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ἄσκητόν οὔτε
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φύσει
ΠΑΡΑΓΙΓΝΕΤΑΙ
ΤΟῖΣ ἄνθρώποις
ἢ ἄλλω τινὶ
τρόπῳ

Florina, July 2012

Issue 1

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Contents

<i>Aspasia Chatzidaki - Ioanna Xenikaki</i> : Language choice among Albanian immigrant adolescents in Greece: The effect of the interlocutor's generation	4-16
<i>Dora Chostelidou</i> : Listening skills development: The effect of the implementation of an ESAP module	17-31
<i>Eleni G. Gavra</i> : Ekistics monumental heritage in today's Turkey: current status and management prospects	32-44
<i>Eugenia A. Panitsidou</i> : Wider Benefits of adult participation in Lifelong Learning courses	45-52
<i>Eva Pavlidou - Virginia Arvanitidou - Sofia Chatzigeorgiadou</i> : The effectiveness of a pilot intervention program of Physical Education in Multicultural Preschool Education	53-66
<i>Georgios Nikolaou - Aikaterini T. Papadia</i> : A comparison of the educational performance of students attending IPS and MPS on abilities crucial for school learning and adaptation	67-77
<i>Lena Lang - Birgitta Lansheim - Lisbeth Ohlsson</i> : From another('s) view point – narrative approaches in special educational research	78-86
<i>Maria Paradia</i> : An attempt to modernise vocabulary teaching through the use of a user-oriented web-based learning management system	87-99
<i>Nikos Chaniotakis</i> : Humor im unterricht: ansichten der lehrer	100-111
<i>Roula Ziogou-Karastergiou - Efstratios Vacharoglou</i> : The development of pupils' moral behavior through handbooks of "Morality" at the end of the 18th and the beginning of the 19th century in Greece	112-129
<i>Sofia Kastanidou - Georgios Iordanidis</i> : The contribution of School Principal of Secondary Education in the induction of novice teachers in Greece	130-144

The effectiveness of a pilot intervention program of Physical Education in Multicultural Preschool Education

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Abstract

Research findings related to contemporary multicultural preschool education in Greece show the disadvantaged position of non-native children of preschool age, who appear to have low social status and acceptance, higher indices of loneliness and social dissatisfaction compared with their native peers, as well as increased disruptive behavior. On the hypothesis that a suitably designed Physical Education [P.E] program with emphasis on a music and kinetic content and dramatization of movements, based on intercultural material, can contribute to the improvement of communication and relations among the children and to the acceptance of cultural diversity, a pilot intervention program was implemented in five multicultural nursery schools in Thessaloniki, Greece, for a month. There were 84 preschoolers participating in the program (Boys=34, Girls=50), 34 of whom were non-native (Boys=14, Girls=20).

To evaluate the intervention, the tools used were: the Teacher Assessment of Social Behavior questionnaire, the Loneliness and Social Dissatisfaction Questionnaire for preschoolers by Cassidy and Asher (1992), as well as systematic observation of the children's performance. The results confirmed the hypothesis, showing a decrease of aggressive and disruptive behavior and a simultaneous strengthening of cooperative behavior in children participating in the program.

Keywords: preschool education, Physical Education [P.E], music and kinetic education, cultural diversity, social integration, communicative relations

1. Introduction

The coexistence of diverse cultures sharing the same space in a multicultural society as well as multiculturalism as a demographic phenomenon per se are noticeable since the beginnings of history (Kanakidou 1997; Samuda, 1997). During the last few decades in particular it has acquired a new dimension, as mass population movements are taking place all over the world, involving migrant workers, refugees or asylum seekers (Tsokalidou & Paparousi, 2004).

Since the mid 80s Greece has become a host country for migrating populations consisting of foreigners, repatriated diaspora Greeks mostly from the republics of former Soviet Union, and immigrants (Drettakis, 1999; Katsikas & Politou, 1999; Fakiolas, 2003). These new, large communities of migrants coexist with smaller, previously established communities of immigrants of African or Asian origin (Nikolaou, 2000). This coexistence of immigrants and natives has various economic, political, social, cultural, psychological and educational repercussions (Gotovos, 2002; Damanakis, 1987).

As a result of immigration and/ or repatriation, there is a number of non-native schoolchildren who attend Greek schools; the main bulk of these can be found in primary education. According to studies by the IPODE (Institute of Education of Greeks Abroad and Intercultural Education, an agency of the Greek Ministry of Education), in a total of 93.071 schoolchildren in preschool education in the academic year 2006-2007, the number of non-native schoolchildren was 8.274, whereas in 2007-2008, in a total of 90.698 schoolchildren in 76% of kindergartens all over the country, 8.111 were non-native and 759 were repatriated Greeks.

1.1 Racial otherness /diversity in education

Organizing school life in a multicultural classroom is not an easy matter. Immigrant and repatriated children join the host country's educational system carrying severe disadvantages. According to Mousourou (2006), they are unfamiliar with the language and they are also socialised in a different reality that is kept alive at home. They have to deal with their developmental challenges and, at the same time, overcome difficulties related to everyday life in the strange new country (Klimidis et al. 1994; Nagasawa & Wong, 2007). It has also been reported that immigrant students feel insecurity, lack of sociability, need for affection and feeling of loneliness. They are faced with barriers such as cultural and racial isolation, unfamiliarity, and hostility (Nagasawa & Wong, 2007). Adjustment problems are often reported in a greater proportion among culturally and linguistically diverse students than among native students (Frideres, 1995).

Studies carried out in Greece during the last decade showed the difficulties non-native students had to deal with in the classroom compared with their host peers, since they were the ones scoring higher on rejection (Bikos, Tsioumis, & Gregoriadis, 2002; Tsioumis & Katsinaki, 2000) as well as loneliness and social dissatisfaction, even in schools designated as intercultural (Arvanitidou & Chatzigeorgiadou, 2009; Chatzigeorgiadou & Arvanitidou, 2009). According to Woodward (1988:4) "loneliness is a feeling of being alone and disconnected or alienated from positive people, places and things". Children who are disliked by peers report greater loneliness and social dissatisfaction than children who are better accepted (Asher & Wheeler, 1985). In addition, children who experience poor peer relations and social alienation constitute "at risk" populations who may demonstrate both reduced opportunities for social learning and greater adjustment problems during adulthood (Asher et al. 1990).

Research has indicated that the social difficulties manifested by some immigrant children affect their emotional health, educational adjustment and development in a very negative manner (Hatzichristou, Giavrimis, & Lampropoulou, 2005). Thus, issues of loneliness and social dissatisfaction concerning the aforementioned student population into Greek multicultural school contexts are becoming more and more relevant to educational research.

Certain findings indicate that specific behaviors displayed in the peer group account for the relation between early problem behavior and peer status (Keane & Calkins, 2004). Two pathways have been hypothesized to lead to difficulties in peer relationships during childhood; either internalizing (shy- withdrawn) or externalizing (disruptive- aggressive) behavioral problems (Parkhurst & Asher, 1992; Rubin, Chen, & Hymel, 1993; Henricsson, 2006). Peer rejection seems to mediate the association between behavior and loneliness. Loneliness and social dissatisfaction have been found in some research studies to be highest among children exhibiting not only shyness and withdrawal, but also disruptive-

aggressive and less pro-social behavior (Cassidy & Asher, 1992; Galanaki, Polychronopoulou, & Babalis, 2008). Rejected young children (Cassidy & Asher, 1992; Ladd, Kochenderfer, & Coleman, 1996; Sanderson & Siegal, 1995) report intensive feelings of loneliness and social dissatisfaction. In addition, withdrawn-rejected children were found to experience intense loneliness feelings, while aggressive-rejected children were less lonely (Renshaw & Brown, 1993; Asher & Paquette, 2003). Furthermore, loneliness has been found to be highest among young children exhibiting disruptive and less pro-social behavior, as assessed by their teachers (Cassidy & Asher, 1992; Fine et al. 2003).

More recent research findings indicate that the situation has not changed significantly, particularly in preschool education, and that non-native preschoolers perform higher on the loneliness and social frustration scale compared to their host peers, while such emotions are often combined with increased disruptive behavior (Chatzigeorgiadou, Pavlidou, & Arvanitidou, 2011). As a result, social integration of such children is not a given and has yet to be achieved.

School is by nature an institution of intervention, and in its function as the most proactive factor of social integration outside the family it can encourage positive racial attitudes (Mitis, 1998). A truly multicultural school should intervene to demolish existing prejudices and contribute towards peaceful coexistence of culturally diverse people and groups. Primary education, including preschool education, has the lion's share in this process, since the largest number of culturally and linguistically diverse children is concentrated there, as it has been mentioned above.

Physical Education [P.E.], a primary field for implementing methods of cooperative learning with the objective to develop motor as well as social skills (Magotsiou & Goudas, 2007), can apparently play an important role in the equal treatment of diverse cultures and in putting the multicultural experience of students in modern preschool education to good use, for the benefit of everyone involved.

1.2 The pedagogical dimension of P.E. in the multicultural school

P.E. as a school subject is an integral part of children's education involving all those means and methods that influence their physical and motor development (Chatzicharistos, 2003). It is of primary importance in strengthening the social and cooperative skills of students, since its activities are social by nature (Hellison, 1995). The wide use of interaction (physical contact, verbal communication), the lack of formality, the environment which is different from that of a typical classroom, the strong sense of freedom, and the discipline of rules and regulations that restrain antisocial behavior are some of the features in P.E. that contribute to its strong social skills-building character (McHugh, 1995).

Due to its emphasis on personal experience and motor activities, active participation of preschoolers in P.E does not require any special learning abilities, and more importantly it does not demand a sufficient knowledge of the language of the host country. As a result, cultural, linguistic, ethnic or national diversion does not become a reason for rejection or exclusion, and all children can participate equally and actively in the lesson. This is a very significant point, since language, being by nature the chief means of communication as well as a major educational tool and skill, is the main cause for poor school results and academic failure of non-native students. Mitis (1998) in a paper on the role of the school environment in forming racial attitudes of children in modern Greece, has shown that insufficient knowledge of the Greek language is a problem for non-native students not only

as an obstacle to communication and academic progress in school, but also as a cause of negative attitudes of their host peers towards them.

Given that participation in P.E. programs does not come up against such obstacles, this school subject becomes a useful tool for the educator and it can be pedagogically valuable in a multicultural classroom.

1.3 Physical Education and creative activities in kindergarten

Zachopoulou (2007) describes the six objectives of P.E. in preschool age; of these, the following three refer to its potential in being used as a pedagogical tool in multicultural classes:

- Acquiring positive experiences through physical activity and developing self-expression and social interaction
- Understanding and respect of individual differences and cooperation
- Demonstrating responsible social behavior through participation in motor activities.

According to the Preschool Educator's Guide, P.E. involves the development of movement related to rhythm, personal expression and dance, as well as the initiation of children into the world of sports. In reference to the first part, the opportunity is offered to expand its scope and engage creatively in music and dramatic play. This broadens the field of communication between children as well as between educators and children, since it allows the latter to externalize, in various creative ways, certain experiences and emotions which it would be difficult for them to express verbally (Dafermou et al. 2006).

Emotional, mental and psychokinetic responses of preschool-age children to a piece of music are indications of their creativity. Preschoolers participate in music and kinetic education wholly and more spontaneously than children of other age groups. According to Edwards, Bayless, & Ramsey (2010:42) "the culturally different child can develop in an environment where music is prevalent and there is no punishment or fear", the same authors point out that dramatization of various ideas by means of movement is important to children, as it pushes them towards a multitude of kinetic efforts and allows them freedom of personal expression. The playful character of these activities is expected and actively pursued, since play is generally accepted as a major parameter in the physical and mental development of children (Kappas, 2005); within the framework of P.E. in particular, it creates conditions for cooperation and interaction making sound pedagogical use of the Zone of Proximal Development (Vygotsky, 2000).

Based on the above, our research hypothesis was that a suitably designed P.E. program with emphasis on the music and kinetic direction and on movement dramatization based on intercultural material can help to improve relationships among children, to decrease unwanted types of behavior and to increase acceptance of diversity in multicultural nursery schools.

2. Method

To investigate this hypothesis, a research intervention was designed in order to evaluate the suitability of such a program; this was implemented as a pilot project in multicultural kindergarten schools in the area of Thessaloniki.

This intervention is based upon the principles of Education sciences and Psychology and

its point of departure is the Preschool Educator's Guide, which helps to make the intervention relevant for the educator connecting it to the actual realities of education. Accepting that movement can be useful as a multi-dimensional educational tool, movement activities are attributed with new dimensions, as it will be shown later.

Our objective was to take advantage of the educational role of P.E. programs in the multicultural environment of a present-day Greek kindergarten, and use it to achieve equality, peaceful coexistence and social integration of all students. More specifically, we actively sought *modification of behavior* in order to improve communication and social skills in preschoolers, native and non-native alike.

We used a wide range of movement activities of playful character and with marked cultural elements, on the basis of the following basic principles correspondingly:

- Contact and familiarization with the diverse.
- Comparison of experiences of the diverse and the familiar
- Common action for the synthesis of new experiences, combining the familiar and the diverse and enriching them with new elements (Arvanitidou, 2007).

Moreover, it has been shown that commonly undertaken activities and cooperation for the achievement of common goals can help to smooth out intergroup relations (Sherif & Sherif, 1969).

To assess the success of the program we evaluated: a) feelings of loneliness and social dissatisfaction, as reported by the children themselves, b) the children's behavior, as it was reported by the kindergarten teachers in the schools we visited and c) live observation (logs) of the children during the organized implementations.

2.1 Participants

A total of 84 kindergarten children participated (M=34, F=50). The sample consisted of five multicultural kindergartens, randomly selected, situated in the east and west areas of Thessaloniki, a city of about a million inhabitants. Fifty of them (M = 20, F = 30) were native and the other thirty-four were immigrant and repatriated (M = 14, F = 20). The implementations lasted for a month and involved two organized activities per week, of 30 to 40 minutes duration each. The countries of origin of participating children were Greece, Albania, Russia, Georgia, the Philippines and Turkey.

The implementations were videotaped with the written permission of the parents / guardians. Live observation and videotaping of the procedure, by watching closely the children's performance, facilitated the collection of data and the improvement of the programs. It was also a way to locate which elements specifically caused positive reactions in isolated children or in larger groups.

2.2 Basic points in the program content

Communication activities using movement and speech were the core of the program and can be classified into the following three types:

1. Movement activities using sound stimuli.

This type of activity includes rhythmic games, whose purpose is to combine movement and speech, so that the contact of native and non-native children with each other's language becomes a simple, entertaining and meaningful procedure for all

children involved. Some examples of such games include calling out the names of the children, familiar appellations they use among themselves, slogans that unite the team with rhythm and movement. Dance improvisation is also involved, with the purpose of familiarizing the children with new experiences in an entertaining way, helping them to compare their experience to what they already know and expressing their impressions and feelings through movement. Typical traditional music from the place of origin of the children is mostly used, but also music representative of other countries and cultures.

2. Dramatization activities using expressive movements of the whole body.

In this program the children are encouraged to perform dramatizations through mime games – obviously *not* using the specific technique of mime as a performance art – in order to project their expressiveness of face and movement, with limited and optional use of speech. These dramatizations aim to bring the children into contact with various cultural forms of expression and to help them cooperate in an enjoyable way towards a satisfying creative result. Some themes used are representations of traditional rituals of world cultures (e.g. a wedding); the stimuli are expressive narrative by the educator, suitable music, and in some cases selected visual material and / or the use of simple disguises by the children. Another motive is representations of events in the life cycle (e.g. harvest) with similar stimulation. There are also themes for the physical and mental relaxation of the children accompanied by suitable music.

3. Movement games with simple rules

This type of movement activities aims to help the children in a familiar and entertaining way to recognize the many similarities and few differences that exist in childhood play all over the world, so that acceptance of the other comes naturally. Traditional movement games from the places of origin of the children are mostly used here, but there are other traditional movement games as well, with striking similarities though they come from diverse cultures (e.g. a game which is called ‘little tails’ in Greece, ‘fishes’ in Russia and which is also played with small variations in Nigeria). The program also encourages the children to create new versions of traditional movement games through cooperative activity, under the prompting and guidance of the educator.

2.3 Tasks and procedure

The following evaluation tools were used and both of them were administered twice, before and after the implementation of the program:

1. Loneliness and social dissatisfaction. We administered the Cassidy and Asher (1992) 24-item *Loneliness and Social Dissatisfaction Questionnaire*. The questionnaire consisted of 8 filler items (irrelevant to the testing purpose), which were omitted from scoring, and 16 main items. Children responded to each question by answering "yes," "no," or "sometimes." Questions focused on children's feelings of loneliness, feelings of social adequacy versus inadequacy, subjective estimations of peer status, and appraisals of whether important relationship provisions are being met. Children were interviewed individually outside their classrooms.

2. Teacher assessment of behavior. Teachers provided behavioral information about children using *Teacher Assessment of Social Behavior* (Cassidy & Asher, 1992). They were asked to rate children on four behavioral dimensions: pro-social, aggressive, shy-

withdrawn, and disruptive. Each dimension was assessed using three items, for a total of 12 items. The measure was based on ratings on 5-point scales. Each teacher received the behavior rating questionnaire after all the children in her class had been interviewed.

3.Results

3.1 Loneliness and Social Dissatisfaction.

For the *Loneliness and Social Dissatisfaction Questionnaire* we assessed the reliability coefficient Cronbach's alpha which was .75, and very close to the reliability of the American scale (Cassidy & Asher, 1992). This indicated that the instrument had adequate internal consistency.

Mean and standard deviation of loneliness and social dissatisfaction variable before the implementation of the program were $M = 23.3$, $SD = 4.13$, and after the intervention were $M = 24.8$, $SD = 5.51$. One sample t-tests were used to examine whether performance on the *Loneliness and Social Dissatisfaction Questionnaire* differed after the implementation of the program. Results did not reveal differences between the loneliness and social dissatisfaction scores before and after the implementation of the program.

3.2 Teacher assessment.

We assessed the internal reliability of each subscale, and found each to have satisfactory reliability. For the aggressive behavior subscale Cronbach's alpha was $\alpha = .79$, for the disruptive behavior subscale $\alpha = .77$, for the pro-social behavior subscale $\alpha = .76$, and finally for the shy/withdrawn behavior subscale $\alpha = .59$.

Next, we examined the frequencies of the four behavioral types described by the *Teacher Assessment of Social Behavior* questionnaire. Results indicated that before the implementation of the program disruptive behavior was the most common (N = 80 with rates equal or greater to 5 points), as well as aggressive behavior (N = 53, with rates equal or greater to 5 points). On the other hand, after the program, teachers viewed children as less disruptive (N = 53, with rates equal or greater to 5 points) and less aggressive (N = 43, with rates equal or greater to 5 points). They also reported a positive increase in pro-social behavior between children after the implementation of the program (N = 76, with rates equal or greater to 5 points). Frequencies and percentages of the four behavioral dimensions before and after the implementation of the program are given in Table 1 and Table 2.

Table 1. Frequencies and percentages of the four behavioral dimensions before the implementation of the program

Rates	Aggressive		Disruptive		Pro-social		Shy/withdrawn	
	(f)	%	(f)	%	(f)	%	(f)	%
3	26	30.9	1	1.2	11	12	8	9.5
4	5	5.9	3	3.3	5	5.9	9	10.7
5	7	8.3	41	48.8	10	11.9	20	22.2

6	23	27.3	24	28.5	19	22.6	17	20.2
7	5	5.9	9	10.7	14	16.6	8	9.5
8	3	3.5	1	1.2	6	7.1	7	8.3
9	7	8.3	4	4.7	12	14.2	9	10.7
10	1	1.2	1	1.2			5	5.9
11	4	4.7						
12	1	1.2			3	3.7		
13	2	2.4			4	4.8		
14							1	1.2
15					4	4,3		

Note: Highest score= more positive or negative behavior.

Table 2. Frequencies and percentages of the four behavioral dimensions after the implementation of the program

Rates	Aggressive		Disruptive		Pro-social		Shy/withdrawn	
	(f)	%	(f)	%	(f)	%	(f)	%
3	36	42.8	19	22.6	5	5.9	14	15.1
4	5	5.9	12	14.2	3	3.5	10	11.9
5	3	3.5	6	7	8	9.5	6	7
6	20	23.8	9	10.7	13	15.5	23	27.4
7	8	9.5	10	11.9	20	23.8	10	11.1
8	3	3.5	12	16.1	12	16.1	8	9.5
9	5	5.9	6	7	11	13	6	7
10	1	1.2	3	3.5	5	5.9	2	2.4
11	1	1.2	4	4.7	5	5.9	3	3.5
12	1	1.2	2	2.4	1	1.2	2	2.4
13	1	1.2	1	1.2	1	1.2		

Note: Highest score= more positive or negative behavior.

One-Sample *t*-tests revealed differences in teachers' reports concerning the disruptive behavior of all the participants after the implementation of the program ($t_{83} = 5.045, p = .006, r = .49$). The calculated effect size represents a large effect (Cohen, 1992; Field, 2005), and therefore a statistically significant finding.

Next, we examined the frequencies of the four behavioral types before and after the implementation of the program, for the immigrant and repatriated children. Frequencies and percentages of the four behavioral dimensions before and after the implementation of the program are given in Table 3 and Table 4. Results indicated that before the implementation of the program, disruptive was the most common behavior ($N = 34$, with

rates equal or greater to 5 points). After the implementation of the program according to the teachers' reports disruptive behavior reduced (N = 23, with rates equal or greater to 5 points) and the pro-social behavior among children increased (N = 28, with rates equal or greater to 5 points).

Table 3. Frequencies and percentages of the four behavioral dimensions before the implementation of the program for the immigrant and repatriated children

Rates	Aggressive		Disruptive		Pro-social		Shy/withdrawn	
	(f)	%	(f)	%	(f)	%	(f)	%
3	12	32			5	12.8	3	7.7
4	3	7.7			1	2.6	4	10.3
5	3	7.7			2	5.1	7	17.9
6	12	32	5	12.8	9	23.1	9	23.1
7			17	43.6	7	17.9	3	7.7
8			9	23.1	4	10.3	5	12.8
9			3	7.8	3	7.7	4	10.3
10					3	7.7		
11	2	5.1						

Note: Highest score= more positive or negative behavior.

Table 4. Frequencies and percentages of the four behavioral dimensions after the implementation of the program for the immigrant and repatriated children

Rates	Aggressive		Disruptive		Pro-social		Shy/withdrawn	
	(f)	%	(f)	%	(f)	%	(f)	%
3	12	32	8	20.5	1	2.6	3	7.7
4	2	5.1	3	7.7	4	7.7	2	5.1
5	2	5.1	3	7.7	1	2.6	2	5.1
6	3	7.7	6	15.4	6	15.4	9	23.1
7	3	7.7	4	7.7	9	23.1	9	23.1
8	2	5.1	7	17.9	5	12.8	5	12.8
9	2	5.1	4	10.3	6	15.4	1	2.6
10	3	7.7	1	2.6	3	7.7	3	7.7
11			2	5.1	1	2.6	1	2.6

Note: Highest score= more positive or negative behavior.

One-Sample *t*-tests revealed differences in teachers' reports concerning the disruptive behavior of immigrant and repatriated children after the implementation of the program ($t_{33} = 3.465, p = .001, r = .51$). The calculated effect size represents a large effect (Cohen,

1992; Field, 2005), and therefore a statistically significant finding.

4. Conclusion – discussion

Acculturation can be an extremely stressful process (Ward, Bochner, & Furnham, 2001). Recent studies revealed a psychosocial situation for immigrant and repatriated young children that could be characterized less than encouraging. Education should assist in cognitive advancement and psychosocial adjustment, despite students' diversities. According to previous research it is obvious that immigrant and repatriated young children lack opportunities for self-expression and social adjustment in the host school setting.

The results of the present pilot implementation were encouraging. Data analysis of the findings and logs showed that our hypothesis was verified to a satisfactory degree. Our results indicated that children did not identify a change in their emotional state concerning loneliness and social dissatisfaction. Given that the intervention's duration was rather short, one should not expect a significant emotional change, concerning such young children's group. Nevertheless, all the variables set for behavior showed a positive change. It was noteworthy that aggressive and disruptive behavior was reduced, while cooperation was markedly improved. As the decrease of the two negative types of behavior does not necessarily imply that there is an improvement in the positive behavior *at the same time*, it appears that the project had independent effects on each of the behavioral types. Therefore, it would seem that further educational stimulations would be required for the improvement of positive behavior.

It should be pointed out that the positive change in behavior was manifested in the immigrant and repatriated children's group as well as in the total of the participants. This specific finding confirms the effectiveness of the particular project on the entire student population, despite their diversities. Aggressive and disruptive behavior is related to peer-rejection that leads to internalized anger in the child: intense movement is useful in defusing this anger. On the other hand, a P.E. program orientated towards music and kinetic education is based on children's cooperation; therefore the element of competition is abated. The children can release their emotions / relax through movement in a fun context, often using creative dancing and dramatization related to the expression of their emotions and with minimal conflict between them. It stands to reason that such a program can help to minimize tensions and to improve communication and relations among the children, which is exactly what happened at the end of this intervention. This finding confirms those of other studies, in which holistic music education programs, involving movement in relation to emotion, facilitated the development of empathy and therefore of communication in preschool children (Kalliopuska & Ruokonen, 1986; Pavlidou, 1998). Shyness was the only behavioral type that might benefit from a longer implementation of the program, as the result analysis did not show any significant differences there, which means it was not positively affected by the program.

Systematic live observation and feedback from videotaping the program brought to the fore certain points which assert the positive influence of the intercultural music and kinetic content of the program on non-native children: some of them expressed spontaneous feelings of joy and pleasure when they heard familiar children's songs from their country of origin. Two suggestive cases were two children in different classes which shouted out the following phrases, projecting their bodies at the same time: "This mine!", "I know this song! This song is from Albania. I'm from Albania too!" The fact that familiar sounds were offered to them during an educational procedure in the official framework of school

seemed to 'legitimize' their own culture of origin and consequently their identity and their existence itself. Furthermore, the wholehearted and repeated participation of all the children in dance improvisations and rhythmic games accompanied by such sounds seems to contribute to the unrestrained and spontaneous acceptance of the diverse, a result which is also confirmed by other studies (Yrkou & Pavlidou, 2003).

The findings of the pilot intervention and the corresponding observations confirm the pedagogical value of P.E. programs with intercultural music and kinetic content. This specific pilot program was implemented in the setting of an average kindergarten in Greece as far as infrastructure is concerned; therefore it is compatible with Greek realities. After its evaluation, it is judged suitable and is proposed for use in the preschool education curriculum. It is proposed that this educational intervention is repeated for a greater length of time in more multicultural kindergartens, so that the effects of the program are studied anew with the same or even with more variables that may concern integration, socialization and natural incorporation of all children in school life.

Video and control group findings were not used in the pilot study, a fact demonstrating the limitations of the study, since these will be important tools in the forthcoming main implementation.

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