GRADE 1
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LESSON PLANS FOR
Grade 1

Health & Hygiene and Nutrition
Physical Education
Moving to Music
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The KaziKidz toolkit is a holistic educational and instructional tool for primary school teachers and arose from the project KaziBantu. Kazi means “active” and Bantu means “people” in Swahili, one of the national languages of South Africa. The lessons have been designed in conjunction with South Africa’s Curriculum and Assessment Policy Statement (CAPS). Ready-to-use assessments can be found at the end of each section which may be integrated into formal assessments of learner performance and can supplement the school academic curricula. The aim is to lead learners through content, games and activities, and conducted in a joyful manner that encourages and promotes a healthy lifestyle throughout childhood into adolescence. By using KaziKidz you will be contributing to the wellbeing and health of your learners.

The “Moving-to-music” lessons are designed to support teachers to develop personal, physical and psychological skills through dance and movement experiences. With the ready-made lessons, teachers are empowered to teach dance and conduct dance lessons in a school setting. Each lesson has direct instructions that can be read or translated directly to the learners. Teachers do not require any prior knowledge or training in dance. Where teachers are absent, community members or learners will be able to read these instructions and facilitate a meaningful dance experience.

The duration of each lesson is 40 minutes and is split into three parts. In the introduction of each lesson you will find what accompaniment you require for the execution of the dancing lesson. You can choose between using a drummer (you can drum yourself, ask a community member or ask a different learner to drum for each lesson), choose or play your own songs, or download the specific music that accompanies this toolkit. You can also choose to do the activities without any accompaniment. There will always be different options to include music, rhythm or movement without music for each lesson. Each lesson starts with a warm-up and/or cardio activity. The warm-up aims at limbering up joints and muscles before interacting in jumping, spins and dancing movements. Furthermore, the goal is to increase the heart rate and fitness by playful games. The warm-up is followed by an introduction to the specific lesson focus.
The main section contains exploring new movements or concepts, musical songs and creative individual and group activities. The action-song-lessons contain instructions to facilitate the basic steps in the form of a song. Creative-dance-lessons focus on each learner’s own way of moving, as learners are encouraged to explore new ways of moving through specific prompts and creative collaborative work. Both types of lessons include activities that among other things teach expressive and explorative movement, interpretation of rhythm and music, improvisation and body awareness. Learners are able to explore the elements of movement such as space, direction, rhythms and sensory awareness. Each lesson closes with a cool-down section in order to calm the learners and prepare them for further school work. The cool-down can maintain presentations of creative group activities, stretching and relaxation of body and mind.

Now, we wish you a lot of fun with the implementation of the KaziKidz teaching material and many great experiences with your schoolchildren.
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Speed of movements
Moving to music: Foundation phase

Accompaniment
- Your own melody
- Use drums and read instructions, or use Circle dance song from the CD

Intro ritual

1. “Stand in a circle.”
2. Sing the words:
   “It is time for moving can you see
   Let us get together 1, 2, 3.”
As teacher, sing the words to any melody. Let the learners sing with you. Repeat the little song 5 times.

Traffic officer

1. “Stand in a horizontal line.”
2. Choose one learner to be the traffic officer. Traffic officer must stand far away from the group with his/her back to the group.
3. “Traffic officer, you must shout the words ‘Red light STOP!’ Say it slowly (e.g. “Reeeeeeeeeeeeneed liiiiiiiiiiiight STOP!”)
4. “Class, you must run towards the traffic officer. When you hear the word STOP, you must freeze.”
5. If a learner does not freeze, he/she must take 2 big steps backwards.
6. Repeat the activity, until a learner touches the traffic officer. This learner becomes the new traffic officer.
Variation: traffic officer must say “Red light stop” very fast, very slow, and at a medium pace. Instruct learners: “Move the same speed as the words!”

Circle dance song

Accompaniment: Use drums and read instructions, or use Circle dance song … from the CD. Play any pace and rhythm of your choice. Change the speed of the drums, i.e. one verse medium paced, one verse very fast, one verse

How to move
1. “Make a circle.”
2. Practice the following movements and lyrics:
   - “Place your one foot into the circle.”
   - “Place your one foot outside of the circle.”
   - “Place your other foot in.”
   - “Place your other foot out.”
   - “Place your whole head in.”
   - “Place your whole head out.”
   - “and you shake your whole body all about.”
3. “Let us see if you can do the Circle dance.”
Circle dance song

Follow the instructions of the Circle dance song. You can either play the Circle dance song from the CD or use drums and sing the lyrics below:

Chorus:
Jump in the circle
Jump in the circle
Jump in the circle
1-2-3-4
(Repeat)

Verse:
Left foot goes in
Left foot goes out
Left foot goes in
Shake it about

Right foot goes in
Right foot goes out
Right foot goes in
Shake it about

Chorus
(Repeat)

Circle walk

How to play

1. “Stay in the circle.”
2. Give instructions while moving in the circle and change directions in between:
   - “Walk in a circle.”
   - “Change direction. Walk to the other side.”
   - “Stretch up tall and high.”
   - “Change direction.”
   - “Walk close to the ground.”
   - “Change direction.”
   - “Walk fast!”
   - “Change direction again.”
   - “Walk slow.”
   - Repeat above instructions.

Outro

Accompaniment: Sing your own melody. Play a slow rhythm

How to stretch

1. “You are a monkey who wants to take a banana from the tree.”
   - “Reach high for the banana.”
   - “Take the banana.”
   - “Shake your whole body.”
   - Repeat 4 times.

2. Say or sing this sentence:
   “Moving time is done for today, see you later and have a great day!”
Movement exploration
Moving to music: Foundation phase

Accompaniment
• Sing your own melody.
• Play/sing a song at different speeds.
• Use a drum or use Move To The Music song from the CD.
• Play different rhythms of choice at different paces.

Intro ritual

1. “Stand in a circle.”
2. Sing the words:
   “It is time for moving can you see
   Let us get together 1, 2, 3.”
As teacher, sing the words to any melody. Let the learners sing with you. Repeat the little song 5 times.

Animals and their movements

How to play
Spread out the room so everyone has enough space to move. Combine movements with animal metaphors:
• “Move like a mouse.”
• “Stamp your feet like an elephant.”
• “Move slow like a tortoise.”
• “Crawl like a tiger.”
• “Swing your arms like a big bird”
• “Hop like a frog”
Start again from the beginning of the list. Repeat twice.

Listen to the music

How to perform
Choose any 2 songs to play or sing. Song 1 must be slow. Song 2 must be fast. Play/sing each song soft and loud.

1. Play/sing song 1: “Dance around the room to the music!”
2. Play/sing soft: “The music is soft. Make small movements!”
4. Change to a fast song/drumming: “The music is fast. Move very fast”
5. Play/sing the fast song softly: “The music is soft. Make small fast movements!”
6. Play/sing the fast song loudly: “The music is loud. Make big movements!”
7. Repeat the game 3 times.
Move to the music song

**How to move**

1. Practice the following movements:
   - “Can you clap your hands?”,
   - “Can you stamp your feet?”,
   - “Can you laugh from your stomach until your whole body moves?”
   - “Can you jump high up in the sky?”
   - “Let us run on the spot. Lift your knees!... and stop!”
   - “Can you swing your arms from side to side?”
   - “Can you hop on one leg?”

Follow the instructions of the Move to music song. You can either play the Move to music song from the CD or use drums and sing the lyrics below:

**Chorus:**
Move to the music
Let’s have fun
Move to the music
Move as one!
(Repeat)

**Verse 1:**
Clap your hands
Stamp your feet
Laugh from your tummy
Jump to the beat

**Verse 2:**
Run in place
Move and jive
Let’s swing our arms now
Hop on one leg

Repeat Whole Song

**Imaginary things**

**How to conduct**

1. “Imagine you’re a leaf in the wind. Rock from side to side on your tree…
   - …fall from the tree…
   - …twirl in the wind…
   - …fly towards a river…
   - … sway before you land in the river…
   - … travel down the river…
   - … wash out on the warm sand.”
2. If you want to, you can hum a soft, relaxing song to the learners. Your humming will calm the learners down to prepare them for further learning in the classroom.
3. Say or sing the closing sentence softly:
   “Moving lesson is done for today,
   See you later and have a great day!”
**Movement quality and animals**

**Moving to music: Foundation phase**

**Accompaniment**
- Play/sing any song of your choice.
- Play any pace and rhythm of your choice.

**Mama and Tata who?**

**Introduction**

**Time: ~ 10 min**

**Accompaniment:** Play music or drums.

### How to move

Instruct learners: “Let us see if you can act and move like the following people.”

3. “Mama Jelly – shake your whole body.”
4. “Sisi Shy – walk backwards.”
5. “Buti Bounce – bounce! Jump up and down keeping your feet together.”
6. “Baby Small – make your body small, bend down to the floor and crawl.”
7. “Tata Strong – move proudly with your arms above your head, showing your bull’s horns.”
8. “Sisi Tall – stretch up tall and move elegantly.”
9. “Mama Tickle – wave around your arms in a crazy way.”
10. “Tata Happy – move around with a big smile on your face.”

**Move like an animal and freeze**

**Main part**

**Time: ~ 10 min**

### How to play

1. Play music/drums and instruct learners to move freely to the music (Encourage learners to use the entire area you have to move).
2. When you stop the music/drums, all the learners must freeze. Instruct the learners: “Freeze like a statue! Don’t move!”.
3. Play music/drums. Instruct the learners: “Flap your arms like a bird’s wings and fly around.”
   Stop music/drums. Learners must: “Freeze!” (Repeat birds and freeze 5 times).
4. Play music/drums: “Walk on hands and knees and pretend to be kittens saying ‘meow’.”
   Stop music/drums: “Freeze!” (Repeat kittens and freeze 5 times).
5. Play music/drums: “Walk with your legs far apart and swing your arms like a monkey.”
   Stop music/drums: “Freeze!” (Repeat monkey and freeze 5 times).
6. Play music/drums: “Hop on all fours like a frog.”
   Stop music/drums: “Freeze!” (Repeat frogs and freeze 5 times).
Guess the animal

How to play

1. Make groups of 10.
2. Instruct learners: “Stand in a circle.”
3. Choose a learner to stand in the circle.
4. Instruct the learner in the middle of the circle: “Move and act like a dangerous animal. You can choose the animal! Do not say its name. Just move like your animal.”
5. Instruct the rest of the class: “Let us see if you can guess the animal.”
6. As soon as the learners identified the correct animal, instruct all the learners to act like this animal. Give them 30 seconds to move and act like the animal.
7. Choose the next person to be in the middle of the circle, and instruct the middle person: “Choose a little animal; do not say its name; only move like it.”
8. Instruct the rest of the learners: “Guess the animal.” Once they identified the correct animal, “Everybody must move like the animal.”
9. Repeat this activity with different learners in the middle. You can use the following instructions to make it interesting.
   a) “Choose an animal with fur. Do not say its name! Act like your chosen animal.”
   b) “Show your favourite animal to the other learners! Do not say its name!”
   c) “Choose a heavy, big animal! Do not say its name! Only move!”
   d) “Choose a fast animal! Do not say its name! Just move like it!”
   e) “Choose a slow animal! Do not say its name! Show us!”
   f) “Choose a flying animal! Do not say its name! Use only movements!”

Cool down circle

How to stretch

Make a circle. Instruct your learners to do the following:
1. “Slowly take a deep breath through the nose and out through the mouth.” (Repeat 3 times).
2. “Stand with both arms overhead, feet placed wide apart and knees slightly bent.”
3. “Gently wave arms from side to side and forward like a tree in the wind.”
4. “Gently shake one arm, shake the other and both.”
5. “Shake one leg, shake the other and both.”
6. “Shake your head, hips and whole body.”
7. “Slowly take a deep breath through the nose and out through the mouth.” (Repeat 3 times).
**Different sceneries and movements**

Moving to music: Foundation phase

**Accompaniment**

- Play/sing any song of your choice.
- Play any pace and rhythm of your choice.

### The adventures of Sipho

**Accompaniment**: Play soft music/drums and instruct learners to move around the movement area.

**How to conduct**

Tell a story and instruct your learners to follow your instruction.
1. “One day, Sipho went on an adventure through the forest. Walk through the forest. Watch out for the puddle!”
2. “Jump and splash in the puddle of water.”
3. “Hop from rock to rock. Careful! You must not fall!”
4. “Feel the leaves of the trees on your face.”
5. “Crawl under the branch of a tree.”
6. “Climb up a tree to find the highest fruit. Climb down the tree again.”
7. “Jump over the flowers on the flowerbed.”
8. “Run away from the dog! He is coming after us!”
9. “Duck under the edge of a giant rock! Shh, be very quiet.”
10. “Phew, that worked. Show me your happy dance!”
11. “Oh look! A rabbit! Hop, hop like a rabbit!”

### Musical statues

**How to play**

1. “We are going to play a game! It is called musical statues! We will dance around the room, but when the music stops, you must freeze.”
2. Play music/drum: “Move freely across your entire space!”
3. Stop music/drums: “When the music stops, you must freeze! Don’t move!”
4. “The last person who moves must come and sit down. If you freeze too late, you are out of the game.”
5. As teacher you must stop and play the music/drums.
6. As teacher, you must also look to see who moves when everybody else freezes. Point out the learner who froze last, and instruct the learner to come sit at your feet.
7. Do this every time the music stops. The game ends when there is only one learner left to dance. That learner is the winner.

### Mirror mirror

**How to play**

Have you ever looked in a mirror? What happens to the person in the mirror when you move?
1. Instruct each learner to stand facing his/her partner with a small space between them.
2. One learner is the “person” and the other, the “mirror”.
3. Play/sing music or start drumming.
4. Instruct: “Person! Make your own movements! “Mirror, you must be the mirror. Copy the movements of the person.”
5. After 1 minute: “Change over! Mirrors, you become the person. Make your own movements. New mirrors, be the mirror.”
**How to play**

Tell the warm-up story again and ask your learners to copy their mirror. They must use the whole movement area. Learner A starts moving to the story and learner B tries to copy the movements, directions and sounds.

1. “One day, Sipho went on an adventure through the forest. Walk through the forest!” “Watch out for the puddle!”
2. “Jump and splash in the puddle of water.”
3. “Hop from rock to rock. Careful! You must not fall!”
4. “Feel the leaves of the trees on your face.”
5. “Crawl under the branch of a tree.”
6. “Climb up a tree to find the highest fruit. Climb down the tree again.”
7. “Jump over the flowers in the flowerbed.”
8. “Run away from the bear. He is coming after us!”
9. “Duck under the edge of a giant rock! Shh, be very quiet.”
10. “Oh look! A rabbit! Hop, hop like a rabbit.”
11. Switch the leader and repeat the story from the beginning.

**Mirror action story**

**Main part**  
**Time: ~ 10 min**

6. After 1 minute: “Change over again! Person, can you jump?”
   a. “Run on the spot.”
   b. “Wave your arms.”
   c. “Change over again! Change leader!”
   d. “Wiggle one body part.”
   e. “Twist.”

**Cool down circle**

**Cool down**  
**Time: ~ 5 min**

**How to stretch**

Make a circle. Instruct your learners to do the following:

1. “Slowly take a deep breath through the nose and out through the mouth.” (Repeat 3 times).
2. “Stand with both arms overhead, feet placed wide apart and knees slightly bent.”
3. “Gently wave arms from side to side and forward like a tree in the wind.”
4. “Gently shake one arm, shake the other and both.”
5. “Shake one leg, shake the other and both.”
6. “Shake your head, hips and whole body.”
7. “Slowly take a deep breath through the nose and out through the mouth.” (Repeat 3 times).
Sing your own melody.
Sing your own melody to the given words.
Use a drummer or use Move to the music song from the CD.
Play any pace and rhythm of your choice.

1. “Stand in a circle.”
2. Sing the words:
   “It is time for moving can you see
   Let us get together 1, 2, 3.”
As teacher, sing the words to any melody. Let the learners sing with you. Repeat the little song 5 times.

A day in the forest

1. Tell the following story and let the learners act out each instruction:
   • “You are strolling in the forest collecting berries.”
   • “Suddenly, a branch falls down and blocks your path.”
   • “You stop and move the branch out of your way.”
   • “Walking further, you see delicious papayas hanging from a tree.”
   • “Climb up the tree and reach for the fruit.”
   • “Climb down the tree again, a snake pops up and scares you.”
   • “Be the snake. How does a snake move?”

2. As teacher, divide learners into groups of 5.
3. “Choose an animal. Can you make the movements of your animal? See how many movements you can make.”
4. As teacher, divide learners into groups of 5.
5. “Choose an animal. Can you make the movements of your animal? See how many movements you can make.”
6. Sing/say the words
   “I am a … [name of the animal] … and I act like this… [do the movement of the animal]”
7. Repeat the song 5 times. Give them time to practise their routine.
8. “You have 5 minutes.” Give learners approximately 10 minutes to practise their dance.
9. “Sit where you are, in your group.”
10. Each group must get a chance to sing and show its movement:
    “I am a … [name of the animal] and I do this [movement]”
11. “When I count to three you must jump up and show me your favourite animal movement of today. One... two ... three.”
1. “Make a circle.”
2. “Let us practice some movements that we have learnt before.”
   - “Can you clap your hands?”
   - “Can you stamp your feet?”
   - “Can you laugh from your stomach until your whole body moves?”
   - “Can you jump high up in the sky?”
   - “Let us run on the spot. Lift your knees and stop.”
   - “Can you swing your arms from side to side?”
   - “Can you hop on one leg?”

Follow the instructions of the Move to the music song. You can either play the Move to music song from the CD or use drums and sing the lyrics below.

**Chorus:**
Move to the music  
Let’s have fun
Move to the music  
Move as one!  
(Repeat)

**Verse 1:**
Clap your hands  
Stamp your feet  
Laugh from your tummy  
Jump to the beat

Then your legs,  
hips,  
stomach, until you become normal again.  
Your chest relaxes and  
your arms feel warm and movable.  
Now even your face that was very puffy, starts to move the muscles again into a smile.”

2. If you like, you can hum a soft, relaxing song in the background.
3. Say/sing the closing sentence:
   “Moving lesson is done for today,  
   See you later and have a great day!”

**How to conduct**

**Imaginary things**

1. “Imagine you’re in the forest again.
   You see berries hanging from a bush.
   Eat some of the berries.
   They are magical berries! They make you grow.
   Grow bigger and bigger.
   Grow so big that you feel very heavy and stiff,  
so stiff that you cannot move your body.
   Suddenly, it starts to rain.
   Feel the rain on your body.
   You start to shrink again. Slowly. Bit by bit.
   First your toes, then your feet feel lighter and smaller.

Then your legs,  
hips,  
stomach, until you become normal again.  
Your chest relaxes and  
your arms feel warm and movable.  
Now even your face that was very puffy, starts to move the muscles again into a smile.”

2. If you like, you can hum a soft, relaxing song in the background.
3. Say/sing the closing sentence:
   “Moving lesson is done for today,  
   See you later and have a great day!”
Balance
Moving to music: Foundation phase

Accompaniment
- Sing your own melody.
- Play any song.
- Use a drummer or use Balance song from the CD.
- Play any pace and rhythm of your choice.
- Drum in any pace or rhythm of choice.

Intro ritual

Introduction
Time: ~ 5 min

1. “Stand in a circle.”
2. Sing the words:
   “It is time for moving can you see
   Let us get together 1, 2, 3.”
As teacher, sing the words to any melody. Let the learners sing with you. Repeat the little song 5 times.

Drop like a rock

How to play

Introduction
Time: ~ 5 min

1. Drum or play any song.
2. Instruct the drummer, musician or CD player to play and stop at different times.
3. “Dance around the area.”
4. “When the music stops, you must drop to the floor like a rock.”
5. Repeat the activity several times.
6. As teacher, look for the learner who sits on the floor last.
7. “The last learner to sit down must act like an animal.”
8. Start the music again: “Dance around!”
9. Stop the music whenever you like to repeat the game.

Variation: Instead of sitting on the floor, “Sit like a meerkat.”

Balance song

How to play

Main part
Time: ~ 15 min

1. As teacher, say: “Stand in two lines facing me.”
2. “Let us see if you can balance.”
   - “Stand on one foot.”
   - “Make an airplane standing on one foot.”
   - “Stand on your toes.” (On the balls of your feet)
   - “Stand on your heels.”
   - “Sit on your bottom, lift your feet off the floor.”
   - “Can you twist your body on the floor?”
   - “Can you stand and twist your body?”
   - “Can you do the twist dance?”
Balance song

Follow the instructions of the Balance song. You can either play the Balance song from the CD or use drums and sing the lyrics below:

Stand on one foot
Let us try
1-2-3-4-5-6-7-8
Balancing is fun to try
Moving’s good for you and I

Let’s sit down now
Feet up high
1-2-3-4-5-6-7-8
Balancing is fun to try
Moving’s good for you and I

Tippy toes now
Up, up, up!
1-2-3-4-5-6-7-8
Balancing is fun to try
Moving’s good for you and I

(16 bar instrumental interlude for free movement)

1-2-3-4-5-6-7-8
Balancing is fun to try
Moving’s good for you and I

Flap your arms now
Try to fly
1-2-3-4-5-6-7-8
Balancing is fun to try
Moving’s good for you and I

On your heels now
Let us try
1-2-3-4-5-6-7-8
Balancing is fun to try
Moving’s good for you and I

Let’s sit down now
Feet up high
1-2-3-4-5-6-7-8
Balancing is fun to try
Moving’s good for you and I

(16 bar instrumental interlude for free movement)

Flap your arms now
Try to fly
1-2-3-4-5-6-7-8
Balancing is fun to try
Moving’s good for you and I

Bend your knees now
Hold it there
1-2-3-4-5-6-7-8
Balancing is fun to try
Moving’s good for you and I

Rhythm circle

Main part
Time: ~ 10 min

How to play

1. Make a big circle.
2. As teacher, instruct learners:
   - Stamp feet 8 times,
   - Freeze for 4 counts,
   - Walk into the circle in 4 counts,
   - Balance on one foot for 4 counts,
   - Walk backwards for 4 steps until you are back in the circle.
3. Repeat the sequence 5 times.
4. Let the learners count out loud.
5. Let them also count without you
6. “Now, let us count slowly!” Adapt the movements to slow.
7. “Now, let us count fast!” Adapt the movement to be fast.
8. Now let learners can walk freely around the room doing the same little sequence counting on their own.
1. “Imagine you are a candle.
   Show me your fire. How does the fire move?
   The fire moves fast.
   The fire also moves slow.
   The fire sometimes makes sparks. Make 4 sparks. Sharp fast movements.
   If the candle burns for a long time, it begins to melt.
   You are melting.
   Melt all the way to the floor.
   Close your eyes as the fire goes out!”
2. If you like, you can hum a soft, relaxing song in the background.
3. Say or sing the closing sentence:
   “Moving lesson done for today,
   See you later and have a great day!”
Different qualities of movement
Moving to music: Foundation phase

Accompaniment
- Play/sing any song of your choice.
- Play any pace and rhythm of your choice.

Name game
Introduction
Time: ~ 5 min

How to play
1. Stand in a circle.
2. As teacher, say your name and show the learners any movement.
3. Learners must: “Come, copy my movement and say my name at the same time.”
4. Tell the next learner in the circle: “Now it is your turn! Say your name and show your favourite movement.”
5. Instruct learners: “Come, let us copy the movement and say the name all together.”
6. Ask the next learner in the circle. Each learner must get a chance to say his/her name and demonstrate his/her favourite movement to the class.

Twist and jump
Main part
Time: ~ 5 min

How to move
1. Play music/drums
2. “Twist to the music! When I say jump, you must jump once.”
3. Call out “Jump! Jump as high as you can!”
4. “Twist again!”
5. Call out: “Jump!” every 10-20 seconds (repeat 5 times).
6. “Twist as low to the floor as you can.” (Repeat “Jump!” 3 times).
7. “Twist on only one foot!” (Repeat “Jump!” 3 times).
Instruct each group to present its dance to the class.

How to move

3. “Mama Jelly – shake your whole body.”
4. “Sisi Shy – walk backwards.”
5. “Buti Bounce – bounce! Jump up and down keeping your feet together.”
6. “Baby Small – make your body small, bend down to the floor and crawl.”
7. “Tata Strong – move proudly with your arms above your head, showing your bull’s horns.”
8. “Sisi Tall – stretch up tall and move elegantly.”
9. “Mama Tickle – wave around your arms in a crazy way.”
10. “Tata Happy – move around with a big smile on your face.”

Creative group activity

How to conduct

1. Divide your class into groups of 5. Instruct your learners to create a dance sequence with the following instructions:
2. “Create a dance where you show three different mamas or tatas. Choose three different movements and combine them together to create a dance.”
3. “Combine your movements together to a flowing sequence. Add an ending.”
4. Give the learners 10 minutes to practice.
Stand in a circle

How to move

1. "Move your head as you look around you."
   a. "Slowly look up to the sky."
   b. "Slowly look down to the floor." (Repeat these head movements 5 times).
   c. "Look to the friend next to you."
   d. "Look to your friend on the other side." (Repeat these movements 5 times).
2. "Lie with your back on the floor."
   a. "Put your feet up in the air."
   b. "Stretch your legs up in the air and bend your legs." (Repeat 3 times).
   c. "Keep your legs up in the air, keep them still, and make circles with your feet."
   d. "Count to 5 as you make 5 circles with your feet."
   e. "Can you circle your feet in the opposite direction?"
3. "Sit on the floor."
   a. "Lift your one shoulder up and down 5 times. Count out loud."
   b. "Lift your other shoulder up and down 5 times. Let us count together."
   c. "Lift both shoulders up and down at the same time. Let us do it 5 times."
4. "Stand up straight!"
   a. "Grow as tall as you can be."
   b. "Bend and round your back."
   c. "Straighten up and grow as tall as you can be again."
   d. "Bend and round your back again and keep your arms hanging loose beside your body."
   e. "Straighten your back. Stand as tall as you can be."
   f. "Bend all the way to make a little ball on the floor."
   g. "Stand tall!"

