

Facilitator Guide ETFO Book Clubs



Thinking It Through The Arts – Joyful Learning

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Introduction to ETFO Book Clubs

The Elementary Teachers' Federation of Ontario is committed to providing professional development for its members in a variety of forms. Teachers are best able to determine what professional development they need to pursue as life-long learners and ETFO Book Clubs are designed for voluntary participation of interested members. As ETFO professional development programs and services continue to evolve to meet the challenging needs of educators and their students, the new season of offerings has been expanded to include book clubs with a focus on classroom management, differentiated instruction, and Kindergarten.

Professional book clubs provide an excellent opportunity for members to reflect on their classroom practice, enhance their professional knowledge, and engage in the professional learning that best meets their needs and the needs of their students.

A book club is a staff learning experience that gives educators an opportunity for professional networking, sharing, and reflection through an in-depth examination of ideas, concepts, research, and strategies presented in a professional resource.

The main goals of ETFO Book Clubs are:

- To enhance the professional knowledge of our members.
- To enhance the professional practice of our members.
- To foster leadership at the local level.
- To implement high-yield, research-based instructional strategies.
- To monitor the impact or effects of instructional decisions on students.
- To reflect on current teaching practices.

When professional book club experiences are tied to the real work of teachers, and to authentic issues they are grappling with in their classrooms, teachers have a deeper understanding of their impact on classroom practice and student learning.



Book Club Structure

Professional book clubs provide an excellent opportunity for our members to enhance their professional knowledge and practice. Participants attend four two-hour sessions that focus on specific chapters of the various resources highlighted, consider strategies they can try in their classroom, and reflect on and share their experiences within a community of learners. As a facilitator, you will contribute to building leadership capacity within our locals in the area of professional development.

Roles and Responsibilities

ETFO Book Clubs are offered in partnership between locals and the provincial office. Facilitator guides, such as this one, have been developed by members to support you as you facilitate this book club.

The Role of the Facilitator

A book club facilitator guides a group of participants through an interactive discussion of a selected title. The facilitator organizes the session and conducts the meetings. Group members can expect the facilitator to use open-ended questions, wait time, and paraphrasing to encourage participation. The facilitator also emphasizes the importance of keeping the discussion on track, focusing on one topic or task at a time. The person in this role is not an expert and should remain neutral allowing group members to share different perspectives. All group members are valued and encouraged to participate in their own way.

“The most valuable insight a group can have is that the most effective resources for moving ahead are found within their situation and within themselves.”

R. Bruce Williams

Establishing Group Norms

Any group that meets regularly to work together needs to identify a set of norms or ground rules that will help a group do its work and discourage behaviours that interfere with a group's effectiveness. Norms govern how the group will interact, share, and learn together.



It is ideal to set norms at the beginning of a group's work together inviting group members to suggest ideal behaviours for groups, eventually refining them into an agreed-upon set of norms. Once established and posted, groups need to continually remind themselves about the norms they have created.

Some topics you may want to raise as starting points for discussion with your group are:

Expectations for behaviour – How will your group relate to one another within (and beyond) the group? Considering norms in TRIBES such as right to pass, attentive listening, and taking turns, may be helpful.

Shared leadership – How will members share responsibility for the group? How will decisions be made about what to read, when to meet, and where to meet be made?

Participation and interaction – How will members work together? Considering roles such as recorder, timekeeper, and encourager may ensure that all group members become involved in the discussions.

One strategy that may be helpful when reviewing group norms is 'Round-Robin Reflection'. In this process everyone takes 30 seconds to silently reflect on the extent to which he/she honoured the group's norms and to what extent it enhanced the group's work. The facilitator then chooses someone at random to share their reflections. When this person is finished then another group member paraphrases what they have heard. This process is repeated in round-robin fashion beginning with the person to the right of the first speaker.

Building Inclusion

Grounding is an excellent inclusion activity for introductory meetings. It serves several purposes including:

- establishing a norm for respectful listening;
- bringing people into the here and now;
- allowing people to connect with one another; and
- allowing for expression of hopes and apprehensions.

Directions - Each person in round-robin fashion, speaks to these points:

- name;
- current role;
- school;
- reasons for joining a professional book study; and
- expectations of the book club experience.

Powerful
Conversations:

- Focused
- Productive
- Interactive

Needs of Individuals in Groups

Regardless of the nature of the group and its purpose, some basic needs must be met within the group setting for it to be as focused, productive, and interactive as possible. A good facilitator looks for signs of the characteristics listed below to determine whether it provides the kind of satisfaction group members need. Periodically it may be helpful to give group members time to evaluate the extent to which the group is meeting their individual needs.

The following are important needs group members value. As the group evolves, it is about finding the balance between the needs of the group members and the group work that needs to be accomplished.

Feeling a sense of belonging – Group members need a collaborative environment where they feel safe and supported in their presence and their contribution to the group's work.



Commitment to group goals – Group members achieve commitment when they see value in the goals selected, having a part in selecting and refining those goals, and directing the group process.

Sense of progress – It is important to give group members opportunities to reflect on their progress toward goals so that members feel a sense of accomplishment.

Having confidence in the facilitator – A good facilitator establishes a supportive, risk free learning environment emphasizing the importance of professional dialogue. The facilitator organizes the sessions and conducts the meetings. The person in the role of facilitator is not intended to be an expert and should remain neutral, allowing participants to share different perspectives.

Knowing Your Participants

When developing a group's capacity for powerful conversations, Robert Garmston suggests that group members set aside unproductive patterns of listening, talking, and participating.

However, from time-to-time, facilitators may need to confront challenging situations. Late arrivals at meetings, overbearing participants, and conflict among group members can negatively impact on a group. Although there is no "right" way to respond to these problems, here are some possible solutions to common problems faced by facilitators.

"We should all try to listen with the same intensity we have when we are talking."

Richard
Saul
Wurman

Non talker – Honour an individual's right to pass. Each member has the right to choose when and to what extent they will participate in the group discussion; ask open ended questions and learn to be silent.

Underminer – Focus on the agenda and topics agreed upon by the group. Don't acknowledge or over react; at the end of the session revisit the group norms and their purpose.



Rambler – When the member pauses, refocus attention by restating the relevant points and move on; ask "How does that relate to _____?"

Side talker – Re-direct conversation by asking the person an easy question or to paraphrase what has been stated; create a parking lot (flip chart, sticky notes) to post questions or issues that can be discussed in a later session.

Over talkative – State "We only have a limited amount of time today. We want everyone to have a chance."

Further Reading

Robert Garmston. "Teacher Talk That Makes a Difference". Educational Leadership, ASCD, April 1998.

Garmston, R. & Wellman, B. The Adaptive School: A Sourcebook for Developing Collaborative Groups, Christopher-Gordon Publishers, 1999.

Richardson, J. "Norms Put the 'Golden Rule' into Practice for Groups". Tools for Schools, NSDC, August-September 1999.

Easton, L.B. Powerful Designs for Professional Learning. NSDC, 2004.

Richard G. Weaver & John D. Farrell. Managers as Facilitators: A Practical Guide to Getting Work Done in a Changing Workplace, McGraw Hill, 1999.

Bennett J., Dawson R., & Torney. "Book Study Facilitator's Guide for Teaching Student-Centred Mathematics". Pearson Education, Canada, 2007.

Wisconsin Staff Development Council – www.wi-sdc.org.



Introduction to *The Arts - Joyful Learning*

Through the arts children imagine, interpret, and express their ideas in new and inventive ways. The arts are an important part of their development and are closely linked to the domains of development. The arts may be an individual experience but very often is social as children create music together or role-play a familiar story. For some children, particular areas of the arts are their strengths e.g., drawing, their response to music, their interpretation through movement and dance or their flair for going into role and interpreting characters and story.

As in any learning area, the classroom environment is an important component of planning. This resource will support educators in thinking about how the classroom environment can support learning in the arts - visual arts, music, dance and drama. The educator has a critical role to play in helping children develop confidence in themselves and helping them to see their strengths and what they can accomplish as 'artists'.

Planning for the arts includes thinking about large group, small group and individual experiences as well as thinking about how the arts are part of the learning centres in the classroom. It also includes their thinking about how the arts are connected to other learning areas e.g., math and music and how they can be integrated.

Through the arts children demonstrate their knowledge and understanding of the world and particular content. As educators observe children engaged in these activities they can learn about their theories, thinking about the world and their interpretation of it. Each area of the arts also has particular content or elements that need to be part of planning and also observed in order to assess. The resource outlines these elements for each area and provides practical examples of what this might look like in the classroom.

The book club is an opportunity for participants to meet other educators, to share and think about practice and the implications for learning in terms of planning and

assessment. The book club has been organized into four sessions: *Planning for the Arts and Music, Visual Arts, Dance and Movement, Drama and Assessment.*

In the first session, educators will meet for the first time through an activity called Four Corners that asks them to think about particular areas of their program. There will be an initial opportunity to do some self-reflection. This self-reflection will be revisited in the final session. The content of this session will be: the value of the arts, creating an environment that supports the arts and music in the kindergarten program.

The homework review in the second session continues the focus on music with participants sharing a piece of music and how they use it in their classroom. The focus then shifts to another area - visual arts looking at the elements, thinking about integration with Mathematics and appropriate and inappropriate practice.

In the third session for the homework review, participants share an example of integration in the arts. The focus will be on movement and dance. Some of the information in the readings will come from the ***Health and Physical Activity*** resource and some from ***The Arts - Joyful Learning***. A part of this session will look at connections to particular experiences with participants creating examples.

The last session will explore drama and its connection to language and literacy. Assessment in the arts may not be as straightforward as in other areas so there will be an opportunity to think about observation points for assessment. Finally, participants will have time to create a plan that they can use to implement changes once the book club is over.

