

"Designs for Learning: Physical Education, Primary "

Intersession 1977.

Date: May 9 - June 15, 1977
Tues. & Fri. 8:30-12:30.

Instructor: Donna VanSant.

The primary physical education course provides a structure which will support the teacher during the early performance of his/her professional tasks. The structure will allow the teacher to use his/her understanding of knowledge in a practical way. The teacher will experiment, clarify principles, select material, content and methods of presentation in a way which will best meet his needs at this time.

Primary physical education programs have been developed and recently introduced into the British Columbia school systems. These programs provide for greater flexibility and freedom, far less regimentation, mechanical learning and instruction, and require a specially trained teacher to ensure quality learning.

Characteristically, the primary program is a child-oriented activity which emphasizes self-expression, open-ended responses from the child, and has as its roots the philosophy of a man named Rudolf Laban. Laban analysis of movement constitutes a basis for observation which is so important to a teacher in his/her efforts to develop both the child's power of invention and of exploration, and also the beginning of self-discipline and understanding of quality of movement.

The problem of every teacher is to know when each student is ready for help and, at that point, what help to give. Successful teaching depends on the teacher's own observation and appreciation of what the child can do. Together the student and the teacher use and select according to the needs of the moment. The moment is instantaneous and demands considerable patience, alertness and a kinesthetic sympathy. The aim at all times is to develop to the full the individual talent, ability and capacity of each child.

The philosophy of Laban acts as a thread throughout the content of the primary physical education program - dance, gymnastics, games and swimming. It is expected that the teacher will leave the course with fundamental knowledge of primary children, a basic understanding of Laban's movement analysis, knowledge of content in dance (creative dance, folk dance, rhythmic), gymnastics, games, swimming, and practical organizational skills to support implementation in a primary physical education program.

The textbooks for the course are:

- GV 1799B66 BOORMAN, Joyce. CREATIVE DANCE IN THE FIRST THREE GRADES
Longmans of Canada, Don Mills, Ontario. 1969
- GV443C34 CAMERON, W. McD. and CAMERON, M. EDUCATION IN MOVEMENT IN
THE INFANT SHCOOL. Blackwell, Oxford, 1969.

note: additional materials will be provided throughout the duration of the course.

The following books are on the recommended reading list and cover the following range of topics: philosophy of movement education. discussion of teaching methods. Laban analysis of movement, games teaching, dance teaching, gymnastics teaching and swimming instruction.

- GV 443 B5 Bilbrough A. P. Jones, Physical Education in the Primary School,
* 1968 University of London, 1970.
- LB 1027B7793 Brown, Mary and Precious, Norman. The Integrated Day in the
Primary School. Ward and Lock, London, 1968.
- GV 443C48 Chatwin, Nora. P.E. For Primary Grades. The House of Grant
(Canada) Ltd., Toronto, 1956.
- GV 443D33 Dauer, Victor P. Essential Movement Experiences for Preschool
and Primary Children, Burgers Publishing Co. 1972.
Good suggestions - movement suggestion box, different shapes.
- * GV 443G395 Gerhardt, L. Moving and Knowing. Prentice Hall, Englewood Cliffs.
Kellogg, R., What Children Scribble and Why, National Press,
Palo Alto, California, 1955.
- * Kirchner, Cunningham, Warrell, Introduction To Movement Education.
Brown, Iowa, 1970.
- 7OUKIEDIE Ministry of Education. Physical Education in the Primary School;
3979 No. 24 Part One: Moving and Growing H.M.S.O. London, 1952.
- 7OUKIEDI Ministry of Education. Physical Education In The Primary School:
Part Two: Planning The Programme. H.M.S.O. London.
- * GV 443 N63 North, Marion, Movement Education - Child Development through
1973.cop.2 Body Motion, E.P. Dutton & Co. Inc. New York, 1973.
Movement characteristics and personality traits, p. 149
pg. 39 - How can a teacher become expert in presenting challenges
to provide inner response ?

Philosophy and Teaching Methods

*GV1595N66 NORTH, Marion. A simple Guide to Movement Teaching
Marion North, Long House, London, England.

* Province of B.C. Elementary School Physical Education
Victoria, B.C. Canada 1971.

*GV341J68 Stanley, Sheila, Physical Education: A Movement Orientation,
McGraw-Hill Co., 1969.