‘Move it’ circle

How to conduct

1. Stand in a circle and play music/drums.
2. Instruct learners to follow your instructions and copy your movements.
3. "Stretch as tall as you can be."
4. "Be as small as you can be."
5. "Be as fat as you can be."
6. "Be as thin as you can be."
7. "Count out loud to the music."
8. "Count out loud to the music and flap your arms like a bird."
9. "Jump to the side."
10. "Jump to the middle of the circle."
11. "Jump backwards."
12. "Count out loud to the music and walk on the spot."
Dance circle

How to conduct

1. Stand in a big circle.
2. Choose a learner to go to the middle of the circle.
3. The chosen learner must: “Show any dance movement to your friends.”
4. Instruct the learners: “Let us copy the movement.”
   “Let us do the movement 10 times. Count with me. 1,2,3,4,5,6,7,8,9,10!”
5. Choose another person to go into the middle of the circle. “Show us a new dance movement!”
6. “Let us copy the movement. 1,2,3,4,5,6,7,8,9,10!”
7. Repeat the game until about 10 learners have had a chance to enter the circle.

Creative partner activity

How to conduct

1. Make groups of two.
2. “Choose any 3 movements we did today. Combine these movements together to make a dance.”
3. Give your learners 10 minutes to practise.

Cool down

Split the class in 3 groups and ask them to show their little sequence. One group shows it and the other 2 groups watch.
Insects and their movements
Moving to music: Foundation phase

Accompaniment
• Sing your own melody
• Play/sing any song.
• Play any pace and rhythm of your choice.

Intro ritual
Introduction
Time: ~ 5 min

1. “Stand in a circle.”
2. Sing the words:
   “It is time for moving can you see
   Let us get together 1, 2, 3.”
As teacher, sing the words to any melody. Let the learners sing with you. Repeat the little song 5 times.

Stretch to the sky
Introduction
Time: ~ 5 min

Accompaniment: As teacher, sing or play any song/beat. Stop and start the music whenever you like.

How to play

1. “Listen carefully. Whenever the music stops, you must stand tall and stretch your hands to the sky.”
2. Play music/drums: “Run around the room.”
3. Stop music/drums: “Stand tall and stretch to the sky.”
4. Play music/drums: “Run around the room.”
5. Stop music/drums: “Stand tall and stretch to the sky.”

Insects orientation
Main part
Time: ~ 10 min

How to play

Orientation:
“Do you know what an insect is?”
“Can you name some insects?”
• “Let us try to be a bee.”
• “A butterfly moves her beautiful wings elegantly and slowly.”
• “Mosquitoes move their little wings very, very fast.”
• “A spider crawls on hands and knees.”
• “A cockroach crawls fast on the floor.”
• “A worm moves his bottom first, then his body.”
How to play
1. As teacher, allocate groups of 5 learners each.
2. “Choose an insect.”
3. “Can you make the movements of your insect?”
4. “See how many movements you can make.”
5. Sing/ say the words:
   “I am a … [name of insect] …
   and I act like this… [do the movement of the insect]”
6. Repeat the song 5 times.
7. Provide learners with some time to practice their song and dance routine.
8. “You have 5 minutes.” Give learners approximately 10 minutes to practise their dance.
   “It’s show time!”
   “Sit where you are, in your group.”
9. Allow each group to show its insect song to the rest of the class.

After the performances: “When I count to three, jump up and show me your favourite insect movement of today! One... two ... three!”

How to stretch
1. “Imagine you are a butterfly who wants to find a flower to sit on.”
   - “Fly high in the sky.”
   - “Sit down on a rose.”
   - “Ouch! The thorn pricks you!”
   - “Jump up!”
   - “Fly up again.”
   - “Look at the field with the colourful different flowers.”
   - “Make circles in the air above the flowers.”
   - “ Quickly, hide from a big bird!”
   - “Sit down on a daisy and feel the soft rocking of the flower calming you down, making you feel calm.”
   - Repeat 4 times.
2. Say or sing this sentence:
   “Moving time is done for today, see you later and have a great day!”
Contrasting movements
Moving to music: Foundation phase

How to conduct

“Do you know what we mean if we say that you must do strong movements?”
• “Can you move your one arm fast and stop it quickly?”
  “That is a strong movement.”
• “How can you move both your arms in a strong manner?”
• “Can you make a strong fast movement with your body?”
• “Can you make a strong fast movement with your leg?”

“Do you know what gentle movements are?”
• “Can you move your arms very slowly through the air without stopping the movement?”
  “That is a gentle movement.”
• “How can you move your body in a gentle manner?”
• “Can you make a gentle movement with your legs?”
• “Can you make a gentle movement with only one arm?”
• “Can you make a gentle movement with both your arms?”

Intro ritual

1. “Stand in a circle.”
2. Sing the words:
   “It is time for moving can you see
   Let us get together 1, 2, 3.”

As teacher, sing the words to any melody. Let the learners sing with you. Repeat the little song 5 times.

Orientation

How to move

1. Practice the following movements in different ways i.e. in an angry way:
   • “Can you clap hands loud?”
   • “Can you stamp your feet hard?”
   • “Can you laugh very mean?”
   • “Can you jump to the side?”
   • “Can you run on the spot angry?”
   • “Can you swing arms very big?”
   • “Can you hop on one leg low to the ground?”

    
    1 2 3 4
    5 6 7
2. Now try all of the above movements while being shy:
   - “Can you clap hands soft?”
   - “Can you stamp your feet like no one is allowed to hear?”
   - “Can you laugh like no one is allowed to see?”
   - “Can you jump in one hop only a little?”
   - “Can you run on the spot very girly?”
   - “Can you swing arms very gentle?”
   - “Can you hop on one leg like you would in slow motion?”

Follow the instructions of the Move to the music song. You can either play the Move to music song from the CD or use drums and sing the lyrics below.

Chorus:
Move to the music
Let's have fun
Move to the music
Move as one!
(Repeat)

Verse 1:
Clap your hands
Stamp your feet
Laugh from your tummy
Jump to the beat

Chorus
(Repeat)

Verse 2:
Run in place
Move and jive
Let's swing our arms now
Hop on one leg

Chorus
(Repeat)

Repeat Whole Song

Imaginary things

1. “Imagine you’re a leaf in the wind.
   Rock from side to side on a tree,
   fall from the tree,
   twirl in the wind,
   fly towards a river,
   sway from side to side,
   land in the river,
   travel down the river,
   gently float
   until you wash out on the warm sand
   enjoy the sun on your face.”

2. If you like, you can hum a soft, relaxing song in the background.

3. Say/sing the closing sentence:
   “Moving lesson is done for today,
   See you later and have a great day!”
Movements of animals
Moving to music: Foundation phase

How to play

1. Stand in a circle.
2. As teacher, say your name and show the learners any movement.
3. Learners must: “Come, copy my movement and say my name at the same time.”
4. Tell the next learner in the circle: “Now it is your turn! Say your name and show your favourite movement.”
5. Instruct learners: “Come, let us copy the movement and say the name all together.”
6. Ask the next learner in the circle. Each learner must get a chance to say his/her name and demonstrate his/her favourite movement to the class.

Musical statues and animals

Accompaniment: Play music.

How to play

1. Play music. Instruct learners to “move freely to the music” (Encourage learners to use the entire area they have to move).
2. Stop the music after 30 seconds; learners must freeze. “Freeze like a statue - don’t move!”
3. Play music: Instruct them to “Hop around like a rabbit.”
   Stop music: “Freeze!” (Repeat rabbits 5 times).
4. Play music: “Gallop like a horse.”
   Stop music: “Freeze!” (Repeat horses 5 times).
   Stop music: “Freeze!” (Repeat butterflies 5 times).
6. Play music: “Swim like a fish.”
   Stop music: “Freeze!” (Repeat fish 5 times).
7. Play music: “Roll your treasure like dung beetle.”
   Stop music: “Freeze!” (Repeat dung beetles 5 times).
   Stop music: “Freeze!” (Repeat elephants 5 times).
   Stop music: “Freeze!” (Repeat spiders 5 times).
    Stop music: “Freeze!” (Repeat dolphins 5 times).
Follow the animal

How to play

1. Tell learners to “Make lines of 5”.
2. Choose a leader for each line. Learners must copy the movements of their leader. “Try not to crash with another group.”
3. Give the following instructions every 30 seconds:
   a) “Move slow!”
   b) “Move fast!”
   c) “Move high!”
   d) “Move low!”
   e) “Choose your favourite animal and move.”
   f) “Change leader!”
   g) Repeat from the top.

Creative group activity

How to conduct

1. Divide your class into groups of 3.
2. “Choose any 3 movements we did today. Let each person choose 1 movement. Combine these movements together to make a dance. Practice your dance so that you will be able to remember the order of the movements.”
3. Give the learners 15 minutes to work on their own dance sequence.

Cool down

Instruct each group to present its dance to the class.
Diversity of movements
Moving to music: Foundation phase

Accompaniment
- Play/sing any song of your choice.
- Play any pace and rhythm of your choice.

March and jump
Introduction
Time: ~ 10 min

Accompaniment: Play music or drums.

How to play
1. “March to the music. When I say Jump, you must jump once.”
2. Call out: “Jump! Jump as high as you can!”
3. “March again!”
4. Call out: “Jump!” every 10-20 seconds. (Repeat 5 times).
5. “March as fast as you can.” (Repeat “Jump!” 3 times).
6. “March with high knees.” (Repeat “Jump!” 3 times).
7. “March while taking big steps.”
8. “March while taking very little steps.”
9. “March on the spot.”
10. “March moving far across the room.”

Stop ‘n freeze
Main part
Time: ~ 10 min

Accompaniment: Play music or drums.

How to play
1. Play music/drum: “Move freely across your entire space.”
2. Stop music/drums: “Freeze! Don’t move!”
3. Repeat the above 5 times.
4. Tell your learners: “Strike a pose!” when the music stops. “Make a big creative freeze position.”
5. Repeat the poses 5 times.
6. Play music/drums: “Dance with your arms only. Keep your legs still.”
7. Stop music/drums: “Pose!”
8. Play music/drums: “Move on the floor only!”
9. Stop music/drums: “Pose!”
11. Stop music/drums: “Pose! ”
12. Play music/drums: “Dance with your shoulders only.”
13. Stop music/drums: “Pose!”
14. Repeat the above 5 times.
In the jungle between your friends

How to play

1. Split your class into 2 groups (group ‘the stars’ and group ‘the moon’).
2. Instruct learners to “Move through the jungle!”
3. When you stop the music/drums, learners must freeze. “Freeze like a statue - don’t move!”
4. “Group ‘the moon’, stay in your freeze position. Group ‘the stars’, start moving around the group ‘the moon’.
   Try not to touch group ‘the moon’.”
5. Play music/drums: “Group ‘the stars’ jump over logs.”
   Stop music/drums: “Freeze!”
6. “Group ‘the stars’ must freeze and group ‘the moon’ must move.”
7. Play music/drums: “Group ‘the moon’, jump over logs!”
8. Repeat the following and switch group ‘the stars’ and ‘the moon’ with every instruction.
   Stop music/drums: “Freeze!”
    Stop music/drums: “Freeze!”
11. Play music/drums: “Run away from the tiger.”
    Stop music/drums: “Freeze!”
12. Play music/drums: “Tip toe quietly so that you don’t wake anybody up.”
    Stop the music/drums: “Freeze!”
13. Play music/drums: “Talk to the monkeys (ooh, ooh, aah, aah).”
    Stop the music/drums: “Freeze!”
14. Play music/drums: “Swing through the jungle like Tarzan.”
    Stop the music/drums: “Freeze!”

Growing flower

Orientation: “Have you seen any flowers today? What colour was the flower? Do you know where flowers come from? Flowers come from a small seed. The seed is buried in the sand. When it rains, the seed is happy to drink the water from the rain. The water makes the seed grow into a beautiful flower.

Instruct learners:
1. “Let us grow like a flower. First we must be the seed. Crouch into a little ball like a seed.”
2. “It is raining! Feel the water on your body. Tip tap tip tap tip tap! I want to see you feel the water on your body, little seeds.”
3. “Drink the water.”
4. “Wow! You are drinking so much water. Slowly, you are starting to get bigger.”
5. “Look! I see a green stem that is breaking through the seed! Let only your arm grow up to the sky.”
6. “There is another stem! Quick, let your other arm grow up to the sky.”
7. “The plant is growing! Rise up slowly and reach out with arms sprouting.”
8. “I see a flower bud! Put your arms in a circle above your head.”
9. “The flower is opening slowly. Open your flowers to feel the sun.”
10. Now, try different plant “actions”.
11. “The wind is blowing! Sway and wave your arms in the wind.”
12. “The plant is thirsty! Look thirsty; make a droopy, sad hanging flower.”
13. “Night time comes: close arms like petals closing.”
15. “Winter comes: crumble to ground.”
16. “The sun comes out again: rise up slowly and reach out with your arms up and open them.”
Balance and partner work
Moving to music: Foundation phase

Accompaniment

- Sing your own melody.
- Use a drummer or use Balance song from the CD.
- Drum in any pace or rhythm of choice.

Intro ritual

1. “Stand in a circle.”
2. Sing the words:
   - *It is time for moving can you see
     Let us get together 1, 2, 3.*
As teacher, sing the words to any melody. Let the learners sing with you. Repeat the little song 5 times.

A day at the beach

How to conduct

1. “Make two lines, each one facing a partner on the opposite line.”
2. As teacher read the following instructions and let the learners act out the movements.
   - “Pretend to put on your swimming costume.”
   - “Throw your towel over your shoulder.”
   - “We are going swimming. Who knows how to swim?”
   - “Move your arms forward in circles. One arm, and then the other arm, one arm, other arm.”
   - “Lie on your stomach.”
   - “Kick your feet up and down.”
   - “Lie on your back and float in the water.”
   - “Keep your arms on the floor and move them up and down, up and down.”
   - “You see a fish. Jump up!”
   - “Be the fish.”

Balance song

How to move

1. “When you are in the water you have to have good balance so that the water cannot make you fall. Let us practise our balance.”
   - “Stand on one foot.”
   - “Stand on toes.”
   - “Stand on heels.”
   - “Sit on bottom with nothing else touching the ground.”
   - “Only one leg and one hand may be on the ground (sideways).”
   - “Feel the water around your body and swing your arms over the water.”
   - “Lift your knees to get over the waves.”
   - “Twist in the sand.”
   - “Turn in the water.”
   - “Jump over the waves.”
Balance song

Follow the instructions of the Emotion song. You can either play the Balance song from the CD or use drums and sing the lyrics below:

Stand on one foot
Let us try
1-2-3-4-5-6-7-8
Balancing is fun to try
Moving’s good for you and I

Let’s sit down now
Feet up high
1-2-3-4-5-6-7-8
Balancing is fun to try
Moving’s good for you and I

Tippy toes now
Up, up, up!
1-2-3-4-5-6-7-8
Balancing is fun to try
Moving’s good for you and I

(16 bar instrumental interlude for free movement)

On your heels now
Let us try
1-2-3-4-5-6-7-8
Balancing is fun to try
Moving’s good for you and I

Let’s sit down now
Feet up high
1-2-3-4-5-6-7-8
Balancing is fun to try
Moving’s good for you and I

Tippy toes now
Up, up, up!
1-2-3-4-5-6-7-8
Balancing is fun to try
Moving’s good for you and I

On your heels now
Let us try
1-2-3-4-5-6-7-8
Balancing is fun to try
Moving’s good for you and I

(16 bar instrumental interlude for free movement)

Let’s sit down now
Feet up high
1-2-3-4-5-6-7-8
Balancing is fun to try
Moving’s good for you and I

Tippy toes now
Up, up, up!
1-2-3-4-5-6-7-8
Balancing is fun to try
Moving’s good for you and I

On your heels now
Let us try
1-2-3-4-5-6-7-8
Balancing is fun to try
Moving’s good for you and I

(16 bar instrumental interlude for free movement)

Let’s sit down now
Feet up high
1-2-3-4-5-6-7-8
Balancing is fun to try
Moving’s good for you and I

Tippy toes now
Up, up, up!
1-2-3-4-5-6-7-8
Balancing is fun to try
Moving’s good for you and I

On your heels now
Let us try
1-2-3-4-5-6-7-8
Balancing is fun to try
Moving’s good for you and I

(16 bar instrumental interlude for free movement)

Let’s sit down now
Feet up high
1-2-3-4-5-6-7-8
Balancing is fun to try
Moving’s good for you and I

Tippy toes now
Up, up, up!
1-2-3-4-5-6-7-8
Balancing is fun to try
Moving’s good for you and I

On your heels now
Let us try
1-2-3-4-5-6-7-8
Balancing is fun to try
Moving’s good for you and I

(16 bar instrumental interlude for free movement)

Let’s sit down now
Feet up high
1-2-3-4-5-6-7-8
Balancing is fun to try
Moving’s good for you and I

Tippy toes now
Up, up, up!
1-2-3-4-5-6-7-8
Balancing is fun to try
Moving’s good for you and I

On your heels now
Let us try
1-2-3-4-5-6-7-8
Balancing is fun to try
Moving’s good for you and I

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Let’s sit down now
Feet up high
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Balancing is fun to try
Moving’s good for you and I

Tippy toes now
Up, up, up!
1-2-3-4-5-6-7-8
Balancing is fun to try
Moving’s good for you and I

On your heels now
Let us try
1-2-3-4-5-6-7-8
Balancing is fun to try
Moving’s good for you and I

(16 bar instrumental interlude for free movement)

Let’s sit down now
Feet up high
1-2-3-4-5-6-7-8
Balancing is fun to try
Moving’s good for you and I

Tippy toes now
Up, up, up!
1-2-3-4-5-6-7-8
Balancing is fun to try
Moving’s good for you and I

On your heels now
Let us try
1-2-3-4-5-6-7-8
Balancing is fun to try
Moving’s good for you and I

(16 bar instrumental interlude for free movement)

Let’s sit down now
Feet up high
1-2-3-4-5-6-7-8
Balancing is fun to try
Moving’s good for you and I

Tippy toes now
Up, up, up!
1-2-3-4-5-6-7-8
Balancing is fun to try
Moving’s good for you and I

On your heels now
Let us try
1-2-3-4-5-6-7-8
Balancing is fun to try
Moving’s good for you and I

(16 bar instrumental interlude for free movement)

How to play

1. “Find a partner.”
2. “See if you can hold hands and balance on one foot.”
3. “Can you:
   • Stand on your toes together?”
   • Stand on your heels while holding hands?”
   • Sit on your bottoms with your feet in the air?”
   • Feel the water around your body and swing your arms over the water with your partner?”
   • With your partner, lift your knees to climb over the waves?”
   • Twist in the sand with your partner?”
   • Turn around your partner?”
   • Jump over the waves with your partner?”

Imaginary things

1. Imagine you are building a small house on the beach sand.
   - “Gather some sand.”
   - “Make a ball with the sand.”
   - “Shape your house.”
   - “Pick up some small sticks.”
   - “Place the sticks on the roof.”
   - “Gently dig a door and windows into your house.”
   - “Lie down next to your house.”
   - “Listen to the waves crashing on the sand.”
2. If you like, you can hum a soft, relaxing song in the background.
3. Say or sing the closing sentence:
   “Moving lesson done for today, See you later and have a great day!”
Balance and partner work
Moving to music: Foundation phase

Accompaniment
- Sing your own melody.

Intro ritual
Introduction
Time: ~ 5 min

1. “Stand in a circle.”
2. Sing the words:
   “It is time for moving can you see
   Let us get together 1, 2, 3.”
   As teacher, sing the words to any melody. Let the learners sing with you. Repeat the little song 5 times.

Traffic officer
Introduction
Time: ~ 5 min

How to play

1. “Stand in a line.”
2. Choose one learner to be the traffic officer. Traffic officer must stand far away from the group with his/her back to the group.
3. “Traffic officer, you must shout the words ‘Red light STOP’. Say it slowly (e.g. “Reeeeeeeeeeeed liiiiiiiiiiiiiight STOP!”). At the word STOP! You turn around to check on the class.”
4. “Class, you must run towards the traffic officer. When you hear the word STOP, you must freeze!” If a learner does not freeze, he/she must take 2 big steps backwards.
5. Repeat the activity, until a learner touches the traffic officer. This learner becomes the new traffic officer.

Variation: Traffic officer must say ‘Red light stop’ very fast, very slow, and at a medium pace. Instruct learners: “Move the same speed as the words.”

Circle walk
Main part
Time: ~ 15 min

How to play

1. “Stand in a circle”
2. “Walk in a circle.”
3. “Change direction. Walk to the other side.”
4. “Walk tall like an ostrich.”
5. “Change direction.”
6. “Walk close to the ground like a frog.”
7. “Change direction!”
8. “Walk fast like a cheetah.”
9. “Change direction again.”
10. “Walk slowly like a turtle.”
Circle walk

Play with different paces. Change the movement after each time you change direction. Use animal references.

- “Stretch up tall and high like a giraffe.”
- “Walk close to the ground like a mouse.”

After practicing this a few times, use only animals to announce the next movement.

- “Giraffe” (movement = stretching up tall and high)
- “Mouse” (movement = walking close to the ground)

Now, you can let a learner give instructions to the class.

Animal movements

How to play

1. Can you move like an animal?
   - “A cheetah runs fast. Run!”
   - “An elephant walks slowly. Walk big and slowly.”
   - “Frogs! What do they do? Show me!”
   - “Frogs hop up and down and eat insects by shooting out their tongue.”
2. As teacher, place learners into groups of 5.
3. “Choose an animal.”
4. “Can you make the movements of your animal?”
5. “See how many movements you can make.”
6. Sing/say the words:
   “I am a … [name of the animal] … and I act like this… [do the movement of the animal]”
7. Repeat the song 5 times.
8. Provide learners some time to practise their song and dance routine. After some time:
   “It is show time. Sit where you are, in your group.”
9. Instruct each group to show its animal song to the rest of the class.
10. “When I count to three you must jump up and show me your favourite animal movement of today. One... two ... three!”

Imaginary things

How to conduct

1. “Imagine you are a candle.
   - Show me your fire.
   - How does the fire move?
   - The fire moves fast.
   - The fire also moves slowly.
   - The fire sometimes makes sparks. Make 4 sparks. Sharp fast movements.
   - If the candle burns for a long time, it begins to melt.
   - You are melting.
   - Melt all the way to the floor.
   - Close your eyes as the fire goes out.”
2. If you want to, you can hum a soft, relaxing song to the learners.
3. Say or sing the closing sentence:
   “Moving lesson done for today,
   See you later and have a great day!”
Isolations and storytelling
Moving to music: Foundation phase

Accompaniment
- Play/sing any song of your choice.
- Play any pace and rhythm of your choice.

Stop ‘n sit
Introduction
Time: ~ 5 min

Accompaniment: Play music or drums.

How to play
1. Play music/drums: “Move freely to the music.” (Use the entire movement area).
2. Stop music/drums: “Sit down on the floor as fast as you can.”
3. The slowest learners need to do 5 star jumps.
4. Repeat the above 10 times.

Stand in a circle
Main part
Time: ~ 5 min

How to move
1. “Move your head as you look around you.”
   a. “Slowly look up to the sky.”
   b. “Slowly look down to the floor.” (Repeat these head movements 5 times).
   c. “Look to the friend next to you.”
   d. “Look to your friend on the other side.” (Repeat these movements 5 times).
2. “Lie with your back on the floor.”
   a. “Put your feet up in the air.”
   b. “Stretch your legs up in the air and bend your legs.” (Repeat 3 times).
   c. “Keep your legs up in the air, keep them still, and make circles with your feet.”
   d. “Count to 5 as you make 5 circles with your feet.”
   e. “Can you circle your feet in the opposite direction?”
3. “Sit on the floor.”
   a. “Lift your one shoulder up and down 5 times. Count out loud.”
   b. “Lift your other shoulder up and down 5 times. Let us count together.”
   c. “Lift both shoulders up and down at the same time. Let us do it 5 times.”
4. “Stand up straight!”
   a. “Grow as tall as you can be.”
   b. “Bend and round your back.”
   c. “Straighten up and grow as tall as you can be again.”
   d. “Bend and round your back again and keep your arms hanging loose beside your body.”
   e. “Straighten your back. Stand as tall as you can be.”
   f. “Bend all the way to make a little ball on the floor.”
   g. “Stand tall!”
**Dance circle**

**How to play**

1. Stand in a big circle.
2. Choose a learner to go to the middle of the circle.
3. The chosen learner must: “Show any dance movement to your friends.”
4. Instruct the learners: “Let us copy the movement.”
   “Let us do the movement 10 times. Count with me. 1,2,3,4,5,6,7,8,9,10!”
5. Choose another person to go into the middle of the circle. “Show us a new dance movement!”
6. “Let us copy the movement. 1,2,3, 4,5,6,7,8,9,10!”
7. Repeat the game until about 10 learners have had a chance to enter the circle.

**Creative group activity: The good morning dance**

**How to play**

1. Stand in a big circle.
2. Instruct learners to show you the following movements: “What do you do when you wake up in the morning? Show me how you wake up.”
   a. “How do you wash your face?”
   b. “How do you clean your teeth?”
   c. “How will you get dressed? How do you put on your pants?”
   d. “How do you put on your socks and shoes?”
   e. “Will you fix your hair?”
3. Divide the class into groups of 4.
4. Instruct learners to design a’ wake-up in the morning’ dance.
5. Learners must choose 4 movements showing how they wake up in the morning and combine them together to create a dance.
6. Give learners 15 minutes to practice their dance.

**Cool down**

Instruct each group to present its dance to the class.
Rhythm and body percussion
Moving to music: Foundation phase

Accompaniment
• Play/sing any songs of your choice.
• Play any pace and rhythm of your choice.

Move to the beat
Introduction
Time: ~ 5 min

Accompaniment: Play music or drums.

How to move
Instruct learners: “Run around! Use the whole movement area.” Give one of the following instructions every 15 seconds:
1. “Touch the sky, move high.”
2. “Be close to the ground, move low.”
3. “Move high and low. Go up and down.”
4. “Run very slow.”
5. “Run very fast.”
6. “Run around in your own circle.”
7. “Walk forwards in a funny way.”
8. “Can you walk backwards?”
9. “Can you walk with your hands and your feet on the ground?”
Repeat instructions from number 1.

Rhythm walks
Main part
Time: ~ 5 min

Accompaniment: Play music or drums.

How to play
1. Play music/drum. Instruct learners to walk to the beat. Count the music out loud for the learners (for example counts 1-8).
2. Instruct: “Clap your hands on every first count of eight in the music.”
3. Give a new instruction after every 30 seconds:
a. “Jump on every first count.”
b. “Reach up to the sky on the first count of 8.”
c. “Touch the floor on every first count.”
d. “Turn around on every first count.”
Note to teacher: if you count the music differently, use your own way of counting and add specific movements for the first count of each sequence.

Body percussion circle
Main part
Time: ~ 10 min

How to play
1. Make a circle.
   Instruct learners:
   a. “Clap your hands 1, 2, 3.”
   b. “Slap your thighs/legs 1, 2, 3.”
   c. Stamp your feet, 1, 2, 3.”
   d. Whistle, 1, 2, 3.”
2. Allow each learner to suggest his/her own way of making sounds and movements for 1, 2 and 3.
3. Instruct the rest of the learners to copy each suggestion.
Creative group activity: The playground dance

How to conduct

1. Divide your class into groups of 5.
2. “The school bell rings! It is break-time and you are happy! Which happy movements can you do to show your happiness?”
3. “Pretend that you leave the classroom with your 4 friends. Run on the spot.”
4. Ask your learners: “What is your favourite playground game?” Let them answer you.
5. Instruct each group: “Show me how you play your favourite playground game.”
6. Give learners 5 minutes to prepare.

Cool down

Instruct each group to present its favourite game, using only movements, to the class. Let the class guess which game it is.
### Speed of movements
Moving to music: Foundation phase

**How to play**

1. “Stand in a line.”
2. Choose one learner to be the traffic officer. Traffic officer must stand far away from the group with his/her back to the group.
3. “Traffic officer, you must shout the words ‘Red light STOP!’ Say it slowly (e.g. ‘Reeeeeeeeeeelight STOP!”)
4. “Class, you must run towards the traffic officer. When you hear the word STOP, you must freeze.”
5. If a learner does not freeze, he/she must take 2 big steps backwards.
6. Repeat the activity, until a learner touches the traffic officer. This learner becomes the new traffic officer.

**Variation:** Traffic officer must say “Red light STOP” very fast, very slow, and at a medium pace. Instruct learners: “Move the same speed as the words!”

### Circle dance

**How to move**

1. “Make a circle.”
2. Practice the following movements and lyrics:
   - “Place your one foot into the circle.”
   - “Place your one foot outside of the circle.”
   - “Place your other foot in.”
   - “Place your other foot out.”
   - “Place your whole head in.”
   - “Place your whole head out.”
   - “and you shake your whole body all about.”
3. “Let us see if you can do the Circle dance.”
4. Use drums or play Circle dance song from the CD.

**Accompaniment:**
- Your own melody
- Use drums and read instructions, or use song from the CD.

### Intro ritual

**Introduction**

1. “Stand in a circle.”
2. Sing the words:
   “It is time for moving can you see
   Let us get together 1, 2, 3.”
As teacher, sing the words to any melody. Let the learners sing with you. Repeat the little song 5 times.

### Traffic officer

**Introduction**

1. “Stand in a line.”
2. Choose one learner to be the traffic officer. Traffic officer must stand far away from the group with his/her back to the group.
3. “Traffic officer, you must shout the words ‘Red light STOP!’ Say it slowly (e.g. ‘Reeeeeeeeeeelight STOP!”)
4. “Class, you must run towards the traffic officer. When you hear the word STOP, you must freeze.”
5. If a learner does not freeze, he/she must take 2 big steps backwards.
6. Repeat the activity, until a learner touches the traffic officer. This learner becomes the new traffic officer.

**Variation:** Traffic officer must say “Red light STOP” very fast, very slow, and at a medium pace. Instruct learners: “Move the same speed as the words!”

**Main part**

**Accompaniment:** Use drums and read instructions, or use song ... from the CD. Play any pace and rhythm of your choice. Change the speed of the drums, i.e. one verse medium paced, one verse very fast, one verse very slow.
Circle dance

Drums

Chorus:
Jump in the circle
Jump in the circle
Jump in the circle
1-2-3-4
(Repeat)

Verse:
Left foot goes in
Left foot goes out
Left foot goes in
Shake it about
Right foot goes in
Right foot goes out
Right foot goes in
Shake it about

Repeat the activity. Instruct the drums to play a slow beat. Do the movements slowly. Repeat the activity again, but instruct the drums to play very fast. Do the movements fast.

Song from CD

Stand in a circle and follow the instructions on the CD.

Circle walk

How to play

1. “Stay in the circle.”
2. Give instructions while moving in the circle and change directions in between:
   - “Walk in a circle.”
   - “Change direction. Walk to the other side.”
   - “Stretch up tall and high.”
   - “Change direction.”
   - “Walk close to the ground.”
   - “Change direction.”
   - “Walk fast!”
   - “Change direction again.”
   - “Walk slow.”
   - Repeat above instructions.

Outro

Accompaniment: Sing your own melody. Play a slow rhythm

How to stretch

1. “You are a monkey who wants to take a banana from the tree.”
   - “Reach high for the banana.”
   - “Take the banana.”
   - “Shake your whole body.”
   - Repeat 4 times.

2. Say or sing this sentence:
   “Moving time is done for today, see you later and have a great day!”
Exploring new movements
Moving to music: Foundation phase

How to perform

1. Play/sing song 1: “Dance around the room to the music!”
2. Play/sing soft: “The music is soft. Make small movements!”
4. Change to a fast song/drumming: “The music is fast. Move very fast”
5. Play/sing the fast song softly: “The music is soft. Make small fast movements!”
6. Play/sing the fast song loudly: “The music is loud. Make big movements!”
7. Repeat the game 3 times.

Accompaniment: Choose any 2 songs to play or sing. Song 1 must be slow. Song 2 must be fast. Play/sing each song soft and loud.

Introduction
Time: ~ 5 min

Animals and their movements

How to play

Spread out the room so everyone has enough space to move. Combine movements with animal metaphors:

- “Move like a mouse.”
- “Stamp your feet like an elephant.”
- “Move slow like a tortoise.”
- “Crawl like a tiger.”
- “Swing your arms like a big bird”
- “Hop like a frog”

Start again from the beginning of the list. Repeat twice.

Intro ritual
Time: ~ 5 min

1. “Stand in a circle.”
2. Sing the words:
   “It is time for moving can you see
   Let us get together 1, 2, 3.”
As teacher, sing the words to any melody. Let the learners sing with you. Repeat the little song 5 times.

Listen to the music
Time: ~ 10 min

Choose any 2 songs to play or sing. Song 1 must be slow. Song 2 must be fast. Play/sing each song soft and loud.

Grade 1 | Lesson 18 | Time: 40 min
Move to the music song

How to move

1. Practice the following movements:
   • “Can you clap your hands?”,
   • “Can you stamp your feet?”,
   • “Can you laugh from your stomach until your whole body moves?”
   • “Can you jump high up in the sky?”
   • “Let us run on the spot. Lift your knees!... and stop!”
   • “Can you swing your arms from side to side?”
   • “Can you hop on one leg?”

2. Use drums or play song Move to the music song from the CD.

Drums

<table>
<thead>
<tr>
<th>Chorus: Move to the music</th>
<th>Chorus (Repeat)</th>
</tr>
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<tbody>
<tr>
<td>Let’s have fun</td>
<td></td>
</tr>
<tr>
<td>Move to the music</td>
<td></td>
</tr>
<tr>
<td>Move as one!</td>
<td></td>
</tr>
<tr>
<td>(Repeat)</td>
<td></td>
</tr>
</tbody>
</table>

Verse 1:

<table>
<thead>
<tr>
<th>Clap your hands</th>
<th>Verse 2:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stamp your feet</td>
<td>Run in place</td>
</tr>
<tr>
<td>Laugh from your tummy</td>
<td>Move and jive</td>
</tr>
<tr>
<td>Jump to the beat</td>
<td>Let’s swing our arms now</td>
</tr>
<tr>
<td></td>
<td>Hop on one leg</td>
</tr>
</tbody>
</table>

Song from CD

Move around the room. Follow the instructions on the CD. When the chorus plays, move around freely until the next instruction.

Imaginary things

How to conduct

1. “Imagine you’re a leaf in the wind. Rock from side to side on your tree…
   - …fall from the tree…
   - …twirl in the wind…
   - …fly towards a river…
   - … sway before you land in the river…
   - … travel down the river…
   - … wash out on the warm sand.”

2. If you want to, you can hum a soft, relaxing song to the learners. Your humming will calm the learners down to prepare them for further learning in the classroom.

3. Say or sing the closing sentence softly:
   “Moving lesson is done for today,
   See you later and have a great day!”
Movement quality and animals
Moving to music: Foundation phase

Accompaniment
• Play/sing any song of your choice.
• Play any pace and rhythm of your choice.

Mama and Tata who?

Accompaniment: Play music or drums.

How to move
Instruct learners: “Let us see if you can act and move like the following people.”
3. “Mama Jelly – shake your whole body.”
4. “Sisi Shy – walk backwards.”
5. “Buti Bounce – bounce! Jump up and down keeping your feet together.”
6. “Baby Small – make your body small, bend down to the floor and crawl.”
7. “Tata Strong – move proudly with your arms above your head, showing your bull’s horns.”
8. “Sisi Tall – stretch up tall and move elegantly.”
9. “Mama Tickle – wave around your arms in a crazy way.”
10. “Tata Happy – move around with a big smile on your face.”

Move like an animal and freeze

How to play
1. Play music/drums and instruct learners to move freely to the music (Encourage learners to use the entire area you have to move).
2. When you stop the music/drums, all the learners must freeze. Instruct the learners: “Freeze like a statue! Don’t move!”
3. Play music/drums. Instruct the learners: “Flap your arms like a bird’s wings and fly around.” Stop music/drums. Learners must: “Freeze!” (Repeat birds and freeze 5 times).
4. Play music/drums: “Walk on hands and knees and pretend to be kittens saying ‘meow’.” Stop music/drums: “Freeze!” (Repeat kittens and freeze 5 times).
5. Play music/drums: “Walk with your legs far apart and swing your arms like a monkey.” Stop music/drums: “Freeze!” (Repeat monkey and freeze 5 times).
6. Play music/drums: “Hop on all fours like a frog.” Stop music/drums: “Freeze!” (Repeat frogs and freeze 5 times).
**Guess the animal**

### How to play

1. Make groups of 10.
2. Instruct learners: “Stand in a circle.”
3. Choose a learner to stand in the circle.
4. Instruct the learner in the middle of the circle: “Move and act like a dangerous animal. You can choose the animal! Do not say its name. Just move like your animal.”
5. Instruct the rest of the class: “Let us see if you can guess the animal.”
6. As soon as the learners identified the correct animal, instruct all the learners to act like this animal. Give them 30 seconds to move and act like the animal.
7. Choose the next person to be in the middle of the circle, and instruct the middle person: “Choose a little animal; do not say its name; only move like it.”
8. Instruct the rest of the learners: “Guess the animal.” Once they identified the correct animal, “Everybody must move like the animal.”
9. Repeat this activity with different learners in the middle. You can use the following instructions to make it interesting.
   a) “Choose an animal with fur. Do not say its name! Act like your chosen animal.”
   b) “Show your favourite animal to the other learners! Do not say its name!”
   c) “Choose a heavy, big animal! Do not say its name! Only move!”
   d) “Choose a fast animal! Do not say its name! Just move like it!”
   e) “Choose a slow animal! Do not say its name! Show us!”
   f) “Choose a flying animal! Do not say its name! Use only movements!”

**Cool down circle**

### How to stretch

Make a circle. Instruct your learners to do the following:

1. “Slowly take a deep breath through the nose and out through the mouth.” (Repeat 3 times).
2. “Stand with both arms overhead, feet placed wide apart and knees slightly bent.”
3. “Gently wave arms from side to side and forward like a tree in the wind.”
4. “Gently shake one arm, shake the other and both.”
5. “Shake one leg, shake the other and both.”
6. “Shake your head, hips and whole body.”
7. “Slowly take a deep breath through the nose and out through the mouth.” (Repeat 3 times).
Different sceneries and movements
Moving to music: Foundation phase

Accompaniment

• Play/sing any song of your choice.
• Play any pace and rhythm of your choice.

The adventures of Sipho
Introduction
Time: ~ 10 min

Accompaniment: Play soft music/drums and instruct learners to move around the movement area.

How to conduct
Tell a story and instruct your learners to follow your instruction.
1. “One day, Sipho went on an adventure through the forest. Walk through the forest. Watch out for the puddle!”
2. “Jump and splash in the puddle of water.”
3. “Hop from rock to rock. Careful! You must not fall!”
4. “Feel the leaves of the trees on your face.”
5. “Crawl under the branch of a tree.”
6. “Climb up a tree to find the highest fruit. Climb down the tree again.”
7. “Jump over the flowers on the flowerbed.”
8. “Run away from the dog! He is coming after us!”
9. “Duck under the edge of a giant rock! Shh, be very quiet.”
10. “Phew, that worked. Show me your happy dance!”
11. “Oh look! A rabbit! Hop, hop like a rabbit!”

Musical statues
Main part
Time: ~ 5 min

How to play
1. “We are going to play a game! It is called musical statues! We will dance around the room, but when the music stops, you must freeze.”
2. Play music/drum: “Move freely across your entire space!”
3. Stop music/drums: “When the music stops, you must freeze! Don’t move!”
4. “The last person who moves must come and sit down. If you freeze too late, you are out of the game.”
5. As teacher you must stop and play the music/drums.
6. As teacher, you must also look to see who moves when everybody else freezes. Point out the learner who froze last, and instruct the learner to come sit at your feet.
7. Do this every time the music stops. The game ends when there is only one learner left to dance. That learner is the winner.

Mirror mirror
Main part
Time: ~ 10 min

How to play
Have you ever looked in a mirror? What happens to the person in the mirror when you move?
1. Instruct each learner to stand facing his/her partner with a small space between them.
2. One learner is the “person” and the other, the “mirror”.
3. Play/sing music or start drumming.
4. Instruct: “Person! Make your own movements! “ “Mirror, you must be the mirror. Copy the movements of the person.”
5. After 1 minute: “Change over! Mirrors, you become the person. Make your own movements. New mirrors, be the mirror.”
How to play

Tell the warm-up story again and ask your learners to copy their mirror. They must use the whole movement area. Learner A starts moving to the story and learner B tries to copy the movements, directions and sounds.

1. “One day, Sipho went on an adventure through the forest. Walk through the forest!” “Watch out for the puddle!”
2. “Jump and splash in the puddle of water.”
3. “Hop from rock to rock. Careful! You must not fall!”
4. “Feel the leaves of the trees on your face.”
5. “Crawl under the branch of a tree.”
6. “Climb up a tree to find the highest fruit. Climb down the tree again.”
7. “Jump over the flowers in the flowerbed.”
8. “Run away from the bear. He is coming after us!”
9. “Duck under the edge of a giant rock! Shh, be very quiet.”
10. “Whew, that worked. Show me your happy dance.”
11. “Oh look! A rabbit! Hop, hop like a rabbit.”
12. Switch the leader and repeat the story from the beginning.

Cool down circle

How to stretch

Make a circle. Instruct your learners to do the following:

1. “Slowly take a deep breath through the nose and out through the mouth.” (Repeat 3 times).
2. “Stand with both arms overhead, feet placed wide apart and knees slightly bent.”
3. “Gently wave arms from side to side and forward like a tree in the wind.”
4. “Gently shake one arm, shake the other and both.”
5. “Shake one leg, shake the other and both.”
6. “Shake your head, hips and whole body.”
7. “Slowly take a deep breath through the nose and out through the mouth.” (Repeat 3 times).
Movement vocabulary
Moving to music: Foundation phase

Accompaniment
- Sing your own melody.
- Sing your own melody to the given words.
- Use a drummer or use Move to the music song from the CD.
- Play any pace and rhythm of your choice.

Intro ritual

1. “Stand in a circle.”
2. Sing the words:
   “It is time for moving can you see
   Let us get together 1, 2, 3.”
As teacher, sing the words to any melody. Let the learners sing with you. Repeat the little song 5 times.

A day in the forest

How to conduct

1. Tell the following story and let the learners act out each instruction:
   - “You are strolling in the forest collecting berries.”
   - “Suddenly, a branch falls down and blocks your path.”
   - “You stop and move the branch out of your way.”
   - “Walking further, you see delicious papayas hanging from a tree.”
   - “Climb up the tree and reach for the fruit.”
   - “Climb down the tree again, a snake pops up and scares you.”
   - “Be the snake. How does a snake move?”

Animal movements

How to play

1. Can you move like an animal?
   - “A cheetah walks sly like a cat. Show me.”
   - “A cheetah also runs fast. Run.”
   - “An elephant takes slow and big steps. Walk big and slow.”
   - “Frogs. What do they do? Show me.”
   - “Frogs hop up and down and eat insects by shooting out their tongue.”
2. As teacher, divide learners into groups of 5.
3. “Choose an animal. Can you make the movements of your animal? See how many movements you can make.”
4. Sing/ say the words
   “I am a … [name of the animal] … and I act like this… [do the movement of the animal]”
5. Repeat the song 5 times. Give them time to practise their routine.
6. “You have 5 minutes.” Give learners approximately 10 minutes to practise their dance.
7. Then: “Sit where you are, in your group.”
8. Each group must get a chance to sing and show its movement:
   “I am a … [name of the animal]
   and I do this [movement]”
9. “When I count to three you must jump up and show me your favourite animal movement of today.
   One... two ... three.”
1. “Make a circle.”
2. “Let us practice some movements that we have learnt before.”
   • “Can you clap your hands?”
   • “Can you stamp your feet?”
   • “Can you laugh from your stomach until your whole body moves?”
   • “Can you jump high up in the sky?”
   • “Let us run on the spot. Lift your knees and stop.”
   • “Can you swing your arms from side to side?”
   • “Can you hop on one leg?”
3. Use drums or play Move to the music song from the CD.

**Drums**

**Chorus**
Move to the music
Let’s have fun
Move to the music
Move as one!
(Repeat)

**Verse 1:**
Clap your hands
Stamp your feet
Laugh from your tummy
Jump to the beat

**Chorus**
(Repeat)

**Verse 2:**
Run in place
Move and jive
Let’s swing our arms now
Hop on one leg

**Chorus**
(Repeat)

**Repeat Whole Song**

**Song from CD**

Move around the room. Follow the instructions on the CD.
When the chorus plays, move around freely until the next instruction.

**Imaginary things**

**How to conduct**

1. “Imagine you’re in the forest again.
   Then your legs, hips, stomach, until you become normal again.
   Your chest relaxes and your arms feel warm and movable.
   Now even your face that was very puffy, starts to move the muscles again into a smile.”
2. If you like, you can hum a soft, relaxing song in the background.
3. Say/sing the closing sentence:
   “Moving lesson is done for today, See you later and have a great day!”
Balance
Moving to music: Foundation phase

Accompaniment

- Sing your own melody.
- Play any song.
- Use a drummer or use Balance song from the CD.
- Play any pace and rhythm of your choice.
- Drum in any pace or rhythm of choice.

Intro ritual

1. "Stand in a circle."
2. Sing the words:
   "It is time for moving can you see
   Let us get together 1, 2, 3."
As teacher, sing the words to any melody. Let the learners sing with you. Repeat the little song 5 times.

Drop like a rock

How to play

1. Drum or play any song.
2. Instruct the drummer, musician or CD player to play and stop at different times.
3. "Dance around the area."
4. "When the music stops, you must drop to the floor like a rock."
5. Repeat the activity several times.
6. As teacher, look for the learner who sits on the floor last.
7. "The last learner to sit down must act like an animal."
8. Start the music again: "Dance around!"
9. Stop the music whenever you like to repeat the game.

Variation: Instead of sitting on the floor, "Sit like a meerkat."

Balance

How to play

1. As teacher, say: "Stand in two lines facing me."
2. "Let us see if you can balance."
   - "Stand on one foot."
   - "Make an airplane standing on one foot."
   - "Stand on your toes."(On the balls of your feet)
   - "Stand on your heels."
   - "Sit on your bottom, lift your feet off the floor."
   - "Can you twist your body on the floor?"
   - "Can you stand and twist your body?"
   - "Can you do the twist dance?"
3. Use drums or play the Balance song on the CD.
Balance

Drums

Stand on one foot
Let us try
1-2-3-4-5-6-7-8
Balancing is fun to try
Moving’s good for you and I

Tippy toes now
Up, up, up!
1-2-3-4-5-6-7-8
Balancing is fun to try
Moving’s good for you and I

On your heels now
Let us try
1-2-3-4-5-6-7-8
Balancing is fun to try
Moving’s good for you and I

Let’s sit down now
Feet up high
1-2-3-4-5-6-7-8
Balancing is fun to try
Moving’s good for you and I

(16 bar instrumental interlude for free movement)

Flap your arms now
Try to fly
1-2-3-4-5-6-7-8
Balancing is fun to try
Moving’s good for you and I

Bend your knees now
Hold it there
1-2-3-4-5-6-7-8
Balancing is fun to try
Moving’s good for you and I

Song from CD

Follow the instructions in the song.

Rhythm circle

How to play

1. Make a big circle.
2. As teacher, instruct learners:
   - Stamp feet 8 times,
   - Freeze for 4 counts,
   - Walk into the circle in 4 counts,
   - Balance on one foot for 4 counts,
   - Walk backwards for 4 steps until you are back in the circle.
3. Repeat the sequence 5 times.
4. Let the learners count out loud.
5. Let them also count without you
6. “Now, let us count slowly!” Adapt the movements to slow.
7. “Now, let us count fast!” Adapt the movement to be fast.
8. Now you the learners can walk freely around the room doing the same little sequence counting on their own.
1. "Imagine you are a candle.
   Show me your fire. How does the fire move?
   The fire moves fast.
   The fire also moves slow.
   The fire sometimes makes sparks. Make 4 sparks. Sharp fast movements.
   If the candle burns for a long time, it begins to melt.
   You are melting.
   Melt all the way to the floor.
   Close your eyes as the fire goes out!"
2. If you like, you can hum a soft, relaxing song in the background.
3. Say or sing the closing sentence:
   "Moving lesson done for today,
   See you later and have a great day!"
Different qualities of movement
Moving to music: Foundation phase

Accompaniment

- Play/sing any song of your choice.
- Play any pace and rhythm of your choice.

Name game

Introduction
Time: ~ 5 min

How to play

1. Stand in a circle.
2. As teacher, say your name and show the learners any movement.
3. Learners must: “Come, copy my movement and say my name at the same time.”
4. Tell the next learner in the circle: “Now it is your turn! Say your name and show your favourite movement.”
5. Instruct learners: “Come, let us copy the movement and say the name all together.”
6. Ask the next learner in the circle. Each learner must get a chance to say his/her name and demonstrate his/her favourite movement to the class.

Twist and jump

Main part
Time: ~ 5 min

How to move

1. Play music/drums
2. “Twist to the music! When I say jump, you must jump once.”
3. Call out “Jump! Jump as high as you can!”
4. “Twist again!”
5. Call out: “Jump!” every 10-20 seconds (repeat 5 times).
6. “Twist as low to the floor as you can.” (Repeat “Jump!” 3 times).
7. “Twist on only one foot!” (Repeat “Jump!” 3 times).
Instruct each group to present its dance to the class.

**How to move**

1. Divide your class into groups of 5. Instruct your learners to create a dance sequence with the following instructions:
4. “Mama Jelly – shake your whole body.”
5. “Sisi Shy – walk backwards.”
6. “Buti Bounce – bounce! Jump up and down keeping your feet together.”
7. “Baby Small – make your body small, bend down to the floor and crawl.”
8. “Tata Strong – move proudly with your arms above your head, showing your bull’s horns.”
9. “Sisi Tall – stretch up tall and move elegantly.”
10. “Mama Tickle – wave around your arms in a crazy way.”
11. “Tata Happy – move around with a big smile on your face.”

**Creative group activity**

1. Divide your class into groups of 5. Instruct your learners to create a dance sequence with the following instructions:
2. “Create a dance where you show three different mamas or tatas. Choose three different movements and combine them together to create a dance.”
3. “Combine your movements together to a flowing sequence. Add an ending.”
4. Give the learners 10 minutes to practice.

**Cool down**

Instruct each group to present its dance to the class.
**Stand in a circle**

**How to move**

1. "Move your head as you look around you."
   a. “Slowly look up to the sky.”
   b. “Slowly look down to the floor.” (Repeat these head movements 5 times).
   c. “Look to the friend next to you.”
   d. “Look to your friend on the other side.” (Repeat these movements 5 times).

2. “Lie with your back on the floor.”
   a. “Put your feet up in the air.”
   b. “Stretch your legs up in the air and bend your legs.” (Repeat 3 times).
   c. “Keep your legs up in the air, keep them still, and make circles with your feet.”
   d. “Count to 5 as you make 5 circles with your feet.”
   e. “Can you circle your feet in the opposite direction?”

3. “Sit on the floor.”
   a. “Lift your one shoulder up and down 5 times. Count out loud.”
   b. "Lift your other shoulder up and down 5 times. Let us count together.”
   c. “Lift both shoulders up and down at the same time. Let us do it 5 times.”

4. “Stand up straight!”
   a. “Grow as tall as you can be.”
   b. “Bend and round your back.”
   c. “Straighten up and grow as tall as you can be again.”
   d. “Bend and round your back again and keep your arms hanging loose beside your body.”
   e. “Straighten your back. Stand as tall as you can be.”
   f. “Bend all the way to make a little ball on the floor.”
   g. “Stand tall!”

**‘Move it’ circle**

**How to conduct**

1. Stand in a circle and play music/drums.
2. Instruct learners to follow your instructions and copy your movements.
3. “Stretch as tall as you can be.”
4. “Be as small as you can be.”
5. “Be as fat as you can be.”
6. “Be as thin as you can be.”
7. “Count out loud to the music.”
8. “Count out loud to the music and flap your arms like a bird.”
9. “Jump to the side.”
10. “Jump to the middle of the circle.”
11. “Jump backwards.”
12. “Count out loud to the music and walk on the spot.”
Dance circle

Main part
Time: ~ 5 min

**How to conduct**

1. Stand in a big circle.
2. Choose a learner to go to the middle of the circle.
3. The chosen learner must: “Show any dance movement to your friends.”
4. Instruct the learners: “Let us copy the movement.”
   "Let us do the movement 10 times. Count with me. 1,2,3,4,5,6,7,8,9,10!"
5. Choose another person to go into the middle of the circle. “Show us a new dance movement!”
6. “Let us copy the movement. 1,2,3, 4,5,6,7,8,9,10!”
7. Repeat the game until about 10 learners have had a chance to enter the circle.

Creative partner activity

Main part
Time: ~ 10 min

**How to conduct**

1. Make groups of two.
2. “Choose any 3 movements we did today. Combine these movements together to make a dance.”
3. Give your learners 10 minutes to practise.

Cool down

Cool down
Time: ~ 10 min

Split the class in 3 groups and ask them to show their little sequence. One group shows it and the other 2 groups watch.
Insects and their movements
Moving to music: Foundation phase

Accompaniment
- Sing your own melody
- Play/sing any song.
- Play any pace and rhythm of your choice.

Intro ritual
Introduction
Time: ~ 5 min

1. “Stand in a circle.”
2. Sing the words:
   “It is time for moving can you see
   Let us get together 1, 2, 3.”
   As teacher, sing the words to any melody. Let the learners sing with you. Repeat the little song 5 times.

Stretch to the sky
Introduction
Time: ~ 5 min

Accompaniment: As teacher, sing or play any song/beat. Stop and start the music whenever you like.

How to play
1. “Listen carefully. Whenever the music stops, you must stand tall and stretch your hands to the sky.”
2. Play music/drums: “Run around the room.”
3. Stop music/drums: “Stand tall and stretch to the sky.”
4. Play music/drums: “Run around the room.”
5. Stop music/drums: “Stand tall and stretch to the sky.”

Insects orientation
Main part
Time: ~ 10 min

How to play
Orientation:
“Do you know what an insect is?”
“Can you name some insects?”
- “Let us try to be a bee.”
- “A butterfly moves her beautiful wings elegantly and slowly.”
- “Mosquitoes move their little wings very, very fast.”
- “A spider crawls on hands and knees.”
- “A cockroach crawls fast on the floor.”
- “A worm moves his bottom first, then his body.”
Insects orientation

Game:
1. “Be a spider.”
2. “Be a mosquito.”
3. “Be a cockroach.”
4. “Freeze!” (Let them hold a position/be a statue.)
5. “Be a bee.”
6. “Be a worm.”
7. Repeat the above instructions.

Insect movements

How to play

1. As teacher, allocate groups of 5 learners each.
2. “Choose an insect.”
3. “Can you make the movements of your insect?”
4. “See how many movements you can make.”
5. Sing/say the words:
   “I am a … [name of insect] … and I act like this… [do the movement of the insect]”
6. Repeat the song 5 times.
7. Provide learners with some time to practice their song and dance routine.
8. “You have 5 minutes.” Give learners approximately 10 minutes to practise their dance.
   “It’s show time!”
   “Sit where you are, in your group.”
9. Allow each group to show its insect song to the rest of the class.

After the performances: “When I count to three, jump up and show me your favourite insect movement of today!
One... two ... three!”

Outro

How to stretch

1. “You are a butterfly who wants to find a flower to sit on.”
   - “Fly high in the sky.”
   - “Sit down on a rose.”
   - “Ouch! The thorn pricks you!”
   - “Jump up!”
   - “Fly up again.”
   - “Look at the field with the colourful different flowers.”
   - “Make circles in the air above the flowers.”
   - “Quickly, hide from a big bird!”
   - “Sit down on a daisy and feel the soft rocking of the flower calming you down, making you feel calm.”
   - Repeat 4 times.
2. Say or sing this sentence:
   “Moving time is done for today,
   see you later and have a great day!”
Sing your own melody.
Use a drummer or use Move to the music song from the CD.
Play any pace and rhythm of your choice.

Intro ritual

1. “Stand in a circle.”
2. Sing the words:
   “It is time for moving can you see
   Let us get together 1, 2, 3.”

As teacher, sing the words to any melody. Let the learners sing with you. Repeat the little song 5 times.

Introduction

How to conduct

“Do you know what we mean if we say that you must do strong movements?”
- “Can you move your one arm fast and stop it quickly?”
  “That is a strong movement.”
- “How can you move both your arms in a strong manner?”
- “Can you make a strong fast movement with your body?”
- “Can you make a strong fast movement with your leg?”

“Do you know what gentle movements are?”
- “Can you move your arms very slowly through the air without stopping the movement?”
  “That is a gentle movement.”
- “How can you move your body in a gentle manner?”
- “Can you make a gentle movement with your legs?”
- “Can you make a gentle movement with only one arm?”
- “Can you make a gentle movement with both your arms?”

How to move

1. Practice the following movements in different ways i.e. in an angry way:
   - “Can you clap hands loud?”
   - “Can you stamp your feet hard?”
   - “Can you laugh very mean?”
   - “Can you jump to the side?”
   - “Can you run on the spot angry?”
   - “Can you swing arms very big?”
   - “Can you hop on one leg low to the ground?”

2. “Now try all of the above movements while being shy”
   - “Can you clap hands soft?”
   - “Can you stamp your feet like no one is allowed to hear?”
   - “Can you laugh like no one is allowed to see?”
   - “Can you jump in one hop only a little?”
   - “Can you run on the spot very girly?”
   - “Can you swing arms very gentle?”
   - “Can you hop on one leg like you would in slow motion?”
Move to the music

2. Now try all of the above movements while being shy:
   - “Can you clap hands soft?”
   - “Can you stamp your feet like no one is allowed to hear?”
   - “Can you laugh like no one is allowed to see?”
   - “Can you jump in one hop only a little?”
   - “Can you run on the spot very girly?”
   - “Can you swing arms very gentle?”
   - “Can you hop on one leg like you would in slow motion?”

Drums

Chorus: (Repeat)

Move to the music
Let’s have fun
Move to the music
Move as one!
(Repeat)
Verse 1:
Clap your hands
Stamp your feet
Laugh from your tummy
Jump to the beat

Chorus: (Repeat)

Verse 2:
Run in place
Move and jive
Let’s swing our arms now
Hop on one leg

Song from CD

Move around the room. Follow the instructions on the CD. When the chorus plays, move around freely until the next instruction.

Imaginary things

How to move

1. “Imagine you’re a leaf in the wind.
   Rock from side to side on a tree,
   fall from the tree,
   twirl in the wind,
   fly towards a river,
   sway from side to side,
   land in the river,
   travel down the river,
   gently float
   until you wash out on the warm sand
   enjoy the sun on your face.”

2. If you like, you can hum a soft, relaxing song in the background.
3. Say/sing the closing sentence:
   “Moving lesson is done for today,
   See you later and have a great day!”

Cool down

Time: ~ 5 min
Movements of animals
Moving to music: Foundation phase

How to play

1. Stand in a circle.
2. As teacher, say your name and show the learners any movement.
3. Learners must: “Come, copy my movement and say my name at the same time.”
4. Tell the next learner in the circle: “Now it is your turn! Say your name and show your favourite movement.”
5. Instruct learners: “Come, let us copy the movement and say the name all together.”
6. Ask the next learner in the circle. Each learner must get a chance to say his/her name and demonstrate his/her favourite movement to the class.

Musical statues and animals

Accompaniment: Play music.

How to play

1. Play music. Instruct learners to “move freely to the music” (Encourage learners to use the entire area they have to move).
2. Stop the music after 30 seconds; learners must freeze. “Freeze like a statue - don’t move!”
3. Play music: Instruct them to “Hop around like a rabbit”.
   Stop music: “Freeze!” (Repeat rabbits 5 times).
4. Play music: “Gallop like a horse.”
   Stop music: “Freeze!” (Repeat horses 5 times).
   Stop music: “Freeze!” (Repeat butterflies 5 times).
6. Play music: “Swim like a fish.”
   Stop music: “Freeze!” (Repeat fish 5 times).
7. Play music: “Roll your treasure like dung beetle.”
   Stop music: “Freeze!” (Repeat dung beetles 5 times).
   Stop music: “Freeze!” (Repeat elephants 5 times).
   Stop music: “Freeze!” (Repeat spiders 5 times).
    Stop music: “Freeze!” (Repeat dolphins 5 times).
Instruct each group to present its dance to the class.
How to play
1. “March to the music. When I say Jump, you must jump once.”
2. Call out: “Jump! Jump as high as you can!”
3. “March again!”
4. Call out: “Jump!” every 10-20 seconds. (Repeat 5 times).
5. “March as fast as you can.” (Repeat “Jump!” 3 times).
6. “March with high knees.” (Repeat “Jump!” 3 times).
7. “March while taking big steps.”
8. “March while taking very little steps.”
9. “March on the spot.”
10. “March moving far across the room.”

Stop ‘n freeze
1. Play music/drum: “Move freely across your entire space.”
2. Stop music/drums: “Freeze! Don’t move!”
3. Repeat the above 5 times.
4. Tell your learners: “Strike a pose!” when the music stops. “Make a big creative freeze position.”
5. Repeat the poses 5 times.
6. Play music/drums: “Dance with your arms only. Keep your legs still.”
7. Stop music/drums: “Pose!”
8. Play music/drums: “Move on the floor only!”
9. Stop music/drums: “Pose!”
11. Stop music/drums: “Pose!”
12. Play music/drums: “Dance with your shoulders only.”
13. Stop music/drums: “Pose!”
14. Repeat the above 5 times.
**In the jungle between your friends**

**How to play**

1. Split your class into 2 groups (group ‘the stars’ and group ‘the moon’).
2. Instruct learners to “Move through the jungle!”
3. When you stop the music/drums, learners must freeze. “Freeze like a statue - don’t move!”
4. “Group ‘the moon’, stay in your freeze position. Group ‘the stars’, start moving around the group ‘the moon’. Try not to touch group ‘the moon’.”
5. Play music/drums: “Group ‘the stars’ jump over logs.”
   Stop music/drums: “Freeze!”
6. “Group ‘the stars’ must freeze and group ‘the moon’ must move.”
7. Play music/drums: “Group ‘the moon’, jump over logs!”
8. Repeat the following and switch group ‘the stars’ and ‘the moon’ with every instruction.
   Stop music/drums: “Freeze!”
    Stop music/drums: “Freeze!”
11. Play music/drums: “Run away from the tiger.”
    Stop music/drums: “Freeze!”
12. Play music/drums: “Tip toe quietly so that you don’t wake anybody up.”
    Stop the music/drums: “Freeze!”
13. Play music/drums: “Talk to the monkeys (ooh, ooh, aah, aah).”
    Stop the music/drums: “Freeze!”
14. Play music/drums: “Swing through the jungle like Tarzan.”
    Stop the music/drums: “Freeze!”

**Growing flower**

**How to conduct**

**Orientation:** “Have you seen any flowers today? What colour was the flower? Do you know where flowers come from? Flowers come from a small seed. The seed is buried in the sand. When it rains, the seed is happy to drink the water from the rain. The water makes the seed grow into a beautiful flower.

Instruct learners:
1. “Let us grow like a flower. First we must be the seed. Crouch into a little ball like a seed.”
2. “It is raining! Feel the water on your body. Tip tap tip tap! I want to see you feel the water on your body, little seeds.”
3. “Drink the water.”
4. “Wow! You are drinking so much water. Slowly, you are starting to get bigger.”
5. “Look! I see a green stem that is breaking through the seed! Let only your arm grow up to the sky.”
6. “There is another stem! Quick, let your other arm grow up to the sky.”
7. “The plant is growing! Rise up slowly and reach out with arms sprouting.”
8. “I see a flower bud! Put your arms in a circle above your head.”
9. “The flower is opening slowly. Open your flowers to feel the sun.”
10. Now, try different plant “actions”.
11. “The wind is blowing! Sway and wave your arms in the wind.”
12. “The plant is thirsty! Look thirsty; make a droopy, sad hanging flower.”
13. “Night time comes: close arms like petals closing.”
15. “Winter comes: crumble to ground.”
16. “The sun comes out again: rise up slowly and reach out with your arms up and open them.”
Balance and partner work
Moving to music: Foundation phase

Accompaniment

- Sing your own melody.
- Use a drummer or use Balance song from the CD.
- Drum in any pace or rhythm of choice.

Intro ritual

Introduction
Time: ~ 5 min

1. “Stand in a circle.”
2. Sing the words:
   - “It is time for moving can you see
   Let us get together 1, 2, 3.”

As teacher, sing the words to any melody. Let the learners sing with you. Repeat the little song 5 times.

A day at the beach

Introduction
Time: ~ 5 min

How to conduct

1. “Make two lines, each one facing a partner on the opposite line.”
2. “We are going to the beach.”
   - “Pretend to put on your swimming costume.”
   - “Throw your towel over your shoulder.”
   - “We are going swimming. Who knows how to swim?”
   - “Move your arms forward in circles. One arm, and then the other arm, one arm, other arm.”
   - “Lie on your stomach.”
   - “Kick your feet up and down.”
   - “Lie on your back and float in the water.”
   - “Keep your arms on the floor and move them up and down, up and down.”
   - “You see a fish. Jump up!”
   - “Be the fish.”

Balance song

Main part
Time: ~ 15 min

How to move

1. “When you are in the water you have to have good balance so that the water cannot make you fall. Let us practise our balance.”
   - “Stand on one foot.”
   - “Stand on toes.”
   - “Stand on heels.”
   - “Sit on bottom with nothing else touching the ground.”
   - “Only one leg and one hand may be on the ground (sideways).”
   - “Feel the water around your body and swing your arms over the water.”
   - “Lift your knees to get over the waves.”
   - “Twist in the sand.”
   - “Turn in the water.”
   - “Jump over the waves.”

2. Use drums or play song Balance song on the CD.
## Balance song

### Drums

Stand on one foot
Let us try
1-2-3-4-5-6-7-8
Balancing is fun to try
Moving's good for you and I

Tippy toes now
Up, up, up!
1-2-3-4-5-6-7-8
Balancing is fun to try
Moving's good for you and I

On your heels now
Let us try
1-2-3-4-5-6-7-8
Balancing is fun to try
Moving's good for you and I

### Song from CD

Follow the instructions in the song.

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### Imaginary things

#### How to play

1. Imagine you are building a small house on the beach sand.
   - “Gather some sand.”
   - “Make a ball with the sand.”
   - “Shape your house.”
   - “Pick up some small sticks.”
   - “Place the sticks on the roof.”
   - “Gently dig a door and windows into your house.”

2. “Lie down next to your house.”
3. “Listen to the waves crashing on the sand.”
4. If you like, you can hum a soft, relaxing song in the background.
5. Say or sing the closing sentence:
   “Moving lesson done for today, See you later and have a great day!”

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Balance and partner work
Moving to music: Foundation phase

Accompaniment
- Sing your own melody.

Intro ritual
Introduction
Time: ~ 5 min

1. “Stand in a circle.”
2. Sing the words:
   "It is time for moving can you see
   Let us get together 1, 2, 3."
As teacher, sing the words to any melody. Let the learners sing with you. Repeat the little song 5 times.

Traffic officer
Introduction
Time: ~ 5 min

How to play
1. “Stand in a line.”
2. Choose one learner to be the traffic officer. Traffic officer must stand far away from the group with his/her back to the group.
3. “Traffic officer, you must shout the words ‘Red light STOP’. Say it slowly (e.g. "Reeeeeeeeeeelight STOP!"). At the word STOP! You turn around to check on the class.”
4. “Class, you must run towards the traffic officer. When you hear the word STOP, you must freeze!” If a learner does not freeze, he/she must take 2 big steps backwards.
5. Repeat the activity, until a learner touches the traffic officer. This learner becomes the new traffic officer.

Variation: Traffic officer must say ‘Red light stop’ very fast, very slow, and at a medium pace. Instruct learners: “Move the same speed as the words.”

Circle walk
Main part
Time: ~ 15 min

How to play
1. “Stand in a circle”
2. “Walk in a circle.”
3. “Change direction. Walk to the other side.”
4. “Walk tall like an ostrich.”
5. “Change direction.”
6. “Walk close to the ground like a frog.”
7. “Change direction!”
8. “Walk fast like a cheetah.”
9. “Change direction again.”
10. “Walk slowly like a turtle.”
Circle walk

Play with different paces. Change the movement after each time you change direction. Use animal references.

- “Stretch up tall and high like a giraffe.”
- “Walk close to the ground like a mouse.”

After practicing this a few times, use only animals to announce the next movement.

- "Giraffe" (movement = stretching up tall and high)
- "Mouse" (movement = walking close to the ground)

Now, you can let a learner give instructions to the class.

Animal movements

How to play

1. Can you move like an animal?
   • “A cheetah runs fast. Run!”
   • “An elephant walks slowly. Walk big and slowly.”
   • “Frogs! What do they do? Show me!”
   • “Frogs hop up and down and eat insects by shooting out their tongue.”
2. As teacher, place learners into groups of 5.
3. “Choose an animal.”
4. “Can you make the movements of your animal?”
5. “See how many movements you can make.”
6. Sing/say the words:
   “I am a … [name of the animal] …
   and I act like this… [do the movement of the animal]”
7. Repeat the song 5 times.
8. Provide learners some time to practise their song and dance routine.
   “It is show time. Sit where you are, in your group.”
9. Instruct each group to show its animal song to the rest of the class.
10. “When I count to three you must jump up and show me your favourite animal movement of today. One... two ... three!”

Imaginary things

How to conduct

1. “Imagine you are a candle.
   - Show me your fire.
   - How does the fire move?
   - The fire moves fast.
   - The fire also moves slowly.
   - The fire sometimes makes sparks. Make 4 sparks. Sharp fast movements.
   - If the candle burns for a long time, it begins to melt.
   - You are melting.
   - Melt all the way to the floor.
   - Close your eyes as the fire goes out.”
2. If you want to, you can hum a soft, relaxing song to the learners.
3. Say or sing the closing sentence:
   “Moving lesson done for today,
   See you later and have a great day!”
Isolations and storytelling
Moving to music: Foundation phase

Accompaniment
- Play/sing any song of your choice.
- Play any pace and rhythm of your choice.

Stop ‘n sit

Accompaniment: Play music or drums.

How to play

1. Play music/drums: “Move freely to the music.” (Use the entire movement area).
2. Stop music/drums: “Sit down on the floor as fast as you can.”
3. The slowest learners need to do 5 star jumps.
4. Repeat the above 10 times.

Stand in a circle

How to move

1. “Move your head as you look around you.”
   a. “Slowly look up to the sky.”
   b. “Slowly look down to the floor.” (Repeat these head movements 5 times).
   c. “Look to the friend next to you.”
   d. “Look to your friend on the other side.” (Repeat these movements 5 times).
2. “Lie with your back on the floor.”
   a. “Put your feet up in the air.”
   b. “Stretch your legs up in the air and bend your legs.” (Repeat 3 times).
   c. “Keep your legs up in the air, keep them still, and make circles with your feet.”
   d. “Count to 5 as you make 5 circles with your feet.”
   e. “Can you circle your feet in the opposite direction?”
3. “Sit on the floor.”
   a. “Lift your one shoulder up and down 5 times. Count out loud.”
   b. “Lift your other shoulder up and down 5 times. Let us count together.”
   c. “Lift both shoulders up and down at the same time. Let us do it 5 times.”
4. “Stand up straight!”
   a. “Grow as tall as you can be.”
   b. “Bend and round your back.”
   c. “Straighten up and grow as tall as you can be again.”
   d. “Bend and round your back again and keep your arms hanging loose beside your body.”
   e. “Straighten your back. Stand as tall as you can be.”
   f. “Bend all the way to make a little ball on the floor.”
   g. “Stand tall!”
Dance circle

**How to play**

1. Stand in a circle.
2. Choose a learner to go to the middle of the circle.
3. The chosen learner must: “Show any dance movement to your friends.”
4. Instruct the learners: “Let us copy the movement.”
   “Let us do the movement 10 times. Count with me. 1,2,3,4,5,6,7,8,9,10!”
5. Choose another person to go into the middle of the circle. “Show us a new dance movement!”
6. “Let us copy the movement. 1,2,3,4,5,6,7,8,9,10!”
7. Repeat the game until about 10 learners have had a chance to enter the circle.

Creative group activity: The good morning dance

**How to play**

1. Stand in a circle.
2. Instruct learners to show you the following movements: “What do you do when you wake up in the morning? Show me how you wake up.”
   a. “How do you wash your face?”
   b. “How do you clean your teeth?”
   c. “How will you get dressed? How do you put on your pants?”
   d. “How do you put on your socks and shoes?”
   e. “Will you fix your hair?”
3. Divide the class into groups of 4.
4. Instruct learners to design a ‘wake-up in the morning’ dance.
5. Learners must choose 4 movements showing how they wake up in the morning and combine them together to create a dance.
6. Give learners 15 minutes to practice their dance.

Cool down

Instruct each group to present its dance to the class.
Rhythm and body percussion
Moving to music: Foundation phase

Accompaniment
- Play/sing any songs of your choice.
- Play any pace and rhythm of your choice.

Move to the beat

Introduction
Time: ~ 5 min

Accompaniment: Play music or drums.

How to move

Instruct learners: “Run around! Use the whole movement area.” Give one of the following instructions every 15 seconds:
1. “Touch the sky, move high.”
2. “Be close to the ground, move low.”
3. “Move high and low. Go up and down.”
4. “Run very slow.”
5. “Run very fast.”
6. “Run around in your own circle.”
7. “Walk forwards in a funny way.”
8. “Can you walk backwards?”
9. “Can you walk with your hands and your feet on the ground?”
Repeat instructions from number 1.

Rhythm walks

Main part
Time: ~ 5 min

Accompaniment: Play music or drums.

How to play

1. Play music/drums. Instruct learners to walk to the beat. Count the music out loud for the learners (for example counts 1-8).
2. Instruct: “Clap your hands on every first count of eight in the music.”
3. Give a new instruction after every 30 seconds:
   a. “Jump on every first count.”
   b. “Reach up to the sky on the first count of 8.”
   c. “Touch the floor on every first count.”
   d. “Turn around on every first count.”

Note to teacher: if you count the music differently, use your own way of counting and add specific movements for the first count of each sequence.

Body percussion circle

Main part
Time: ~ 10 min

How to play

1. Make a circle.
   Instruct learners:
   a. “Clap your hands 1, 2, 3.”
   b. “Slap your thighs/legs 1, 2, 3.”
   c. Stamp your feet, 1, 2, 3.”
   d. Whistle, 1, 2, 3.”
2. Allow each learner to suggest his/her own way of making sounds and movements for 1, 2 and 3.
3. Instruct the rest of the learners to copy each suggestion.
Creative group activity: The playground dance

How to conduct

1. Divide your class into groups of 5.
2. “The school bell rings! It is break-time and you are happy! Which happy movements can you do to show your happiness?”
3. “Pretend that you leave the classroom with your 4 friends. Run on the spot.”
4. Ask your learners: “What is your favourite playground game?” Let them answer you.
5. Instruct each group: “Show me how you play your favourite playground game.”
6. Give learners 5 minutes to prepare.

Cool down

Instruct each group to present its favourite game, using only movements, to the class. Let the class guess which game it is.
Assessment: Moving to music

First and last name: ________________________________

Date: ________________________________

Class: ________________________________

Rating:  
3 points: Well done
2 points: Good
1 point: OK
0 points: Needs to work on it

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</tbody>
</table>
GOOD LUCK!