Tutorial Letter 103/0/2018

BEd (ECD) Foundation Phase
Teaching Practice II

PRS2049

Movement Activities
Assignment 50

Year module

Department of Early Childhood Education

This tutorial letter contains important information about your module.

BARCODE

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1 GENERAL STUDENT INFORMATION

Name of student:

(Mr/Mrs/Miss): ……...
Student number: ……..
Address: ……
……
Telephone number:
(Work):…….(Home):……..……..
E-Mail address: ……..……

Name and address of the PRESCHOOL:

……..
……..
……..
Telephone number: ……..……

Duration of teaching practice:

From:……..……..….to:…….……..…..
Number of school days:……..…..…….…….

Name of qualified ECD supervising principal:

Mr/Mrs/Miss: ……
Qualifications:……Year:…….
University or College: ……..……..

Signature:
Principal ……

SCHOOL STAMP

No assignment will be assessed without a school stamp
Please complete the attendance register included at the back of this assignment

MOVEMENT LESSONS IN THIS BOOK MAY NOT BE COMPLETED IN GRADE R

2 WELCOMING

Dear student

Welcome to the presentation of MOVEMENT ACTIVITIES as a component of your **five weeks** teaching practice period for PRS2049! This assignment forms part of four assignments which you have to complete for Practical Teaching 2 for the BEd (ECD) degree. (For more information about the requirements and details about PRS2049 read Tutorial Letter PRS2049/101) The purpose of this component of your degree is to help you to understand the early childhood teaching situation better and to integrate the theories you have learned in a practical situation. The theory of this assignment is discussed in module PRS2015.

PLEASE READ AND ADHERE TO THE AGE GROUPS REQUIRED FOR PRS2049 WORKBOOKS

ASSIGNMENT NUMBER	LESSON AGES	DURATION
50 **MOVEMENT ACTIVITIES**	**MOVEMENT ACTIVITIES** ☛**one for** 3-4 year olds ☛**one for** 4-5 year olds **NOT IN GRADE R**	
51 **MUSIC ACTITIVIES**	**MUSIC ACTIVITIES** ☛ **Activities for 3 – 4 year olds** ☛ **Activities for 4 – 5 year olds** **NOT IN GRADE R**	
52 **CHILDREN'S LITERATURE**	☛**One story for the 3 – 4 year olds** ☛**One story for the 4 – 5 year olds** **NOT IN GRADE R**	
53 **RECEPTION YEAR TEACHING – GRADE R**	**RECEPTION YEAR / GRADE R** ☛Grade R (5- 6 year olds) A variety of activities for Reception year/ Grade R	This workbook entails ONLY RECEPTION YEAR / GRADE R teaching and must be completed during the remaining 3 weeks of the teaching practice

You have to complete this workbook **during the two weeks** at a PRESCHOOL (Ages 3 -4 & 4 -5 years). **You may not complete the movement lessons in this workbook in a Grade R class.** Once completed place the assignment in a cover and submit it to the Assignment Section as Assignment 50 for PRS2049. It must be submitted for evaluation within seven (7) days after you have completed your teaching practice period in an ECD centre.

Please note that your assessed assignment will not be returned to you. Make sure you make a photocopy of the completed assignment and keep it save.

Best of luck with your teaching practice.
PROF S KROG
Tel.: (012) 429 4461

E-mail address: krogs@unisa.ac.za

IMPORTANT
The closing date for this assignment is within a week after you have finished your two week teaching practice stint and not later than 30 August

N.B. NO EXTENSION WILL BE GRANTED AFTER THE CLOSING DATE

3 ASSESSMENT FORM

When a lecturer / supervisor of Unisa visits you to evaluate one of your lessons, they will use a particular assessment form. We have included this assessment form in tutorial letter 102 for your convenience.

4 ASSIGNMENTS

4.1 Summary of assignments

	TEACHING PRACTICE PLACEMENT	DUE DATE	YEAR MARK CONTRIBUTION
	Assignment 01 Exam admission (MCQ) (COMPULSORY) Unique number**: 868222**	13 Aprl 2018	50%
	Assignment 02 Survey Questionnaire assignment Unique number**: 891512**	31 August 2018	50 %

COORDINATOR OF MODULE: **Dr MM Machaba**
Contact Details: (012) 429 4819
Email: machabmm@unisa.ac.za

SCHOOL- BASED PRACTICAL ASSIGNMENTS (Examination mark)			
ASSIGNMENT 50 **Unique number: 804622** **Repsonsible Lecturer: Prof S Krog** **Contact Details: (012) 429 4461** **Email: krogs@unisa.ac.za**	**Movement Activities** **Tutorial letter 103**	**24%**	
ASSIGNMENT 51 Unique number: **712371** Repsonsible Lecturer: Dr A le Roux Contact Details: 082 403 0995 Email:anetlr@mweb.co.za	Music Activities Tutorial letter 104	24 %	
ASSIGNMENT 52 Unique number: **890060** Repsonsible Lecturer: Mrs P Govender Contact Details: (012) 429 6828 Email: govenp2@unisa.ac.za	Children's Literature Tutorial letter 105	24 %	
ASSIGNMENT 53 Unique number: **744301** Repsonsible Lecturer: Dr MM Machaba Contact Details: (012) 429 4819 Email: machabmm@unisa.ac.za	Reception Year Tutorial letter 106	28 %	
TOTAL		**100%**	

4.2 Submision of Workbooks/Portfolios

- **NO WORKBOOKS (ASSIGNMENT 50 – 53) ARE ALLOWED TO BE UPLOADED ON myUNISA**
- **ALL ASSIGNMENTS (50 –53) MUST BE COURIERED TO UNISA - USE UNISA APPROVED FREE COURIER SERVICES**
- **MAKE SURE YOU GET A TRACKING NUMBER FOR EACH WORKBOOK**
- **EACH ASSIGNMENT MUST HAVE IT OWN ASSIGNMENT COVER ON**
- **SUBMIT EACH ASSIGNMENT IN A SEPARATE ENVELOPE**
- **NO ASSIGNMENTS ARE ALLOWED TO BE SUBMITTED IN PLACTIC FOLDERS**
- **YOU MAY RING BIND EACH ASSIGNMENT SEPARATELY**
- **KEEP A COPY OF YOUR ASSIGNMENT**

Submit your workbook via courier to:
The Assignment Department
Cas van Vuuren Building
University of South Africa
Preller Street
Nieu Muckleneuck
0001

4.3 Rubric for teaching practice assessment (for Movement activities)

(OFFICE USE ONLY)

- **SECTION A: - MAKING EQUIPMENT (Total 10 Marks)**

Material bands	1	Beanbags	1
Bats and Balls	1	Balance apparatus	1
Bottle beacons	1	Flashcards	1
Bottle scoops	1	Skipping ropes	1
Activity mat	1	Body awareness doll	1
		Total	

- **SECTION B: - ACTIVITIES WITH THE EQUIPMENT GIVEN (Total 20 Marks)**

4 activities with each	**Aim**	**Outcome**	**Drawing**	**Total**
Beanbags				2
Balance				2
Bats				2
Hoops				2
Bottle beacons				2
Boxes				2
Skipping ropes				2
Numeracy x 1				1
Literacy x 1				1
Outdoor equipment list				1
Waste equipment list				1
Action song - English				1
Action song another language				1

- **SECTION C LESSONS ASSESSMENT RUBRIC**

OFFICE USE ONLY

Lesson 1: 3 – 4 year olds layout according to the specifications (2)					
Warm up adequate stretches (2)					
STATION 1	Yes	No	**STATION 2**	Yes	No
Describe Activity			Describe Activity		
Outcome Category of movement			Outcome Category of movement		
Question			Question		
Drawings of activity			Drawings of activity		
Apparatus			Apparatus		

STATION 3			**STATION 4**		
Describe Activity			Describe Activity		
Outcome			Outcome		
Question			Question		
Drawings of activity			Drawings of activity		
Apparatus			Apparatus		
Cooling down adequate stretching (1)					
One Photo of station 1			One Photo of station 2		
One Photo of station 3			One Photo of station 4		
Sufficient variation with each station (Level 1, 2 and 3) (2 marks) (Exploration, discovery & combination of activities, section 4.4.1)					
Total for lesson					

Total per lesson (30)

- **LESSON 2: 4 – 5 year olds**

OFFICE USE ONLY

Lesson 1: layout according to the specifications (2)					
Warm up adequate stretches (2)					
STATION 1	Yes	No	**STATION 2**	Yes	No
Describe Activity			Describe Activity		
Outcome Category of movement			Outcome Category of movement		
Question			Question		
Drawings of activity			Drawings of activity		
Apparatus			Apparatus		
STATION 3			**STATION 4**		
Describe Activity			Describe Activity		
Outcome			Outcome		
Question			Question		
Drawings of activity			Drawings of activity		
Apparatus			Apparatus		
Cooling down adequate stretching (1)					
One Photo of station 1			One Photo of station 2		
One Photo of station 3			One Photo of station 4		
Sufficient variation with each station (Level 1, 2 and 3) (2 marks) (Exploration, discovery & combination of activities section 4.4.1)					
Total for lesson					

Total per lesson (30)

- **FINAL MARK FOR PORTFOLIO**

SECTION A		**MARK**
Making own equipment	10 marks	
SECTION B		
Activities with equipment	20 Marks	
SECTION LESSONS		
LESSON 1: 3 – 4 year olds	30 marks	
LESSON 2: 4 – 5 year old	30 marks	
	Total out of 90	
GENERAL		
Information page & School stamp =	1	
Attendance form =	1	
Signatures =	1	
Student self-reflection =	7	
	Total of 10	
	Total out of 100	
	…….. Signature of marker	…….%

4.4 Assignment 50: Movement activities

INSTRUCTIONS TO STUDENTS

It is expected from you to present three movement activities during the 25-day teaching practice period

☛	**one lesson for** 3-4 year-olds (junior group)	**(Workbook 50)**
☛	**one lesson for** 4-5 year-olds (middle group)	**(Workbook 50)**
☛	**two lessons for** 5-6 year-olds (senior group)	**(Workbook 53)**

All your lessons must have different activities

4.4.1 The planning of movement activities

When planning your movement activities please take the following into consideration:

- **Levels of learning**

Level 1:

Exploration is the first level of learning. The question as well as the answer are both completely open and whatever the child offers as a solution is acceptable.

There should be *at least one exploration activity in every main activity for* children. For example:

- How can you move on the mattress?
- In how many ways can you cross the balancing beam?
- Jot down as many other questions you think that can be asked.

Hint: Read the section on exploration in your study guide (PRS2015, Section 1 Movement and your prescribed book for ideas). Activities

Level 2:

The second phase is ***discovery.*** In this phase the question as well as the answer are still open but certain restrictions are placed on the child's response to make the activity more demanding.

There should be *at least two discovery activities* in every main activity. Examples of discovery activities are:

- Can you move across the balancing beam in three different ways?
- Can you throw the ball without using your hands?
- Indicate which possible other questions could be asked.

Hint: To help you, use your study guide (PRS2015, Section 1 Movement Activities) and your prescribed book for



Level 3:

This level is the ***indirect combination*** level. In these activities the category of manipulation is combined with a discovery activity (or if manipulation was already used in the discovery phase, then it is combined with the category of locomotion).

The question and the answer are still open apart from the limitations of the movement problems set by the teacher. There should be *at least one* indirect combination activity in every movement presentation. For example:

- Can you move across the balancing beam in three different ways while you bounce the ball?
- Can you carry the bean bag on a different part of your body every time you change the way you move across the balancing beam?

Hint: To help you, use your study guide (PRS2015, Section 1 Movement Activities and your prescribed book.

Please consult the section on movement activities in the *PRS2015* study guide as well as any relevant tutorial letters and recommended books before presenting or planning these activities.



- **Presentation of lesson**

☺ **Requirements**

In the **introduction** you must include a warm up session, stretching or an gross motor action song. This is to prepare children for the movements that are to follow. Thereafter, give a brief explanation of what they are going to do and explain the rules.

In the **main section** of your lesson you must set out and describe the stations the children have to explore. Also indicate the outcome, which possible questions could be asked, include a drawing of the activity and the apparatus. The stations must consist of a variety of different aspects namely locomotion, manipulation, stability, directionality, body awareness, spatial awareness, laterality, crossing midline.

The planning of the lesson presentation will only be accepted in the following format:
Only one A4 page per lesson may be used. No other layout than the example given here will be accepted.

Example:

<table>
<tr><td colspan="2">Warm up This must consist of stretching and a body awareness activity</td></tr>
<tr><td>Station 1 (e.g. ball activity)
Describe Activity: Knock the skittles over by throwing the balls at it.
Aim: To develop hand eye coordination (manipulation)
Questions: Can you throw the ball at the skittles?
Drawing of activity (stick drawing adequate) (one block should be used for each activity)

</td><td>Station 2 (e.g. hoop activity)
Describe Activity: Jump into the hoop with two feet
Aim: To develop locomotion
Questions: Can you jump into the hoop with two feet/one foot?
Drawing of activity</td></tr>
<tr><td>Station 3 (e.g. bean bag activity)
Describe Activity: Carry the bean bag on your head
Aim: To develop balance

Questions: Can you carry the beanbag on your head/other parts of your body?
Drawing of activity</td><td>Station 4 (obstacle course)
Describe Activity: Move through the obstacle course
Aim: locomotion, stability, spatial awareness, directionality. coordination, balance

Questions: Can you move through the obstacle course carrying a cup of water?
Drawing of activity</td></tr>
<tr><td colspan="2">Cooling down. This must include stretching for cooling down and relaxing</td></tr>
</table>

- **Number of stations**

The number of stations will depend on the age and development of the children in the class

- Ages 3-4: Four Stations
- Ages 4-5: Four Stations
- Ages 5-6: Five to Six Stations (At least one stations should be an obstacle course)

The cooling down: This should take the form of stretching and relaxing. You could also add a discussion where you ask the learners what they discovered and experienced, and how they solved the problems they encountered. (What was the easiest/most difficult? Who could carry the water. How many skittles could you dribble past? etc.) All the questions should relate to the activities. Conclude with a relaxation activity. In other words, you must calm them down.

- **Study material**
  - The study material the 101 for PRS2015 - How to plan a multiple choice lesson
  - The Prescribed book - Teaching Physical Education in Foundation phase
  - Additional OER – Open Education resources which provide ideas on gross motor development which are age appropriate.
  - Power point presentations uploaded on **myUnisa**. These contain numerous ideas of equipment which you can get ideas from. You may not use the photos given in your lessons.
  - Links to Youtube uploaded on myUnisa

5 RECOMMENDED BOOKS

The following useful study material can be utilised to help you with the planning and presentation of your movement activities:

- The study guide for **PRS2015** (Movement Activities)
- Landy JM & Burridge KR, 1999. *Ready-to-use fundamental motor skills and movement activities for young children*. West Nyack, NY. Centre for applied research in Education.
- Landy JM & Burridge KR, 2000. *Ready-to-use motor skills and movement station lesson plans for young children*. West Nyack, NY. Centre for applied research in Education.
- Singh, R. 1993. Sportstart. *Developing your kid's skills at home*. Fyshwick: Paragon Printers.

6 OER – (OPEN EDUCATION RESOURCES)

You may consult these websites for ideas on planning your lessons. No photos or copies of the lessons maybe used in your workbook. Also view the announcements on myUnisa regarding additional postings on resources which you can view.

http://www.activeforlife.com
http://www.shirleys-preschool-activities.com/gross-motor-skills.html
http://www.learning4kids.net/tag/gross-motor-development-activities/
http://codenamemama.com/2011/08/11/gross-motor-games/
https://za.pinterest.com/binspiredmama/movement-gross-motor-skills-activities-for-kids/
http://handsonaswegrow.com/get-the-kids-moving-activities/

YOU MAY NOT PRINT ANY PICTURES FROM THE INTERNET TO USE IN THE LESSONS

7 THE USE OF APPARATUS

It is necessary to MAKE AND USE YOUR OWN BASIC SET of apparatus for the presentation of your movement lessons. The apparatus used in each lesson must be clearly indicated in the planning of your lesson. You may, however, extend your presentation with other apparatus available at the school.

Previously students have submitted the same photos for equipment, these students have failed. You are not allowed to use another students equipment or photos

During teaching practice you are expected to **make and use the** following equipment:

- Knit 6 coloured bands (each one must be 10cm X 1m). These can be either knitted or made from material
- Make 6 coloured bean bags
- Make 2 different bats and balls
- Make 2 different sets of balancing apparatus
- Make 6 bottle beacons
- Make 6 flash cards related to movement activities (Please include the photo the flash cards in the assignment. Use A4 cardboard for flashcards. They have to be movement related flashcards
- Make 6 scoops from plastic bottles (see method given).
- Make two skipping ropes (see method given below)
- Make your own movement activity mat (see method given below)
- Make a body awareness doll which can be used for demonstrating movement activities (google ideas on the internet as well)

BODY AWARENESS DOLL
(NO PLASTIC DOLLS ALLOWED)



Ideas for use:

- for warm-up - great for 'breaking the ice'
- for 'Simon says' activities
- for 'follow what I do' activities
- for demonstrating activities
- for cooling down.

Materials required

- material
- cushion filling
- wool and felt for hair, nose, mouth and eyes
- velcro, or press studs for each hand of the doll so they can be attached to a child's body
- elastic to attach the doll to your feet and hands for dancing
- pantyhose
- child's t-shirt and shorts
- safety pins

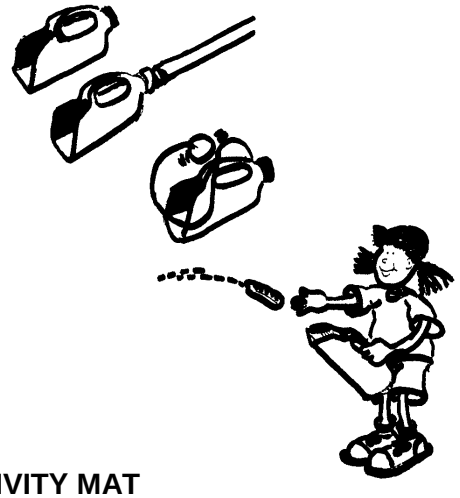
To make:

- a 'no frills' budget doll can be made using two pairs of pantyhose, cushion filling and a small t-shirt and pair of shorts
- fill one pair of pantyhose with cushion stuffing to make the legs and lower torso
- fill the other pantyhose (use less filling in the arms) for the arms, upper torso and head
- dress the bottom half in a pair of shorts and the top half in a t-shirt or sloppy joe
- join the two halves using safety pins
- draw a face using a marker pen
- attach elastics
- add wool for hair

SCOOPS

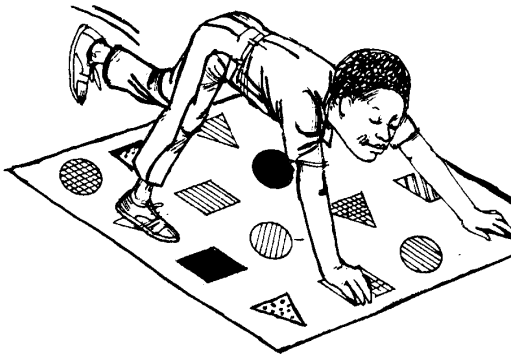
To make:

- cut the bottom off (at an angle) an empty orange juice, milk or detergent container
- cover all sharp edges with coloured electrical tape, masking tape or foam
- tape the cap on to the bottle.



ACTIVITY MAT
Make up your own activity mat:

- Use material or an old mat for the base of the mat. It should, however, be able to fold up easily.



- Make circles, triangles and squares from an assortment of durable articles (flat bottle tops, pieces of rope, etc.)

- You may even use different colours for the different shapes.
- Be creative and present your own ideas
- Remember to add the instructions on what the learners must do as well

How to use:

- The learner must use hands and feet to either feel, explore or identify the different shapes, colours or textures.

SKIPPING ROPES



Materials required:

- Old pantihose for the rope
- Four empty plastic roll-on deodorant bottles, remove the plastic ball by placing the bottles in hot water.

To make:

- Plait an old pantihose to the required length
- Take an empty plastic roll-on deodorant bottle and make a hole in the lid. Tie the plaited stocking on the inside of lid and secure lid again. Do this at both ends of the stocking. (Make two skipping ropes)

8 DESIGN ACTIVITIES

Design/draw at least four activities for each of the following equipment:

Beanbags Hoops Ropes
Bats Boxes Balls
Bottle beacons

Format: Illustrations are required for all the activities either by means of drawings, A photo of the activity is allowed. The layout of an A4 page for the activities is given below:

BEANBAGS for example

Activity 1 (Design the activity, drawings required, and state the aim/outcome)	**Activity 2** (Design the activity, drawings required, and state the aim/outcome)
Activity 3 (Design the activity, drawings required, and state the aim/outcome)	**Activity 4** (Design the activity, drawings required, and state the aim/outcome)

- **Develop at least one activity which will include the development of the following areas.**

  Numeracy Literacy

- **Complete the section containing:**

☺ Details of equipment and play apparatus which can be used for movement activities (gross motor development) (Outdoor and indoor equipment)

☺ A list of waste materials which could be used in movement activities

- **Make a collection of at least four gross motor songs and action rhymes that can be used for movement activities**. Give the words and the actions children have to perform for each of the songs and rhymes. At least one of the songs must be in another language. You have to add the words and the gross motor skills which have to be performed.

PRACTICAL ASSIGNMENT: MOVEMENT ACTIVITIES

SECTION 1: PHOTOGRAPHS OF APPARATUS
(Please provide photographs of the equipment which you have made in the spaces provided)

Six coloured knitted or material bands (Please provide a photograph)

Signature of teacher: .....

Six coloured bean bags (Please provide a photograph)

Signature of teacher:
.....

2 different bats and balls (Please provide a photograph)

Signature of teacher:
.....

Two different sets of balancing apparatus (Please provide a photograph)

Signature of teacher:
.....

Six coloured bottle beacons (Please provide a photograph)

Signature of teacher: .....

Action Flash cards for gross motor development (Please include the flash cards you designed)

Signature of teacher: .....

A body awareness doll (Please provide photograph)

Signature of teacher: ……

Bottle scoops (please provide photograph)

Signature of teacher: ……..

Two skipping ropes of different material (Please provide photograph)

Signature of teacher: …….

Activity Mat (Please provide photograph)

Signature of teacher: …….

SECTION 2: ACTIVITIES WITH BEANBAGS

Describe Activity Drawing Outcome	Describe Activity Drawing Outcome
Describe Activity Drawing Outcome	Describe Activity Drawing Outcome

SECTION 2: ACTIVITIES WITH BALLS

Describe Activity Drawing Outcome	Describe Activity Drawing Outcome
Describe Activity Drawing Outcome	Describe Activity Drawing Outcome

SECTION 2: ACTIVITIES WITH BATS

Describe Activity Drawing Outcome	Describe Activity Drawing Outcome

SECTION 2: ACTIVITIES WITH HOOPS

Describe Activity Drawing Outcome	Describe Activity Drawing Outcome

SECTION 2: ACTIVITIES WITH BOTTLE BEACONS

Describe Activity Drawing Outcome	Describe Activity Drawing Outcome

SECTION 2: ACTIVITIES WITH ANY TYPES OF BOXES

Describe Activity Drawing Outcome	Describe Activity Drawing Outcome

SECTION 2: ACTIVITIES WITH ROPES

Describe Activity Drawing Outcome	Describe Activity Drawing Outcome

SECTION 2: DESIGN MOVEMENT ACTIVITIES TO DEVELOP THE FOLLOWING:

Numeracy (not board games - gross motor skills draw the activity

Literacy (not reading a book - gross motor skills) draw the activity

SECTION 2: Outdoor equipment

Outdoor equipment is valuable for gross motor development

Name equipment	Benefits
For example Swings	Develops of vestibular system
1.	
2.	
3.	
4.	

Waste material can be used to make movement equipment **NAME THE MATERIAL**	**Explain what waste material you would use and in order to make your equipment**
For example Plastic packets	Packets can be used to make balls. Stuff a Pick and Pay packet with newspaper and close the packet by tying is closed.

Example of your own	

GROSS MOTOR ACTION SONGS - ENGLISH - MUST INCLUDE THE WORDS AND THE MOVEMENT ACTIONS

GROSS MOTOR ACTION SONGS IN ANY OTHER LANGUAGE - INCLUDE WORDS AND ACTIONS IN ENGLISH PLEASE

MOVEMENT PRESENTATION NO 1: (3-4 year olds)
Lesson Planning (If incorrect layout is used the lesson will not be marked)

Describe Activity Drawing Outcome	Describe Activity Drawing Outcome
Describe Activity Outcome	Describe Activity Outcome

MOVEMENT PRESENTATION NO 1: (3-4 year olds) **Provide a photo of each station which was presented in lesson.** **They must be the same as your planning. Number them according to your stations** **No internet photos are allowed**	
Photo of station 1	**Photo of station 2**
Photo of station 3	**Photo of station 4**

Student Self-reflection on Lesson 1:
List a few adjectives to describe how you feel now that the lesson is over:

What worked well in your learning activity (lesson) and why?

What was less successful in your learning activity (lesson) and why?

If you plan and present the learning activity (lesson) again what would you do differently?

SUPERVISOR'S EVALUATION OF THE MOVEMENT PRESENTATION No 1: (3-4 year olds)

Key:
1 - Excellent
2 - Good
3 - Satisfactory
4 - Needs more attention



1 PLANNING

1.1 Was the children's level of development correctly assessed?

1	2	3	4

……

1.2 Choice of equipment

1	2	3	4

……

(a) opportunity for a variety of movement
(b) opportunity to push, pull, kick, throw, catch or roll apparatus
(c) apparatus which encourages group participation
(d) sufficient apparatus for the child

1.3 Could the student establish a link with the life world of the child?

1	2	3	4

……

2 PRESENTATION

2.1 Were enough open-ended questions asked?

1	2	3	4

……

2.2 Was the student flexible enough and open to changes?

1	2	3	4

……

2.3 Was discipline satisfactory or did it hamper exploration by the children?

1	2	3	4

……

3 GENERAL IMPRESSION

……

……

Signed:. . . . . Date: . ……. . . .

Please be honest and do not hesitate to discuss negative comments with the student. Everyone learns through mistakes.

MOVEMENT PRESENTATION NO 1: (4 – 5 year olds)
Lesson Planning (If incorrect layout is used the lesson will not be marked)

<table>
<tr><td colspan="2">Warm up activity</td></tr>
<tr><td>Describe activity

Drawing

Outcome</td><td>Describe activity

Drawing

Outcome</td></tr>
<tr><td>Describe

Outcome</td><td>Describe

Outcome</td></tr>
<tr><td colspan="2">Cooling</td></tr>
</table>

MOVEMENT PRESENTATION NO 2 (4-5 year olds) Provide a photo of each station which was presented in lesson. They must be the same as your planning. No internet photos are allowed	
Photo of station 1	**Photo of station 2**
Photo of station 3	**Photo of station 4**

Student Self reflection on Lesson 2:
List a few adjectives to describe how you feel now that the lesson is over:

What worked well in your learning activity (lesson) and why?

What was less successful in your learning activity (lesson) and why?

If you plan and present the learning activity (lesson) again what would you do differently?

SUPERVISOR'S EVALUATION OF THE MOVEMENT PRESENTATION No 2 (4-5 year olds)

Key:
1 - Excellent
2 - Good
3 - Satisfactory
4 - Needs more attention



1 PLANNING

1.1 Was the children's level of development correctly assessed?

1	2	3	4

……..

1.2 Choice of equipment

1	2	3	4

……..

(a) opportunity for a variety of movement
(b) opportunity to push, pull, kick, throw, catch or roll apparatus
(c) apparatus which encourages group participation
(d) sufficient apparatus for the child

1.3 Could the student establish a link with the life world of the child?

1	2	3	4

……

2 PRESENTATION

2.1 Were enough open-ended questions asked?

1	2	3	4

……

2.3 Was the student flexible enough and open to changes?

1	2	3	4

……

2.4 Was discipline satisfactory or did it hamper exploration by the children?

……

3 GENERAL IMPRESSION

……

……

Signed:. . . . . Date: . . . . .

Please be honest and do not hesitate to discuss negative comments with the student. Everyone learns through mistakes.

9 ATTENDANCE REGISTER OF STUDENT TEACHER AT SCHOOL

Please note that this register should be completed on a daily basis by the student and the school-based mentor**. <u>The principal is expected to sign this register at the end of the Teaching Practice period and the register must be submitted, by the student, together with the Portfolio</u>. The student must keep a copy of this register and assignment before submitting them to the university**.

Student number:……..……

Name of school:……..…….

Address:……..……..……

Contact details:……..……..……..

Email:……..……..……

Name and Surname of Mentor……..……..…..

Name and Surname of Principal/HOD:……..……..…..

Week 1: PRESCHOOL / CRECHE / ECD CENTRE

Student number	Module	Class	Student signature	Date	Signature of mentor	Date

Week 2: PRESCHOOL / CRECHE / ECD CENTRE

Student number	Module	Class	Student signature	Date	Signature of mentor	Date

ADD A COPY OF THIS FORM TO YOUR WORKBOOK 53 as proof of the two weeks completed for younger ages (pre Grade R)

SCHOOL STAMP

PLEASE NOTE THAT THIS ASSIGNMENT WILL NOT BE RETURNED TO YOU