



# KaziBantu

*Healthy Schools for Healthy Communities*

## **GRADE 1**

# **KAZIKIDZ TEACHING MATERIAL**

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**The Novartis  
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**LESSON PLANS FOR**  
***Grade***

**1**



***Health & Hygiene  
and Nutrition***



***Physical  
Education***



***Moving to  
Music***



**KaziKidz**

*Teaching Material for Schoolchildren*



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## INSTRUCTIONS FOR MOVING TO MUSIC CONTENT PILLAR

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.**

# OVERVIEW OF THE KAZIKIDZ MOVING TO MUSIC CONTENT PILLAR AND ASSESSMENT STRUCTURE

## GRADES

## SCHOOL LEVELS



### *Foundation Phase*



### *Intermediate Phase*



### *Senior Phase*

**Lessons: 32  
Assessment: 1**

**Lessons: 32  
Assessment: 1**

**Lessons: 32  
Assessment: 1**

**Lessons: 32  
Assessment: 1**

**Lessons: 32  
Assessment: 1**

**Lessons: 32  
Assessment: 1**

**Lessons: 32  
Assessment: 1**

# MOVING TO MUSIC



**KaziKidz**

Teaching Material for Schoolchildren



# Lesson tracker

Moving to Music - Grade 1



This overview table should facilitate the tracking of the lessons and assessments.

Component	Term	Lesson Number	Lesson Content	Date
Moving to Music	Term 1	Lesson 1	Speed of movements	
		Lesson 2	Movement exploration	
		Lesson 3	Movement quality and animals	
		Lesson 4	Different sceneries and movement	
		Lesson 5	Movement vocabulary	
		Lesson 6	Balance	
		Lesson 7	Different qualities of movement	
		Lesson 8	Movement quality and repertoire	
		Assessment: Moving to Music		
	Term 2	Lesson 9	Insects and their movements	
		Lesson 10	Contrasting movements	
		Lesson 11	Movements of animals	
		Lesson 12	Diversity of movements	
		Lesson 13	Balance and partner work	
		Lesson 14	Balance and partner work	
		Lesson 15	Isolations and storytelling	
		Lesson 16	Rhythm and body percussions	
		Assessment: Moving to Music		
	Term 3	Lesson 17	Speed of movements	
		Lesson 18	Exploring new movements	
		Lesson 19	Movement quality and animals	
		Lesson 20	Different sceneries and movements	
		Lesson 21	Movement vocabulary	
		Lesson 22	Balance	
		Lesson 23	Different qualities of movement	
		Lesson 24	Movement quality and repertoire	
		Assessment: Moving to Music		
	Term 4	Lesson 25	Insects and their movements	
		Lesson 26	Contrasting movements	
		Lesson 27	Movements of animals	
		Lesson 28	Diversity of movements	
		Lesson 29	Balance and partner work	
		Lesson 30	Balance and partner work	
		Lesson 31	Isolations and storytelling	
		Lesson 32	Rhythm and body percussions	
		Assessment: Moving to Music		



## Moving to music: Foundation phase

## Accompagnement

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

# 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.

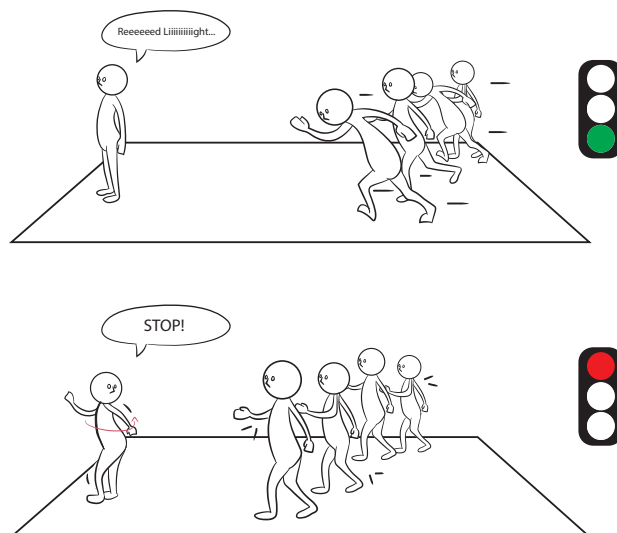
# Traffic officer

Introduction  
Time: ~ 10 min

## How to play

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. "Reeeeeeeeeeeeeeeeeed lllllllllllllllllllllight 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!”




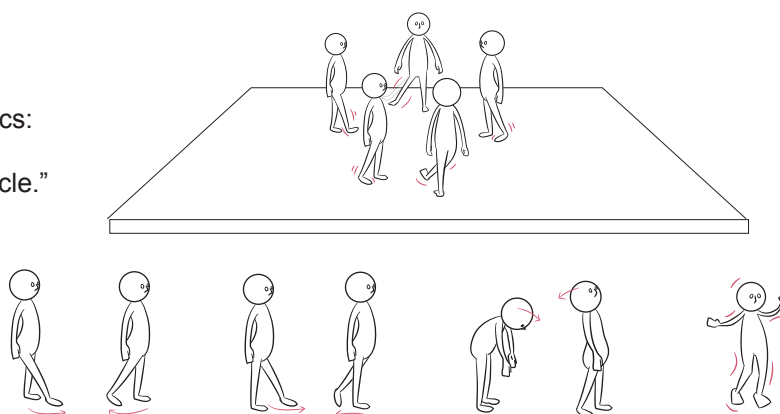
# Circle dance song

Main part  
Time: ~ 10 min

**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

Continued

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)

Verse:

Let's clap our hands  
Clap to the beat  
Let's clap our hands  
Let's feel the beat

Let's stamp our feet  
Stamp to the beat  
Let's stamp our feet  
Stamp to the beat

*Chorus*

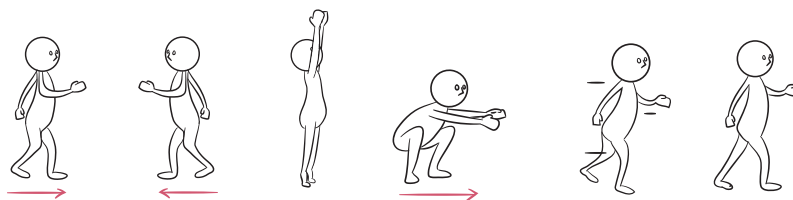
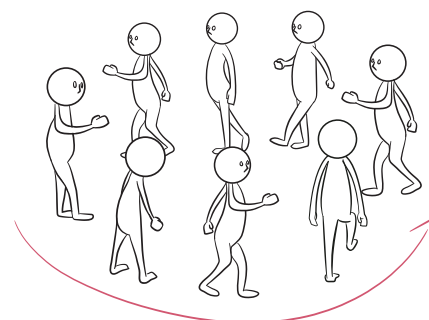
(Repeat)

## Circle walk

Main part  
Time: ~ 10 min

### 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

Cool down  
Time: ~ 5 min

**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

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.

