



Early Years 3 PE: Dance and Movements

(Submitted by Camila Novas García, 2017, while serving as Early Years Teacher at International School of Havana, Cuba)

Tool(s) used:	<ul style="list-style-type: none"> • Sustainability Compass
Purpose of using tool:	<ul style="list-style-type: none"> • Guiding Discussion <p>Overview:</p> <p>Kids can be systems thinkers too. In this time of the year, these students were involved in many presentations in which they sang, danced and shared their learning in many ways. As the final part of our Dance and Movement Unit, and with the purpose of understanding own actions and experiences as a system, we expanded our vision of different reasons for singing, dancing and performing in general. Our main theme was Performing for others, so we looked for links between this theme and the four dimensions of the compass tool (Nature, Economy, Society and Wellbeing). We were wondering if it could be possible to demonstrate how dancing and singing can be related with nature topics, economical problems, and how they can help with social and personal issues. In other words, we can perform for others for many different reasons, and the compass tool helped us to demonstrate it.</p>
Context of lesson/case study:	Early Years 3 Physical Education lesson
Participants (# and description):	11 students of Early Years 3
Topic, Theme, or Key Understanding of unit/project:	Unit: Dance and Movements (Ending with a Sharing of Learning week, in which parents visit the school and its daily activities).
Length of unit/project:	5 weeks
Resources/materials & setting required:	Sustainability Compass sheet, PC (or any other related device)

Lesson Plan/Description of the Project:

- The lesson began with pictures of different situations in which people were dancing, singing, acting or simply enjoying a performance as part of the audience. From there on, students talked about the reasons for performing and how they feel when doing it.
- Afterwards, the teacher guided the discussion to specific situations in which performing arts can help somebody or defend a cause. Students expanded this idea.
- Almost at the end, we reviewed each one of the Compass directions, and we matched each opinion and idea with its corresponding section. When finished the discussion, students enjoyed of a video of their own performances in school presentations as a way of consolidating new ideas/knowledge.

Teaching Tips/Ideas:

- To link students ideas and comments with real-life experiences. To guide them if they are not able to do it on their own.





- To start with the simplest ideas and to provide more complicated examples afterwards, but trying to keep it simple (especially according to their age).
- To provide as many visual info as possible to guide discussion.

Reflection

Plusses (Things that went well):

- The Sustainability Compass gave students a wider idea of what they are learning to do and why they are learning it.
- It was incredible the amount of ideas that arose after watching different situations in pictures. Kids were able to link what they were watching with own personal experiences and previous knowledge.
- To have this discussion after students were enhanced in presentations helped them to connect new information/content with their own experiences.
- As a trigger motivation, to begin with the impact in wellbeing when singing and dancing aimed them to start the discussion very well.

Challenges (Things I would change):

It was particularly complicated for them to link this topic used for the Compass with nature issues, especially when talking about situations in which people perform for an environmental campaign or cause. A further step could be to help them create a performance with this specific purpose adapted to their age, learning needs and school curriculum.

Suggestions for other practitioners and educators:

To add another tool, such as a Behaviour Over Time Graph, maybe for showing how many presentations they have had during the year, what was the purpose for them, among other tasks. To make sure every student's thought or idea that came out during the discussion is reflected in the Compass tool.

Evidence and Resources:



