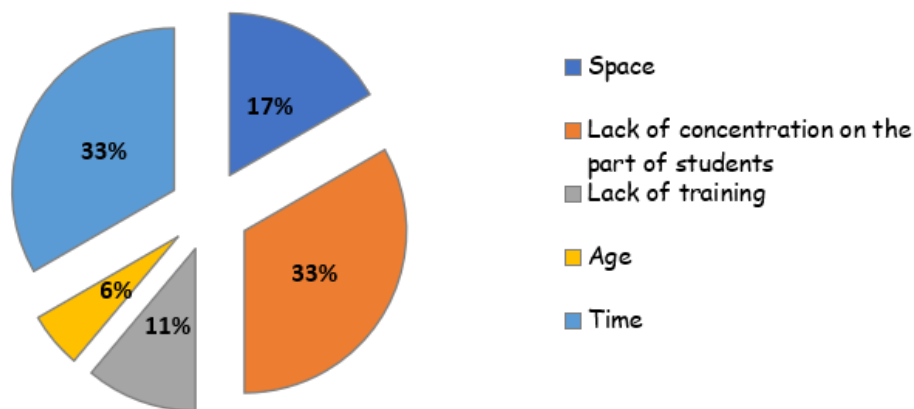


Figure 3: Difficulties encountered by teachers in the application of motor wedges.

Brief Conclusion

To help understand the difficulties encountered and to channel the opportunities that motor wedges provide us in school, this scheme arises around three vertices: physical education, the creation of environments and the new established relationships; which in turn cause a global change in the methodology developed and the consequent transformation of the figure of the teacher.

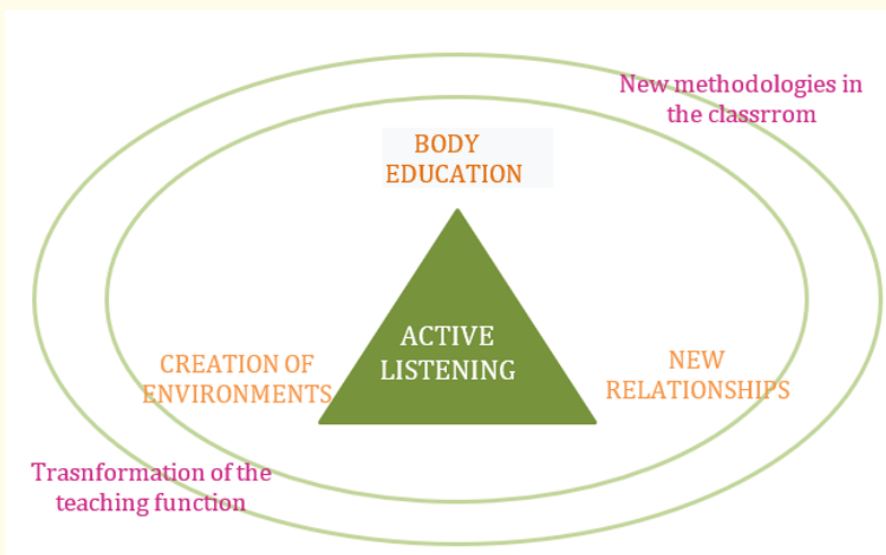


Figure 4: Scheme to understand the difficulties encountered and channel the opportunities of the driving wedges.

This triangle or the reasons for the knowledge provided by the wedges, has been strengthened, in the new context of application of the project, in the following way:

- Corporal education: Through its “active listening” its educational treatment is connected with the rest of the learning, with the wedges as a common thread; trying to make the movement have a meaning, a purpose.
- Creation of environments: Offering other possibilities for the development of the tasks of the school, through suitable environments with which to achieve the involvement and availability of the child to learn.
- New relationships: Created from respect, observant listening, loving attention and accompaniment.
- New methodologies applied in the classroom: Listening to the needs and interests of children causes a profound methodological change in the classroom.
- Transformation of the teaching function: In order to develop a project in which changes and listening are daily, it is necessary to make personal reforms, which entail an innovation of the function of the teacher in the school.

By way of brief summary, I will say that the Motor Wedges allow us to elaborate a didactic framework regarding the construction of motor knowledge; but the wedges also allow us a pedagogical framework for the creation of spaces of calm, listening, respect, calm and understanding, which favor the construction of said knowledge. Knowledge that wants to be a good without expiration with a life cycle journey, so that they have continuity in the environment closest to the student, creating habits of healthy practices. It is therefore a project in the present for the future.

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