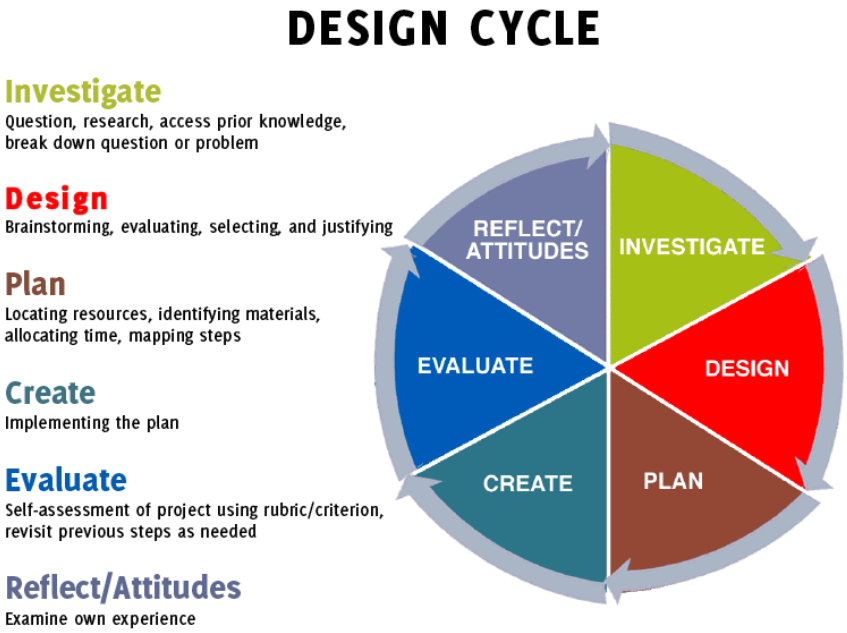
APPENDIX A Process Journal Extract **Criterion A Investigating**

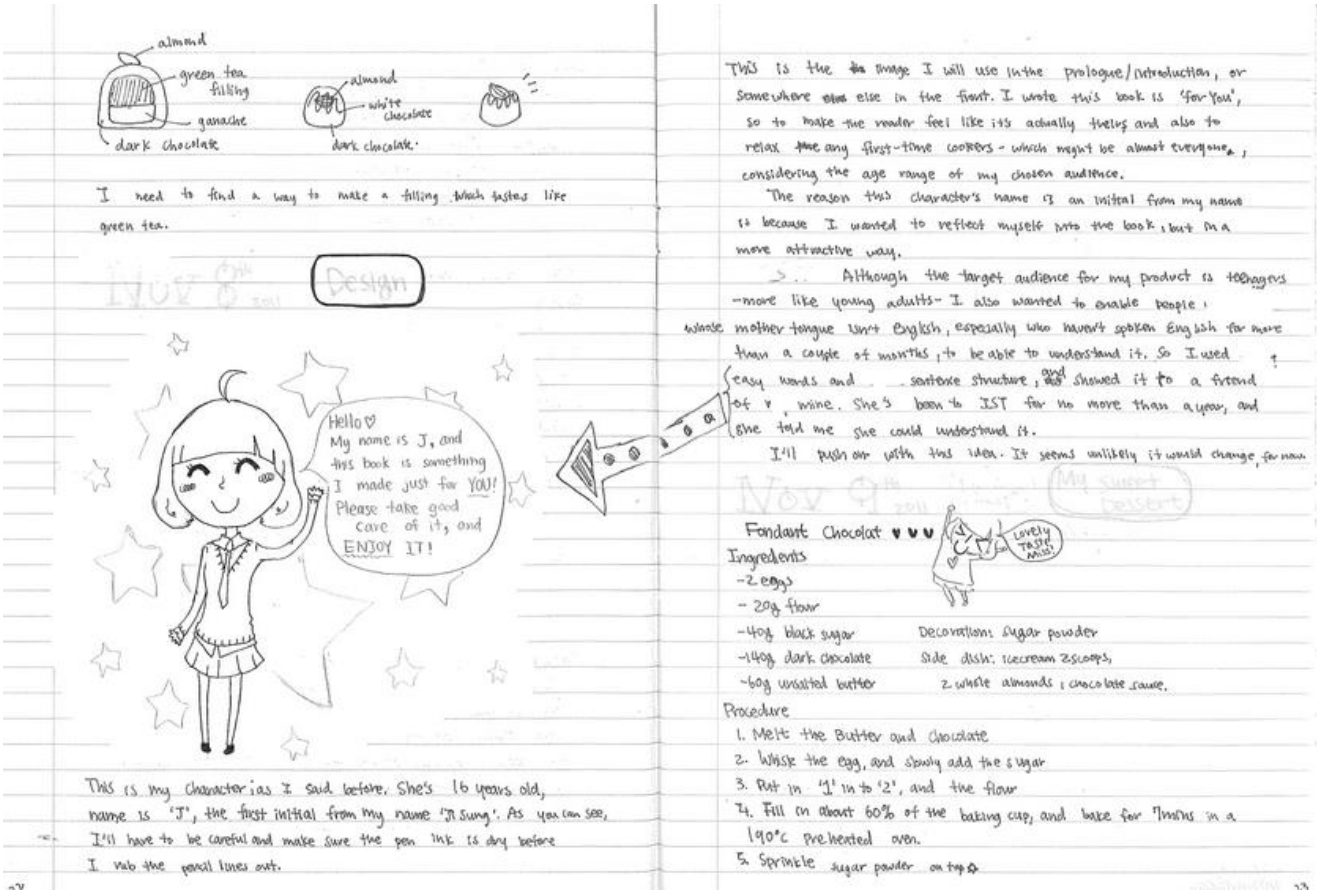
Entry dated: October 4th 2014



This is the diagram I used when planning my work for the project. It was very useful in helping me to plan and organize my work.

APPENDIX B Process Journal Extract **Criterion B Planning**

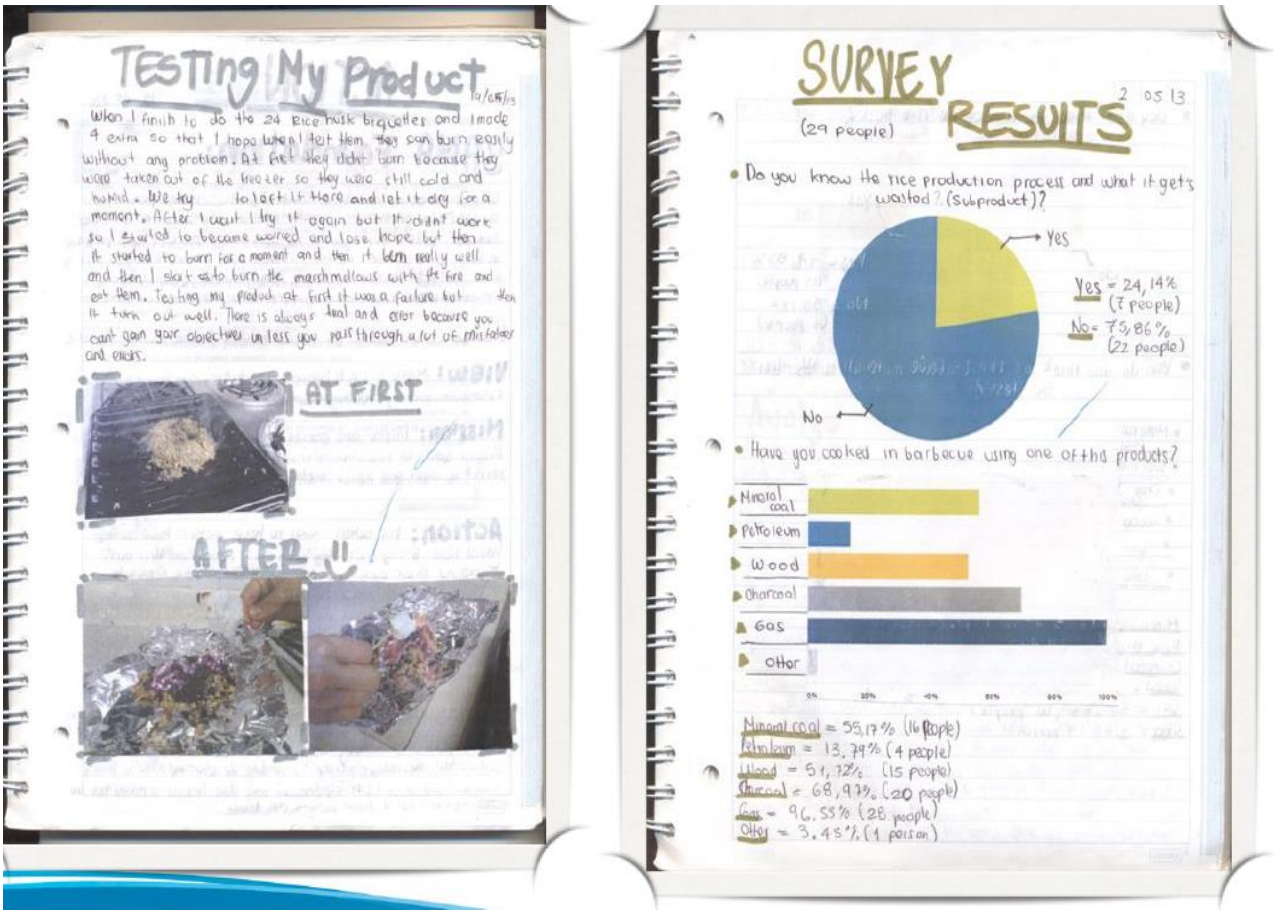
Entry dated September 30th 2014



In this extract I show the development of my planning for the character development and the product that I will produce.

APPENDIX C Process Journal Extract C(i) Criterion C Taking Action

Entry dated October 19th 2014



TESTING My Product

When I finish to do the 24 Rice husk briquettes and I made 4 extra so that I hope when I let them they can burn easily without any problem. At first they didn't burn because they were taken out of the freezer so they were still cold and humid. We try to left it there and let it dry for a moment. After I went I try it again but it didn't work so I started to become worried and lose hope but then it started to burn for a moment and then it burn really well and then I start to burn the marshmallows with the fire and eat them. Testing my product at first it was a failure but then it turn out well. There is always trial and error because you can't gain your objectives unless you pass through a lot of mistakes and errors.

AT FIRST

AFTER !!

SURVEY RESULTS

(29 people)

- Do you know the rice production process and what it gets wasted? (Subproduct)?

Yes

No

Yes = 24, 14% (7 people)

No = 75,86% (22 people)

- Have you cooked in barbecue using one of this products?

Mineral coal

Petroleum

Wood

Charcoal

Gas

other

Mineral coal = 59,17% (16 People)

Petroleum = 13,79% (4 people)

Wood = 51,72% (15 people)

Charcoal = 68,97% (20 people)

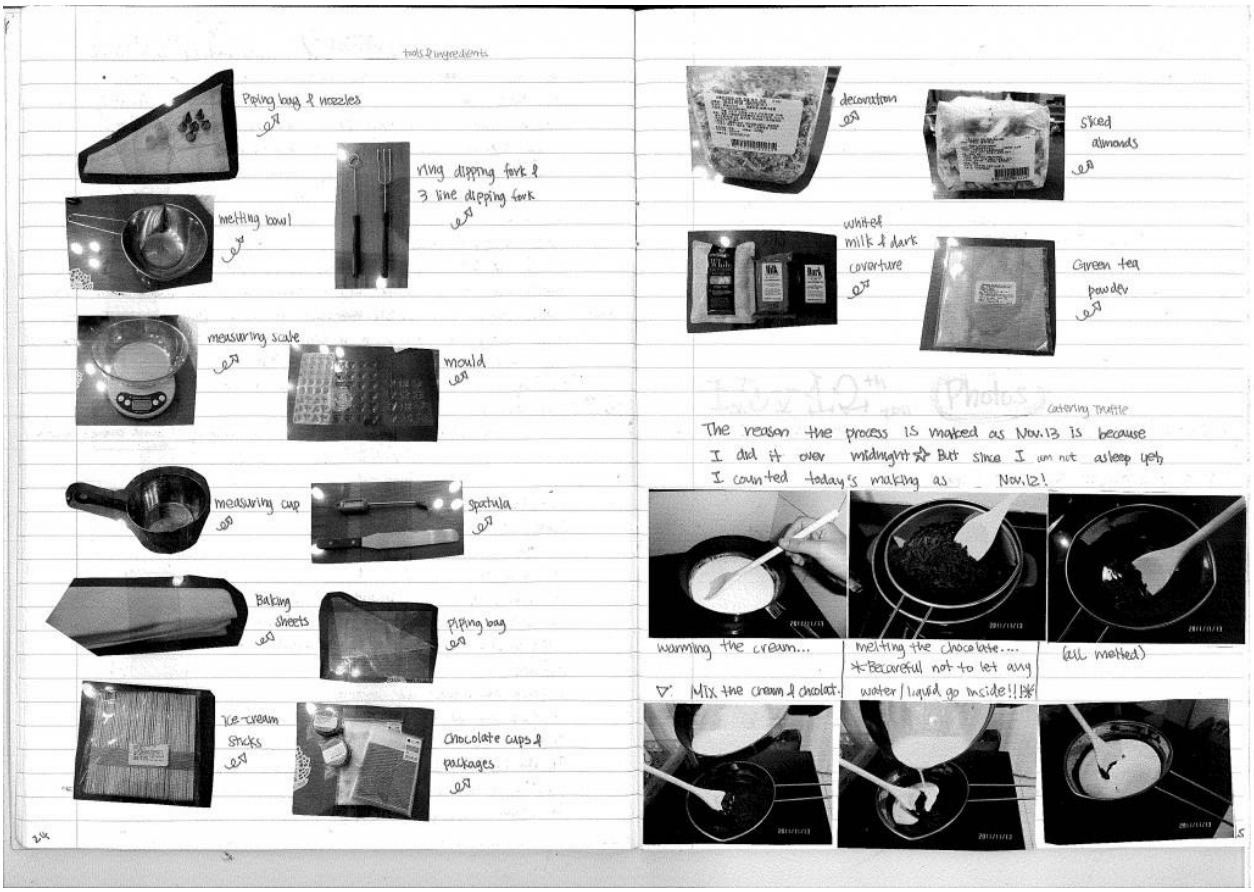
Gas = 96,55% (28 people)

