

HOME ASSIGNMENT #2: session II – session III (February to July)

Homework may be stored as hard copies in a binder or shared digitally to info@waldorflerningsupport.org or as otherwise directed.

I. Observation Practice **due date: by session III (July 2024)**

- 1) Observation of **sky** daily for one Week—take notes and/or draw your observations; file in binder (in reference to: Anthroposophy in Everyday Life—previously [Practical Training in Thought \(1928\)](#))
- 2) Imitate posture, gait, gestures, facial expression, and other movements of **three** children—all of these for each child; record process and your experience in binder.
- 3) Describe in writing: observation of posture, fine & gross motor movements of **one** child; file in binder.

II. Assessment Practice

Practice the assessment activities as done for the G1 Entry screening and described in “KG Obs desc&practice guide.”

Practice:

- with **several adults** and at least **one child** (all or a section of the activities with each person) to get experience using each activity twice or more.
- observe how each person does the activity
- write your observations.

File your impressions and questions in binder.

III. Movement Practice (Page numbers from [The Extra Lesson](#), 7th ed, unless noted otherwise) **due date: by session III (July 2024)**

The goal of your practice sessions is to become totally familiar and comfortable with performing each exercise without having to look it up in the book each time. Regular practice will help these become more fluid, harmonious and effortless. Keep record of your practice, noting changes or responses in yourself and in your movements as you work. Be diligent with your regular practice. This practice, along with self-observations, will serve the *long-term* goal: to bring precision and ease as you demonstrate and work with students in the future.

- 1) Continue working on previously learned and practiced exercises from session 1.
- 2) Practice exercises [learned during session 2](#) in February

Note: some exercises are listed more than once since they fit into more than one category listed below:

Body Geography exercises:

- a. *Body Geography 1: First Grade (7-8 years)—pp 96-98;*
- b. *Finger Walking on Rod (from 7 years)—p 100*
- c. *Wool Winding (from 7 years)—pp 100-102*
- d. *Skein Twisting (from 7 years)—pp 102-103*
- e. *Cubes between Fingers (from 7 years)—p 99*
- f. *Beeswax Ball Rolling (from 7 years)—pp 99-100*

Spatial Orientation exercises:

- a. *Whole Body Exercise (from 9 years)—p 109*

Exercises for Supporting Further Integration of Early Movement Patterns, Midlines & Will Senses:

- a. *Integration of Early Movement Patterns—see Developmental Movements handout*
- b. *Grand Crawl (from 7 years)—pp 112 - 113*
- c. *Horizontal Rod Exercise (from 7 years)—pp 114 - 115*
- d. *Wool Winding*
- e. *Skein Twisting*
- f. *Counting Star Exercise*
- g. *Eye Hand Painting*

Exercises to Support Eye Movement Development

- a. *Eye-Finger Exercise 1 (7-9 years and up)—p119*
- b. *Counting Star*
- c. *Rod Rolling*
- d. *Grand Crawl*
- e. *Cubes Between the Fingers*
- f. *Beanbag Exercises*

Exercises for Developing Sense of Rhythm with Harmonization of Body Space and Breathing

- a. *Threefold Spiral—pp 127-128*

Stretching and Lifting Exercises in Relation to Three-Dimensional Space

- a. *Rod Rolling (from 7 years)—pp 137-138*

Fine Motor—hand warm-ups (from session 2 with Ingun)

- a. *Chair presses— flat palms placed under thighs on chair—press down to lift bottom & feet*
- b. *Finger chain links—press thumb & first finger together so that the tips of the thumb & finger meet making a round shape. Do with both hands simultaneously & link them together. At chest height, with elbows up & out to sides, pull to give challenge to keeping the links together. Repeat with all fingers.*
- c. *Writing gloves—pull on invisible “gloves” by applying pressure to your own hand with the opposite hand—whole hand all the way past the wrist to forearm, in-between fingers, then to each finger including the thumb.*
- d. *Finger tug-o-war—starting with first fingers, bend so that they hook onto each other. At chest height, with elbows up & out to sides, pull to give challenge to keeping the hooks together. Repeat with all fingers.*
- e. *Palms together at the vertical midline—press hard, move across the vertical midline some.*
- f. *Thumb Twirling Exercise (from 8 years)—pp147-150*

Drawing Exercises: Activities to release tension in Arm & Hand Movements

- a. *Hand Expansion and Contraction—pp140-141*
- b. *Body Geography Exercises (First grade in session 2)*
- c. *Scribble Exercise (from 7 years)—pp 141*
- d. *Counting Star Exercise (from 7 years)—pp 150 - 153*

Painting Exercises

- a. *Eye Hand Painting (from 6 1/2 years)—pp 171 - 172*

Other:

a. Pressure Massage for hands: for home and occasional child in the grades (for whole arms, meant for student to do at home).

Chart your practice:

Find a practice rhythm that works for you. For best results, aim to practice 4-5 days per week for 10-20 minutes. Record all of your practice including the time you practiced and the exercises worked on in a calendar or chart of your own design. Note questions that arise: how the exercises make you feel, if you find any challenging to learn, how you progress as time passes. Remember to listen to your body—don't overdo and follow advice from your personal health care provider where needed.

As you practice, look up descriptions up as needed in The Extra Lesson or handouts provided for you. Contact your practice partner, then us, if you have questions for which you cannot find the answers.

III. Reading due date: by session III (July 2024)

Free downloads can be found at:

* www.rsarchive.org

^ www.waldorflibrary.org

** www.rudolfsteinaudio.com (audiobook)

Hover over titles to find links for books not available on the above sites—some sites also have used copies for less cost.

- 1) Handouts from sessions I & II
- 2) The Extra Lesson (7th ed) by Audrey McAllen
 - Cha 4 Intro pp27-29, Simple Dominance pp 35-40, Eye Color Affinity pp 55-61, Early Movement Patterns pp 63-68, Midline Barriers pp 68-72, Eye Movement pp72-73, Overall Picture of the Child's Situation: PHT pp 75-87;
 - The Exercises pp 95-121, Eye Finger Exercise pp 119-120, Three-Fold Spiral pp 127 – 128, Dominance Form pp 130, Lifting One's Weight pp 135-136, Bouncing Ball pp 136-137, Rod Rolling pp 137-138, Counting Star pp 150-153.
 - Painting pp 159-173
- 3) Unbornness by Peter Selg
- 4) Articles by Ingun Schneider re: the hand & fine motor
- 5) The Child as Sense Organ by Peter Selg
- 6) Man as a Being of Sense & Perception* by R. Steiner OR Our Twelve Senses by Albert Soesman OR The Care and Development of the Senses^ by Willi Aeppli
- 7) Reading Children's Drawings by Audrey McAllen
- 8) The Wisdom of Man, of the Soul & of the Spirit* lectures 1-4 by R. Steiner OR new title The Psychology of Body, Soul & Spirit** (essential reading for the whole three years of the course)

Optional Reading:

- 9) Well Balanced Child by S. Goddard-Blythe OR Sensory Integration and the Child by J. Ayres
- 10) Understanding Children's Drawings by Michaela Strauss
- 11) The Hand by Frank Wilson
- 12) The Significance of Movement in Curative Education by Georg von Arnim (study copy available on portal)

- 13) The Fabric of Autism by J Bluestone
 - 14) The Spiritual Guidance of the Individual & Humanity ** R. Steiner
 - 15) Education of the Child^ ** Section I by R. Steiner
 - 16) The Wonder of Childhood: Stepping Into Life by R. Querido
 - 17) Reflexes, Learning and Behavior: A Teacher's Window into the Child's Mind by S. Goddard-Blythe (there may be a new version of this book—check S. Goddard's site)
 - 18) Free Movement From the Very Start: Vol 1 by J. Swain
 - 19) Baby Moves by M. Hermsen-van Wanrooy
 - 20) Gut and Psychology Syndrome by N Campbell-McBride
- Website:
- 21) Resources for Infant Educators (RIE) <https://rie.org/>

IV. Supplies:

- 1) Gather supplies from lists provided from session 1 (see practice guide #4 for most complete list).
- 2) Four beanbags—2 red, 2 blue—for student-sized hands.
- 3) Three small balls—if possible, 2 copper + 1 tennis. In the meantime, 2 oranges + 1 tennis or 3 tennis balls will work.
- 4) Two bouncing balls (playground or rhythmic gymnastic type) 7-8in/17.5-20cm diameter—one red, one blue
- 5) Large paper—purchase by roll is best value—non-waxed white butcher or 20# white bond. 18-24in/45-61cm wide. Eventually you will need at least 14 pieces of the larger size for making more exercise charts not including if any need to be done a second time (Dominance Form-1, Handedness Patterns-5, Right Angled Triangles-8)—Dominance form and 7-10year Handedness Pattern in season 3 = at least 4 pieces + a few extra
- 6) *Block crayons—full set (carmine red, vermillion, orange, golden yellow, lemon yellow, yellow green, green, blue green, cobalt blue, ultramarine blue, blue violet, red violet, pink, yellow brown, red brown, black).
- 7) Marbles—at least 2, best of 2 each also of larger ones, any color
- 8) Painting supplies and Paints—see list attached for session 3 colors.

* if at a school, ask teachers for their throw aways: block and stick crayons, paint brushes, colored pencils, paper. You may find long paper strips near the paper cutter of appropriate size for assessment.

^ used tennis balls available for free at most tennis teaching facilities—let them know you are a teacher and want them for use with students.