

Two Processes for TCC Partner Practice

What All Good Teachers Do

*All good teachers want to know
what they are teaching,
how they are teaching,
and how well their students are learning.*



“All good teaching moves learners into areas of risk and incompetence, to their learning edge.”

Dr. Wm. Glasser demonstrated that, “We remember only 20% of what we hear, but 95% of what we teach to others.” Partner Practice provides that 95% opportunity for enhancing student learning.

“Ninety years of research and 600 studies show that *cooperative learning* results in more higher-level reasoning, more frequent generation of new ideas, and greater transfer of what is learned.” Partner Practice is a form of cooperative learning.

Partner Practice encourages all students to take an active role in diagnosing their own learning needs, formulating their learning goals, and evaluating their outcomes.

Good teachers involve every student in the process of reflection on their own learning, “by holding a mirror to what they do.”

I. MOVING TOGETHER

Goals: to experience an energy flow with a partner, for pleasure and enjoyment. This allows two people to get comfortable with each other in a non- threatening way and establishes a feeling of equality.

Reasons for Moving Together

Moving side- by- side as partners allows two people to merge their energy fields and to enhance the other’s experience of *chi*. Standing side- by- side is less threatening and is more comfortable for two people who do not know each other well. Side- by- side modeling allows *sensory learning* to become dominant.

Students begin to sense what is going on, rather than watching or talking about it. *Kinesthetic learning* is strongly enhanced.

a. Moving Together

Teacher selects a movement to explore; students pair up and begin to move together as one. One person may be designated the leader and can encourage the other to stay with the flow, not moving too quickly or too slowly.

b. Carefully Observe

Students continue to move in unison, performing the move on both sides without talking or with quiet sharing.

c. Give Positive Feedback

Students conclude the movement and then share/describe how it felt and what they noticed.

II. TAKING TURNS WITH A PARTNER

Goal: to give feedback to a partner to improve their awareness of how to move, and to provide a mirror for the other person and help them discover what needs to change in a particular movement pattern.

Reasons for Working Together

Both partners get the opportunity to be the observer and the performer.

Using the steps, both partners become teacher and student.

Both get valuable feedback about how they are moving.

Both students verbally express what they know in a “give and take” manner.

This method supports mutual learning needs.

This method stimulates and motivates students to improve their form.

a. Carefully Observe

Teacher selects a move to explore.

Students pair up and one person begins to move. The other quietly observes everything, moving around to the front and back.

b. Give Positive Feedback

While the person is moving, the observer describes what they observe that is correct. “I see that your stance is correct. I see softness in the hands. Your movements are soft and slow. Your alignment looks good. Your hands are softly rounded and relaxed. Your vertical alignment is very good. Etc.”

c. Describe What Needs to be Adjusted/Changed

Students look for issues such as leaning, incomplete weight shift, holding tension in the arms, hands, balance problems, etc. Allow the partner to keep moving and make the adjustments themselves. Don't fix them in static poses. Let them do the work! You talk, they move. Allow the person moving to make the changes/adjustments so they can *feel and integrate the pattern kinesthetically*.

d. Close and Debrief

Students share/discuss what they have both learned and noticed. They thank their partner, trade places, and repeat the process.

Comments from some TCC Students about Partner Practice:

“I didn't know I knew so much until I worked with my partner. After I got down on the floor and adjusted her foot, she was able to do a complete weight shift with no problem!”

“I have more confidence now and I don't mind demonstrating in front of the class any more.”

“Partner Practice gave me a new friend, and now we meet on the weekend to practice together at my house or at the park.”

“I didn't like Partner Practice at first because I was very self-conscious, but now I love it. I look forward to working with many students in my class. We are all becoming good friends.”

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