## Animals and their movements

Introduction  
Time: ~ 5 min

### 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.

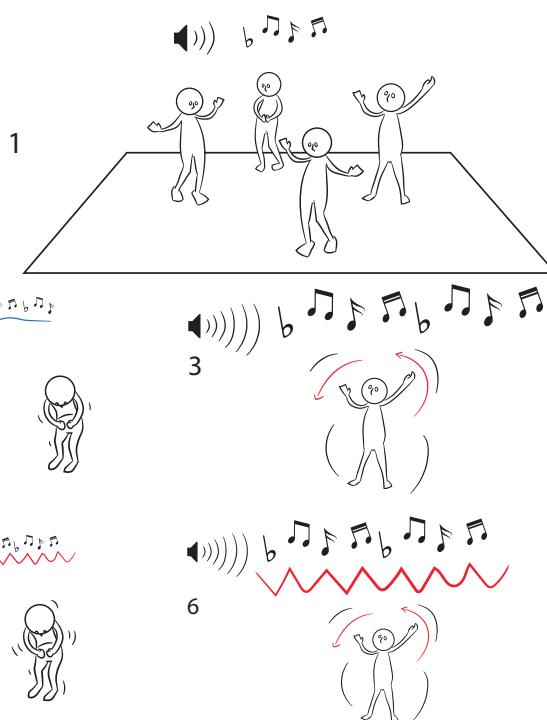
## Listen to the music

Main part  
Time: ~ 10 min

**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.

### 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!"
3. Play/sing loud: "The music is loud. Make big 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

Main part  
Time: ~ 15 min

## How to move

- 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

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

Cool down  
Time: ~ 5 min

## How to conduct

- “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.”
- 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.
- 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."

1. "Tata Slow – move slowly."
2. "Buti Fast – move fast."
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

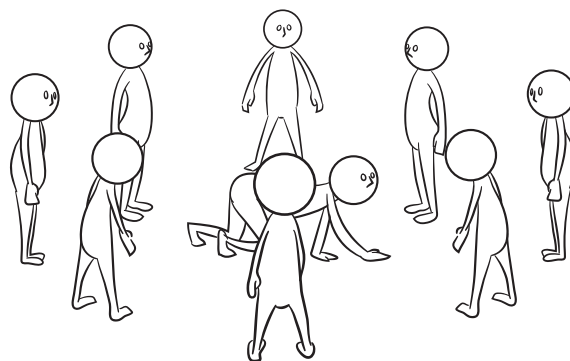
1. Play music/drums and instruct learners to move freely to the music (Encourage learners to use the entire area you have to move).
2. When you stop the music/drums, all the learners must freeze. Instruct the learners: "Freeze like a statue! Don't move!").
3. Play music/drums. Instruct the learners: "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

Main part  
Time: ~ 15 min

## 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

Cool down  
Time: ~ 10 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).



# 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, Siphon 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

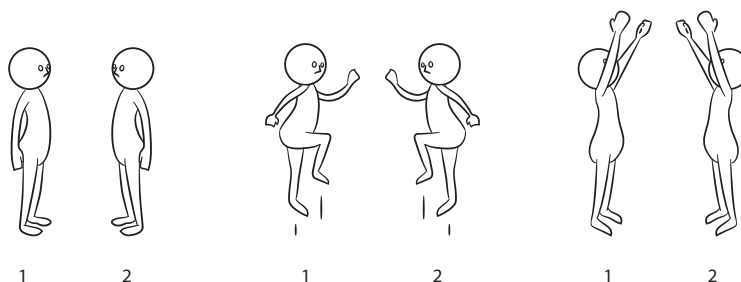
Have you ever looked in a mirror? What happens to the person in the mirror when you move?

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."

## Mirror mirror

Continued

6. After 1 minute: "Change over again! Person, can you jump?"
- "Run on the spot."
  - "Wave your arms."
  - "Change over again! Change leader!"
  - "Wiggle one body part."
  - "Twist."



## Mirror action story

Main part  
Time: ~ 10 min

### 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.

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

## Cool down circle

Cool down  
Time: ~ 5 min

### How to stretch

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

- "Slowly take a deep breath through the nose and out through the mouth." (Repeat 3 times).
- "Stand with both arms overhead, feet placed wide apart and knees slightly bent."
- "Gently wave arms from side to side and forward like a tree in the wind."
- "Gently shake one arm, shake the other and both."
- "Shake one leg, shake the other and both."
- "Shake your head, hips and whole body."
- "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

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 in the forest

Introduction  
Time: ~ 5 min

### 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

Main part  
Time: ~ 10 min

### 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."



# Move to the music song

Main part  
Time: ~ 15 min

## How to move

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

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

Cool down  
Time: ~ 5 min

## How to conduct

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 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.

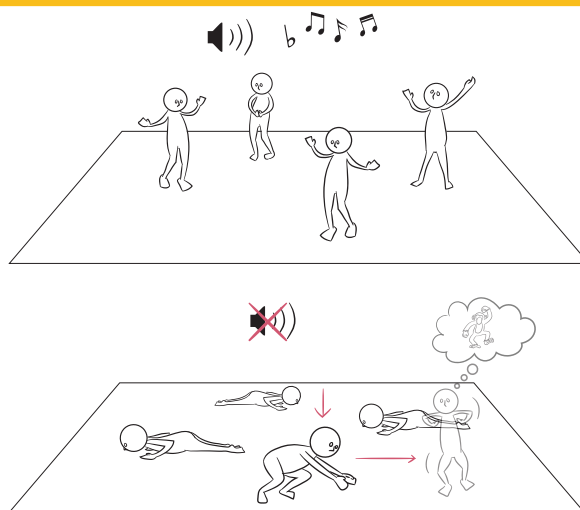
## Drop like a rock

Introduction  
Time: ~ 5 min

### 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."

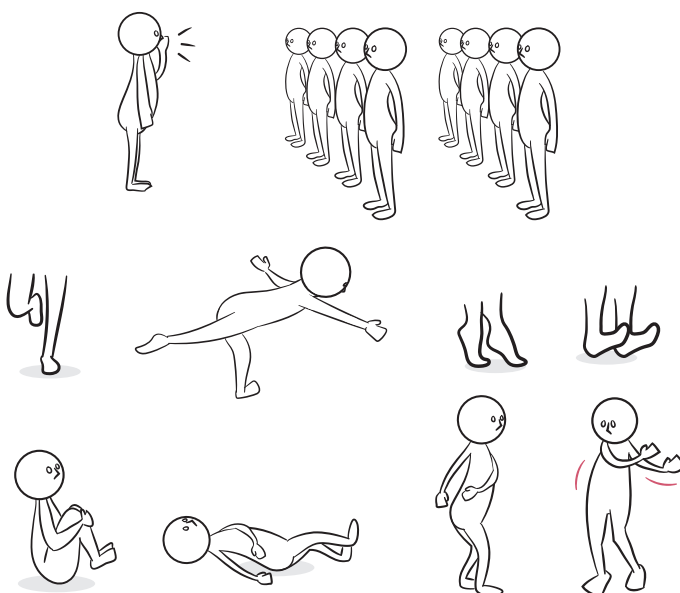


## Balance song

Main part  
Time: ~ 15 min

### 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?"



# Balance song

Continued

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

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

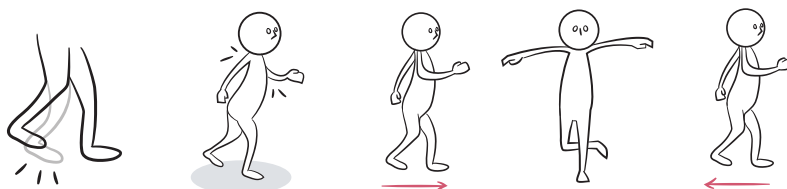
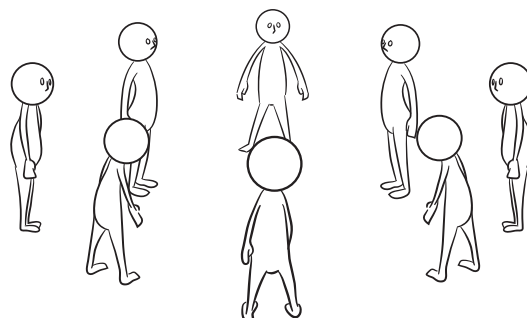
Bend your knees now  
Hold it there  
1-2-3-4-5-6-7-8  
Balancing is fun to try  
Moving's good for you and I

# 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.



# Imaginary things

Cool down  
Time: ~ 5 min

## How to play

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

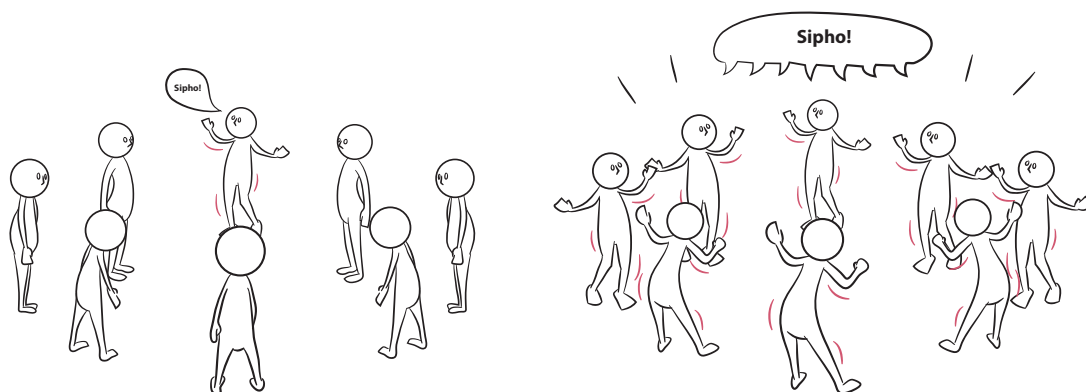
- Play/sing any song of your choice.
- Play any pace and rhythm of your choice.

## 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).

# Mama and Tata who?

Main part  
Time: ~ 5 min

**Accompaniment:** Play music or drums.

## How to move

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

1. "Tata Slow – move slowly."
2. "Buti Fast – move fast."
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

Main part  
Time: ~ 15 min

## 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.

# Cool down

Cool down  
Time: ~ 10 min

Instruct each group to present its dance to the class.



# Movement quality and repertoire

Moving to music: Foundation phase

## Accompaniment

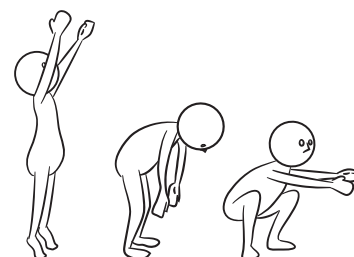
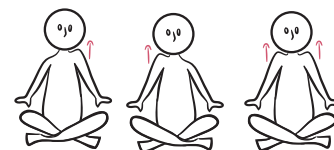
- Play/sing any song of your choice.
- Play any pace and rhythm of your choice.

## Stand in a circle

Introduction  
Time: ~ 10 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!"



## 'Move it' circle

Main part  
Time: ~ 5 min

### 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.

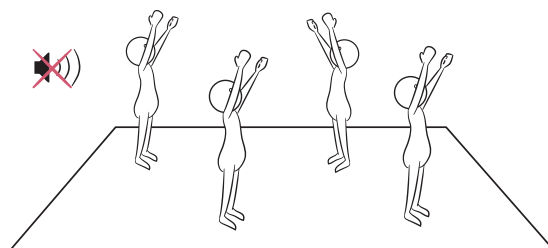
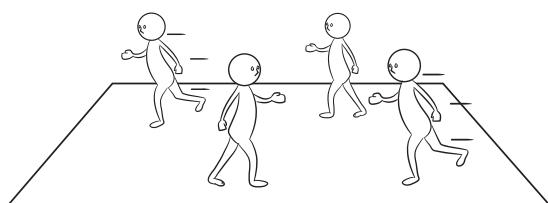
## Stretch to the sky

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

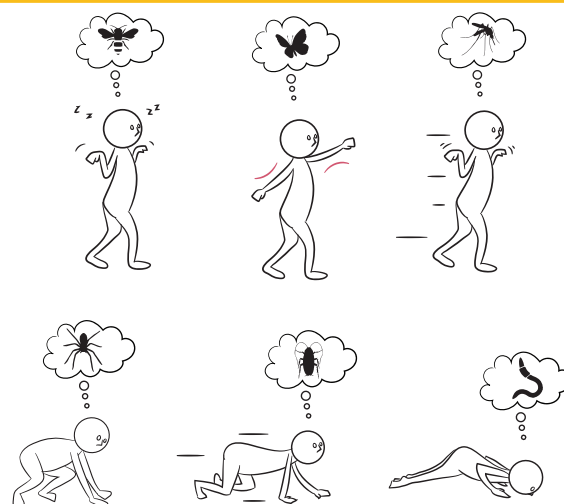
### How to play

#### 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

Continued

### 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

Main part  
Time: ~ 15 min

### 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

Cool down  
Time: ~ 5 min

### 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

## Accompaniment

- 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

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.

## Orientation

Introduction  
Time: ~ 5 min

### 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?"

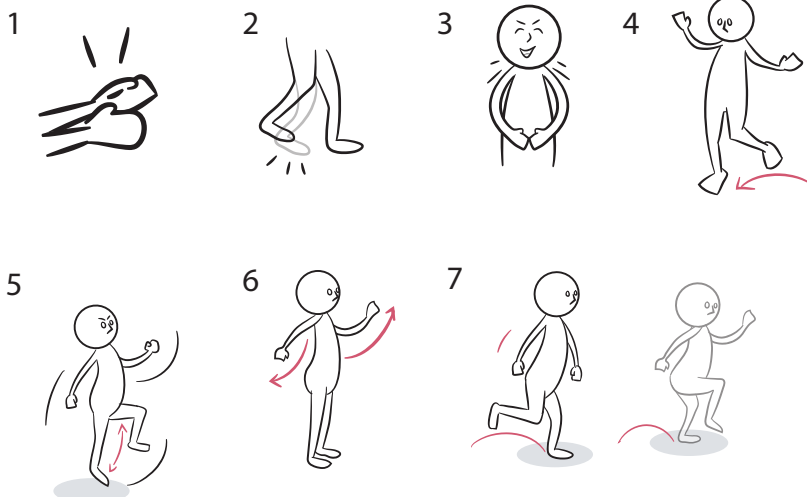
## Move to the music song

Main part  
Time: ~ 25 min

### 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?"



# Move to the music song

Continued

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

Cool down  
Time: ~ 5 min

### 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!”



# Movements of animals

Moving to music: Foundation phase

## Accompaniment

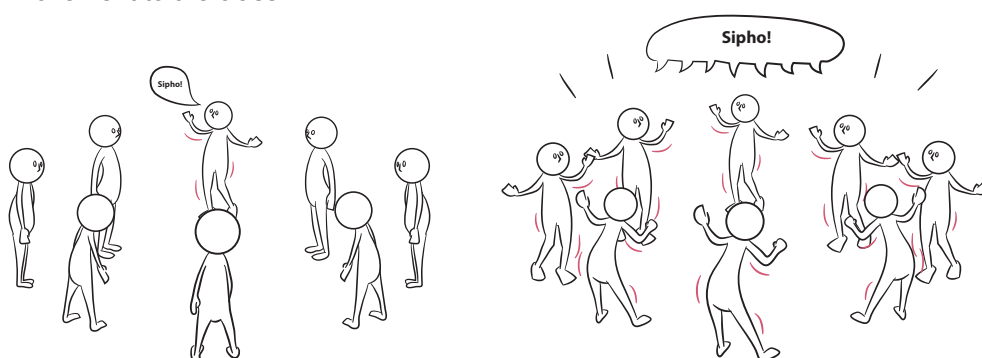
- Play/sing any song of your choice.
- Play any pace and rhythm of your choice.

## 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.



## Musical statues and animals

Main part  
Time: ~ 5 min

**Accompaniment:** Play music.

### How to play

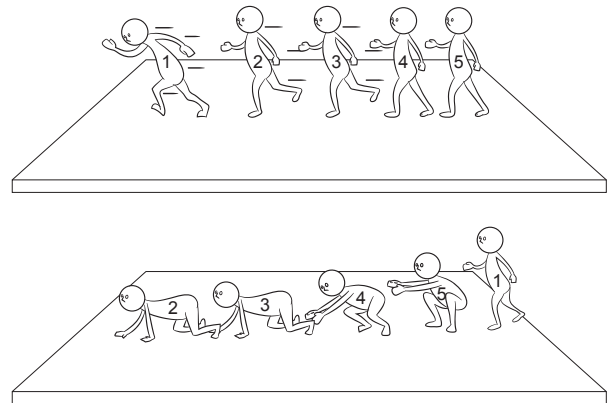
1. Play music. Instruct learners to "move freely to the music" (Encourage learners to use the entire area they have to move).
2. Stop the music after 30 seconds; learners must freeze. "Freeze like a statue - don't move!"
3. Play music: Instruct them to "Hop around like a rabbit".  
Stop music: "Freeze!" (Repeat rabbits 5 times).
4. Play music: "Gallop like a horse."  
Stop music: "Freeze!" (Repeat horses 5 times).
5. Play music: "Fly like a butterfly."  
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).
8. Play music: "Walk like an elephant."  
Stop music: "Freeze!" (Repeat elephants 5 times).
9. Play music: "Crawl like a spider."  
Stop music: "Freeze!" (Repeat spiders 5 times).
10. Play music: "Jump like a dolphin."  
Stop music: "Freeze!" (Repeat dolphins 5 times).

# Follow the animal

Main part  
Time: ~ 5 min

## 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

Main part  
Time: ~ 15 min

## 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

Cool down  
Time: ~ 10 min

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!"
10. Play music/drums: "Dance with your legs only. Keep your arms still."
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.

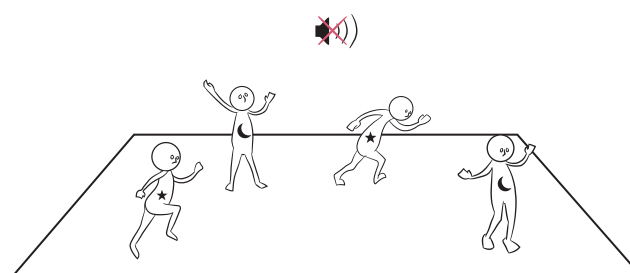
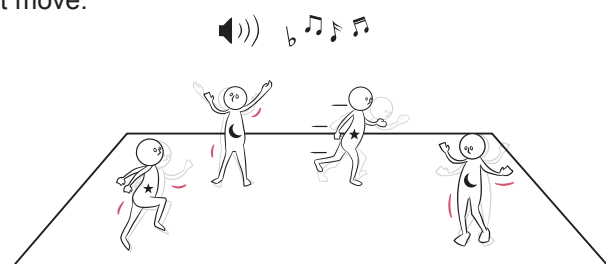
# In the jungle between your friends

Main part  
Time: ~ 10 min

**Accompaniment:** Play music or drums.

## 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."
6. Stop music/drums: "Freeze!"
7. "Group 'the stars' must freeze and group 'the moon' must move."
8. Play music/drums: "Group 'the moon', jump over logs!"
9. Repeat the following and switch group 'the stars' and 'the moon' with every instruction.
10. Play music/drums: "Duck under branches."
11. Stop music/drums: "Freeze!"
12. Play music/drums: "High knees through hot sand."
13. Stop music/drums: "Freeze!"
14. Play music/drums: "Run away from the tiger."
15. Stop music/drums: "Freeze!"
16. Play music/drums: "Tip toe quietly so that you don't wake anybody up."
17. Stop the music/drums: "Freeze!"
18. Play music/drums: "Talk to the monkeys (ooh, ooh, aah, aah)."
19. Stop the music/drums: "Freeze!"
20. Play music/drums: "Swing through the jungle like Tarzan."
21. Stop the music/drums: "Freeze!"



## Growing flower

Cool down  
Time: ~ 10 min

## 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 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."
14. "The sun comes out: stretch arms upwards and open them."
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

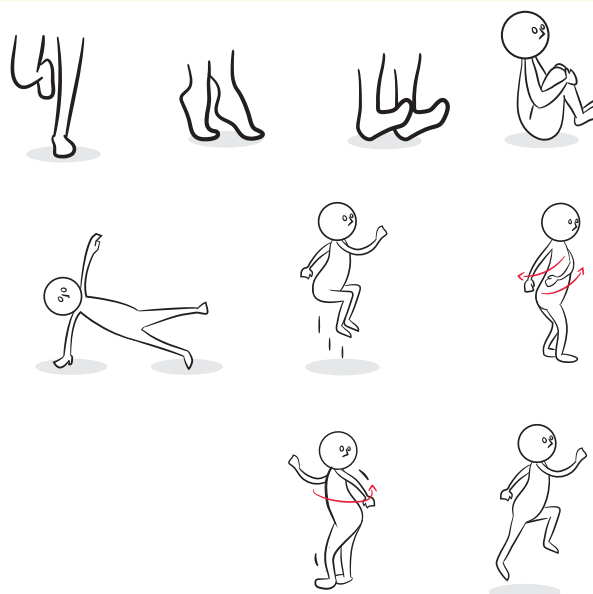
1. "Make two lines, each one facing a partner on the opposite line."
2. As teacher read the following instructions and let the learners act out the movements.
  - "Pretend to put on your swimming costume."
  - "Throw your towel over your shoulder."
  - "We are going swimming. Who knows how to swim?"
  - "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

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."





# Balance song

Continued

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

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

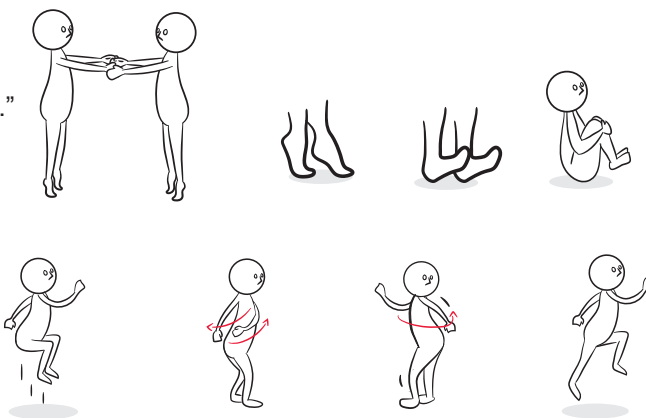
Bend your knees now  
Hold it there  
1-2-3-4-5-6-7-8

# Balancing partners

Main part  
Time: ~ 10 min

## 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

Cool down  
Time: ~ 5 min

## 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."
- "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!"*



## Accompagnement

- # Intro ritual

# Traffic officer

## How to play

- 
- The image consists of two panels illustrating a social scenario. In the top panel, a person stands at a red traffic light, saying "Reeeeee Liiiiiiight...". A group of people is jostling to go first as the light turns green. In the bottom panel, the person at the back of the line shouts "STOP!" as the group continues to push forward, despite the light being green.

# Circle walk

## How to play

-

## Circle walk

Continued

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

Main part  
Time: ~ 10 min

### 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

Cool down  
Time: ~ 5 min

### 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

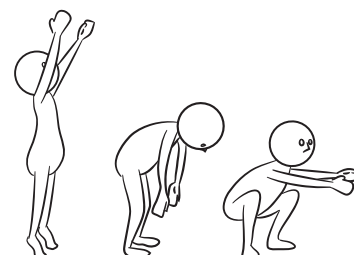
1. Play music/drums: "Move freely to the music." (Use the entire movement area).
2. Stop music/drums: "Sit down on the floor as fast as you can."
3. The slowest learners need to do 5 star jumps.
4. Repeat the above 10 times.

## 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

Main part  
Time: ~ 5 min

### 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

Main part  
Time: ~ 15 min

### 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

Cool down  
Time: ~ 10 min

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

Main part  
Time: ~ 15 min

### 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

Cool down  
Time: ~ 5 min

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

## Accompagnement

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

# 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.

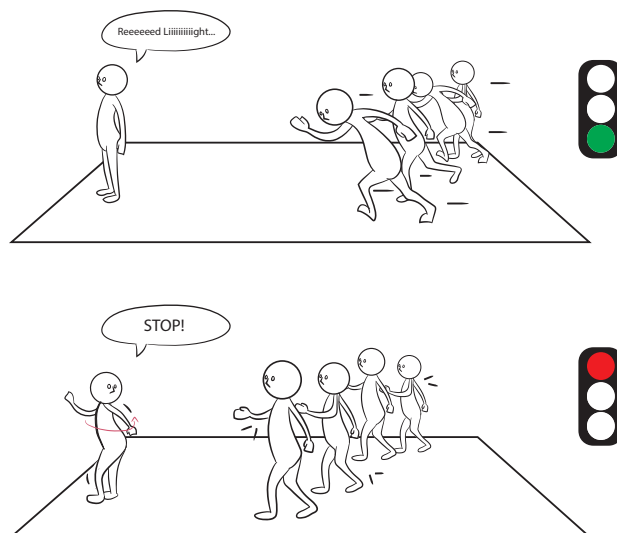
# Traffic officer

Introduction  
Time: ~ 10 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. "Reeeeeeeeeeeeeeeed llllllllllllght 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!”




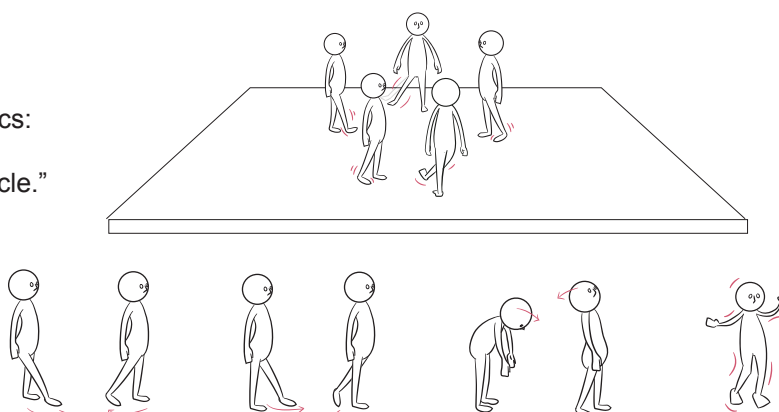
# Circle dance

Main part  
Time: ~ 10 min

**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.

## 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
- 





# Circle dance

Continued

## 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

Chorus

(Repeat)

Verse:

Let's clap our hands

Clap to the beat

Let's clap our hands

Let's feel the beat

Let's stamp our feet

Stamp to the beat

Let's stamp our feet

Stamp to the beat

Chorus

(Repeat)

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

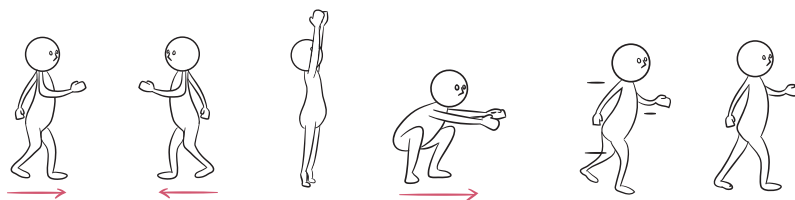
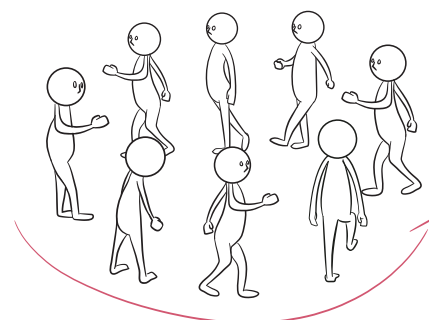
Stand in a circle and follow the instructions on the CD.

# Circle walk

Main part  
Time: ~ 10 min

## 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

Cool down  
Time: ~ 5 min**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

## 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

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.

## Animals and their movements

Introduction  
Time: ~ 5 min

### 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.

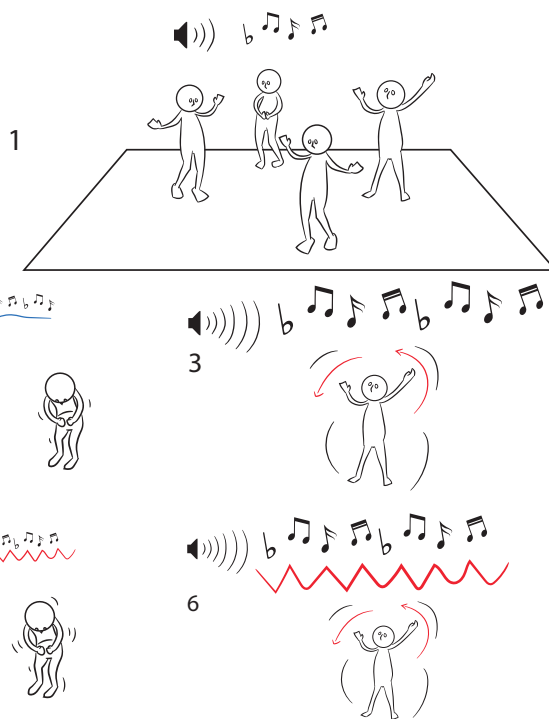
## Listen to the music

Main part  
Time: ~ 10 min

**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.

### 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!"
3. Play/sing loud: "The music is loud. Make big 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

Main part  
Time: ~ 15 min

## How to move

- 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?”
- Use drums or play song 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

Cool down  
Time: ~ 5 min

## How to conduct

- “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.”
- 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.
- 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."

1. "Tata Slow – move slowly."
2. "Buti Fast – move fast."
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

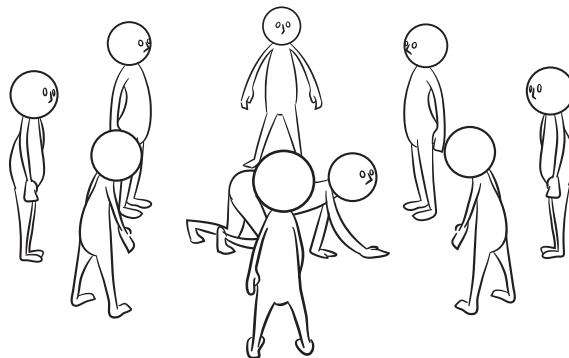
1. Play music/drums and instruct learners to move freely to the music (Encourage learners to use the entire area you have to move).
2. When you stop the music/drums, all the learners must freeze. Instruct the learners: "Freeze like a statue! Don't move!").
3. Play music/drums. Instruct the learners: "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

Main part  
Time: ~ 15 min

## 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

Cool down  
Time: ~ 10 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).



# 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, Siphon 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."

## Mirror mirror

Continued

6. After 1 minute: "Change over again! Person, can you jump?"
- "Run on the spot."
  - "Wave your arms."
  - "Change over again! Change leader!"
  - "Wiggle one body part."
  - "Twist."



1



2



1



2



1



2

## Mirror action story

Main part  
Time: ~ 10 min

### 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.

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

## Cool down circle

Cool down  
Time: ~ 5 min

### How to stretch

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

- "Slowly take a deep breath through the nose and out through the mouth." (Repeat 3 times).
- "Stand with both arms overhead, feet placed wide apart and knees slightly bent."
- "Gently wave arms from side to side and forward like a tree in the wind."
- "Gently shake one arm, shake the other and both."
- "Shake one leg, shake the other and both."
- "Shake your head, hips and whole body."
- "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

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 in the forest

Introduction  
Time: ~ 5 min

### How to conduct

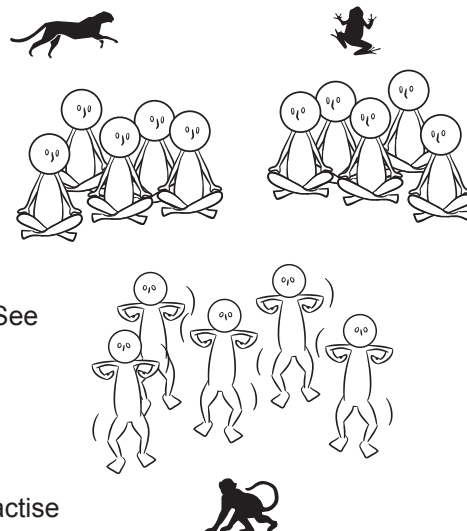
1. Tell the following story and let the learners act out each instruction:
  - "You are strolling in the forest collecting berries."
  - "Suddenly, a branch falls down and blocks your path."
  - "You stop and move the branch out of your way."
  - "Walking further, you see delicious papayas hanging from 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

Main part  
Time: ~ 10 min

### 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."





# Move to the music

Main part  
Time: ~ 15 min

## How to move

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

Cool down  
Time: ~ 5 min

## How to conduct

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 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."

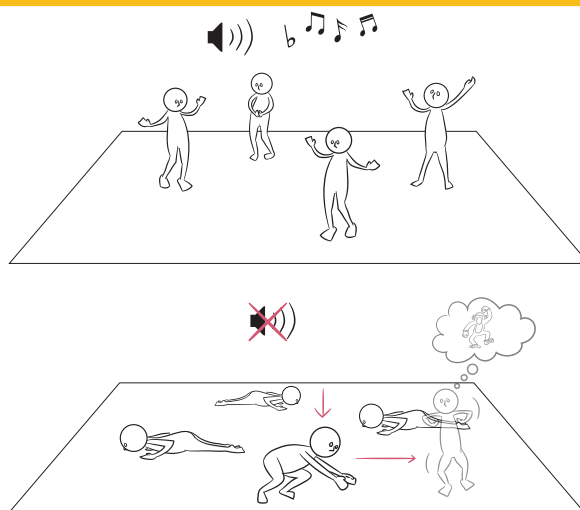
As teacher, sing the words to any melody. Let the learners sing with you. Repeat the little song 5 times.

## Drop like a rock

Introduction  
Time: ~ 5 min

### 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.



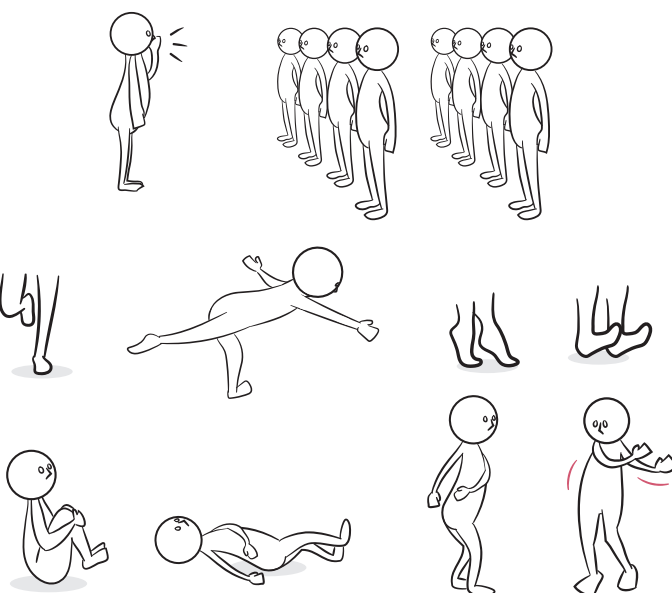
**Variation:** Instead of sitting on the floor, "Sit like a meerkat."

## Balance

Main part  
Time: ~ 15 min

### 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?"



# Balance

Continued

## 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

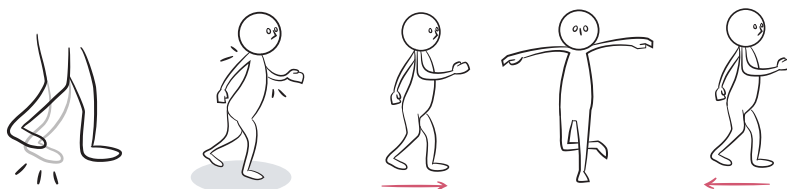
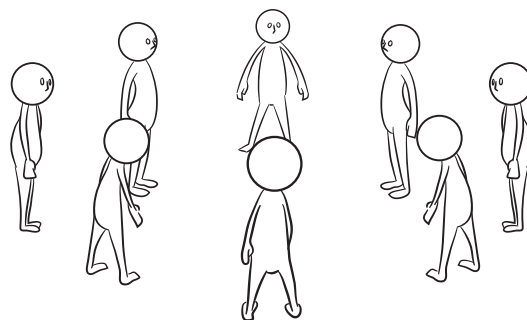
Follow the instructions in the song.

# Rhythm circle

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 you the learners can walk freely around the room doing the same little sequence counting on their own.



# Imaginary things

Cool down  
Time: ~ 5 min

## How to play

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

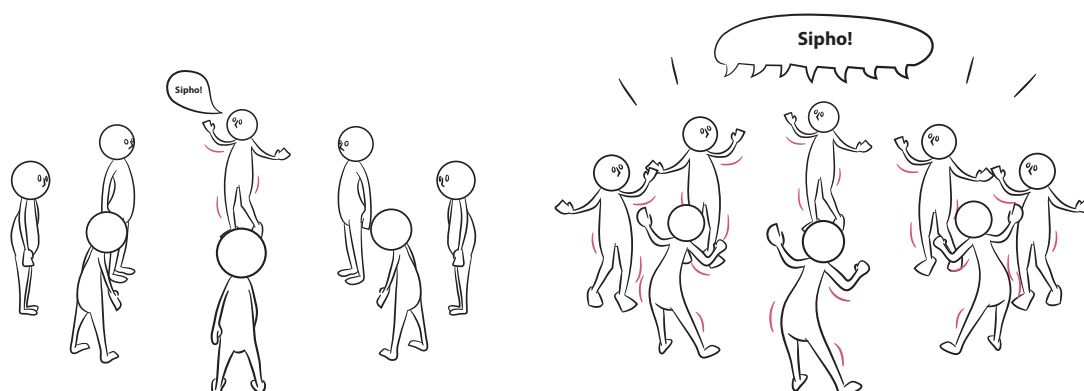
- Play/sing any song of your choice.
- Play any pace and rhythm of your choice.

## 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).

# Mama and Tata who?

Main part  
Time: ~ 5 min

**Accompaniment:** Play music or drums.

## How to move

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

1. "Tata Slow – move slowly."
2. "Buti Fast – move fast."
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

Main part  
Time: ~ 15 min

## 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.

# Cool down

Cool down  
Time: ~ 10 min

Instruct each group to present its dance to the class.



# Movement quality and repertoire

Moving to music: Foundation phase

## Accompaniment

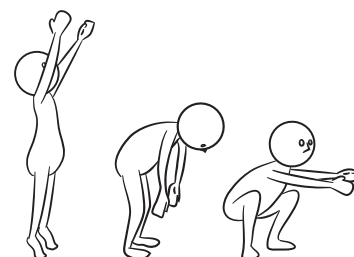
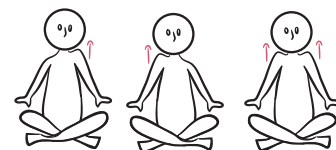
- Play/sing any song of your choice.
- Play any pace and rhythm of your choice.

## Stand in a circle

Introduction  
Time: ~ 10 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!"



## 'Move it' circle

Main part  
Time: ~ 5 min

### 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.

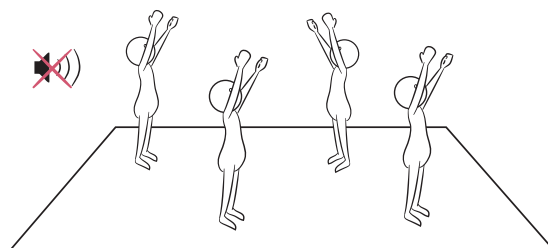
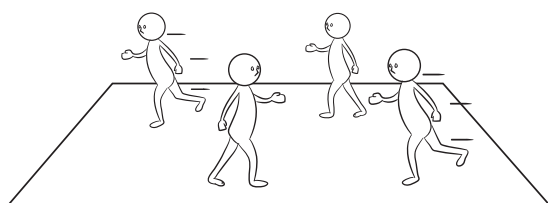
## Stretch to the sky

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

Continued

## 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

Main part  
Time: ~ 15 min

## 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

Cool down  
Time: ~ 5 min

## 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!"



# Contrasting movements

Moving to music: Foundation phase

## Accompaniment

- 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

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.

## Orientation

Introduction  
Time: ~ 5 min

### 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?"

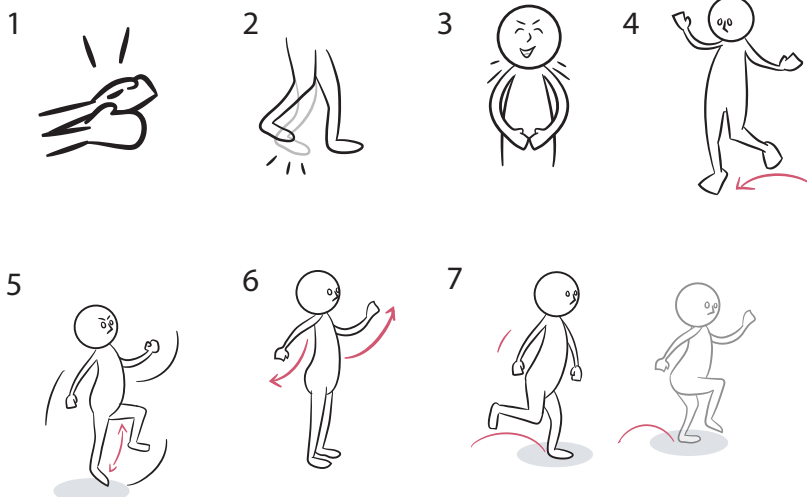
## Move to the music

Main part  
Time: ~ 25 min

### 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?"



# Move to the music

Continued

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:

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

Cool down  
Time: ~ 5 min

## 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!”



# Movements of animals

Moving to music: Foundation phase

## Accompaniment

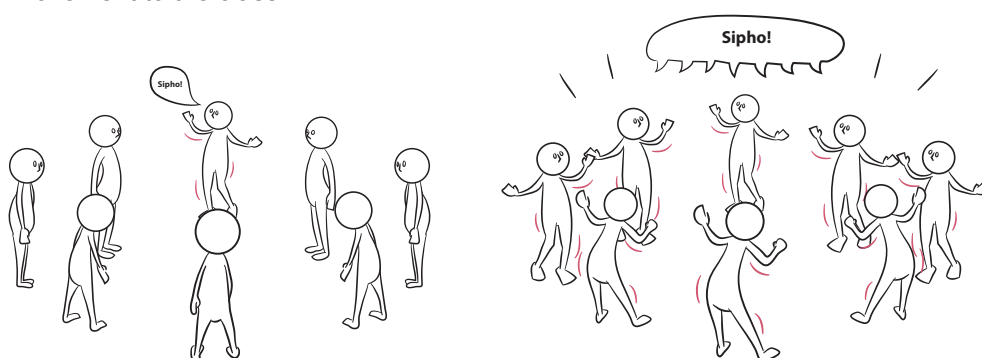
- Play/sing any song of your choice.
- Play any pace and rhythm of your choice.