Other = 3,45% (1 person)

Survey results . Not as good as expected but I do have some data to work with for my project.

APPENDIX C Process Journal Extract C(ii) Criterion C Taking Action

Entry dated December 29th 2014



Here I am showing how the product developed after I met with my supervisor and listened to their suggestions. It shows my careful calculations of ingredients and combination of the ingredients to make the product. All did not go well during this process. Still I recorded what happened by writing about it and taking pictures.

APPENDIX D Process Journal Extract D (i) Criterion D Reflection

Reflecting on my classes

ENTRY DATED DECEMBER 10TH 2014

At the beginning of this week, I sent out questions to be answered by both teachers. I wanted to get constructive feedback to be able to make any last minute improvements of my product, which is why sending it to the people this product would be directed towards and beneficial for is ideal. I have gone through the answers gotten and will be making a few changes listed below:

- go through 'ultimate goal' and see whether I can make it less vague
- recommend games as I had researched that should be introduced when concentration is lacking
- suggest moving freely to the music and teamwork, choreography creating exercises!

Here are the documents with the answers to my questions! (This was done online for convenience because lots of people were in Tbilisi including my teachers who came to watch today / Saturday!

Evaluation of the product questions – answers by Mr. XXXX
Evaluation of the product questions – answered by Ms XXXXX
Evaluation of the product questions – answered by Ms XXXXXX

APPENDIX D Process Journal Extract D (ii) Criterion D Reflection

Reflecting on my classes

ENTRY DATED FEBRUARY 12TH 2015

Yesterday I conducted all three of my classes, and I would say they went well! :) Below I have reflected upon all three lessons individually.

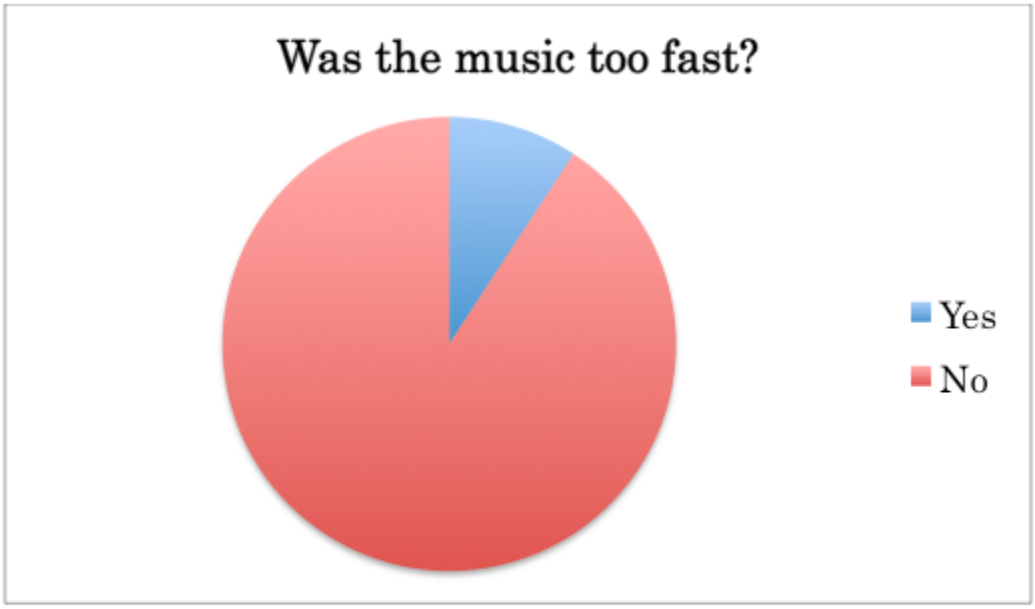
Grade 5

The class ran very smoothly and the kids seemed to enjoy the class. The warm up ran very successfully and the kids were able to follow my instructions very well. There were a few chattery kids (particularly boys) and I would say that I dealt with that behavior well and changed their positions in the two lines I had placed the class to stand in. The choreography I now realize was quite complex, but the kids managed amazingly well and remembered it without problems. I vocally counted out loud and warned when a change of movement was getting close. I had to make a few on the spot modifications and make a movement be repeated for 4 eights instead of 2 and cut out the following move just because of time measures, and I now realize the choreography was quite challenging – but I'd say, in a good way. Before running through it with music, I went through the steps with counts and showed them slowly with explanation of how the movement was conducted. I added one movement that we went through to the sequence each time and we ran through it to the music and then added the next movement – this was very effective and they remembered the movements well this way. One thing I regret not doing as I had planned on doing was writing the movements on the whiteboard. I was under such time pressure and things ran smoothly that it did not come in to mind, though it may have been beneficial and I should have done it. The cool down was very efficient and I did not encounter problems at all as the stretches were rather simple but effective.

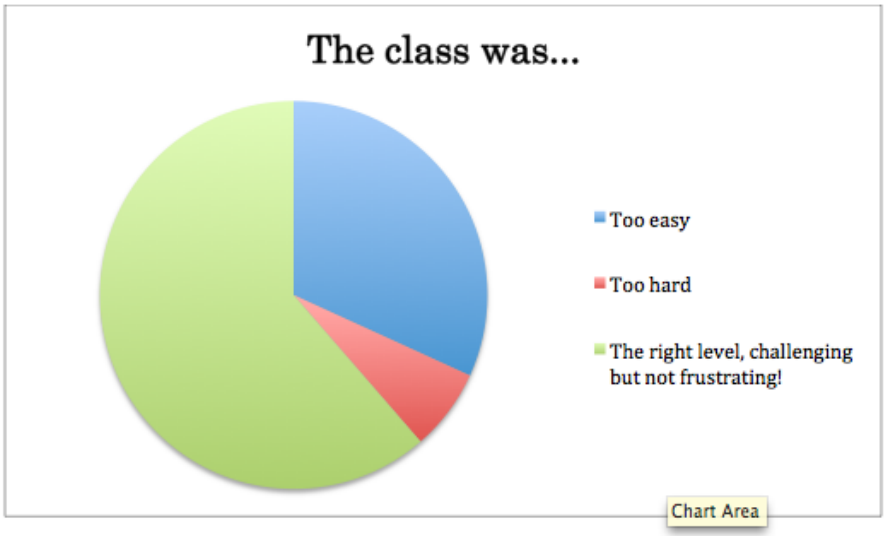
APPENDIX E Examples of Data Gained from Study

Entries dated January 20th 2015

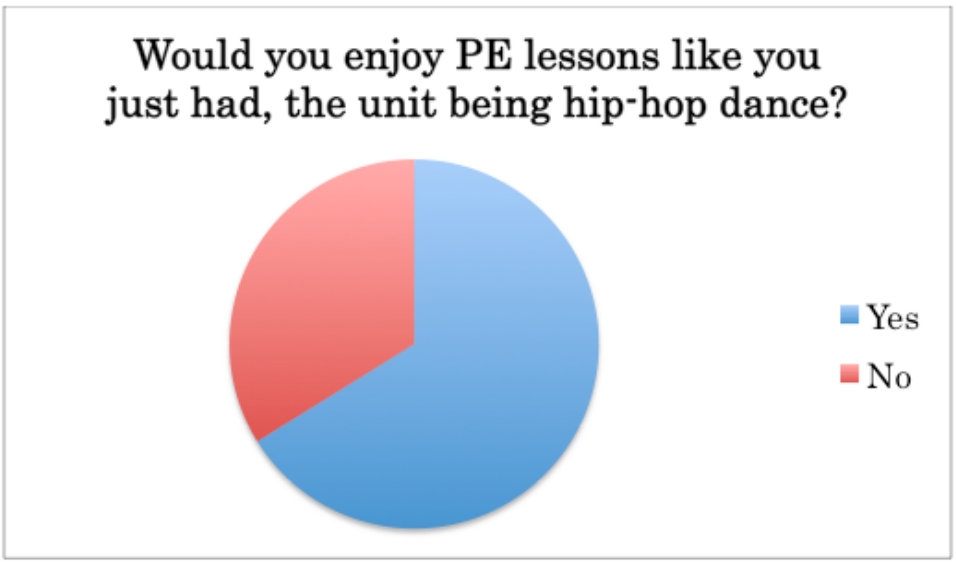
Below you can see the pie charts that I made using the acquired results from the surveys completed by the children I taught in Grade 4, Grade 5, ! I am very pleased with my results! :)



I am happy to see that according to my results from my four classes, the music does not seem to have been too fast for the kids to handle. I paid close attention to the music that I chose in both the appropriateness of lyrics but also the steadiness of the beats. I chose the firmest beats I could find.



The pie chart above suggests that I found a good level to challenge but not frustrate students, which is important and a very positive result. Lots of students (mainly girls) marked the class as being too easy and as an explanation wrote that they participate in dance classes. I am pleased with the result, as I was able to challenge kids with prior experience, but not frustrate beginners (which was the case for many students!). It is an important part of teaching to find a good median level that is within reach for all students!



I am happy with the response in the pie chart above because dance being a unit in PE is a tricky one because there is often the least interest (mostly from boys but even some girls who prefer ball sports, for instance). That being said, I am happy with the result and found there to be boys and girls who marked "yes" and "no", not only girls marking "yes" which made me happy!

APPENDIX F Examples of Hip Hop Moves To Be Used with Grade 4 and 5

Entries dated November 20th 2014

Back | Help ? | **K-Ball** | Print | Play Video

STEP	DIRECTION	TURN	FOOT WORK	ARMS	ELEVATION	BEND	DESCRIPTION
1	RF side	-----	T, H	Arms straight down & slightly side w/hands in blades, palms facing back	Lower slightly		Smooth; knees open pointing to sides
&	-----	-----	-----	FAs crossed in front of body forming an "X" w/LFA in front of RFA, hands in fists	-----	-----	Smooth; knees pointing forward
2	L knee up & side	-----	In air (LF)	LA straight down & slightly side w/LH fist, RH fist slightly out from R side of body w/R elbow bent & pointing R	Normal elevation		Sharp; L knee pointing L, LF behind R knee, head looks L & down
3	LF down & side (crossing behind RF)	1/4 R	T	RHO forming a "C" shape slightly above R shoulder, R elbow fully bent & pointing forward, LA straight down at side w/LH blade & fingers pointing down	Lower slightly	Slightly R	Smooth; head looks over R shoulder
4	LF forward	1/4 L	T, H (LF); H release (RF)	RA forward & slightly bent w/RHO, R palm facing up. LA down at side	Normal elevation	Body straight	Smooth; head looks forward, RA slowly comes down

Here are main hip hop grooves that I will definitely be teaching and using in my class. I will incorporate the key element of hiphop of the bounce with all of these!

two-step – the simplest dance move which involves stepping and putting the feet together again, only in hip hop we incorporate the bounce to add an effect that makes it distinguishably hip hop!

- **jumps**
- **ball-change** and **padabure** – two rather similar and simple dance moves that are interpreted in hip hop simply by adding personal attitude through the bounce http://www.videojug.com/film/how-to-dance-hip-hop-for-beginners

- **slide and cross leg behind leg that weight is placed on**
- **step-leg back**
- **shoulder work (rolls, leans)**

Thanks to :

Web log post. *Lynn's Personal Project – Process Journal*. Blog at WordPress.com. The Forever Theme., May 2012. Web. 10 Feb. 2015. <https://lynnbergholmpersonalproject.wordpress.com/2013/01/>.