Session One: Planning for the Arts and Music

Readings:

The Arts-Joyful Learning, pages 3-4

The Classroom Environment, page 6-7

Music, pages 25-26

General Overview:

Through an introductory activity called *Four Corners* participants will make choices and meet other members of the group. After this, there will be an opportunity for self-reflection about their program in the arts. The arts are a means of self-expression and are important for a number of reasons. The initial task will be to have participants think about the value of the arts for children, for all and for society.

Through reading and discussion participants will think about the classroom environment and what that means for planning a program in the arts. The four sessions will look at each of the areas of the arts so this first session will focus on music and how music can be integrated into the program. The homework activities will extend the focus into the next session.

The session will end with a partner reflection about what children are learning about the arts in the participant's classroom. As participants enter, have them fill out a name card and choose a place to sit at one of the group tables.

Key Learning/Objectives:

During this session participants will:

- Meet the other members of the group
- Think about practice in relation to the arts
- Discuss the value of the arts
- Discuss the elements of planning for the arts

- Read about music in the program
- Share practical examples of how music can be integrated into the program
- Reflect on the learning for the day

Materials:

The Arts - Joyful Learning resource (each participant should have their own copy)

Line Master 1.1, Four corners signs

Line Master 1.2, Self-reflection

Chart paper, name tags, markers

Time: 120 minutes

Instructional Tasks:

Four Corners (15 minutes)

Background: In this activity that uses four corners or walls of the room, participants are asked to go the corner that has a statement with relevance for them. This particular activity has some factual statements as well as those that ask for an opinion. It is hoped that the statements will generate discussion while participants are at the 'corner'.

Purpose: Through doing the activity, the facilitator and other group members can meet and gather information about the group as a whole.

Instructions and Task

1. Before participants arrive, place each grouping of statements in 1 of 4 corners or walls of the room (Line Master 1.1).
2. First, read the A group of statements for the 'four corners'
3. While they are at the corner ask them to turn to someone else in the group and talk about the statement you pose. Continue with statements for B, then C, D.
 - In which area do you personally have the most experience?

Share your experience with someone else in the group.

- Which area are you more comfortable with planning for in your program?
Turn to someone in the group and share why it is comfortable for you.
- Which area are you least comfortable with planning for in your program?
Share with someone in the group why this area is not as comfortable for you.
- Which area of the arts do the children in your classroom enjoy the most?
Share with someone why you think this is so.
- Which area do you integrate the most into other learning areas?
Share an example of how you do this.
- To express yourself, would you rather paint it, dance it, sing it or act it out?
Share your choice with someone in the group.

Self-Reflection: 10 minutes

Background: Self-reflection is an important component of professional development. This self-reflection sheet will be used in the first session for participants to think about their professional practice and where they are now. They will need to bring it back to Session Four to assist in planning in the final session.

Purpose: To reflect on strengths, areas of growth and also the particular needs of the children in the class.

1. Explain the purpose of the self-reflection sheet. Ask each participant to fill out Self-reflection, LM 1.2.
2. Partner sharing: Have participants identify an elbow partner. Ask them to share the last area of the self-reflection-I need to learn more about.....

A. The Value of the Arts: 20 minutes

Background: The arts are important for self-expression, creativity, developing imagination and innovation. They are particularly important for young children as they demonstrate their knowledge and theories through the arts. In the bigger picture, art is important for all humans and society in particular. Participants may find in doing this activity that the reasons for the child and all humans are the same.

Purpose: To reflect on the value of the arts.

Instructions and Task

1. Individual work: Have participants individually read pages 3-4 up to *The Classroom Environment*
2. Small Group Discussion: Ask participants to consider the following:
What is the value of the arts for children? For all humans? For society?
3. Whole Group Debrief: Take examples for each question.

B. The Classroom Environment: 30 minutes

Background: Planning needs to include thinking about the classroom environment: time, space, and materials. It also includes evaluating the environment in relation to the attitudes and dispositions that are being fostered, the subtle messages the environment sends to children and to other adults. It also needs to include the role of the educator and the role of the child.

Purpose: To read about creating a classroom environment that supports the arts and to synthesize the information.

Instructions and Task

1. Individual Task: Have participants read *The Classroom Environment* on pages 4-7 and identify some key words or phrases that were significant for them.
2. Small Group work; Give each group a piece of chart paper and markers. Ask them to create a chart as follows:

<i>Educator's Role</i>	<i>Attitudes/ Understandings</i>	<i>Organization</i>	<i>Time</i>	<i>Resources</i>

3. Have them choose one person to be the recorder and synthesize the readings under the following headings that are part of planning
4. Whole Group Debrief: Have groups share one idea under each column. It may be better to do each heading hearing one idea from the groups and then moving on to the next. Ask: *What were some key words or phrases in the first two paragraphs for you? (studio for learning, the arts unfold, diversity, actively engage...)*

A. Music in the Kindergarten Program: 30 minutes

Background: Music is an important component of not only children's lives but adults' as well. It evokes emotions, memory and a need to respond.

For young children, it is a way of learning language although they may not always hear the language correctly. Music is and can be paired with other areas in the arts e.g., music and dance but also can be integrated into other learning areas as children, for example, use a shared reading approach for a song.

Purpose: To read and reflect about the integration of music in the program.

Instructions and Task:

1. Individual Task: Have participants read pages 25 and 26 and think about how music can be integrated into other areas of the program and how they make connections.
2. Small Group Work: Ask participants to share examples of how they connect music to other areas in the arts, the classroom program and other learning areas. The following is a guide for discussion:
 - Other areas in the arts
 - Other learning areas
 - Learning centres
 - Outdoor activities
 - Routines for the day
3. Whole Group Debrief: Take examples from groups for each area.

Reflection: 10 minutes

1. Ask participants to consider the following question: *What are children learning about music in particular or the arts in general in my program?*
2. Partner sharing: Ask participants to find a partner in another group (someone they made eye contact with, has the same hair colour, wearing something the same colour...). Explain that they are to share their thoughts about this question with each other.

Homework/Follow-up Task: 5 minutes

1. Bring a song or a piece of music that you use in your classroom. Explain they will have time to share: how they use the piece of music, what it demonstrates to children, particular use of elements of music.
2. Bring a book that illustrates something from the visual arts: It might be about an artist, an element or a technique that is used in the illustrations. Explain that they will be asked to share what the book demonstrates to children and how it can be used in a large or small group session.
3. Bring a copy of **Thinking Mathematically** resource.

Session Two: Visual Arts

Readings:

Thinking Mathematically, example page 25

The Arts-Joyful Learning, pages 13-16

General Overview:

Sharing practical examples from the classroom is an important part of the ETFO Book Club. It is not so much the example itself that is important but the educator's decisions and use that extend the thinking in relation to the example. In visual arts, there are specific elements that are part of the content knowledge. Educators need to be aware of these not to plan specific lessons in a sequential fashion for each element but to think about experiences that will deepen children's understandings for use and appreciation. In this session, participants will read an example from the ***Thinking Mathematically*** resource to highlight the connection between the two areas. Through scenarios educators will think about appropriate and inappropriate practice in relation to children's learning.

Key Learnings/Objectives:

- Share examples from classroom for music and visual arts and how they are used in the classroom
- Read about the elements of visual arts and share examples
- Explore the connection between the elements and mathematics
- Think about appropriate and inappropriate practices
- Reflect on the learning

Materials:

The Arts-Joyful Learning resource

Thinking Mathematically resource

Line Master 2.1-Scenarios (2 pages, one copy per partner group)

Line Master 2.2-Reflection (one copy per participant)

Name tags

Time: 120 minutes

Homework Review:

A. Sharing Music Example: 25 minutes

Purpose: To share an example from the classroom and its application.

Instructions and Tasks: 25 minutes

1. Small Group work: Explain that each person in the group will get an opportunity to share what they have brought. Have participants choose a way to ensure that the time is shared equally.
2. Remind them about what is to be shared:
 - Why the piece was chosen
 - What the piece demonstrates to children
 - How it was used
3. Whole Group Debrief: Ask for volunteers to share three or four examples with the whole group.

B. Sharing a Visual Arts Book: 20 minutes

Purpose: To familiarize participants with resources for visual arts and to think about their application in the classroom.

Instructions and Task

1. Small group work: For this activity, change the members of the group (either by dealing out cards and having participants find ones that match, by having them number off and then all the 1s form a group, all the 2s...). This is to ensure that there is an opportunity to hear other points of view.
2. Remind participants that they are to share:
 - What the book demonstrates about art

- How it could be used in a large group or small group explaining specific examples
3. Whole Group: If time, ask participants to put their books on a display table and give them time to walkabout and view the books.

Instructional Tasks:

A. Elements of Visual Arts: 30 minutes

Background: The elements of visual arts are like the content of a subject. They identify areas that children will explore through working with materials. Educators can plan experiences that connect to these areas through observations, movement, books, mathematics or sorting materials without using a formal direct approach. The elements also can be used to identify what children are exploring and understanding. Each area also has specific language associated with it. The more children have concrete experiences with associated vocabulary the more apt they are to use the vocabulary when talking about their art or when viewing art.

Purpose: To identify the elements of visual arts, practical examples and language associated with each.

Instructions and Task

1. Partner Work: Have participants identify their elbow partner. Note: They should be in new groups from the previous activity so can find someone within this new group.
2. Explain that they will read the section on the elements of visual arts. As they read the explanation for each of the six elements (not necessarily the examples) they are to stop and do two things:
 - Suggest an appropriate idea to explore this element
 - Identify the specific vocabulary that is associated with each element (lines-straight, curved, wiggly....)
3. Whole Group Debrief: Go through each element and ask for some examples of associated vocabulary.

B. A Mathematical Connection: 15 minutes

Background: The arts are connected to other learning areas and in particular to some areas in mathematics. The example shows an experience that is important in both learning areas.

Purpose: To make the connection between mathematics and elements in visual arts.

Instructions and Task:

1. Partner Work: Have participants identify their other elbow partner. Explain that they are going to read an example from ***Thinking Mathematically*** and their task will be to talk about the connections to the arts and other areas.
2. Whole Group Debrief: Ask participants to share their connections.
(connected to elements of movement as children explore space, moving their bodies in different ways, oral language because of the vocabulary...)

Ask: What implications does this have for planning?

C. Change over Time: 15 minutes

Background: There is a difference between a craft and an exploration in the arts. The difference lies in the purpose of the task and the potential for learning. Too often in kindergarten classrooms there is a preponderance of crafts. If the learning goals are for children to begin to see themselves as artists and to explore the elements then these craft experiences go against the 'big ideas' in visual arts. The scenarios that are provided will give participants an opportunity to think about the purpose of the activity and what children might ultimately be learning.

Purpose: To reflect on appropriate and inappropriate practice in visual arts.

Instructions and Task:

1. Whole Group work: Ask participants to read *Art and Craft or Creativity*, page 13.
2. Partner Debrief: When people are finished reading, ask them to turn to the person on their right and share one or two thoughts.

3. Partner work: Hand out the scenarios in Line Master 2.1 to each partner group.
With the same partner ask them to read the scenarios and answer the questions.
Explain that they can start with whichever one interest them.
4. Whole Group Debrief: *What did you learn from doing this activity?*

Reflection: 10 minutes

Purpose: To reflect on learning about visual arts.

1. Individual Task: Have participants fill in Line Master 2.1 (something they were thinking about, could be their light bulb moment, something they were feeling (the heart), something they want to do (hand))
2. Small Group Sharing: Have participants share their reflections in the small group.

Homework/Follow-up Task: 5 minutes

1. Read: ***The Arts - Joyful Learning, Integrating***, page 8.
2. Bring example of an integration experience from the classroom.
3. Read: ***The Arts - Joyful Learning***, Dance pages 21-24. Fill in Line Master 3.2 and bring to next session.
4. Bring ***Health and Physical Activity*** resource.

Session Three: Dance and Movement

Readings:

The Arts - Joyful Learning, *Integrating*, page 8

The Arts - Joyful Learning, *Dance*, pages 21-24

Health and Physical Activity resource, *Developing Movement Skills*, pages 9-11

General Overview:

The homework review revisits integration with participants sharing examples from their classroom. There will also be an opportunity to reflect on the readings about dance thinking about why it is important for young children and sharing a personal learning.

The rest of the session adds further information to the content of dance through readings in the **Health and Physical Activity** resource. Questions about planning, connections, language and thinking skills are considered through open-ended round table discussions. The reflection activity has the participants integrate their learning through an area of the arts and present it to the rest of the group.

Key Learning/Objectives:

- Share example of integration from the classroom
- Reflect on reading and key learnings
- Reflect on the importance of dance for young children
- Read additional information about movement and think about the implication for planning
- Engage in discussions about topics related to dance and movement
- Plan an experience related to a current topic, book or outdoor experience
- Communicate learnings through using an area of the arts

Materials:

The Arts-Joyful Learning resource

Health and Physical Activity resource

Line Master 3.1, Round Table Discussions (one per group)

Line Master 3.2, Reflection on Readings (one per person)

Line Master 3.3, Say Something (one per partner group)

Name tags

Time: 120 minutes

Homework Review: 30 minutes

A. Integrating the Arts: 20 minutes

Purpose: To share examples of integration within the classroom.

Instructions and Task

1. Small group: Explain that everyone will have an opportunity to share their example.

In sharing they should:

- Explain the context
- Outline the experience
- Talk about the effectiveness of the integration
- Any assessment information they collected

2. Whole Group Debrief: Ask: *What did you learn from listening to the examples?*

B. Reflecting on Readings: 15 minutes

Purpose: To reflect on readings and share information.

Instructions and Task

1. Partner Sharing: Have participants meet with a partner (perhaps someone sitting across from them at the table) to share their reflection sheet on the readings.

2. Whole Group Debriefing: Choose one or two of the areas in the line master to have people share their comments.

Instructional Tasks: 60 Minutes

A. Say Something: 30 minutes

Background: This strategy is a way for participants to share responses while reading an assigned section. Participants read the assigned section, stop, then turn to each other and 'say something'. What is said is whatever comes to mind. It might be: *I tried this and it didn't work for me, I like this idea, I wonder how that would work in my classroom? I don't understand how they did this.* There is no expectation of what should be said, it is their choice.

Purpose: To reflect on reading about movement with another person.

