TEACHING FOUNDATION PHASE LIFE SKILLS: MOVEMENT GRADE R
MODULE GUIDE 2017

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http://www.iie.ac.za/IIE%20Library/Pages/default.aspx
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Using this Guide

This guide has been developed to support your use of the prescribed material for this module. There may be occasions when the prescribed material does not provide sufficient detail regarding a particular idea or principle. In such instances, additional detail may be included in the guide. This guide should not, however, be used as a stand-alone textbook, as the bulk of the information that you will need to engage with will be covered in the prescribed material. You will not pass this module if you only use the module guide to study from.

Various activities and revision questions are included in the learning units of this guide. These are designed to help you to engage with the subject matter as well as to help you prepare for your assessments.
Introduction

This module serves as an introduction to understanding and participating in the teaching of movement in the foundation phase, and, more specifically, to the teaching of movement at the Grade R phase. The focus on Grade R will therefore prepare you for the Grade R classroom, which you will experience during your Teaching Experience in Year 1. As you progress through your studies, you will also complete a module on Physical Education, which is more closely focused on movement in Grades 1, 2 and 3. This will provide you with a more complete picture of the foundation phase learner and the role of movement in this phase.

It is well-established that movement plays an essential role in children’s learning: it is used to explore, experiment, and discover the world around them. Physical and motor development are therefore integral to the holistic development of learners, and the skills that a child develops through movement, such as spatial orientation, laterality and perceptual motor co-ordination, are also vital for optimal learning in a classroom environment. Movement can therefore also be seen as a primary facilitator of cognitive and affective development, and is integral in the development of self-esteem and positive self-image. As such, it is vital that sufficient time be allocated for the subject of Movement in a child’s school week.

This module offers information and guidance on facilitating movement within a structured environment, and establishes the importance of encouraging pupils to discover what their bodies are capable of through variation of movement.

We hope that you enjoy discovering the importance of movement in this module.
Module Resources

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Note: Using the Companion Website</td>
<td>A companion website for the 5th edition of <em>Experiences in Movement and Music: Birth to Age Eight</em> is available, to support the prescribed textbook. The website contains key websites listed in the text as well as quizzes, podcasts and interesting resources aligned to the text.</td>
</tr>
<tr>
<td></td>
<td>The companion website can be found at <a href="http://www.cengagebrain.com">www.cengagebrain.com</a></td>
</tr>
<tr>
<td></td>
<td>You will register on the website to gain access to the Companion site. A Content Access Code is packaged with your Cengage textbook. This allows you to register your book and access the online materials.</td>
</tr>
</tbody>
</table>

| Recommended Additional Reading      | Please see individual learning units for recommended readings. While additional reading will benefit your learning, please note that you will not be formally assessed on any recommended readings.                                                                                   |

Module Purpose

The purpose of this module is for you to gain insight into the importance of movement in the child’s holistic development. The aims and development of movement are examined followed by exposure to the planning, presentation and assessment of movement activities using suitable resources.

Module Outcomes

<table>
<thead>
<tr>
<th>MO1</th>
<th>Demonstrate knowledge and understanding of the importance of movement in a child’s overall development.</th>
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</thead>
<tbody>
<tr>
<td>MO2</td>
<td>Plan and present movement lessons using appropriate resources and activities.</td>
</tr>
<tr>
<td>MO3</td>
<td>Evaluate the development of learners’ movement skills.</td>
</tr>
<tr>
<td>Module Pacer</td>
<td>Code</td>
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<td>LSMO5111</td>
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</tbody>
</table>

50% of ICE Tasks should be completed by Session 9
<table>
<thead>
<tr>
<th>Learning Unit 4</th>
<th>Theme: Facilitating Movement Experiences</th>
<th>Notes on this LU</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sessions: 10-13</td>
<td>Learning objectives:</td>
<td></td>
</tr>
<tr>
<td>Related Outcomes:</td>
<td>LO1: Describe the different teaching methods and strategies used for teaching movement.</td>
<td></td>
</tr>
<tr>
<td>MO1</td>
<td>LO2: Demonstrate understanding of the knowledge, setting, skills, and techniques required to teach a successful movement lesson.</td>
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</tr>
<tr>
<td>MO2</td>
<td>LO3: Describe and use a variety of teaching tips to create and maintain a positive learning environment.</td>
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<tr>
<td>MO3</td>
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</table>

<table>
<thead>
<tr>
<th>Learning Unit 5</th>
<th>Theme: Planning for Movement and the Skills Focus in the National Curriculum</th>
<th>Notes on this LU</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sessions: 14-22</td>
<td>Learning objectives:</td>
<td></td>
</tr>
<tr>
<td>Related Outcomes:</td>
<td>LO1: Describe the typical composition of a comprehensive lesson plan.</td>
<td></td>
</tr>
<tr>
<td>MO1</td>
<td>LO2: Explain the rationale for developmental progression in lesson plan.</td>
<td></td>
</tr>
<tr>
<td>MO2</td>
<td>LO3: Determine how to fit movement into the schedule.</td>
<td></td>
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<tr>
<td>MO3</td>
<td>LO4: Describe the best ways in which to use the available space for movement experiences.</td>
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<td></td>
<td>LO5: Determine appropriate group sizes for movement activities.</td>
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<td></td>
<td>LO6: Determine the best attire for children participating in movement activities.</td>
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<td></td>
<td>LO7: Describe the role of props and equipment for children participating in movement activities.</td>
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<tr>
<td></td>
<td>LO8: Create a movement lesson plan for Grade R (using Addendum 1 lesson plan template) which is aligned to the study area, Physical Education in the Curriculum and Assessment Policy statement (CAPS).</td>
<td></td>
</tr>
<tr>
<td>Learning Unit 5</td>
<td>Theme: Planning for Movement and the Skills Focus in the National Curriculum</td>
<td>Notes on this LU</td>
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<tr>
<td>LO9: Identify each of the focus skills for Physical Education in the CAPS curriculum document.</td>
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<tr>
<td>LO10: Explain the purpose of assessment of Life Skills (Physical Education) during the Foundation Phase.</td>
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<tr>
<td>LO11: Identify which type of assessment is most appropriate for Foundation Phase Grade R learners in Physical Education.</td>
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</tbody>
</table>

**100% of ICE Tasks should be completed by Session 18**

<table>
<thead>
<tr>
<th>Learning Unit 6</th>
<th>Theme: Movement’s Role in Musical and Creative Development</th>
<th>Notes on this LU</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sessions: 23-24</td>
<td><strong>Learning objectives:</strong></td>
<td></td>
</tr>
<tr>
<td>Related Outcomes:</td>
<td>LO1: Describe the role of music in the child’s life and education.</td>
<td></td>
</tr>
<tr>
<td>MO1</td>
<td>LO2: Explain the role of movement in the child’s music education.</td>
<td></td>
</tr>
<tr>
<td>MO2</td>
<td>LO3: Discuss the importance of creativity.</td>
<td></td>
</tr>
<tr>
<td>MO3</td>
<td>LO4: Explain the role of movement in the child’s creative development.</td>
<td></td>
</tr>
</tbody>
</table>
Assessments

**Integrated Curriculum Engagement (ICE)**

| Minimum number of ICE activities to complete | 4      |
| Weighting towards the final module mark     | 10%    |

**Formative and Summative Portfolio of Evidence (PoE)**

| Weighting | 90%    |
| Duration  | 30 hours |
| Total marks | 100    |
| Open/ Closed book | Open book |
| Resources required | See assessment brief |
| Learning Units covered | All |

**Assessment Preparation Guidelines**

<table>
<thead>
<tr>
<th>Format of the Assessment (The Focus/ Approach/ Objectives)</th>
<th>Preparation Hints (How to Prepare, Resources to Use, etc.)</th>
</tr>
</thead>
</table>
| Your Portfolio of Evidence (PoE) will consist of three tasks, two of which will be pre-submitted through the course of your module at points indicated on the assessment itself. The third task will be submitted, along with your revised tasks, as a final summative assessment. | To prepare effectively for the PoE:  
- Ensure that you work through all the activities, exercises and revision questions in the module guide and prescribed materials.  
- Make sure that you are able to answer all of the objectives for each learning unit.  
- Pay close attention to the instructions in the PoE, as well as to the guidance provided by your lecturer, prior to submitting your final PoE. |

**Glossary of Key Terms for this Module**

Please ensure that you are familiar with the key terms at the end of the following chapters of Pica (2012):

- Chapter 1 – 6;
- Chapter 8 – 9.
Learning Unit 1: Movement’s Role in Child Development

Learning Objectives:
- LO1: Explain the importance of teaching movement in the Early Childhood Development (ECD) phase
- LO2: Describe the role of movement in all areas of a child’s life
- LO3: Discuss how movement influences various areas of learning

Material used for this learning unit:

How to prepare for this learning unit:
Read Chapter 1 of the prescribed text book.

1 Introduction

Teaching motor skills to children is as important as teaching language skills to them. Not all children develop motor skills naturally, just as not all children develop language skills naturally. Children need to be guided and given opportunities to explore movement in different environments in order to develop sufficient gross motor skills, which are fundamental for optimal functioning in their daily environment. This learning unit explores the many benefits of movement education with regard to movement’s role in child development.

In addition to reading through the prescribed material for this learning unit to ensure that you are able to meet its objectives, the identified recommended readings outline the cognitive skills developed through movement in more detail. Refer to these websites and familiarise yourself with these important concepts.

2 Recommended Additional Reading

Please refer to the following website for a detailed explanation of Spatial Awareness: [http://occupationaltherapyforchildren.overn-blog.com/article-spatial-awareness-108726104.html](http://occupationaltherapyforchildren.overn-blog.com/article-spatial-awareness-108726104.html)

The following website provides information on how foreground/background concepts are needed in the classroom: [http://www.learninginfo.org/visual-discrimination2.htm](http://www.learninginfo.org/visual-discrimination2.htm)
The following website explains the importance of Body Image in a child’s life:
https://www.nationaleatingdisorders.org/what-body-image

3 Recommended Activities

3.1 Activity 1

After having worked through Chapter 1, consult the online Student Companion Website for the prescribed textbook (see the Module Resources section in this Module Guide for an explanation on how to access this website).
- Access the resources for Chapter 1;
- Select the resource from the menu on the left – titled Tutorial Quiz;
- Complete the Tutorial Quiz online.

3.2 Activity 2

Listen to the podcast by Rae Pica on the importance of movement:
http://www.bamradionetwork.com/educators-channel/530-how-to-make-the-case-for-movement-in-education

After you have listened to the podcast, in groups, discuss the importance of movement and how it affects children. Remember to pay attention to how one can integrate movement into the learning and developmental process of children.

4 Revision Exercises

Complete Assignments 1 and 2 at the end of Chapter 1 of your prescribed textbook. You should ensure that you are comfortable responding to all given learning unit objectives for this unit before moving on to the next one.
# Learning Unit 2: Child Development Characteristics and Their Impact on the Movement Programme

<table>
<thead>
<tr>
<th>Learning Unit Objectives:</th>
<th>My notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO1: Discuss the developmental milestones as they pertain to movement experiences for infants, toddlers, preschoolers, and early-elementary children.</td>
<td></td>
</tr>
<tr>
<td>LO2: Demonstrate an ability to constructively consider the developmental stages of children when planning and teaching Movement/Physical Education.</td>
<td></td>
</tr>
<tr>
<td>LO3: Create appropriate movement experiences for Early Childhood (EC) (Grade R) learners.</td>
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</tbody>
</table>

## Material used for this learning unit:


Chapter 3: Child Development Characteristics and Their Impact on the Movement Programme.

## How to prepare for this learning unit:

Read Chapter 3 in the prescribed text book.

---

## 1 Introduction

It is important for teachers to have a good knowledge of the developmental milestones of the children they are working with. These should inform the planning and implementation of all lessons for Grade R learners in order to ensure that expectations are reasonable.

Read through the prescribed material for this learning unit, and ensure that you are able to respond to all the given objectives.

## 2 Recommended Activities

### 2.1 Activity 1

Create three movement activities that would be developmentally appropriate for a Grade R learner’s stage of motor development.
2.2 Activity 2

Watch the following video of a motor skills development lesson: https://www.youtube.com/watch?v=hnBWA3GRcug

In groups, discuss whether these activities are appropriate for Grade R learners and justify your reasoning based on your knowledge gained from Chapter 3 in the prescribed text book.

3 Revision Exercises

Complete Assignments 1 and 4 at the end of Chapter 3 of your prescribed text book. You should also ensure that you are comfortable responding to all given learning unit objectives for this unit before moving on to the next one.
# Learning Unit 3: Content of the Movement Programme

<table>
<thead>
<tr>
<th>Learning Unit Objectives:</th>
<th>My notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO1: Define the elements of movement.</td>
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</tr>
<tr>
<td>LO2: Create movement experiences that promote an</td>
<td></td>
</tr>
<tr>
<td>understanding of the elements of movement</td>
<td></td>
</tr>
<tr>
<td>LO3: Define locomotor, nonlocomotor, and manipulative skills</td>
<td></td>
</tr>
<tr>
<td>LO4: Create movement experiences that promote</td>
<td></td>
</tr>
<tr>
<td>development of locomotor, nonlocomotor, and</td>
<td></td>
</tr>
<tr>
<td>manipulative skills</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Material used for this learning unit:</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>How to prepare for this learning unit:</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Read through Chapter 4 of your prescribed book.</td>
<td></td>
</tr>
<tr>
<td>Focus on the elements of movement.</td>
<td></td>
</tr>
</tbody>
</table>

## 1 Introduction

Critical to any programme of movement education is the concept of movement variations, or extensions (Pica, 2012). However, the decision as to what your movement program will be made up of depends predominantly on the contextual factors of time, space, and availability (or lack) of equipment. In addition to these considerations, it is also vital to remember and consider the developmental stage/s of your learners in your programme planning.

Please read through the prescribed material for this learning unit and ensure that you are able to respond to all objectives.

## 2 Recommended Additional Reading

For a detailed outline of Physical Education in Grade R, read pp.26–29 in the CAPS Document, Life Skills, Foundation Phase.
3 Recommended Activities

3.1 Activity 1

In groups, discuss how the movement elements and skills are used in conjunction with one another. You may use a mind map or table to complete your answer.

3.2 Activity 2

Not all the skills described in Chapter 4 are explored in every movement program. Choose those skills that you consider most critical for preschool children and provide justification for your answer.

4 Revision Exercises

Complete Assignments 2 and 3 at the end of Chapter 4 of your prescribed textbook. You should also ensure that you are comfortable responding to all given learning unit objectives for this unit before moving on to the next one.
# Learning Unit 4: Facilitating Movement Experiences

## Learning Unit Objectives:

<table>
<thead>
<tr>
<th>LO1:</th>
<th>Describe the different teaching methods and strategies used for teaching movement.</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO2:</td>
<td>Demonstrate understanding of the knowledge, setting, skills, and techniques required to teach a successful movement lesson.</td>
</tr>
<tr>
<td>LO3:</td>
<td>Describe and use a variety of teaching tips to create and maintain a positive learning environment.</td>
</tr>
<tr>
<td>LO4:</td>
<td>Explain how Activity Stations are an important element of teaching movement and describe how to implement them in a movement lesson.</td>
</tr>
</tbody>
</table>

### My notes

### Material used for this learning unit:

- Chapter 8: Teaching Methods
- Chapter 9: Creating and Maintaining a Positive Learning Environment

### Additional information included in this Learning Unit: Activity Stations (additional strategy for teaching movement)

**For Lesson Plans, please consult:**

Annexure A

### How to prepare for this learning unit:

Read through Chapter 8 and 9 of your prescribed book. Read the included information on Activity Stations (as an additional strategy for teaching movement) in this Learning Unit.

## 1 Introduction

Familiarity with different movement teaching methods assists teachers in managing physical education lessons more effectively. Specifically, an understanding of these methods enables teachers to apply different strategies for different groups of learners to work towards the best lesson outcome.

It is therefore important to recognise that the *how* of teaching movement is possibly even more important than the *what* of teaching it. In part, this is due to the fact that teaching movement incorrectly can be dangerous, counterproductive, and even chaotic. It is therefore essential that clear rules and physical boundaries are established before movement lessons commence.
Please read through the prescribed material for this learning unit and ensure that you are able to respond to all objectives.

Activity Stations are also an option when considering strategies for planning the main body of your lesson. The section below explains the important elements of Activity Stations and how they can be applied to a lesson plan. The information provided below is a required component of the module.

2 Activity Stations

(Activity stations are individual movement areas that are set up within a demarcated area. The activity stations need to be clearly marked as Station 1, Station 2, etc.)

Refer to Diagram A below. It is an example of five activity stations set up in an area and indicates the flow of the stations:

Diagram A:

The children are divided into equal groups. Each group starts at a different activity station. After a set amount of time, the children move to the next station, then the next, and so on. This is repeated until all the children have experienced each activity station.

Activity stations can be used in the Main Body of a lesson. Physical activity stations are a good variation for movement lessons. They allow creativity in a lesson. However, they do not always need to form part of a movement lesson.
The amount of movement/activity stations in a lesson may vary according to the available equipment and amount of children and space.

The most important aspect of movement/activity stations in a lesson is that the children are continuously moving at each station. Remember to establish an auditory signal beforehand so that the children can stop and move to the next station effectively. Children need to be given an equal amount of time at each station.

The varied teaching methods can be applied to each activity station. For example, the Direct Approach might suit the activity at station one, while the Exploration Approach will suit the activity at station 3.

Refer to all the headings under Learning Environment and Teaching Methods in this learning unit when planning activity stations for a lesson.

If activity stations are used in a lesson plan, be sure to draw a diagram of the stations in the Main Body of your lesson plan.

3 Recommended Additional Reading

The following website has a wide variety of “warm up” games for physical education lessons:
http://www.teachingideas.co.uk/pe/contents.htm

The following website has a wide variety of “cool down” ideas for physical education lessons:
http://www.teachingideas.co.uk/pe/contents.htm

4 Recommended Activities

4.1 Activity 1

a) Choose a movement skill that could be taught through the teaching method of guided discovery to young children.

b) Prepare a list of questions that can guide children towards the ‘discovery’ of the skill.

c) Now justify in writing your choice of guided discovery as the method for teaching this skill.
4.2 Activity 2

Establishing rules to support the movement programme works towards creating and maintaining a positive learning environment.

a) Create a list of the rules that you feel would be especially important in conducting a successful movement programme.

b) Provide a justification for each identified rule.

4.3 Activity 3

Read the scenario below:

There is a basket full of skipping ropes. You have divided your class into groups already.

Indicate how you would instruct the children to fetch a skipping rope so that they each have one.

Remember, the instruction must be quick, organised, and the children must start moving straight away.

5 Revision Exercises

Please complete Assignment 4 at the end of Chapter 8, and Assignment 2 at the end of Chapter 9 of your prescribed text book before moving on to Learning Unit 5. You should also ensure that you are comfortable responding to all given learning unit objectives for this unit before moving on.
# Learning Unit 5: Planning for Movement and the Skills Focus in the National Curriculum

## Learning Unit Objectives:

| LO1: | Describe the typical composition of a comprehensive lesson plan |
| LO2: | Explain the rationale for developmental progression in lesson plan |
| LO3: | Determine how to fit movement into the schedule. |
| LO4: | Describe the best ways in which to use the available space for movement experiences |
| LO5: | Determine appropriate group sizes for movement activities. |
| LO6: | Determine the best attire for children participating in movement activities |
| LO7: | Describe the role of props and equipment for children participating in movement activities |
| LO8: | Create a movement lesson plan for Grade R (using Addendum 1 lesson plan template) which is aligned to the study area, Physical Education in the Curriculum and Assessment Policy statement (CAPS). |
| LO9: | Identify each of the focus skills for Physical Education in the CAPS curriculum document. |
| LO10: | Explain the purpose of assessment of Life Skills (Physical Education) during the Foundation Phase. |
| LO11: | Identify which type of assessment is most appropriate for Foundation Phase Grade R learners in Physical Education. |

### Material used for this learning unit:

- Chapter 5: Lesson Planning
- Chapter 6: The When, Where, and What of Movement Sessions

- DBE. 2011. Curriculum and Assessment Policy Statement: Life Skills, Foundation Phase Grade R - 3. (Section 1,2,3,4) (pertaining to Physical Education)

- Annexure A: Lesson Plan Template
- Annexure B: Additional Information for Lesson Planning

### How to prepare for this learning unit:

Read all prescribed material for this learning unit.
1 Introduction

David Gallahue (2012:109) argues that, ‘teachers who fail to plan are really, in essence, planning to fail’. Planning for movement/physical education lessons is therefore essential in order to create meaningful and beneficial learning experiences.

This learning unit takes you through lesson plan design and offers guidance in terms of ensuring that its content is focused appropriately.

It is important to remember that determining the content for movement lessons is grounded in the school curriculum, with a focus on identified key skills to ensure developmental progression from one lesson to another. It is, however, also necessary to contextualise lesson plans in terms of the available facilities, equipment, and schedules of the school, and in terms of the learners themselves.

The learning unit will therefore also consider the key elements that a teacher will need to take into consideration when designing and implementing a movement programme.

Please read through the prescribed material for this learning unit in the following order, and ensure that you are able to respond to all objectives.

a) Chapter 5 Lesson Planning (consulting Annexure A & B – Lesson Plan and Additional Information for Lesson Planning);

b) Chapter 6 The When, Where, and What of Movement Sessions;

c) The CAPS Document, Life Skills, Foundation Phase. (pertaining to Physical Education):

   i. Life Skills Physical Education (p.9);
   ii. Time allocation of study areas in Life Skills in Foundation Phase (pp.13–14);
   iii. Section 3: Content, concepts and skills focus: Physical Education Grade R;
   iv. Section 4: Assessment.
**Remember:**
The Department of Basic Education (DBE)'s (2011) Curriculum and Assessment Policy Statement (CAPS) Life Skills document is an essential tool in planning a physical education/ movement lesson. This document is our National Curriculum Statement. It offers an outline of the subject Life Skills in the Foundation Phase and provides contexts, content and skills that can be applied to lesson planning.

The Curriculum and Assessment Policy Statements (CAPS) for Foundation Phase cover four subjects: Home Language, First Additional Language, Mathematics and Life Skills. The subject Life Skills in Foundation Phase (Grades R-3) is divided into four study areas: Beginning Knowledge, Personal and Social Well-being, Creative Arts and Physical Education. Each Study Area is broken up into a specific focus of content and skills.

The document covers all areas of Life Skills which need to be covered each term in each grade. Physical Education in the CAPS curriculum focuses on Locomotion, Perceptual Development, Rhythm, Co-ordination, Balance, Spatial Orientation and Laterality.

## 2 Recommended Activities

### 2.1 Activity 1

Refer to the lesson plan template (Annexure A).

Consider that it is term 1 of Grade R. Based on the information that you have acquired in this learning unit, formulate your own movement/ physical education lesson. Write up a lesson using the format provided for lesson planning (Annexure A)

For this activity, devise a “Warm Up”, the “Main Body” and a “Cool Down” activity.

You must apply the CAPS Life Skills document to your lesson plan.
2.2 Activity 2

Below are important questions that you should ask yourself as you analyse the children’s movement (based on your lesson’s themes and objectives) and that you will use to help the children refine their movements.

After focusing on Chapter 5 in your prescribed book, read the questions below and provide an appropriate answer for each one:
- What three components are essential for every lesson plan?
- What is the one factor that must be present if a program is to be truly successful?
- With young children, what should the initial focus of the lessons be?
- What is the most logical starting point for an early childhood movement program?
- What is a movement theme, as opposed to a classroom or unit theme?

2.3 Activity 3

You are tasked with preparing the school newsletter for parents to introduce them to the Movement/Physical Education programme for Grade R.

In groups, brainstorm your ideas in the form of a mind map to share with your colleagues prior to drafting the newsletter.

Remember to cover all elements of the Importance of Movement in Grade R (link back to your earlier LU’s): Planning for Movement Experiences and align it to the curriculum currently being used in schools.

3 Revision Exercises

Please complete the assignment questions at the end of Chapter 5 and Chapter 6 of your prescribed text book before moving on to Learning Unit 6. You should also ensure that you are comfortable responding to all given learning unit objectives for this unit before moving on to the next one.
Learning Unit 6: Movement’s Role in Musical and Creative Development

Learning Unit Objectives:
LO1: Describe the role of music in the child’s life and education
LO2: Explain the role of movement in the child’s music education
LO3: Discuss the importance of creativity
LO4: Explain the role of movement in the child’s creative development

Material used for this learning unit:
Chapter 2: Movement’s role in musical and creative development

How to prepare for this learning unit:
Read through Chapter 2 in the prescribed text book.

1 Introduction

Music and movement form an integral part of a young child’s development. These subjects allow for the development of creativity, freedom of expression, and communication skills.

This learning unit will highlight the importance of music and movement for a young child and outlines the role movement has in fostering musical and creative development.

2 Recommended Additional Reading

For interactive creative movement ideas, refer to the following websites:
http://www.perpetualpreschool.com/movement.html

For dance lesson ideas, refer to the following website:
http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=132685#.VegTtCAVh1s

Read Chapter 11, Moving Creatively, in Growing Arts: Teaching the Arts to Young Children by Koster, JB.
3 Recommended Activities

3.1 Activity 1

Create a movement activity that requires children to use divergent problem solving, imagination, and/or self-expression. Once you have completed your activity, present your ideas in a group discussion.

3.2 Activity 2

Visit the recommended reading website on creative movement ideas. Describe one activity that involves music that could be used as a warm up activity for a movement lesson.

4 Revision Exercises

Complete Assignment 4 at the end of Chapter 2 in the prescribed textbook. You should also ensure that you are comfortable responding to all given learning unit objectives for this unit.
Bibliography

Department of Basic Education. 2011. *Curriculum and Assessment Policy Statement: Life Skills, Foundation Phase Grade R - 3*. Pretoria: DBE.


Intellectual Property

Plagiarism occurs in a variety of forms. Ultimately though, it refers to the use of the words, ideas or images of another person without acknowledging the source using the required conventions. The IIE publishes a Quick Reference Guide that provides more detailed guidance, but a brief description of plagiarism and referencing is included below for your reference. It is vital that you are familiar with this information and the Intellectual Integrity Policy before attempting any assignments.

Introduction to Referencing and Plagiarism

What is ‘Plagiarism’?

‘Plagiarism’ is the act of taking someone's words or ideas and presenting them as your own.

What is ‘Referencing’?

‘Referencing’ is the act of citing or giving credit to the authors of any work that you have referred to or consulted. A ‘reference’ then refers to a citation (a credit) or the actual information from a publication that is referred to.

Referencing is the acknowledgment of any work that is not your own, but is used by you in an academic document. It is simply a way of giving credit to and acknowledging the ideas and words of others.

When writing assignments, students are required to acknowledge the work, words or ideas of others through the technique of referencing. Referencing occurs in the text at the place where the work of others is being cited, and at the end of the document, in the bibliography.

The bibliography is a list of all the work (published and unpublished) that a writer has read in the course of preparing a piece of writing. This includes items that are not directly cited in the work.

A reference is required when you:

- **Quote directly:** when you use the exact words as they appear in the source;
- **Copy directly:** when you copy data, figures, tables, images, music, videos or frameworks;
- **Summarise:** when you write a short account of what is in the source;
- **Paraphrase:** when you state the work, words and ideas of someone else in your own words.
It is standard practice in the academic world to recognise and respect the ownership of ideas, known as intellectual property, through good referencing techniques. However, there are other reasons why referencing is useful.

**Good Reasons for Referencing**

It is good academic practice to reference because:
- It enhances the quality of your writing;
- It demonstrates the scope, depth and breadth of your research;
- It gives structure and strength to the aims of your article or paper;
- It endorses your arguments;
- It allows readers to access source documents relating to your work, quickly and easily.

**Sources**

The following would count as ‘sources’:
- Books,
- Chapters from books,
- Encyclopaedia,
- Articles,
- Journals,
- Magazines,
- Periodicals,
- Newspaper articles,
- Items from the Internet (images, videos, etc.),
- Pictures,
- Unpublished notes, articles, papers, books, manuscripts, dissertations, theses, etc.,
- Diagrams,
- Videos,
- Films,
- Music,
- Works of fiction (novels, short stories or poetry).

**What You Need to Document from the Hard Copy Source You are Using**

(Not every detail will be applicable in every case. However, the following lists provide a guide to what information is needed.)
You need to acknowledge:
- The words or work of the author(s),
- The author(s)'s or editor(s)'s full names,
- If your source is a group/ organisation/ body, you need all the details,
- Name of the journal, periodical, magazine, book, etc.,
- Edition,
- Publisher's name,
- Place of publication (i.e. the city of publication),
- Year of publication,
- Volume number,
- Issue number,
- Page numbers.

What You Need to Document if you are Citing Electronic Sources

- Author(s)’s/ editor(s)’s name,
- Title of the page,
- Title of the site,
- Copyright date, or the date that the page was last updated,
- Full Internet address of page(s),
- Date you accessed/ viewed the source,
- Any other relevant information pertaining to the web page or website.

Referencing Systems

There are a number of referencing systems in use and each has its own consistent rules. While these may differ from system-to-system, the referencing system followed needs to be used consistently, throughout the text. Different referencing systems cannot be mixed in the same piece of work!

A detailed guide to referencing, entitled Referencing and Plagiarism Guide is available from your library. Please refer to it if you require further assistance.

When is Referencing Not Necessary?

This is a difficult question to answer – usually when something is ‘common knowledge’. However, it is not always clear what ‘common knowledge’ is.

Examples of ‘common knowledge’ are:
- Nelson Mandela was released from prison in 1990;
- The world’s largest diamond was found in South Africa;
- South Africa is divided into nine (9) provinces;
- The lion is also known as ‘The King of the Jungle’.
- \[ E = mc^2 \]
- The sky is blue.
Usually, all of the above examples would not be referenced. The equation $E = mc^2$ is Einstein’s famous equation for calculations of total energy and has become so familiar that it is not referenced to Einstein.

Sometimes what we think is ‘common knowledge’, is not. For example, the above statement about the sky being blue is only partly true. The light from the sun looks white, but it is actually made up of all the colours of the rainbow. Sunlight reaches the Earth's atmosphere and is scattered in all directions by all the gases and particles in the air. The smallest particles are by coincidence the same length as the wavelength of blue light. Blue is scattered more than the other colours because it travels as shorter, smaller waves. It is not entirely accurate then to claim that the sky is blue. It is thus generally safer to always check your facts and try to find a reputable source for your claim.

**Important Plagiarism Reminders**

The IIE respects the intellectual property of other people and requires its students to be familiar with the necessary referencing conventions. Please ensure that you seek assistance in this regard before submitting work if you are uncertain.

If you fail to acknowledge the work or ideas of others or do so inadequately this will be handled in terms of the Intellectual Integrity Policy (available in the library) and/ or the Student Code of Conduct – depending on whether or not plagiarism and/ or cheating (passing off the work of other people as your own by copying the work of other students or copying off the Internet or from another source) is suspected.

Your campus offers individual and group training on referencing conventions – please speak to your librarian or ADC/ Campus Co-Navigator in this regard.

**Reiteration of the Declaration you have signed:**

1. I have been informed about the seriousness of acts of plagiarism.
2. I understand what plagiarism is.
3. I am aware that The Independent Institute of Education (IIE) has a policy regarding plagiarism and that it does not accept acts of plagiarism.
4. I am aware that the Intellectual Integrity Policy and the Student Code of Conduct prescribe the consequences of plagiarism.
5. I am aware that referencing guides are available in my student handbook or equivalent and in the library and that following them is a requirement for successful completion of my programme.
6. I am aware that should I require support or assistance in using referencing guides to avoid plagiarism I may speak to the lecturers, the librarian or the campus ADC/ Campus Co-Navigator.
7. I am aware of the consequences of plagiarism.

Please ask for assistance prior to submitting work if you are at all unsure.