## 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.



## Musical statues and animals

Main part  
Time: ~ 5 min

**Accompaniment:** Play music.

### How to play

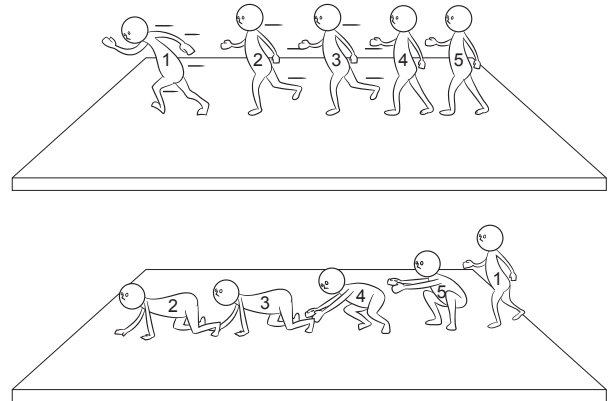
1. Play music. Instruct learners to "move freely to the music" (Encourage learners to use the entire area they have to move).
2. Stop the music after 30 seconds; learners must freeze. "Freeze like a statue - don't move!"
3. Play music: Instruct them to "Hop around like a rabbit".  
Stop music: "Freeze!" (Repeat rabbits 5 times).
4. Play music: "Gallop like a horse."  
Stop music: "Freeze!" (Repeat horses 5 times).
5. Play music: "Fly like a butterfly."  
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).
8. Play music: "Walk like an elephant."  
Stop music: "Freeze!" (Repeat elephants 5 times).
9. Play music: "Crawl like a spider."  
Stop music: "Freeze!" (Repeat spiders 5 times).
10. Play music: "Jump like a dolphin."  
Stop music: "Freeze!" (Repeat dolphins 5 times).

# Follow the animal

Main part  
Time: ~ 5 min

## 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

Main part  
Time: ~ 15 min

## 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

Cool down  
Time: ~ 10 min

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!"
10. Play music/drums: "Dance with your legs only. Keep your arms still."
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.

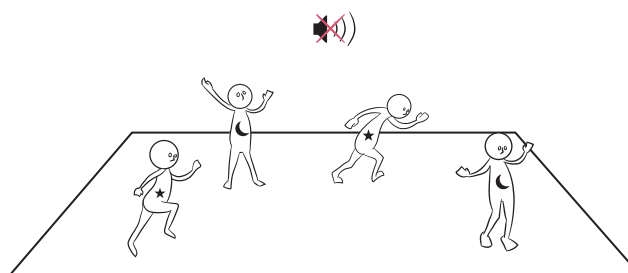
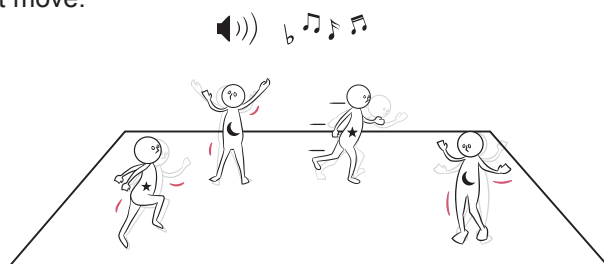
# In the jungle between your friends

Main part  
Time: ~ 10 min

**Accompaniment:** Play music or drums.

## 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.
9. Play music/drums: "Duck under branches."  
Stop music/drums: "Freeze!"
10. Play music/drums: "High knees through hot sand."  
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

Cool down  
Time: ~ 10 min

## 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 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."
14. "The sun comes out: stretch arms upwards and open them."
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

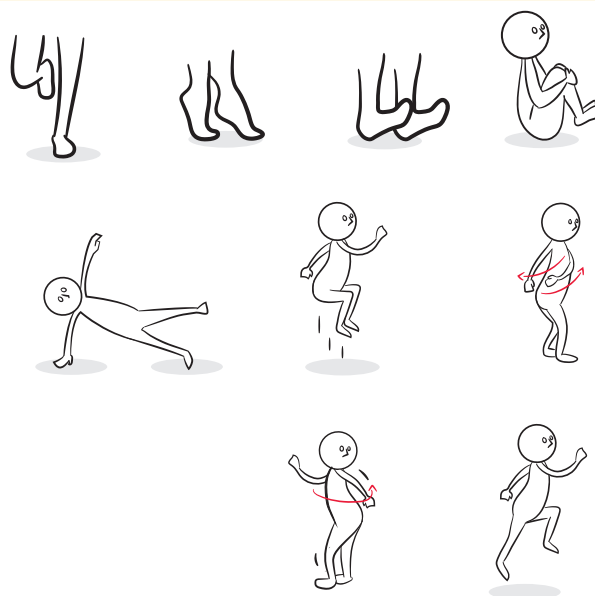
1. "Make two lines, each one facing a partner on the opposite line."
2. "We are going to the beach."
  - "Pretend to put on your swimming costume."
  - "Throw your towel over your shoulder."
  - "We are going swimming. Who knows how to swim?"
  - "Move your arms forward in circles. One arm, and then 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

Continued

## 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

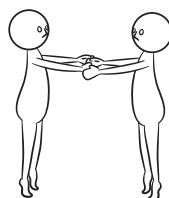
Follow the instructions in the song.

# Balancing partners

Main part  
Time: ~ 10 min

## 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

Cool down  
Time: ~ 5 min

## 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."
- "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!"*



## Accompagnement

- # Intro ritual

# Traffic officer

## How to play

- # Circle walk

## How to play

- Page 1 of 2

## Circle walk

Continued

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

Main part  
Time: ~ 10 min

### 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

Cool down  
Time: ~ 5 min

### 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

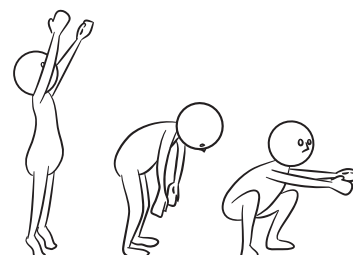
1. Play music/drums: "Move freely to the music." (Use the entire movement area).
2. Stop music/drums: "Sit down on the floor as fast as you can."
3. The slowest learners need to do 5 star jumps.
4. Repeat the above 10 times.

## 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

Main part  
Time: ~ 5 min

### 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

Main part  
Time: ~ 15 min

### 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

Cool down  
Time: ~ 10 min

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

Main part  
Time: ~ 15 min

### 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

Cool down  
Time: ~ 5 min

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

	Term 1	Term 2	Term 3	Term 4
1) Participation				
2) Creativity				
3) Coordination				
4) Musicality / Rhythmic skills				
5) Togetherness (being in sync.)				
<b>Total points:</b>				
<b>Mark:</b>				

Rating Code	Description of Competence	Percentage
7	Outstanding achievement	80 - 100
6	Meritorious achievement	70 - 79
5	Substantial achievement	60 - 69
4	Adequate achievement	50 - 59
3	Moderate achievement	40 - 49
2	Elementary achievement	30 - 39
1	Not achieved	0 - 29

# GOOD LUCK!