Instructions and Task

1. Partner work: Have participants find a partner at another table perhaps someone who is facing them.
2. Explain the task: They are each to read the assigned section in their own books. At the end of the section-Stop and Say Something. This is not meant to be an extended dialogue but a brief conversation.
3. Hand out Line Master 3.3 which has the information below and outline the readings:
 - Read Locomotor, page 9-Stop and Say Something
 - Read Space Awareness, page 10-Stop and Say Something
 - Read Body Awareness, page 10-Stop and Say Something
 - Read Effort Awareness, page 10-11-Stop and Say Something
 - Read Force page 11-Stop and Say Something
4. After they have finished the reading ask them discuss the following:
 - *How will you use this information in your planning?*
 - *How will this information help you with your observations?*

5. Whole Group Debrief: Ask: *What is the connection between what you read about dance and this section?*

B. Round Table Discussions: 25 minutes

Background: These open ended questions give participants an opportunity to think through a topic as they collaboratively share ideas. The point is to hear other's opinions not necessarily come up with a definitive answer.

Purpose: To collaboratively share ideas about topics related to movement and dance.

Instructions and Task

1. Small Group work: Give each group a list of questions and ask them to choose one of the questions to discuss.
 - *What needs to be in place for movement/dance to occur in the classroom?*
 - *What is the connection between movement and dance and language?*
 - *What thinking skills are involved?*
 - *Why is it important for children to engage in movement/dance?*
 - *How would you begin with movement/dance experiences?*

Note: There are more questions than perhaps groups; the intent was to give groups some choice.

2. Whole Group Debrief: Ask each group to share two or three ideas they discussed. If all the questions were not chosen, then perhaps some time can be spent in the whole group discussing them.

C. Planning for Movement and Dance: 10 minutes

Background: This discussion will centre on thinking about practical examples in the classroom that can engage children in dance/movement experiences.

Purpose: To share practical examples from the classroom.

Instructions and Task:

1. Small group sharing: Ask groups to think about the following:

- *How could you incorporate movement/dance into your current topic for exploration? Or a book that you are going to read? Or an outdoor exploration?*
2. Whole Group Debrief: Ask groups to share one or two examples for each.

Reflection: 15 minutes

Background: This activity is a way for participants to use the information from the arts to reflect on their learning. They can create a graphic, sing a song, do a choral reading, or portray the ideas through movement. The choice is up to them. It is an opportunity to synthesize the information and express it in another sign system.

Purpose: To reflect on the learning and communicate that to others.

Small Group reflection:

1. Have participants quickly write a phrase or a sentence about something they have learned in the last two sessions.
2. Explain the purpose of the activity. Tell them that each group will take the information and either, present it graphically, through a song or chant, movement or dance or a dramatization.
3. Whole Group Sharing: Have each group share their presentation.

Homework/Follow up Task: 5 minutes

1. Bring a book or poem that would lend itself to drama. Be ready to share how you would use it in relation to drama.
2. Read *The Arts-Joyful Learning, Drama*, pages 17-20 and write down key words or phrases from the reading and present in a graphic form to share at the next session.
3. Bring self-reflection sheet from Session One.

Session Four: Drama and Assessment

Readings:

The Arts-Joyful Learning, Drama, pages 17-20.

General Overview:

Drama is a focus for this session. The homework review has participants sharing a resource to use for drama and reflecting on their reading about why drama is important. As in other areas, there are elements for drama and these elements need to be considered as part of planning and choosing resources. Drama is closely linked to literacy and can be integrated into other learning areas. Participants will be able to explore the connections through a specific activity.

Lastly, there is an activity with an assessment focus asking participants to think about where they might observe and what they might be looking for. As this is the final session, participants will have some time to make a plan for beyond the book club experience. They will review what they have written at the first session and reflect on changes in their thinking.

Key Learnings/Objectives:

- Share a book/poem that would be suitable for a drama activity
- Reflect on the readings and the key ideas
- Synthesize the information in graphic form
- Identify how drama can be integrated into other learning areas
- Consider assessment opportunities in each of the areas
- Make a personal plan
- Reflect on learnings from the sessions

Materials:

The Arts-Joyful Learning resource

Line Master 4.1-Making a plan (one per person)

ETFO Book Club Evaluation Form

Chart paper, markers

Time: 120 minutes

Homework Review: 30 minutes

A. Sharing a Book: 15 Minutes

Purpose: To share a resource that may be used to support the elements of drama.

Instructions and Task

1. Small Group sharing: Ask groups to think about how much time they each will need to share their book/poem so that they can ensure the time is shared equally.
2. Remind groups that the sharing should include:
 - Why the book was chosen
 - How it was or could be used
3. Once everyone is finished, ask them then to reflect on commonalities and differences in the choices and the applications
4. Whole Group Debrief: *What do you look for when you choose a poem or book for drama?*

B. Reflecting on Reading: 20 minutes

Purpose: To reflect on key ideas from the reading.

Instructions and Task

1. Small Group sharing: Have each participant share their graphic from the reading.
2. Whole Group Debrief: Ask participants to choose one word that reflects the purpose of drama and write it on a piece of paper so everyone can see. Once they

are finished have each group hold up their word (expression, creativity, role-playing, perspective...).

3. Ask the group if there are any comments about the words chosen.

Instructional Tasks: 70 minutes

A. Planning Models: 20 Minutes

Background: Understanding the elements of drama can inform planning and the selection of resources for the classroom.

Purpose: To read about the elements of drama and reflect on their use in the classroom.

Instructions and Task:

1. Small Group Work (group of 4): Identify the sections to be read from page 19-20. Story, Setting, Role, Conflict.
2. Ask the group to decide who will read each section and inform them that their job will be to explain the element to the rest of the group.
3. Ask the group to then consider the question: *How does drama support the domains of development? (social, emotional, cognitive....)*
4. Whole Group Debrief: *How does understanding the elements impact the choice of resources?*

B. Integrating drama into other learning areas: 25 minutes

Background: Drama is a way to respond for example, to a story, to an experience, a feeling. Sometimes the drama is a way to retell and revisit an experience or an event. It is an expression of self and an interpretation of understandings and knowledge. It is very much connected to language and literacy but to other areas as well.

Purpose: To make the connections between drama and other learning areas.

Instructions and Task

1. Small Group Work: Give each group a piece of chart paper and marker.
2. Ask them to think of a specific example that would show a connection to another area of learning: *language and literacy, mathematics, science and technology, health and physical activity*. The example should be such that it allows children to retell, interpret, express and idea, use what they know etc.
3. Explain that they can determine how they want to record the information.
4. Whole Group Debrief: Take two or three examples from the group.
 - Ask: *What might be a statement you would make about the arts and other learning areas?* (should be integrated, purposeful, a way for children to show what they know, has to be meaningful....)

C. Assessment in the Arts: 25 minutes

Background: Observation is the main tool for observation in all areas. In the arts, educators may want to collect samples to show the stages of development in picture making especially to show growth over time. They may use recordings to collect evidence of musical, movement or drama activities. Opportunities for observation may occur during large group sessions, while children are at play or engaged in play at learning centres. It is very difficult to gather any information when children are not actively engaged.

Purpose: To identify assessment opportunities in the arts.

Instructions and Task

Note: Prepare an example of the chart ahead of time.

1. Small Group Work: Give each group a piece of chart paper and markers and ask them to create a grid as follows:

Assessment in the Arts			
	Where	When	What

Drama			
Movement/Dance			
Music			
Visual Arts			

2. Small Group sharing: Have groups exchange their chart with the table beside them to consider what the other group wrote.
3. Whole Group Debrief: *What needs to be in place for assessment to be authentic?*

Reflection and Making a Plan: 15 minutes

Background: In Session One, participants filled out a self-reflection sheet. This will be used to help formulate a plan. The plan is a way of committing to an action after the book club is finished. Sharing with a partner is a way to actualize the ideas in the plan.

Purpose: To make a plan for changes to program based on learnings in the book club.

1. Explain the purpose of making a plan.
2. Have participants review what they wrote in Session One to see if it still holds true.
3. Ask them to fill out Line Master 4.1 on their own.
4. Once they are finished to find a partner at their table to share some of their strategies.

Final Reflection Circle: 10 minutes

Background: Circle is a powerful strategy to reflect on learning. In circle everyone can have a voice and everyone has an equal position in the circle. In circle, participants verbalize their learnings and listen to the learnings of others, thus taking away their own and something from others in the group.

Have participants form a circle with you. Tell them that you are going to ask them to think about: As we think about our learning-what is one thing that you want to remember and keep at the forefront of your teaching? Example of introduction to circle: *We've been together for four sessions and have talked about the arts: visual arts, music, drama and dance. We've learned about the rationale for each and the elements of each area. Some of the key things we have discussed are integration and connections. As we think about our learning, what is one thing that you want to remember and keep at the forefront of your teaching?* Remind participants that everyone will get a turn to speak but they may pass if they wish. Choose someone to begin that you know will wish to speak. Once they have finished, ask them which way they would like the circle turns to go. The circle then systematically follows the direction indicated with each person speaking in turn. When finished, close the circle by thanking participants for being part of the circle today.

Have participants complete the ETFO Book Club Evaluation Form.

Support Material Section

Session One: Planning for the Arts and Music

Line Master 1.1

Four Corner Signs

Visual Arts



Session One: Planning for the Arts and Music

Line Master 1.1

Four Corner Signs

Music



Session One: Planning for the Arts and Music

Line Master 1.1

Four Corner Signs

Dance and Movement



Session One: Planning for the Arts and Music

Line Master 1.1

Four Corner Signs

Drama



Session One: Planning for the Arts and Music

Line Master 1.1

Self-reflection

Name

The children in my classroom need:

The strength(s) of my program in the arts is (are):

The area(s) of my program I would like to improve is (are):

I need to learn more about.