Winnicott, D.W., 'Location of Cultural Experience' in Playing
and Reality, Tavistock Publication, 1971.

Movement Analysis

*GV 443 J625 Jordon, D. Childhood and Movement Oxford: Blackwell, 1966.

CV 1753L31968 Laban, Rudolf. Modern Educational Dance. Macdonald and Evans,
London, 1948.

*GV 3331L3T5 Thornton, Samuel, Laban's Theory of Movement, A New Perspective,
Plays Inc. Boston, 1971.

Dance

Boorman, Joyce, Dance and Language Experiences with Children, Longman Canada
Limited, 1973.

GV1799C37

Carroll, Jean and Lofthouse, Peter. Creative Dance For Boys.
MacDonals and Evans, London, 1969.

Jordan, Diane The Dance as Education, 1938.

Joyce, Mary First Steps in Teaching Creative Dance, Mayfield Publishing Company,
1973.

GV 1753 L3 Laban, R. Modern Educational Dance. London ^{Mac} and Evans, 1948.

GV 178P7 Preston, Valerie. A Handbook For Modern Educational Dance.
Macdonald and Evans, London, 1963.

Gymnastics

Gv 4645B8 Buckland, Don. Gymnastics Heinemann Educational Books,
London, 1969.

GV 461C3 Cameron, W. McD. and Pleasance, Peggy. Education In Movement:
Gymnastics. Blackwell, Oxford 1971.

*GV461M39 Mauldon, E. and Layson, J. Teaching Gymnastics.
McDonald and Evans, London, 1965.

GV461M56 Morison, Ruth. A Movement Approach To Educational Gymnastics.
J. Dent, London, 1969.

Games

Gv443 B69 cop.2 Boyer, Madeline Haas. The Teaching of Elementary School
Physical Education, New York, Lowell Prate and Company, 1965.
Games, pg. 15 - some good suggestions.

GV443L42 Lenel, R.M. Games In The Primary School. University of
London Press, London, 1969.

*GV362M3 Mauldon, E. and Redfern, H.B. Games Teaching
MacDonald and Evans, London, 1969.

GV443 N44 1975 Nelson, Esther. Movement Games for Children Of All Ages.
Sterling Publishing Co. Inc., 1976.

Swimming

*Morris, D.W. Swimming, Activity in the Primary School, Heinemann Educational
Books Ltd. London.

* 4 hour reserve

Instructor's Course Evaluation

Education 479-06

Designs for Learning: Secondary Physical Education

Instructor: Nels Spruston

I felt that it would be helpful if I were to make my feelings known on certain aspects of this course so planning may be done for future courses. The course attracts a wide variety of students and this in itself causes problems. The university at this point does not prepare the students for the teaching of physical education and the students look to this course to provide them in six weeks with five years' material. An example of this is that each student has an activity area that he/she wishes to improve. This cannot be done in a two or three hour lesson. (i.e. it takes longer than three hours to learn everything there is to know about Orienteering.) As a result there is, in effect, a cursory glance at many different activities. This proves to be an unsatisfactory situation to many students. My particular approach was that I was not teaching an activity but rather an approach to the teaching of the activity. However, some students found it hard to keep this in mind.

I found another problem area to be the conflict some students had between jobs and studies. That is, the time period in which the class was slated caused interference with jobs. I found it hard to tell students they had to be late to work because of the course. Both are important (especially if the student is married.) I realize the student's first commitment is to PDP but I wonder if the present scheduling form does not provide a barrier to the intensity of commitment.

Recommendations:

1. The schedule form for this course should be two hours per day, five days per week for one semester. (A six week period is too short. A three hour session is too long.)
2. If possible the course should be divided into two sections-- one for "majors", the other for "minors". This would necessitate having a list drawn early and allowing screening by the instructor since there is no "major" in reality.
3. A classroom in the gymnasium area would be beneficial for theory sessions.

Recommendations, cont.

4. The course should be in the 8:30-10:30 A.M. time bracket.
(or failing this, 10:30-12:30)

Finally, I would like to state that I have enjoyed working with the group a great deal. There are many fine people in the group. I have kind words also for the people in the gymnasium area--secretaries (in particular Pat Turget), administrative support staff (thanks to Mr. Kip Dougherty) and administrators and teaching staff--all have made the job much easier.

copies to: Dr. D. Birch
Dr. I. Allen
Dr. G. Kirchner
Dr. S. O'Connell
G. Nelson