Session Two: Visual Arts

Line Master 2.1

Scenario A

It is spring and the educator and since caterpillars are a sign of spring the educator has planned an activity at the cut and paste table. She has added half of an egg carton, buttons for eyes and paper for cutting out legs and antennae. She has chosen colours for children to paint their creatures when done. These will be displayed on one of the bulletin boards in the classroom.

- *How would you describe this activity?*

- *What are children learning about art?*

- *What are they learning about themselves as artists?*

- *What is appropriate/inappropriate?*

Session Two: Visual Arts

Line Master 2.1

Scenario B

It is fall and the class has been outside looking at the trees and the leaves on the ground. They have talked about what they noticed about the trees, the shapes of the leaves and the colours they find in the fall. They have also looked at different images/paintings about the fall talking about what they notice, what the painting makes them feel. After these experiences the educator invites the children to create their own picture about the fall at the painting or the collage centre. The educator talks with each child about his/her work.

- *How would you describe this activity?*
- *What are children learning about art?*
- *What are they learning about themselves as artists?*
- *What is appropriate/inappropriate?*

Session Two: Visual Arts

Line Master 2.1

Scenario C

The children have been observing the spiders that have been spinning webs in the corner of the classroom. They have talked about their observations and for the day the educator has captured one of the spiders and put it into a breathable container for children to look at more closely. She has put paper and pencils there for children to sketch what they see. At sharing time she invites some of the children to share their sketches, talking about what they noticed.

- *How would you describe this activity?*
- *What are children learning about art?*
- *What are they learning about themselves as artists?*
- *What is appropriate/inappropriate?*

Session Two: Visual Arts

Line Master 2.1

Scenario D




The educator has cut out the shapes of flowers and tissue paper squares in different colours for the flowers and green for the stems. The children have been talking about different kinds of flowers and have looked at some examples of them in the classroom. Before the children make their flower, the educator demonstrates how to stick the petals on and how to fill in the stem. Each child takes a turn making a flower for the classroom display about spring.

- *How would you describe this activity?*
- *What are children learning about art?*
- *What are they learning about themselves as artists?*
- *What is appropriate/inappropriate?*

Session Two: Visual Arts

Line Master 2.2

Reflection

 Head	
 Heart	
 Hand	

Session Three: Dance and Movement

Line Master 3.1

Round Table Discussion

- *What needs to be in place for movement/dance to occur in the classroom?*
- *What is the connection between movement and dance and language?*
- *What thinking skills are involved?*
- *Why is it important for children to engage in movement/dance?*
- *How would you begin with movement/dance experiences?*



Session Three: Dance and Movement

Line Master 3.2

Round Table Discussion

Reading p. 28-31

1) What is an important message in the scenarios?

2) Why is it important for children to engage in dance experiences?

3) What was an additional activity that you thought of trying in relation to dance?

4) One thing I thought it important to remember

Session Three: Dance and Movement

Line Master 3.3

Reflections on Reading

Read Locomotor page 9-**Stop and Say Something**

Read Space Awareness page 10-**Stop and Say Something**

Read Body Awareness page 10-**Stop and Say Something**

Read Effort Awareness pages 10-11-**Stop and Say Something**

Read Force page 11-**Stop and Say Something**



Session Four: Drama and Assessment

Line Master 4.1

Making a Plan

The areas that I want to focus on:	
What I need to do?	
What resources will I need:?	
How will I know which are being effective?	
What do I need to do to follow through with my plan?	

ETFO Book Club Evaluation Form

Thinking It Through – The Arts – Joyful Learning

1. My overall impression of the ETFO Book Club is:	Excellent <input type="checkbox"/>	Good <input type="checkbox"/>	Fair <input type="checkbox"/>	Poor <input type="checkbox"/>
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Please explain your answer:

2. Outline the most useful feature(s) of the program and why?

3. What three things from the ETFO Book Club had the most impact on you?

- a. _____
- b. _____
- c. _____

4. How do you think your learning from the ETFO Book Club will impact your work?	To a Great Extent <input type="checkbox"/>	Somewhat <input type="checkbox"/>	Very Little <input type="checkbox"/>	Not All <input type="checkbox"/>
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Please explain your answer:

5. What one thing would you change or add to the program to enhance its effectiveness and applicability in your work?

6. The ETFO Book Club model was appropriate for the type of learning I expected:	Agree <input type="checkbox"/>	Disagree <input type="checkbox"/>
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Please explain your answer:

7. Attending the ETFO Book Club changed my understanding of ETFO as a professional organization:	Strongly Agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly Disagree <input type="checkbox"/>
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Please explain your answer:

8. Can you suggest ways this ETFO Book Club could be more environmentally friendly?

Overall comments:
