



# KaziBantu

*Healthy Schools for Healthy Communities*

## **GRADE 2**

# **KAZIKIDZ TEACHING MATERIAL**

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**LESSON PLANS FOR**

***Grade***

**2**



***Health & Hygiene  
and Nutrition***



***Physical  
Education***



***Moving to  
Music***



**KaziKidz**

Teaching Material for Schoolchildren



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## KAZIKIDZ 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 2



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	Weight shifts	
		Lesson 2	Weight and emotions	
		Lesson 3	Sculptures and movement repertoire	
		Lesson 4	Animal movements	
		Lesson 5	Weight and trust	
		Lesson 6	Rhythm (fast and slow movements)	
		Lesson 7	Musicality and rhythm	
		Lesson 8	Reaction and adaptation	
		Assessment: Moving to Music		
	Term 2	Lesson 9	Copying movements	
		Lesson 10	Copying movements/Shifting body weight	
		Lesson 11	Freezes and movement variations	
		Lesson 12	Imagination and copying of movements	
		Lesson 13	Balancing with a partner	
		Lesson 14	Emotions	
		Lesson 15	Rhythm and body percussions	
		Lesson 16	Different ways of moving	
		Assessment: Moving to Music		
	Term 3	Lesson 17	Weight shifts	
		Lesson 18	Weight and emotions	
		Lesson 19	Sculptures and movement repertoire	
		Lesson 20	Animal movements	
		Lesson 21	Weight and trust	
		Lesson 22	Rhythm (fast and slow movements)	
		Lesson 23	Musicality and rhythm	
		Lesson 24	Reaction and adaptation	
		Assessment: Moving to Music		
	Term 4	Lesson 25	Copying movements	
		Lesson 26	Copying movements /Shifting body weight	
		Lesson 27	Freezes and movement variations	
		Lesson 28	Imagination and copying of movements	
		Lesson 29	Balancing with a partner	
		Lesson 30	Emotions	
		Lesson 31	Rhythm and body percussions	
		Lesson 32	Different ways of moving	
		Assessment: Moving to Music		



# Weight shifts

Moving to music: Foundation phase

## Accompaniment

- Sing your own melody.

## Intro ritual

Introduction  
Time: ~ 5 min

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

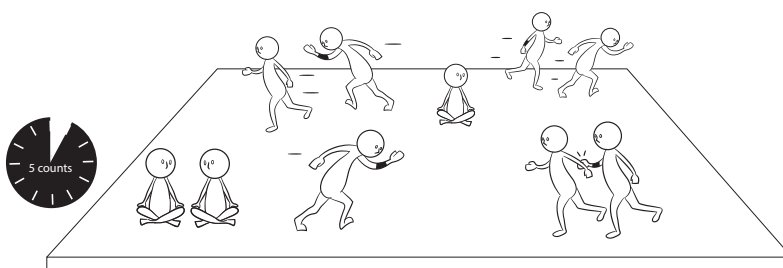
As teacher, sing the words to any melody. Let the learners sing with you. Repeat the short song 5 times.

## Touch game

Introduction  
Time: ~ 5 min

### How to play

1. As teacher, choose 2-3 catchers.
2. "Catchers, you must try to catch the other learners. The rest of you must run away and try not to get caught. If you get caught, sit on the floor and wait for someone to free you."
3. "Someone can free you from the floor, by sitting next to you on the floor for at least 5 counts."
4. As teacher, you can change the catchers every 3 minutes.



## Animal movements

Main part  
Time: ~ 10 min

### How to move

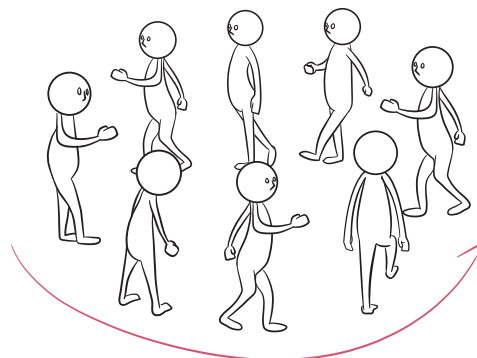
1. "Can you move like an animal?"
  - "A hippo is very heavy and big. Try moving like one."
  - "A grasshopper is very small and light. Jump around like one."
  - "How about an ostrich? It is big but light on its feet. Run around pretending to be an ostrich."
  - "And a warthog? They are fast but small and heavy. Show me how they move."
2. As teacher, place learners into groups of 5.
3. "Choose an animal."
4. "Can you make the movements of your animal?"
5. "Can you think of three movements for your animal?"
6. Sing/say the words:
  - "I am a ... [name of the animal] ...
  - and I act like this... and [your three movements] to your song/poem"
7. "You have 5 minutes." Give learners approximately 10 minutes to practise their dance.  
"It's show time!" "Sit where you are, in your group."
8. Each group must get a chance to perform its song/poem with its movements:
  - "I am a ... [name of the animal]
  - and I do this [movement]"
9. Reflection: "When I count to three you must jump up and show me your favourite animal movement of today. One... two ... three."

# Circle walk

Main part  
Time: ~ 15 min

## How to play

1. "Make a 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."
  - "Lean forward."
  - "Change direction."
  - "Jump 3 times."
  - "Change direction."
  - "Walk close to the ground."
  - "Change direction again."
  - "Walk sideways, cross your feet."
3. "Very good! Now let us try this with animal movements!"
  - "Crawl on the floor like a cat."
  - "Walk heavy and slowly like an elephant."
  - "Change direction."
  - "Jump through the air like a springbuck."
  - "Change direction."
  - "Run like a cheetah."
  - "Change direction."
  - "Walk funny like a gorilla/monkey."
  - "Change direction."
  - "Walk sideways like a crab."
  - "And sit."
4. After practicing this a few times, use only animals to announce the next movement.
  - "Cat" (crawl on the floor)
  - "Elephant" (slow and weighted walking)
  - "Springbuck" (jump through the air)
  - "Cheetah" (run fast)
  - "Gorilla/monkey" (walk funny)
  - "Crab" (walk sideways)



## Outro

Cool down  
Time: ~ 5 min

## How to stretch

1. As teacher, read the following in a calming voice:
  - "Close your eyes and imagine some colours. Pick a colour that calms you down and makes you happy. Think of all things that have that specific colour.
  - Act out one of those things.
  - Now, lie on your back and imagine all the clouds in the sky would be that colour.
  - What if your skin is that colour. Imagine the colour going through your body, starting with your toes... then your feet... your calves... your hips... your belly... your chest... your neck... your ears.... and up until the tip of your head. Now feel the colour disappearing again the same way starting from the top of your head all the way down to your feet. Now slowly open your eyes again."
2. If you want, you can also hum or play a soft, relaxing song in the background.
3. To finish the lesson say or sing this sentence:
 

*"Moving time is done for today,  
see you later and have a great day!"*





# Weight and emotions

Moving to music: Foundation phase

## Accompaniment

- Sing your own melody.
- Play or sing a song.
- Use a drum or Emotion song from the CD.
- Play any pace in a 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."

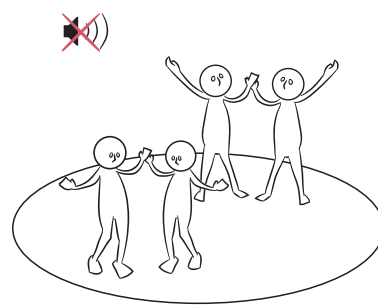
As teacher, sing the words to any melody. Let the learners sing with you. Repeat the little song 5 times.

## Musical statues

Introduction  
Time: ~ 5 min

### How to play

1. As teacher, play or sing any song. Start and stop the music often.
2. "When the music stops, you must freeze and pretend that you turn into a stone statue. Be very stiff."
3. Play music: "Dance around the area."
4. Stop the music: "Freeze!"
5. Play music: "Dance around the area."
6. Stop the music: "Freeze!"
7. Repeat the above 2 times.



**Variation:** "Every time the music stops, you must find a partner and turn into a stone statue with your partner."

## Emotion song

Main part  
Time: ~ 15 min

### How to move

#### 1. Orientation:

"Every one of you has emotions. Sometimes we feel sad, sometimes happy, sometimes we miss someone very much and we are sad. Sometimes we are excited to see a good friend the next day. Can you show me these feelings without talking? Okay, let us try!"

- "Think of this morning when you woke up. Did you feel sleepy at first? Show me what a sleepy person looks like."
- "What about excited? When you are looking forward to see something or someone? Show me what an excited person looks like."
- "Have you ever been surprised before? What did you do when you were surprised?"
- "Tell me what makes you sad? How do you show someone that you are sad?"
- "What if you are on your way home and you know someone has cooked you your favourite meal? How would your walk home look like?"
  - "Walk around the room."
  - "Walk sleepy."
  - "Walk excited."
  - "Jump surprised."
  - "Walk sad."
  - "Walk happy."

2. Play the drums and follow instructions below, or use the Emotion song from the CD.

## Emotion song

Continued

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

Let's use our bodies to show how we feel  
Happy, so happy  
Let's move to the beat

Let's use our bodies to show how we feel  
Scared, so scared  
Let's shiver and shake

Let's use our bodies to show how we feel  
Sad, so sad  
Let's wipe off our tears

Let's use our bodies to show how we feel  
Excited to move  
From our heads to our toes

Let's use our bodies to show how we feel  
Angry, so angry  
So let's use our feet

## Emotion dance

Main part  
Time: ~ 10 min

### How to play

Orientation:

"What does courage look like? How would you show me that you are brave?"

"How would you show me that you are angry?"

"How would you show me if you are scared?"

1. Place learners into groups of 5.
2. "In your group, choose one emotion: i.e. sad, brave, happy, sleepy, excited, scared, angry."
3. "Find 3 movements that will show your emotion."
4. "Can you make a dance with your 3 movements? Can you put them together to flow from one movement into the next?"
5. "You have 5 minutes." Give learners approximately 10 minutes to practise their dance.
6. "It's show time!"
7. "Who chose sad?" Everyone who chose sad must show his/her movements at the same time."  
"Who chose brave? Everyone who chose to be brave must show his/her dance at the same time."  
"Who chose happy? Show us your dance."  
"Who chose sleepy? Show us your dance."  
"Who chose scared? Show us your dance."  
"Who chose angry? Show us your dance."
8. Reflection: "After I count to 3 everyone must show me his/her favourite emotion movement of the day. 1, 2, 3... Go!"

## Outro

Cool down  
Time: ~ 5 min

### How to stretch

1. "Close your eyes and imagine you are floating on a cloud."
  - "Feel how fluffy the cloud must be."
  - "Lie on your stomach on the edge of the cloud."
  - "Feel a light breeze touching your face."
  - "You can see your school from up there. Your teacher and friends are playing on the field. They look at you and wave."
  - "You really want to join them now."
- Slowly you float from the cloud down to earth again and land in the school yard. Open your eyes."
2. If you want, you can hum or play a soft, relaxing song in the background.
3. To finish the lesson, say or sing the closing sentence:  
*"Moving lesson done for today,  
See you later and have a great day!"*



# Sculptures and movement repertoire

Moving to music: Foundation phase

## Accompaniment

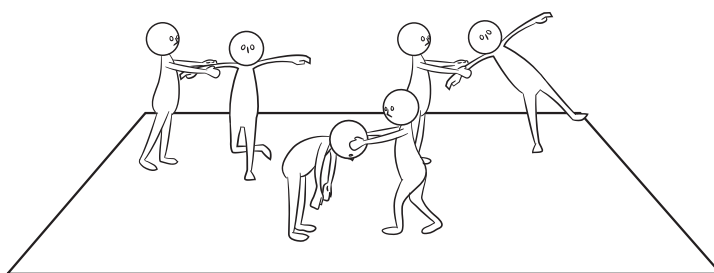
- Play/sing any song of your choice.
- Play any pace and rhythm of your choice.

## Creating sculptures

Introduction  
Time: ~ 5 min

### How to play

1. Make groups of two.
2. One learner is "the sculptor" and the other "the statue".
3. "Sculptor, sculpt your partner into a statue of your choice."
4. When the sculptor is finished, the statue needs to freeze in the position: "Don't move, freeze!"
5. Now, all the sculptors can take a walk through the sculpture gallery and have a look at all the statues.
6. Switch the sculptor and the statue for the second round.



## Stop 'n freeze

Introduction  
Time: ~ 5 min

**Accompaniment:** Play music or drums.

### How to play

1. Play music/drums: "Dance to the music."
2. Stop music/drums: "Freeze! Don't move!"
3. Repeat the above 5 times.
4. Play music/drums: "Dance by yourself. You are not allowed to touch your friends."
5. Stop music/drums: "Stand on one leg."
6. Play music/drums: "Move!"
7. Stop music/drums: "Place one leg and two hands on the floor."
8. Play music/drums: "Move around the whole area."
9. Stop music/drums: "Lay on your back! Only your back must touch the floor."
10. Play music/drums: "Move!"
11. Stop music/drums: "Only one arm and one leg on the floor."
12. Repeat the above 3 times.

## Favourite moves circle

Main part  
Time: ~ 5 min

**Accompaniment:** Play music or drums.

### How to conduct

1. Make a circle.
2. Play music/drums.
3. Instruct a learner: "Show your own dance movement to the class."
4. The class must copy the movement until they can execute it comfortably.
5. Instruct the next person in the circle: "Show a new movement to the class."

## Creative group activity: The playground dance

Main part  
Time: ~ 15 min

### How to play

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."  
Give them 5 minutes to prepare.

### Cool down

Cool down  
Time: ~ 10 min

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



# Animal movements

Moving to music: Foundation phase

## Accompaniment

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

## Move like an animal and freeze

Introduction  
Time: ~ 5 min

**Accompaniment:** Play music or drums.

### How to play

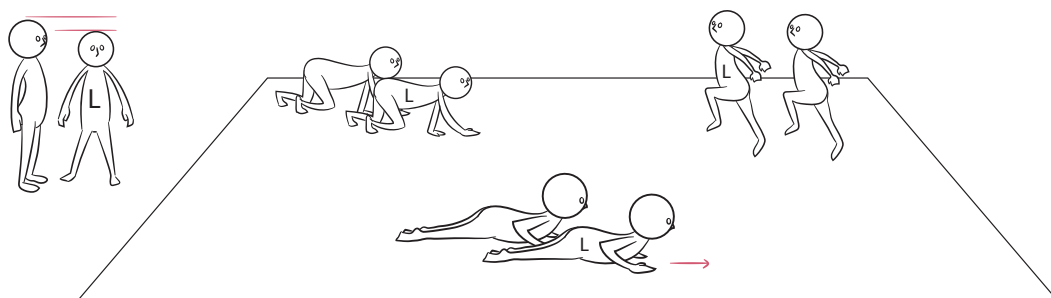
1. Play music/drums. Instruct learners: "Move anyway you like. Move around the room."
2. When you stop the music, learners must: "Freeze like a statue! Don't move!"
3. Play music/drums: "Flap your arms like bird wings and fly around."  
Stop music /drums: "Freeze!" (Repeat birds 3 times).
4. Play music/drums: "Walk on your hands and knees and pretend to be kittens saying 'meow'."  
Stop music/drums: "Freeze!" (Repeat kittens 3 times).
5. Play music/drums: "Walk with your legs far apart and swing your arms like a monkey."  
Stop music/drums: "Freeze!" (Repeat monkey 3 times).
6. Play music/drums: "Hop on all fours like a frog."  
Stop music/drums: "Freeze!" (Repeat frogs 3 times).

## Follow the animal

Introduction  
Time: ~ 5 min

### How to play

1. "Turn to the person next to you. This is your partner." (Learners must stand with their partners).
2. "Who is the shortest person?" "The shortest person is the leader." Leaders, hands up!"
3. "Leaders, you must follow my instructions."
4. "Tall people, you must copy your partner's movements. "Give the following instructions every 30 seconds:
  - a. "Act like a dog."
  - b. "Move like a snake across the whole movement area. Do not crash into another group."
  - c. "Gallop like a horse."
  - d. "Change leader."
  - e. "Move like a lion."
  - f. "Move freely across the whole movement area."
  - g. "Choose your favourite animal and move."
  - h. "Change leader."
 (Repeat from the top).

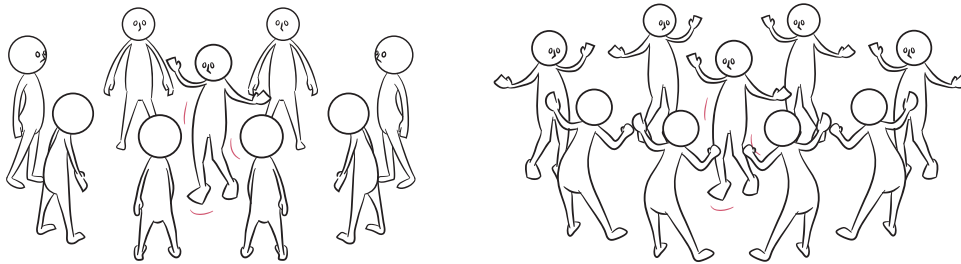


## Dance circle

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: "Show any dance movement to your friends."
4. Learners 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

Main part  
Time: ~ 15 min

### How to play

1. Divide your class into groups of 5.
2. "Choose an animal. Choose 4 different movements that would portray that animal. Combine them together as a dance. End your dance with the sound of the animal."
3. Give learners 15 minutes to work on their own dance.

## Cool down

Cool down  
Time: ~ 10 min

Instruct each group to present its dance to the class.



# Weight and trust

Moving to music: Foundation phase

## Accompaniment

- Sing your own melody.
- Use drum or play Jazzy song from CD.
- Play any rhythm and speed.

## 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."

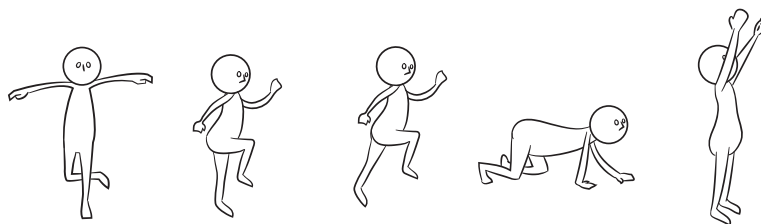
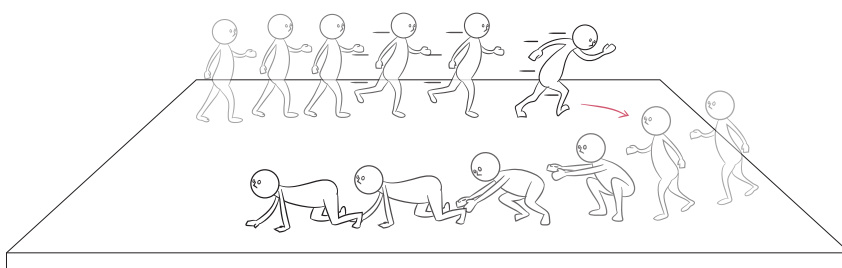
As teacher, sing the words to any melody. Let the learners sing with you. Repeat the short song 5 times.

## Jazzy movement

Introduction  
Time: ~ 5 min

### How to play

1. "Make groups of 6. Stand in one line."
2. "You are a big worm with several parts that cannot be separated."
3. "Number 1 is the head of the worm. He/she gives directions to the rest of the 'worm body'."
4. "The head can shout instructions and act them out, such as:
  - Stop, stand still.
  - Change direction.
  - Hop on one leg.
  - Run on the spot.
  - Jump over something.
  - Crawl under the bushes.
  - Pretend to climb up the tree.
  - Crawl backward.
  - Lean to the side.
  - Roll over to the side.
  - Wiggle to the side.
  - Put your hands to the sky."
5. "Everyone in the group, the body of the worm, needs to do the same movement as the leader."
6. As teacher change the leader of the group after approximately 3 minutes.  
Play the drums or use the Jazzy song from the CD as accompaniment for this activity.
7. "Now, in your 'worm group' choose 4 of your favourite moves. Combine the 4 moves into one little dance."
8. Practise the little dance 2-3 times.  
"It is show time!"  
"Sit where you are with your group."
9. "Show your dance to the rest of the class." Every group gets the chance to show their little dance.
10. "Now, show me your favourite worm move of today. 1...2..3...Go."

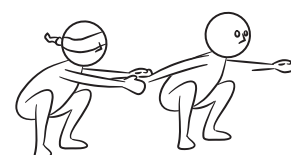
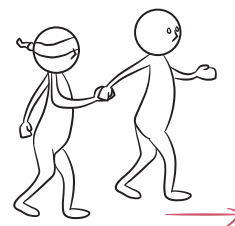


# Trust game

Main part  
Time: ~ 15 min

## How to play

1. "Choose a partner."
2. "Imagine you and your friend are alone in the forest. You can survive only if the two of you work together as a team."
  - "Who is the taller person?"
  - "Taller person, you must pretend you have sand in your eyes. Close your eyes. You cannot see anything."
  - "Your friend must guide you around the forest."
  - "Your friend must show you where you must walk through the mud, climb over a branch, and walk through thick leaves, jump over a puddle of water, walk around a tree and duck under a branch."
  - Allow approximately 3 minutes for the learners to explore the forest together.
  - "Swap around! Shorter person, now you are the blind one. Let your friend lead you through the forest."
  - Allow approximately 3 minutes for the learners to explore the forest together.
  - "Now the other person must pretend to be blind."
3. "Find a new friend. Change partners."
  - "Now, who is the taller person?"
  - "Taller person, you will be blind first."
  - Repeat the activity.



## Outro

Cool down  
Time: ~ 5 min

## How to stretch

1. "Close your eyes and imagine you are floating on a little boat through the thick forest."
  - Hear the birds sing the trees.
  - Lie on your stomach on the edge of the boat.
  - Touch the water and feel the coolness.
  - See a big fish swim by, making a little wave.
  - You see the branches hanging low on the water.
  - You hear a waterfall somewhere far away.
  - Your boat gets to a docking station and you get off.
  - You walk a short path to find your school, your teacher and your classmates in the middle of the jungle.

Now slowly open your eyes again."
2. If you want, you can hum or play a soft, relaxing song in the background.
3. To finish the lesson say or sing the closing sentence:
 

*"Moving lesson done for today,  
See you later and have a great day!"*





# Rhythm (fast and slow movements)

Moving to music: Foundation phase

## Accompaniment

- Sing your own melody.

## Intro ritual

Introduction  
Time: ~ 5 min

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

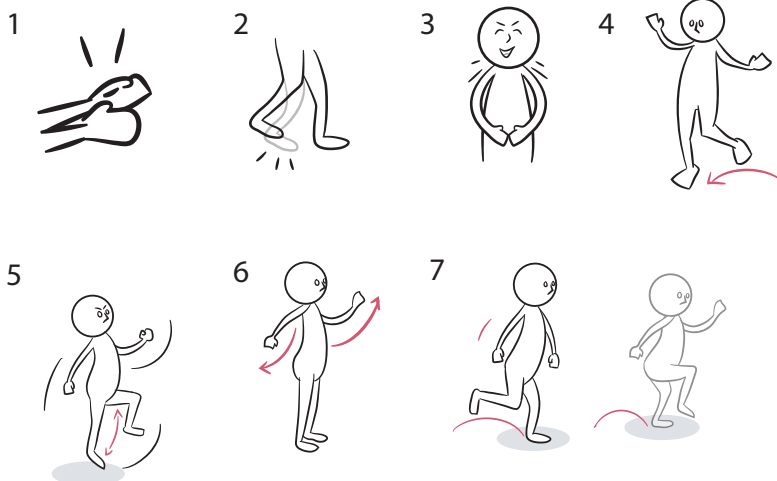
As teacher, sing the words to any melody. Let the learners sing with you. Repeat the little song 5 times.

## Move to the music song

Introduction  
Time: ~ 5 min

### How to play

1. Practice the following movements:
  - "Can you clap your hands?"
  - "Can you stamp your feet?"
  - "Can you laugh from your stomach until your whole body moves?"
  - "Can you jump high up in the sky?"
  - "Let us run on the spot. Lift your knees and stop."
  - "Can you swing your arms from side to side?"
  - "Can you hop on one leg?"
2. Use drums or play song Move to the music 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.

# Words have rhythm

Main part  
Time: ~ 15 min

## How to play

- As teacher, say the following words in their natural rhythm (in other words, as we would speak them usually). Clap your hands with each syllable. Instruct your learners to copy you:
  - Ea-gle (2 slow claps/ --- ---).
  - Moths (1 clap/ ----).
  - Butterflies (3 fast claps/ - - -).
  - Ladybirds (3 fast claps/ - - -).
  - Brown bats (2 slow claps/ --- ---).
  - Mosquitoes (fast clap, slow clap, fast clap/ - --- -).
  - Fireflies (3 fast claps/ - - -).
  - Love bugs (2 steady claps/ --- ---).
- "This time we are going to jump the rhythms of the words. No clapping." Say the rhythm words again. Let the learners jump the rhythms, as they repeat the words after you.
- "Can you shoot out your arms to the rhythms of the words?" Say the rhythm words again. Let the learners shoot out their arms as they repeat the words after you.
- "Can you walk to the rhythm of the words? Sometimes you will have to walk fast, and sometimes slow." Say the rhythm words again, and let the learners walk/step to demonstrate the rhythms of the words.

# Slow and fast movements

Main part  
Time: ~ 10 min

## How to play

- Place learners into groups of 5.
- "Today you can use any movements."
- "Find 2 slow movements and 2 fast movements."
- "Practise these movements to make a dance."
- "Remember, the rhythm of your dance will be slooow, slooow, fast fast."
- "You have 5 minutes." Give learners approximately 10 minutes to practise their dance.
- "It's show time. Sit where you are, in your group."
- Instruct each group to show its dance to the rest of the class.

# Outro

Cool down  
Time: ~ 5 min

## How to stretch

- "Close your eyes. Imagine..."
  - You are slowly changing shape.
  - Your ears are growing very big. They are so big they can flap in the wind.
  - Your nose starts to grow. It grows so long that it hangs to the ground.
  - Imagine your skin is growing very thick.
  - Your feet and legs grow fat.
  - You can only move slowly with your big feet.
  - What are you?
  - You are an elephant!
  - Imagine you are walking through the forest.
  - Drink water out through your trunk.
  - Birds come sit on your back.
- It starts to rain. You feel the water on your back.
- Suddenly, your ears start to shrink.
- Your nose gets smaller and smaller until it is very small again.
- Your feet get thinner.
- Your skin is yours again. Open your eyes."
- If you want, you can hum or play a soft, relaxing song in the background.
- To finish the lesson say or sing the closing sentence:
 

"Moving lesson done for today,  
See you later and have a great day!"



# Musicality and rhythm

Moving to music: Foundation phase

## Accompaniment

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

## Huggy number three

Introduction  
Time: ~ 10 min

**Accompaniment:** Play music or drums.

### How to play

1. Play music/drums: "Run around the room/field."
2. Stop music/drums and shout: "Huggy number three! Get into groups of three as quickly as you can. Huggy number three!"
3. Play music/drums: "Run around. Do not crash into someone."
4. Stop music/drums: "Huggy number three."
5. Play music/drums: "Run!"
6. Stop music/drums: "Huggy number two. Quick! Get into groups of two."
7. Play music/drums: "Run!"
8. Stop music/drums: "Huggy number five. Quick, get into groups of five."
9. Play music/drums: "Run!"
10. Repeat above. (As teacher, you can change the number each time).

## Move to the beat

Main part  
Time: ~ 10 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:

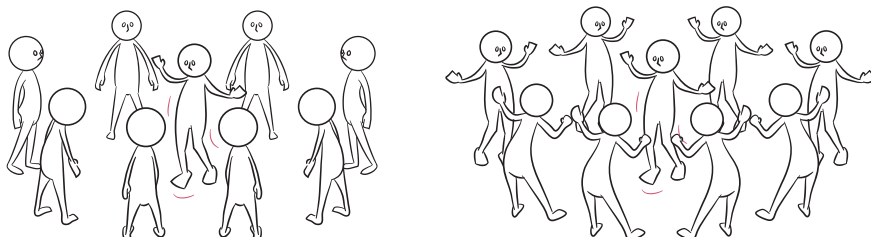
1. "Touch the sky, move high."
2. "Be close to the ground, move low."
3. "Move high and low. Go up and down."
4. "Run slow."
5. "Run fast."
6. "Run slow and fast. Change when you like."
7. "Dance."
8. Repeat instructions from number 1.

## 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: "Show any dance movement to your friends."
4. Learners must 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.



## Stop 'n freeze

Main part  
Time: ~ 10 min

**Accompaniment:** Play music.

### How to play

1. Play music: "Dance freely to the music. Move across entire area."
2. Stop the music: "Freeze! Don't move!"
3. Repeat the above 5 times.
4. Now play and stop the music each time with a different instruction:
  - a) "Dance with your hands only."
  - b) "Dance with your feet only."
  - c) "Dance with your elbows only."
  - d) "Dance with your shoulders only."
  - e) "Dance with your fingers only."
  - f) "Dance with your knees only."
  - g) Repeat the above instructions in any order.

## 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."

1. Instruct learners: "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."



# Reaction & adaption

Moving to music: Foundation phase

## Accompaniment

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

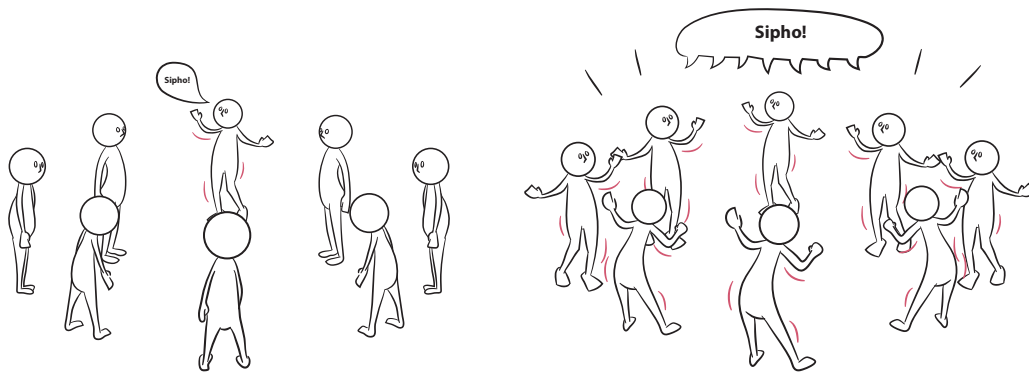
## Name game

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. Instruct learners: "Come, copy my movement."
4. Instruct the next learner in the circle: "Now it is your turn! Say your name and show any movement."
5. Instruct learners: "Come, let us copy the movement."

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 shout

Introduction  
Time: ~ 5 min

### How to move

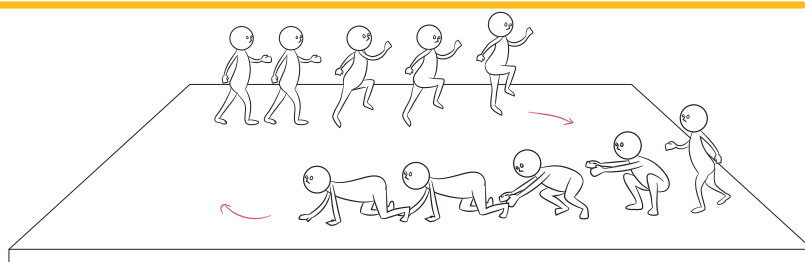
1. Play music/drums: "Start twisting."
2. After 15 seconds, call out: "Shout! Jump as high as you can."
3. After landing, learners must resume twisting.
4. After 15 seconds, call out: "Shout! Jump as high as you can."
5. Repeat 5 times.
6. "Twist as low to the floor as you can." (Repeat "Shout" 5 times).
7. "Twist on only one foot." (Repeat "Shout" 5 times).

## Follow the leader

Main part  
Time: ~ 5 min

### How to play

Make groups of five. Choose a leader for each group. Instruct the leaders to walk in interesting ways (i.e. walking, skipping, crawling etc.). Learners must follow their leader.



1. First leader: "Walk and do interesting movements." "Try not to crash with another group. Follow your leader."
2. After 30 seconds: "Leaders, crawl! Follow your leader."
3. After 30 seconds: "Turn around to face the back. Back person, you are now the new leader."
4. "Leader, dance around. Follow your leader."
5. "Leader, walk fast! Follow your leader."
6. "Turn around to face the back again Skip! Follow your leader."
7. After 30 seconds: "Turn around to face the back again. Walk with baby steps."
8. After 30 seconds: "Walk with big steps. Lift your legs up high."

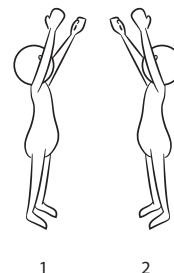
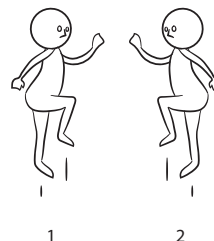
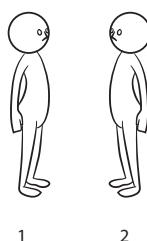
## Mirror mirror

Main part  
Time: ~ 5 min

### How to play

**Orientation:** "Have you ever looked in a mirror? What happens to the person in the mirror when you move?"

1. "Stand facing your partner with a small space between you!"
2. One learner is the "person" and the other the "mirror".
3. Play/sing music or start drumming.
4. Instruct learners: "Person, make your own movements. Mirror, you must be the mirror. Copy the movements of the leader."
5. After 1 minute: "Change over! Mirrors, you become the person. Make your own movements. New mirrors, be the mirror."
6. After 1 minute: "Change over again. Person, can you jump?"
  - a. "Run on the spot."
  - b. "Wave your arms."
  - c. "Change over again! Change leader!"
  - d. "Wiggle one body part."
  - e. "Twist!"



## Creative partner activity

Main part  
Time: ~ 10 min

### How to conduct

1. "Turn to the person next to you. That is your partner." (Make groups of two).
2. "You are going to make a dance."
3. "Choose any 4 movements from today's lesson. Combine these movements together to make a dance."
4. 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.



# Copying movements

Moving to music: Foundation phase

## Accompaniment

- Sing your own melody.
- Use drum or play Jazzy song from CD.
- Play any pace and rhythm you like.

## 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."

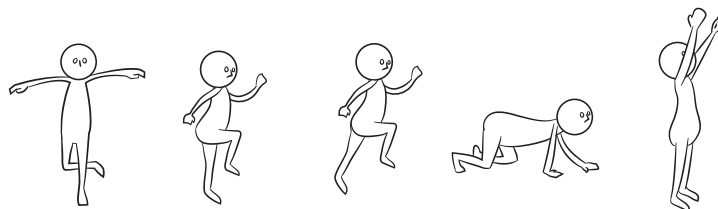
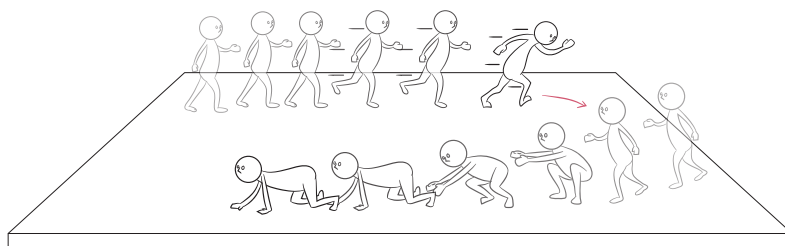
As teacher, sing the words to any melody. Let the learners sing with you. Repeat the short song 5 times.

## Jazzy movements

Introduction  
Time: ~ 10 min

### How to play

1. "Make groups of 6. Stand in one line."
2. "You are a big worm with several parts that cannot be separated."
3. "Number 1 is the head of the worm. He/she gives directions to the rest of the 'worm body'."
4. "The head can shout instructions, such as stop, stand still, change direction, hop on one leg, run on the spot, carry on moving, jump over a tree, crawl under the bushes, climb up the tree, etc."
5. "Everyone in the group, the body of the worm, needs to do the same movement as the leader."
6. As teacher change the leader of the group after approximately 3 minutes.
7. Play the drums or use the Jazzy song from the CD as accompaniment for this activity.



## Creative group activity

Introduction  
Time: ~ 10 min

### How to play

1. Place learners into groups of 5.
2. "Choose your 3 favourite movements from the worm activity."
3. "Combine these movements together to create a short little dance."
4. Drum the same rhythm again or play the Jazzy song again and allow learners to practise their dance.
5. "You have 5 minutes." Give learners approximately 10 minutes to practise their dance.
6. "It is show time. Sit where you are, in your group."
7. Each group must get a chance to perform its dance to the class.
8. Reflection: "At the count of 3, show me your favourite movement you saw today. 1.....2.....3."

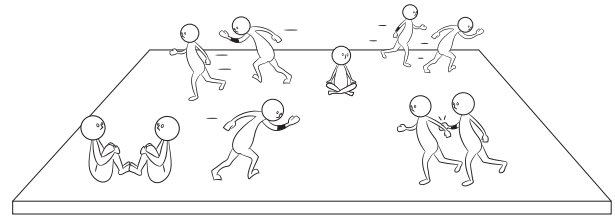


# Touch game

Main part  
Time: ~ 10 min

## How to play

1. As teacher, choose 2-3 catchers.
2. "Catchers, you must try to catch the other class members. The rest of you must run away and try not to get caught. If you get caught, sit on the floor and wait for someone to free you."
3. "Someone can free you from the floor, by sitting in front of you, feet against feet."
4. As teacher, you can change the catchers every 3 minutes.



## Outro

Cool down  
Time: ~ 5 min

## How to stretch

1. As teacher, read the following in a calming voice:
  - "Close your eyes and imagine some colours. Pick a colour that calms you down and makes you happy. Think of all things that have that specific colour.
  - Act out one of those things.
  - Now lie on your back and imagine all the clouds in the sky would be that colour.
  - What if your whole school is that colour. Start with your classmates. Now colour the whole classroom in that colour. The tables, chairs, walls, papers and everything turns into one colour. Now the school building becomes that specific colour. It spreads towards the schoolyard and even into other classrooms and the bathrooms as well. That would look very funny. Now slowly make the colour disappear from the schoolyard and the building and the classroom and your classmates. Everything is back to its normal colour again. Open your eyes."
2. If you want, you can also hum or play a soft, relaxing song in the background.
3. To finish the lesson say or sing this sentence:
 

*"Moving time is done for today,  
see you later and have a great day!"*





# Copying movements/Shifting body weight

Moving to music: Foundation phase

## Accompaniment

- Sing your own melody.
- Use drums.
- Drum at a steady beat.

## 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 short song 5 times.

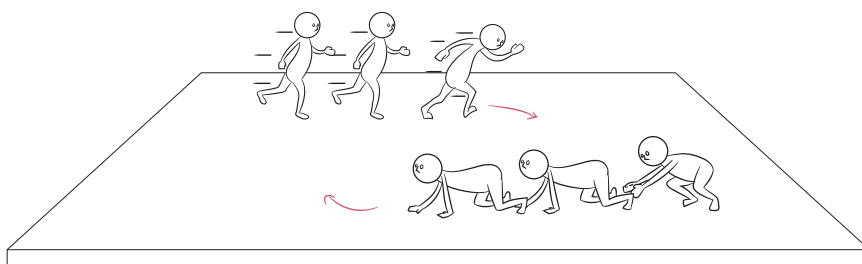
## Follow the leader

Introduction  
Time: ~ 5 min

**Accompaniment:** Use drums and drum at a steady pace.

### How to play

1. "Make groups of 3."
2. "Follow the leader: Stand behind each other in a line."
3. "The front learner leading the group shows movements. The other 2 following have to copy."
4. "Do any kinds of movements you like."
5. "After a while change the leader and now copy the new leader and his/her movements."
6. Let every learner be a leader for 3 minutes.

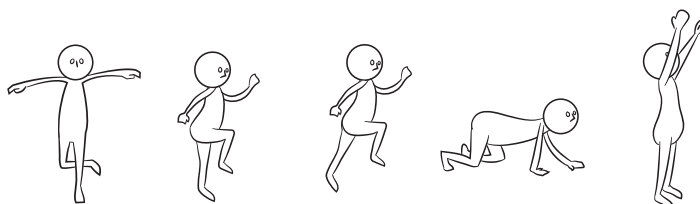
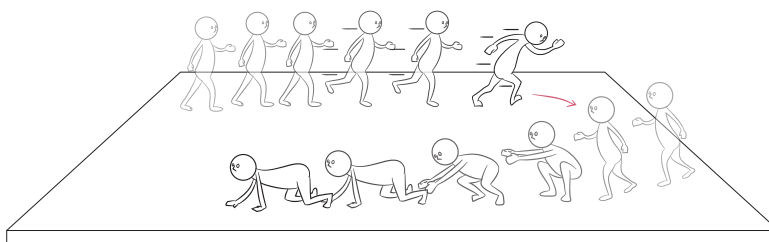


## Jazzy movements

Introduction  
Time: ~ 25 min

### How to play

1. "Make groups of 6. Stand in one line"
2. "You are a meerkat with several parts that cannot be separated."
3. "Number 1 is the head of the meerkat. He/she gives directions to the rest of the 'meerkat body'."
4. "The head can shout instructions and act out, such as:
  - Stop, stand still,
  - Change direction,
  - Kick in the air,
  - Run on the spot,
  - Jump over a stone,
  - Crawl into a hole,
  - Climb up the tree,
  - Crawl backward,
  - Lean to the side, sitting on your heels,
  - Roll over to the side,
  - Wiggle your tail,
  - Put your hands to the sky."



# Jazzy movements

Continued

5. "Everyone in the group, the body of the meerkat, needs to do the same movement as the leader."
6. As teacher change the leader of the group after approximately 3 minutes.
7. Play the drums or use the Jazzy song from the CD as accompaniment for this activity.
8. "Now in your 'meerkat group' choose 4 of your favourite moves. Combine the 4 moves into one little dance."
9. Practise the little dance.
10. "It is show time. Sit where you are with your group."
11. "Show your dance to the rest of the class."
12. "Now, show me your favourite meerkat move of today. 1...2...3...Go."

## Outro

Cool down  
Time: ~ 5 min

### How to stretch

1. As teacher, read the following in a calming voice.  
"Close your eyes and imagine you are a drop of rain.
  - You start from the clouds.
  - You get bigger and bigger and suddenly get too heavy for the cloud to carry you.
  - You drop down to earth.
  - You fall and fall and fall and suddenly you see a big leaf underneath you.
  - You drop on the leaf.
  - The leaf bends and gently drops you on a smaller flower.
  - The flower takes up some of your nurturing water and lets you down on the ground.
  - You disappear in on the ground and make your way underneath the ground to nurture the roots of the flower.
  - You only leave a small wet spot on the surface. Now slowly open your eyes."
2. If you want you can hum or play a soft, relaxing song in the background.
3. To finish the lesson say or sing the closing sentence:  
*"Moving lesson done for today,  
See you later and have a great day!"*



# Freezes and movement variations

Moving to music: Foundation phase

## Accompaniment

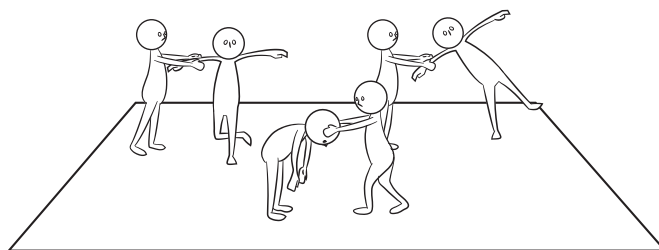
- Play/sing any song of your choice.
- Play any pace and rhythm of your choice.

## Creating sculptures

Introduction  
Time: ~ 5 min

### How to play

1. Make groups of two.
2. One learner is "the sculptor" and the other "the statue".
3. "Sculptor, sculpt your partner into a statue of your choice."
4. When the sculptor is finished, the statue needs to freeze in the position: "Don't move, freeze!"
5. Now, all the sculptors can take a walk through the sculpture gallery and have a look at all the statues.
6. Switch the sculptor and the statue for the second round.



## Freeze 'n copy

Introduction  
Time: ~ 5 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. Use your arms and different levels."
5. Repeat the poses 5 times.
6. "Now, look around the room. Copy your friend's freeze position as fast as you can."
7. Play music/drums: "Dance around the room."
8. Stop music/drums: "Pose. Copy your friend's freeze position as fast as you can."
9. Repeat the above 5 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 string 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.



# Imagination and copying of movements

Moving to music: Foundation phase

## Accompaniment

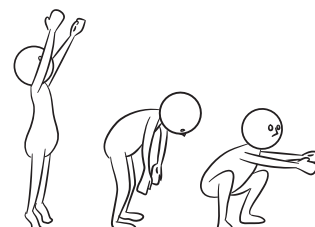
- Play/sing any song of your choice.
- Play any pace and rhythm of your choice.

## 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! Grow again as tall as you can be."
  - d. "Bend and round your back again and keep your arms hanging loose beside your body."
  - e. "Straight backs! Stand as tall as you can be."
  - f. "Bend all the way to make a little ball on the floor."
  - g. "Stand tall!"



## The adventures of Sipho

Main part  
Time: ~ 5 min

**Accompaniment:** Play soft music or drums.

### How to conduct

Tell a story and instruct your learners to follow your instruction. Play soft music/drums and instruct learners to move around the movement area.

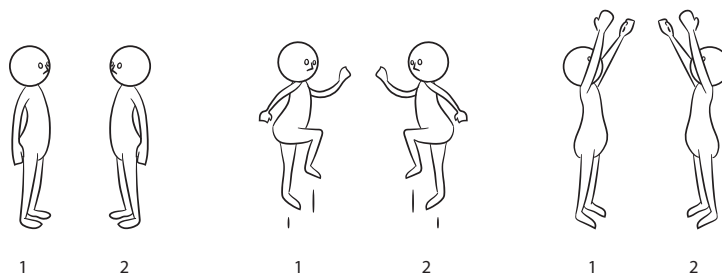
1. "One day, Sipho went on an adventure through the forest. Walk through the forest." "Watch out for the puddle!"
2. "Jump and splash in the puddle of water."
3. "Hop from rock to rock. Careful! You must not fall!"
4. "Feel the leaves of the trees on your face."
5. "Crawl under the branch of a tree."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

# Mirror mirror

Main part  
Time: ~ 5 min

## How to play

1. "Stand facing your partner with a small space between you."
2. One learner is the "mirror master" and the other, the "mirror".
3. Play/sing music or start drumming.
4. Instruct: "Mirror master. Make your own movements. "Mirror, you must be the mirror. Copy the movements of the mirror master."
5. After 1 minute: "Change over. Mirrors, you become the master. Make your own movements."
6. After 1 minute: "Change over again. Mirror masters, can you jump?"
  - a. "Skip!"
  - b. "Run on the spot."
  - c. "Wave your arms."
  - d. "Change over again. Change leader."
  - e. "Wiggle one body part."
  - f. "Twist."



# Mirror action story

Main part  
Time: ~ 10 min

## How to conduct

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

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

# Growing flower

Cool down  
Time: ~ 10 min

## How to stretch

**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.

1. Instruct learners: "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."

# Growing flower

Continued

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."



# Balancing with a partner

Moving to music: Foundation phase

## Accompaniment

- Sing your own melody.
- Use a drummer, or Balance song from the CD.
- Drum in 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."

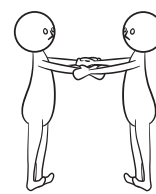
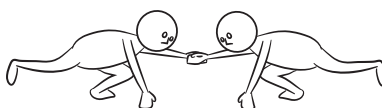
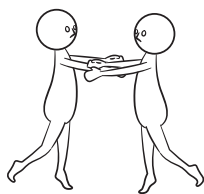
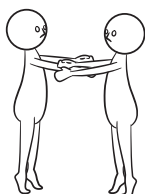
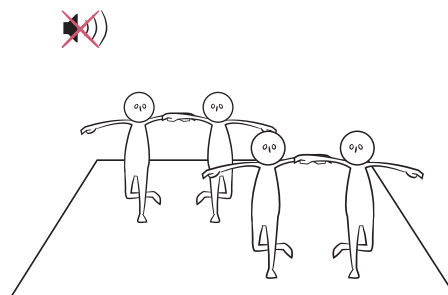
As teacher, sing the words to any melody. Let the learners sing with you. Repeat the little song 5 times.

## Musical partners

Introduction  
Time: ~ 5 min

### How to play

1. Play or sing any song. Start and stop the music often.
2. Instruct learners: "Dance around the movement area. Each time the music stops, you must find a new partner and balance on one leg. You can hold onto your partner to help you balance."
3. Start and stop the music at least 5 times.
4. Thereafter, give different instructions every time you stop the music:
  - "Stand on your toes (hold onto your partner)."
  - "Stand on one foot's toes (hold onto your partner)."
  - "Balance with one foot and one hand on the ground."
  - "Sit on one knee (hold onto your partner)."
  - "Stand on your heels(hold onto your partner)."



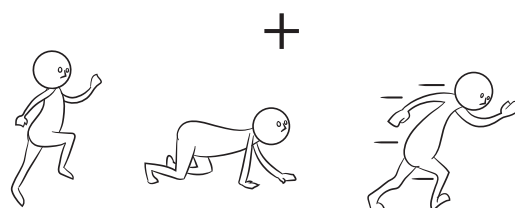
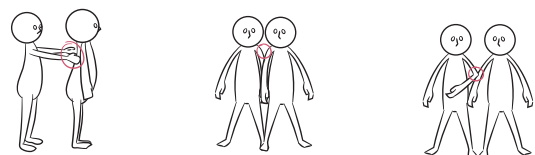
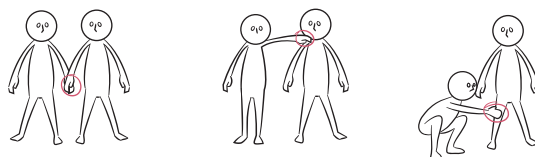


# Trust game

Main part  
Time: ~ 10 min

## How to play

1. "Choose a new partner."
2. Let your learners do the following movements as you read them.
3. "Imagine you are stuck to each other with superglue."
4. "Imagine:
  - Your one hand is glued to your partner's hand?
  - Your one hand is glued to your partner's shoulder?
  - Your one hand is glued to your partner's leg?
  - Both your hands are glued to your partner's back?
  - Your one shoulder is glued with your partner's shoulder?
  - Your elbow is glued to your partners arm?"
5. "Choose how you and your partner will be glued together."
6. "Let us see if you can move around while you are glued together. You can move around only if you two work together as a team."
  - "Walk to the corner of the room."
  - "Climb over a fence. Are you still connected?"
  - "Jump over a puddle. Stay connected."
  - "Climb underneath a table. Are you still connected?"
  - "Run!"
  - "Sit!"
7. "Great job!"

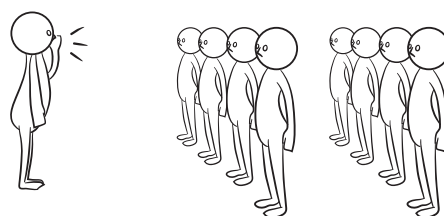


# Balance song

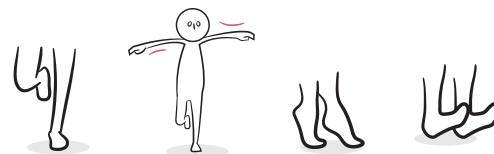
Main part  
Time: ~ 15 min

## How to play

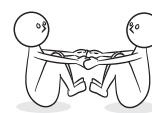
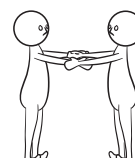
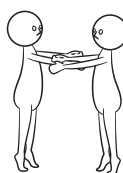
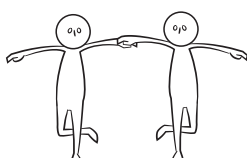
1. As teacher: "Stand in two lines facing me."
2. "Let us see if you can balance."
  - "Stand on one foot."
  - "Make an airplane standing on one foot."
  - "Stand on your toes."
  - "Stand on your heels." (On the balls of your feet)
  - "Sit on your bottom; lift your feet off the floor."
  - "Can you twist your body on the floor?"
  - "Can you stand and twist your body?"
  - "Can you do the twist dance?"
3. "Find a partner."
4. "Hold on to your partner and follow these instructions:
  - "Stand on one foot."
  - "Make an airplane standing on one foot."
  - "Stand on your toes."
  - "Stand on your heels." (On the balls of your feet)
  - "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?"



First alone...



...then with a partner.



# 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

or use the song from the CD.

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

## Outro

Cool down  
Time: ~ 5 min

## How to stretch

- As teacher, read the following in a calming voice.  
"Close your eyes and imagine:
  - You eat a piece of cheese.
  - You feel your ears and nose start to shrink.
  - Your nose even gets pointy.
  - Your feet and hands get smaller and smaller.
  - You start to grow fur all over your body.
  - You grow a long tail.
  - All you can say is 'peep'.
  - You have to walk on your hands and knees.
  - You are mouse.
  - What is that? A cat? Oh no, run away!
  - Jump over a stick and run through the tall grass.
  - Crawl through a fence.
  - Suddenly, you see a branch with a mouse house.
  - You run and hide in the branch until the cat is gone.
  - You find another piece of cheese and eat it.
  - Ah what is happening? You are growing into your human form again. Open your eyes. Yay!"
- If you want, you can hum or play a soft, relaxing song in the background.
- To finish the lesson say or sing the closing sentence:  
*"Moving lesson done for today,  
See you later and have a great day!"*



# Emotions

Moving to music: Foundation phase

## Accompaniment

- Sing your own melody.
- Use drums or play the song Emotion song from the CD.
- Drum in 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.

## Musical emotions

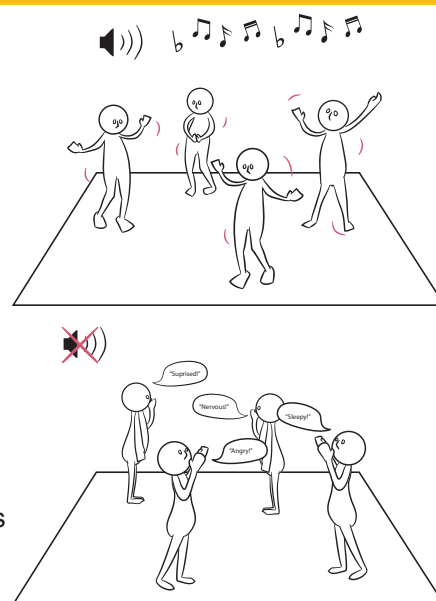
Introduction  
Time: ~ 5 min

**Accompaniment:** Play or sing any song.

### How to play

1. As teacher, play or sing any song. Start and stop the music often.
2. When the music stops, shout out any emotion that pops up into your head.
3. Play music: "Dance around the area."
4. Stop the music: "Surprised!"
5. Play music: "Dance around the area."
6. Stop the music: "Nervous!"
7. Play music: "Dance around the area."
8. Stop the music: "Excited!"
9. Play music: "Dance around the area."
10. Stop the music: "Sleepy!"
11. Repeat the above 2 times.

**Variation:** "Every time the music stops, you must find a partner and list as many emotions as you can."



## Emotion song

Main part  
Time: ~ 10 min

### How to move

1. Orientation:  
"Remember when we talked about emotions? Sometimes we feel sad, sometimes happy, sometimes we miss someone very much and we are sad. Sometimes we are excited to see a good friend the next day. Can you show me these feelings without talking?"
  - "Think of this morning when you woke up. Did you feel sleepy at first? Show me what a sleepy person looks like."
  - "What about excited? When you are looking forward to see something or someone? Show me what an excited person looks like."
  - "Have you ever been surprised before? What did you do when you were surprised?"
  - "Tell me what makes you sad? How do you show someone that you are sad?"

## Emotion song

Continued

- “What if you are on your way home and you know someone has cooked you your favourite meal? How would your walk home look like? Okay, let us try!”
  - “Walk around the room.”
  - “Walk sleepy.”
  - “Walk excited!”
  - “Jump surprised!”
  - “Walk sad.”
  - “Walk happy.”
- “You get a birthday cake.”
- “It is raining outside.”
- “You played the whole day and get home very late. Let your upper body hang loose, so your fingers nearly touch your toes.”

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

Let's use our bodies to show how we feel  
Happy, so happy  
Let's move to the beat

Scared, so scared  
Let's shiver and shake

Let's use our bodies to show how we feel  
Sad, so sad  
Let's wipe off our tears

Let's use our bodies to show how we feel  
Excited to move  
From our heads to our toes

Let's use our bodies to show how we feel  
Angry, so angry  
So let's use our feet

Let's use our bodies to show how we feel

## Creative movement activity

Main part  
Time: ~ 15 min

### How to conduct

1. Place learners into groups of 5.
2. Give each group a different theme: i.e. a sad lion, a happy elephant, an excited monkey, a sneaky snake, a scared mouse, a sleepy cat, an angry dog, a happy bird, a sad bird.
3. “Your task now is to design a dance with 4 movements.”
4. “You have 5 minutes”. Give learners approximately 10 minutes to design and practise their dance.
5. “It is show time!”
6. “Sit where you are.”
7. Instruct each group to show its dance to the class.
8. “After I count to 3, show me your favourite emotion movement. 1, 2, 3!”

# Outro

Cool down  
Time: ~ 5 min

## How to stretch

1. "Close your eyes and imagine ...
  - Your hair grows and grows everywhere on your face, all around your face.
  - Your nose grows long.
  - Your teeth grow big and sharp.
  - Your feet and legs turn into paws. They feel soft and strong.
  - Your hands turn into strong claws with long sharp nails.
  - Who are you?
  - You are a lion! Roar like a lion!
  - Imagine you are walking through the Kalahari.
  - Drink water at the water hole.
  - It starts to rain. You feel the small drops of rain on your lion body.
  - The raindrops become bigger and bigger.
  - The water runs down over your face and body. The water washes off the fur.
  - Your nose hair shrinks.
  - Your teeth get smaller and less sharp.
  - Your paws turn into human feet.
  - You have toes again, wiggle your toes.
  - Yes! You are back to normal Open your eyes!
2. If you want, you can hum or play a soft, relaxing song in the background.
3. To finish the lesson, say or sing the closing sentence:
 

*"Moving lesson done for today,  
See you later and have a great day!"*



# Rhythm and body percussion

Moving to music: Foundation phase

## Accompaniment

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

## Name game

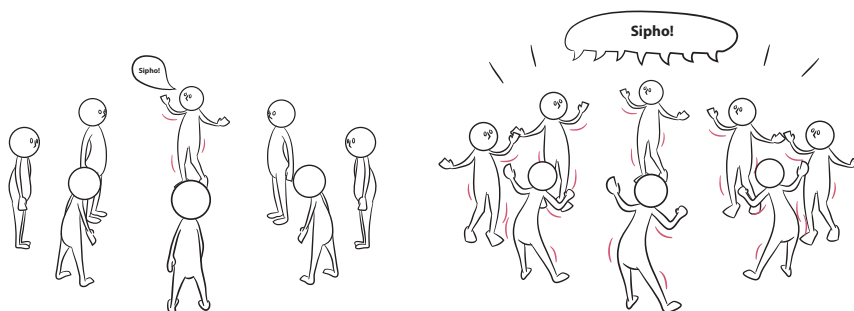
Introduction  
Time: ~ 5 min

### How to play

**Orientation:** “Can you say your name and clap your hands at the same time?” Encourage learners to clap to the natural rhythm of their name. One clap per syllable. “How many claps does your name have? Some names have one clap, others have two, or three claps.”

1. Make a circle.
2. Teacher, you start. Say your name and clap each syllable. Repeat your name and the clapping, so the learners can copy. “Clap after me!” Repeat your name and the claps 4 times.
3. Instruct to the learner next to you: “Now it is your turn. You must say your name and clap!”
4. Instruct the learners: “Let us copy!”
5. Learners must copy each name and claps 4 times.

Give each person a chance to say his/her name and clap his/her name's rhythm.



## Rhythm walks

Introduction  
Time: ~ 5 min

**Accompaniment:** Play music or drums.

### How to conduct

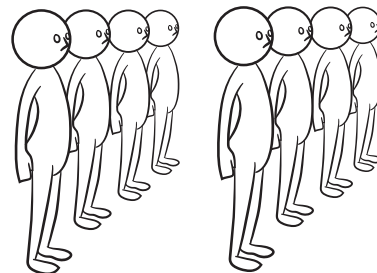
1. Play music/drums.
2. Instruct learners to walk to the beat. Count the music out loud for the learners (for example counts 1- 8).
3. Instruct: “Clap your hands on every first count of eight in the music.”
4. Let the learners count out loud with you.
5. Once the learners are comfortable with the counts, add: “Touch the floor on count 5!” (i.e. Clap 2, 3, 4 touch 6, 7 and 8).

# Body percussion lines

Main part  
Time: ~ 10 min

## How to play

1. Stand in horizontal lines. Instruct learners to do the following sequence:
2. "Stamp with your right foot 4 times."
3. "Stamp with your left foot 4 times."
4. "Now put the two together! Stomp stomp stomp stomp; stomp stomp stomp stomp!" (Repeat 4 times).
5. "Clap over your right shoulder 4 times."
6. "Clap over your left shoulder 4 times."
7. "Can you put the claps together? Clap clap clap clap; clap clap clap clap!"
8. "Now put everything together! Stomp stomp stomp stomp; stomp stomp stomp stomp. Clap clap clap clap; clap clap clap clap!" (Repeat this 4 times).
9. "Can you do two claps high and two claps low?" (Practise 4 times).
10. "Hit the floor four times with your hands."
11. "2 high, 2 low, 4 on the floor." (Practise 4 times).
12. Can you put it all together from the beginning?



## Creative group activity: Body percussion sequence

Main part  
Time: ~ 10 min

## How to conduct

1. Divide your class into groups of 5.
2. Instruct your learners to make a dance.
3. "Use claps and stomps and other noises to make your own dance."
4. Give learners 10 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.



# Different ways of moving

Moving to music: Foundation phase

## Accompaniment

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

## Move it circle

Introduction  
Time: ~ 5 min

### How to play

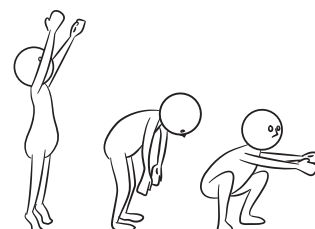
1. Stand in a circle and play music/drums.
2. Instruct learners to follow your instructions and copy your movements:
3. "Stretch as tall as you can be."
4. "Be as small as you can be."
5. "Be as fat as you can be."
6. "Be as thin as you can be."
7. "Count out loud (e.g. 1, 2, 3, 4) to the beat to the 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."

## Stand in a circle

Introduction  
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! Grow again as tall as you can be."
  - d. "Bend and round your back again and keep your arms hanging loose beside your body."
  - e. "Straight backs! Stand as tall as you can be."
  - f. "Bend all the way to make a little ball on the floor."
  - g. "Stand tall!"





## Favourite moves circle

Main part  
Time: ~ 5 min

### How to play

1. Make a circle.
2. Instruct one learner to start: "Show us a movement from your favorite sport."
3. The class must copy the movement. "Let us copy the movement 5 times."
4. Give the next person in the circle a turn. "Now it is your turn. Show us a movement from your favorite sport."
5. "Copy the movement. Let us copy the movement 5 times."
6. Give each learner a chance to show his/her favourite sport movement. (Already shown movements may not be repeated).

## Creative group activity: The good morning dance

Main part  
Time: ~ 15 min

### How to conduct

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. Make groups of 4.
4. Instruct learners to design their 'wake-up in the morning' dance.
5. Choose 4 movements to show us how you wake up in the morning and combine them together to 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.



# Weight shifts

Moving to music: Foundation phase

## Accompaniment

- Sing your own melody.

## Intro ritual

Introduction  
Time: ~ 5 min

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

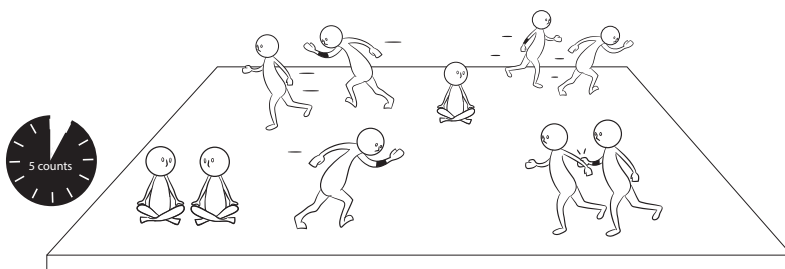
As teacher, sing the words to any melody. Let the learners sing with you. Repeat the short song 5 times.

## Touch game

Introduction  
Time: ~ 5 min

### How to play

1. As teacher, choose 2-3 catchers.
2. "Catchers, you must try to catch the other learners. The rest of you must run away and try not to get caught. If you get caught, sit on the floor and wait for someone to free you."
3. "Someone can free you from the floor, by sitting next to you on the floor for at least 5 counts."
4. As teacher, you can change the catchers every 3 minutes.



## Animal movements

Main part  
Time: ~ 10 min

### How to move

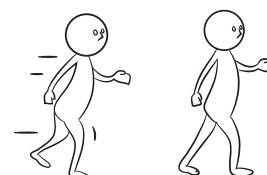
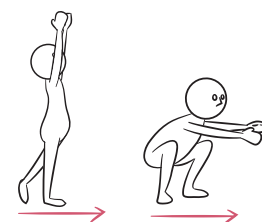
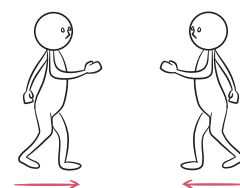
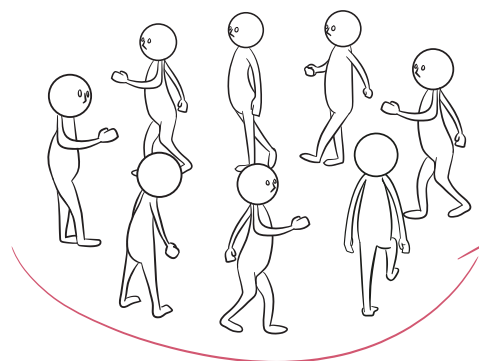
1. "Can you move like an animal?"
  - "A hippo is very heavy and big. Try moving like one."
  - "A grasshopper is very small and light. Jump around like one."
  - "How about an ostrich? It is big but light on its feet. Run around pretending to be an ostrich."
  - "And a warthog? They are fast but small and heavy. Show me how they move."
2. As teacher, place learners into groups of 5.
3. "Choose an animal."
4. "Can you make the movements of your animal?"
5. "Can you think of three movements for your animal?"
6. Sing/say the words:  
 "I am a ... [name of the animal] ...  
 and I act like this... and your three movements to your song/poem"
7. "You have 5 minutes." Give learners approximately 10 minutes to practise their dance.  
 "It's show time!" "Sit where you are, in your group."
8. Each group must get a chance to perform its song/poem with its movements:  
 "I am a ... [name of the animal]  
 and I do this [movement]"
9. Reflection: "When I count to three you must jump up and show me your favourite animal movement of today. One... two ... three."

# Circle walk

Main part  
Time: ~ 15 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."
  - "Lean forward."
  - "Change direction."
  - "Jump 3 times."
  - "Change direction."
  - "Walk close to the ground."
  - "Change direction again."
  - "Walk sideways, cross your feet."
3. Variation:
  - "Crawl on the floor like a cat."
  - "Walk heavy and slowly like an elephant."
  - "Change direction."
  - "Jump through the air like a springbuck."
  - "Change direction."
  - "Run like a cheetah."
  - "Change direction."
  - "Walk funny like a gorilla/monkey."
  - "Change direction."
  - "Walk sideways like a crab."
  - "And sit."
4. After practicing this a few times, use only animals to announce the next movement.
  - "Cat" (crawl on the floor)
  - "Elephant" (slow and weighted walking)
  - "Springbuck" (jump through the air)
  - "Cheetah" (run fast)
  - "Gorilla/monkey" (walk funny)
  - "Crab" (walk sideways)



## Outro

Cool down  
Time: ~ 5 min

## How to stretch

1. As teacher, read the following in a calming voice:
  - "Close your eyes and imagine some colours. Pick a colour that calms you down and makes you happy. Think of all things that have that specific colour."
  - Act out one of those things.
  - Now, lie on your back and imagine all the clouds in the sky would be that colour.
  - What if your skin is that colour. Imagine the colour going through your body, starting with your toes... then your feet... your calves... your hips... your belly... your chest... your neck... your ears.... and up until the tip of your head. Now feel the colour disappearing again the same way starting from the top of your head all the way down to your feet."
2. If you want, you can also hum or play a soft, relaxing song in the background.
3. Say or sing this sentence:
 

*"Moving time is done for today,  
see you later and have a great day!"*



# Weight and emotions

Moving to music: Foundation phase

## Accompaniment

- Sing your own melody.
- Play or sing a song.
- Use a drum or Emotion song from the CD.
- Play any pace in a 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."

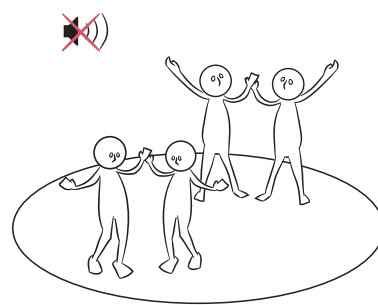
As teacher, sing the words to any melody. Let the learners sing with you. Repeat the little song 5 times.

## Musical statues

Introduction  
Time: ~ 5 min

### How to play

1. As teacher, play or sing any song. Start and stop the music often.
2. "When the music stops, you must freeze and pretend that you turn into a stone statue. Be very stiff."
3. Play music: "Dance around the area."
4. Stop the music: "Freeze!"
5. Play music: "Dance around the area."
6. Stop the music: "Freeze!"
7. Repeat the above 2 times.



**Variation:** "Every time the music stops, you must find a partner and turn into a stone statue with your partner."

## Emotion movements

Main part  
Time: ~ 15 min

### How to move

#### 1. Orientation:

"Every one of you has emotions. Sometimes we feel sad, sometimes happy, sometimes we miss someone very much and we are sad. Sometimes we are excited to see a good friend the next day. Can you show me these feelings without talking?"

- "Think of this morning when you woke up. Did you feel sleepy at first? Show me what a sleepy person looks like."
- "What about excited? When you are looking forward to see something or someone? Show me what an excited person looks like"
- "Have you ever been surprised before? What did you do when you were surprised?"
- "Tell me what makes you sad? How do you show someone that you are sad?"
- "What if you are on your way home and you know someone has cooked you your favourite meal? How would your walk home look like?"
  - "Walk around the room."
  - "Walk sleepy."
  - "Walk excited."
  - "Jump surprised."
  - "Walk sad."
  - "Walk happy."

2. Play the drums and follow instructions below, or use the Emotion song from the CD.

## Emotion movements

Continued

### Drums

Let's use our bodies to show how we feel  
Happy, so happy  
Let's move to the beat

Let's use our bodies to show how we feel  
Sad, so sad  
Let's wipe off our tears

Let's use our bodies to show how we feel  
Angry, so angry  
So let's use our feet

Let's use our bodies to show how we feel  
Scared, so scared  
Let's shiver and shake

Let's use our bodies to show how we feel  
Excited to move  
From our heads to our toes

### Song from CD

Follow the instructions in the song.

## Emotion dance

Main part  
Time: ~ 10 min

### How to play

Orientation:

"What does courage look like? How would you show me that you are brave?"

"How would you show me that you are angry?"

"How would you show me if you are scared?"

1. Place learners into groups of 5.
2. "Choose one emotion: i.e. sad, brave, happy, sleepy, excited, scared, angry."
3. "Find 3 movements that will show your emotion."
4. "Can you make a dance with your 3 movements? Can you put them together to flow from one movement into the next?"
5. "You have 5 minutes." Give learners approximately 10 minutes to practise their dance.
6. "It's show time!"
7. "Who chose sad?" Everyone who chose sad must show his/her movements at the same time.  
"Who chose brave? Everyone who chose to be brave must show his/her dance at the same time."  
"Who chose happy? Show us your dance."  
"Who chose sleepy? Show us your dance."  
"Who chose scared? Show us your dance."  
"Who chose angry? Show us your dance."
8. Reflection: "After I count to 3 everyone must show me his/her favourite emotion movement of the day. 1, 2, 3... Go!"

## Outro

Cool down  
Time: ~ 5 min

### How to stretch

1. "Close your eyes and imagine you are floating on a cloud."
  - "Feel how fluffy the cloud must be."
  - "Lie on your stomach on the edge of the cloud."
  - "Feel a light breeze touching your face."
  - "You can see your school from up there. Your teacher and friends are playing on the field. They look at you and wave."
- "You really want to join them now."
- "Slowly you float from the cloud down to earth again and land in the school yard."
2. If you want, you can hum or play 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!"



# Sculptures and movement repertoire

Moving to music: Foundation phase

## Accompaniment

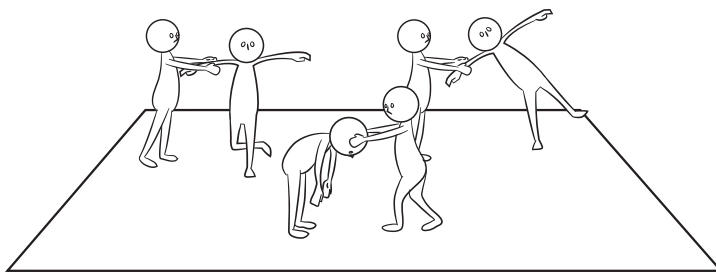
- Play/sing any song of your choice.
- Play any pace and rhythm of your choice.

## Creating sculptures

Introduction  
Time: ~ 5 min

### How to play

1. Make groups of two.
2. One learner is "the sculptor" and the other "the statue".
3. "Sculptor, sculpt your partner into a statue of your choice."
4. When the sculptor is finished, the statue needs to freeze in the position: "Don't move, freeze!"
5. Now, all the sculptors can take a walk through the sculpture gallery and have a look at all the statues.
6. Switch the sculptor and the statue for the second round.



## Stop 'n freeze

Introduction  
Time: ~ 5 min

**Accompaniment:** Play music or drums.

### How to play

1. Play music/drums: "Dance to the music."
2. Stop music/drums: "Freeze! Don't move!"
3. Repeat the above 5 times.
4. Play music/drums: "Dance by yourself. You are not allowed to touch your friends."
5. Stop music/drums: "Stand on one leg."
6. Play music/drums: "Move!"
7. Stop music/drums: "Place one leg and two hands on the floor."
8. Play music/drums: "Move around the whole area."
9. Stop music/drums: "Lay on your back! Only your back must touch the floor."
10. Play music/drums: "Move!"
11. Stop music/drums: "Only one arm and one leg on the floor."
12. Repeat the above 3 times.

## Favourite moves circle

Main part  
Time: ~ 5 min

**Accompaniment:** Play music or drums.

### How to conduct

1. Make a circle.
2. Play music/drums.
3. Instruct a learner: "Show your own dance movement to the class."
4. The class must copy the movement until they can execute it comfortably.
5. Instruct the next person in the circle: "Show a new movement to the class."

## Creative group activity: The playground dance

Main part  
Time: ~ 15 min

### How to play

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."  
Give them 5 minutes to prepare.

### Cool down

Cool down  
Time: ~ 10 min

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



# Animal movements

Moving to music: Foundation phase

## Accompaniment

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

## Move like an animal and freeze

Introduction  
Time: ~ 5 min

**Accompaniment:** Play music or drums.

### How to play

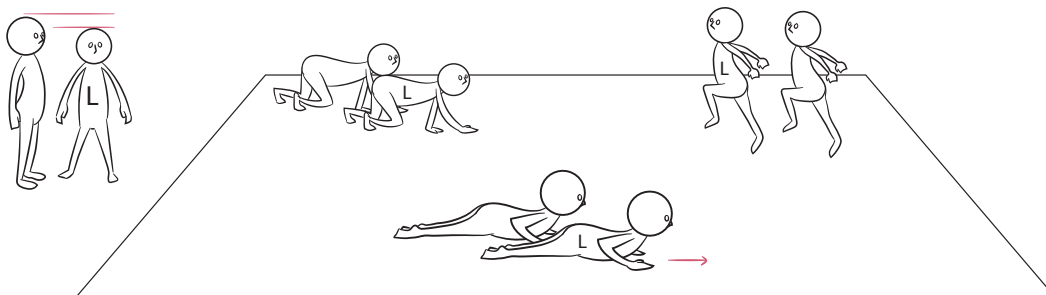
1. Play music/drums. Instruct learners: "Move anyway you like. Move around the room."
2. When you stop the music, learners must: "Freeze like a statue! Don't move!"
3. Play music/drums: "Flap your arms like bird wings and fly around."  
Stop music/drums: "Freeze!" (Repeat birds 3 times).
4. Play music/drums: "Walk on your hands and knees and pretend to be kittens saying 'meow'."  
Stop music/drums: "Freeze!" (Repeat kittens 3 times).
5. Play music/drums: "Walk with your legs far apart and swing your arms like a monkey."  
Stop music/drums: "Freeze!" (Repeat monkey 3 times).
6. Play music/drums: "Hop on all fours like a frog."  
Stop music/drums: "Freeze!" (Repeat frogs 3 times).

## Follow the animal

Introduction  
Time: ~ 5 min

### How to play

1. "Turn to the person next to you. This is your partner." (Learners must stand with their partners).
2. "Who is the shortest person?" "The shortest person is the leader." Leaders, hands up!"
3. "Leaders, you must follow my instructions."
4. "Tall people, you must copy your partner's movements. "Give the following instructions every 30 seconds:
  - a. "Act like a dog."
  - b. "Move like a snake across the whole movement area. Do not crash into another group."
  - c. "Gallop like a horse."
  - d. "Change leader."
  - e. "Move like a lion."
  - f. "Move freely across the whole movement area."
  - g. "Choose your favourite animal and move."
  - h. "Change leader."
 (Repeat from the top).



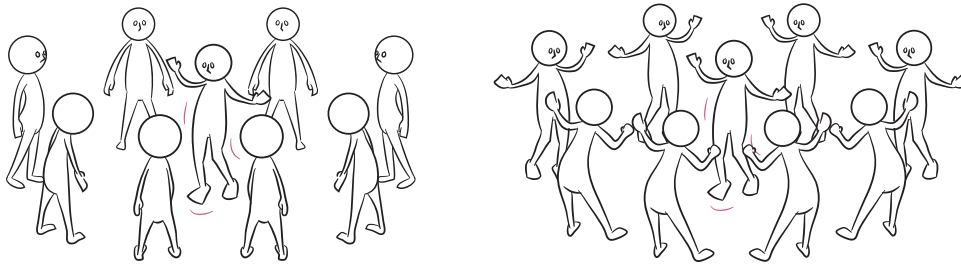


## Dance circle

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: "Show any dance movement to your friends."
4. Learners 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

Main part  
Time: ~ 15 min

### How to play

1. Divide your class into groups of 5.
2. "Choose an animal. Choose 4 different movements that would portray that animal. Combine them together as a dance. End your dance with the sound of the animal."
3. Give learners 15 minutes to work on their own dance.

## Cool down

Cool down  
Time: ~ 10 min

Instruct each group to present its dance to the class.



# Weight and trust

Moving to music: Foundation phase

## Accompaniment

- Sing your own melody.
- Use drum or play Jazzy song from CD.
- Play any rhythm and speed.

## 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."

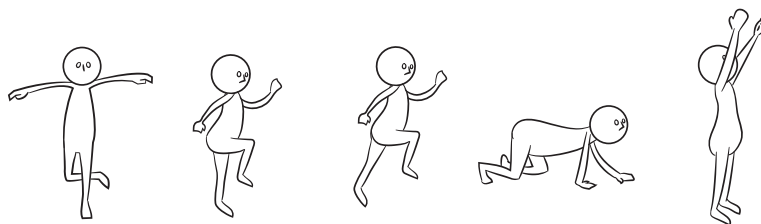
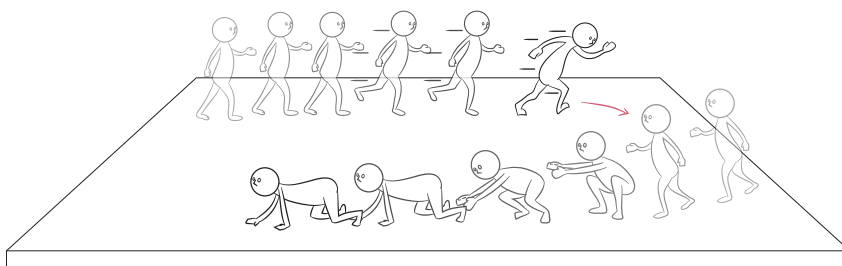
As teacher, sing the words to any melody. Let the learners sing with you. Repeat the short song 5 times.

## Jazzy movement

Introduction  
Time: ~ 5 min

### How to play

1. "Make groups of 6. Stand in one line."
2. "You are a big worm with several parts that cannot be separated."
3. "Number 1 is the head of the worm. He/she gives directions to the rest of the 'worm body'."
4. "The head can shout instructions, such as:
  - Stop, stand still.
  - Change direction.
  - Hop on one leg.
  - Run on the spot.
  - Jump over a tree.
  - Crawl under the bushes.
  - Climb up the tree.
  - Crawl backward.
  - Lean to the side.
  - Roll over to the side.
  - Wiggle to the side.
  - Put your hands to the sky."
5. "Everyone in the group, the body of the worm, needs to do the same movement as the leader."
6. As teacher change the leader of the group after approximately 3 minutes.  
Play the drums or use the Jazzy song from the CD as accompaniment for this activity.
7. "Now, in your 'worm group' choose 4 of your favourite moves. Combine the 4 moves into one little dance."
8. Practise the little dance.  
"It is show time!"  
"Sit where you are with your group."
9. "Show your dance to the rest of the class."
10. "Now, show me your favourite worm move of today. 1...2...3...Go."

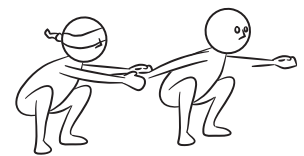
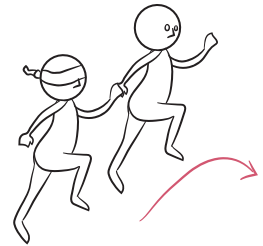
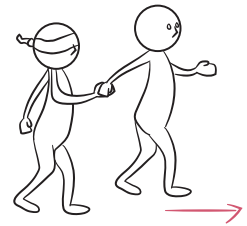


# Trust game

Main part  
Time: ~ 15 min

## How to play

1. "Choose a partner."
2. "Imagine you and your friend are alone in the forest. You can survive only if the two of you work together as a team."
  - "Who is the tallest person?"
  - "Tall person, you must pretend you have sand in your eyes. Close your eyes. You cannot see anything."
  - "Your friend must guide you around the forest."
  - "Your friend must show you where you must walk through the mud, climb over a branch, and walk through thick leaves, jump over a puddle of water, walk around a tree and duck under a branch."
  - Allow approximately 3 minutes for the learners to explore the forest together.
  - "Swap around! Shortest person, now you are the blind one. Let your friend lead you through the forest."
  - Allow approximately 3 minutes for the learners to explore the forest together.
  - "Now the other person must pretend to be blind."
3. "Find a new friend. Change partners."
  - "Now, who is the tallest person?"
  - "Tallest person, you will be blind first."
  - Repeat the activity.



## Outro

Cool down  
Time: ~ 5 min

## How to stretch

1. "Close your eyes and imagine you are floating on a little boat through the thick forest."
  - Hear the birds sing the trees.
  - Lie on your stomach on the edge of the boat.
  - Touch the water and feel the coolness.
  - See a big fish swim by, making a little wave.
  - You see the branches hanging low on the water.
  - You hear a waterfall somewhere far away.
  - Your boat gets to a docking station and you get off.
  - You walk a short path to find your school, your teacher and your classmates in the middle of the jungle."
2. If you want, you can hum or play 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!"*



# Rhythm (fast and slow movements)

Moving to music: Foundation phase

## Accompaniment

- Sing your own melody.

## Intro ritual

Introduction  
Time: ~ 5 min

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

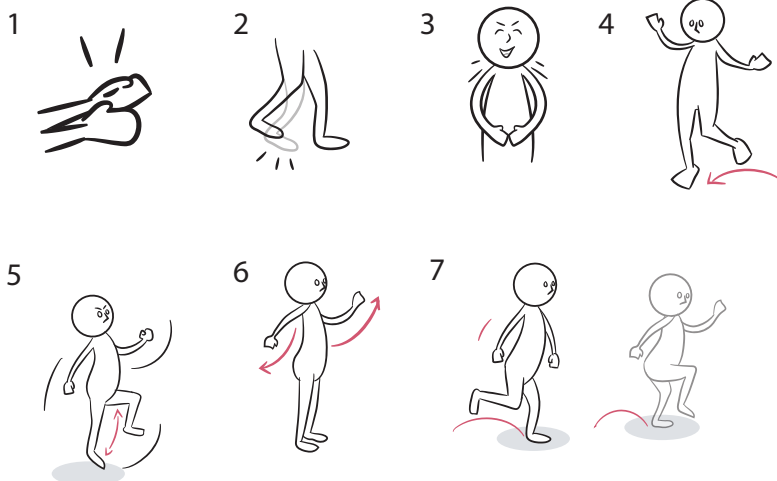
As teacher, sing the words to any melody. Let the learners sing with you. Repeat the little song 5 times.

## Move to the music song

Introduction  
Time: ~ 5 min

### How to play

1. Practice the following movements:
  - "Can you clap your hands?"
  - "Can you stamp your feet?"
  - "Can you laugh from your stomach until your whole body moves?"
  - "Can you jump high up in the sky?"
  - "Let us run on the spot. Lift your knees and stop."
  - "Can you swing your arms from side to side?"
  - "Can you hop on one leg?"
2. Use drums or play song Move to the music song from the CD.



### Drums

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.

# Words have rhythm

Main part  
Time: ~ 15 min

## How to play

- As teacher, say the following words in their natural rhythm (in other words, as we would speak them usually). Clap your hands with each syllable. Instruct your learners to copy you:
  - Ea-gle (two slow claps/ --- ---).
  - Moths (one clap/ ----).
  - Butterflies (3 fast claps/ - - -).
  - Ladybirds (3 fast claps/ - - -).
  - Brown bats (2 slow claps/ --- ---).
  - Mosquitoes (fast clap, slow clap, fast clap/ - --- -).
  - Fireflies (3 fast claps/ - - -).
  - Love bugs (2 steady claps/ --- ---).
- "This time we are going to jump the rhythms of the words. No clapping." Say the rhythm words again. Let the learners jump the rhythms, as they repeat the words after you.
- "Can you shoot out your arms to the rhythms of the words?" Say the rhythm words again. Let the learners shoot out their arms as they repeat the words after you.
- "Can you walk to the rhythm of the words? Sometimes you will have to walk fast, and sometimes slow." Say the rhythm words again, and let the learners walk/step to demonstrate the rhythms of the words.

# Slow and fast movements

Main part  
Time: ~ 10 min

## How to play

- Place learners into groups of 5.
- "Today you can use any movements."
- "Find 2 slow movements and 2 fast movements."
- "Practise these movements to make a dance."
- "Remember, the rhythm of your dance will be sloooow, sloooow, fast fast."
- "You have 5 minutes." Give learners approximately 10 minutes to practise their dance.
- "It's show time. Sit where you are, in your group."
- Instruct each group to show its dance to the rest of the class.

# Outro

Cool down  
Time: ~ 5 min

## How to stretch

- "Close your eyes. Imagine..."
  - You are slowly changing shape.
  - Your ears are growing very big. They are so big they can flap in the wind.
  - Your nose starts to grow. It grows so long that it hangs to the ground.
  - Imagine your skin is growing very thick.
  - Your feet and legs grow fat.
  - You can only move slowly with your big feet.
  - What are you?
  - You are an elephant!
  - Imagine you are walking through the forest.
  - Drink water out through your trunk.
- Birds come sit on your back.
- It starts to rain. You feel the water on your back.
- Suddenly, your ears start to shrink.
- Your nose gets smaller and smaller until it is very small again.
- Your feet get thinner.
- Your skin is yours again."
- If you want, you can hum or play a soft, relaxing song in the background.
- Say or sing the closing sentence:
 

"Moving lesson done for today,  
See you later and have a great day!"



# Musicality and rhythm

Moving to music: Foundation phase

## Accompaniment

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

## Huggy number three

Introduction  
Time: ~ 10 min

**Accompaniment:** Play music or drums.

### How to play

1. Play music/drums: "Run around the room/field."
2. Stop music/drums and shout: "Huggy number three! Get into groups of three as quickly as you can. Huggy number three!"
3. Play music/drums: "Run around. Do not crash into someone."
4. Stop music/drums: "Huggy number three."
5. Play music/drums: "Run!"
6. Stop music/drums: "Huggy number two. Quick! Get into groups of two."
7. Play music/drums: "Run!"
8. Stop music/drums: "Huggy number five. Quick, get into groups of five."
9. Play music/drums: "Run!"
10. Repeat above. (As teacher, you can change the number each time).

## Move to the beat

Main part  
Time: ~ 10 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:

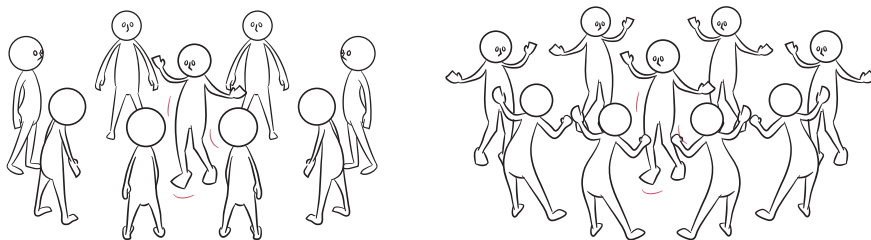
1. "Touch the sky, move high."
2. "Be close to the ground, move low."
3. "Move high and low. Go up and down."
4. "Run slow."
5. "Run fast."
6. "Run slow and fast. Change when you like."
7. "Dance."
8. "Fall and roll on the floor between your dance movements."
9. Repeat instructions from number 1.

## 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: "Show any dance movement to your friends."
4. Learners must 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.



## Stop 'n freeze

Main part  
Time: ~ 10 min

**Accompaniment:** Play music.

### How to play

1. Play music: "Dance freely to the music. Move across entire area."
2. Stop the music: "Freeze! Don't move!"
3. Repeat the above 5 times.
4. Now play and stop the music each time with a different instruction:
  - a) "Dance with your hands only."
  - b) "Dance with your feet only."
  - c) "Dance with your elbows only."
  - d) "Dance with your shoulders only."
  - e) "Dance with your fingers only."
  - f) "Dance with your knees only."
  - g) Repeat the above instructions in any order.

## 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."

1. Instruct learners: "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."



# Reaction & adaption

Moving to music: Foundation phase

## Accompaniment

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

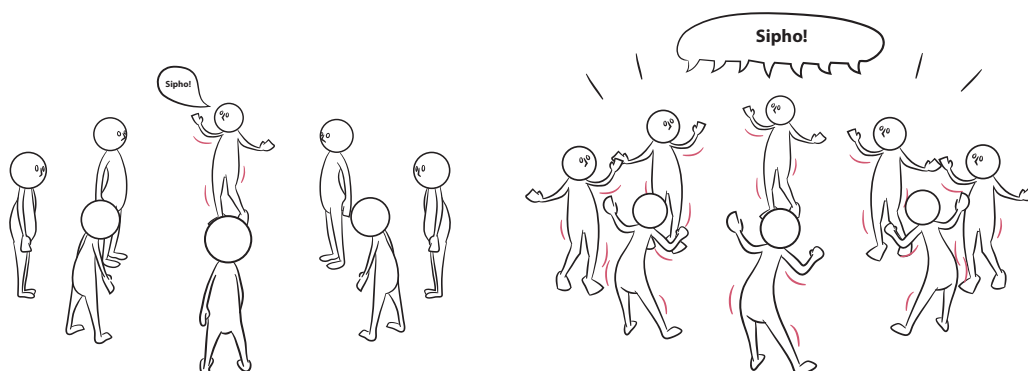
## Name game

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. Instruct learners: "Come, copy my movement."
4. Instruct the next learner in the circle: "Now it is your turn! Say your name and show any movement."
5. Instruct learners: "Come, let us copy the movement."

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 shout

Introduction  
Time: ~ 5 min

### How to move

1. Play music/drums: "Start twisting."
2. After 15 seconds, call out: "Shout! Jump as high as you can."
3. After landing, learners must resume twisting.
4. After 15 seconds call out: "Shout! Jump as high as you can."
5. Repeat 5 times.
6. "Twist as low to the floor as you can." (Repeat "Shout" 5 times).
7. "Twist on only one foot." (Repeat "Shout" 5 times).

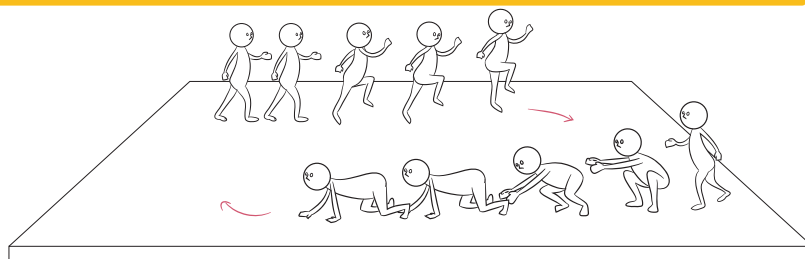


## Follow the leader

Main part  
Time: ~ 5 min

### How to play

Make groups of five. Choose a leader for each group. Instruct the leaders to walk in interesting ways (i.e. walking, skipping, crawling etc.). Learners must follow their leader.



1. First leader: "Walk and do interesting movements." "Try not to crash with another group. Follow your leader."
2. After 30 seconds: "Leaders, crawl! Follow your leader."
3. After 30 seconds: "Turn around to face the back. Back person, you are now the new leader."
4. "Leader, dance around. Follow your leader."
5. "Leader, walk fast! Follow your leader."
6. "Turn around to face the back again Skip! Follow your leader."
7. After 30 seconds: "Turn around to face the back again. Walk with baby steps."
8. After 30 seconds: "Walk with big steps. Lift your legs up high."

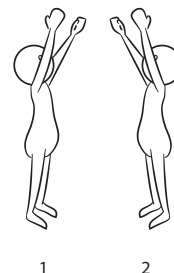
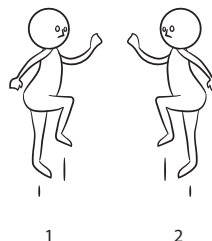
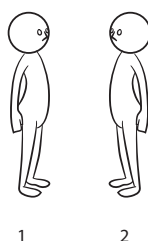
## Mirror mirror

Main part  
Time: ~ 5 min

### How to play

**Orientation:** "Have you ever looked in a mirror? What happens to the person in the mirror when you move?"

1. "Stand facing your partner with a small space between you!"
2. One learner is the "person" and the other the "mirror".
3. Play/sing music or start drumming.
4. Instruct learners: "Person, make your own movements. Mirror, you must be the mirror. Copy the movements of the leader."
5. After 1 minute: "Change over! Mirrors, you become the person. Make your own movements. New mirrors, be the mirror."
6. After 1 minute: "Change over again. Person, can you jump?"
  - a. "Run on the spot."
  - b. "Wave your arms."
  - c. "Change over again! Change leader!"
  - d. "Wiggle one body part."
  - e. "Twist!"



## Creative partner activity

Main part  
Time: ~ 10 min

### How to conduct

1. "Turn to the person next to you. That is your partner." (Make groups of two).
2. "You are going to make a dance."
3. "Choose any 4 movements from today's lesson. Combine these movements together to make a dance."
4. 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.



# Copying movements

Moving to music: Foundation phase

## Accompaniment

- Sing your own melody.
- Use drum or play Jazzy song from CD.
- Play any pace and rhythm you like.

## 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."

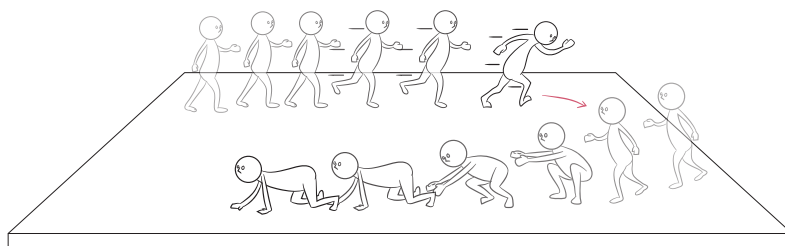
As teacher, sing the words to any melody. Let the learners sing with you. Repeat the short song 5 times.

## Jazzy movements

Introduction  
Time: ~ 10 min

### How to play

1. "Make groups of 6. Stand in one line"
2. "You are a big worm with several parts that cannot be separated."
3. "Number 1 is the head of the worm. He/she gives directions to the rest of the 'worm body'."
4. "The head can shout instructions, such as stop, stand still, change direction, hop on one leg, run on the spot, carry on moving, jump over a tree, crawl under the bushes, climb up the tree, etc."
5. "Everyone in the group, the body of the worm, needs to do the same movement as the leader."
6. As teacher change the leader of the group after approximately 3 minutes.
7. Play the drums or use the Jazzy song from the CD as accompaniment for this activity.



## Creative group activity

Introduction  
Time: ~ 10 min

### How to play

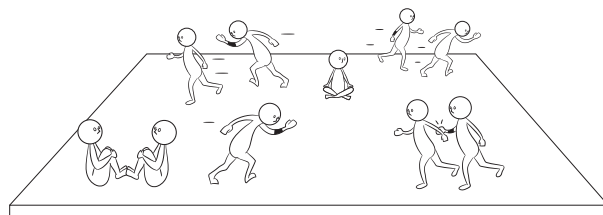
1. Place learners into groups of 5.
2. "Choose your 3 favourite movements from the worm activity."
3. "Combine these movements together to create a short little dance."
4. Drum the same rhythm again or play the Jazzy song again and allow learners to practise their dance.
5. "You have 5 minutes." Give learners approximately 10 minutes to practise their dance.
6. "It is show time. Sit where you are, in your group."
7. Each group must get a chance to perform its dance to the class.
8. Reflection: "At the count of 3, show me your favourite movement you saw today. 1.....2.....3."

# Touch game

Main part  
Time: ~ 10 min

## How to play

1. As teacher, choose 2-3 catchers.
2. "Catchers, you must try to catch the other class members. The rest of you must run away and try not to get caught. If you get caught, sit on the floor and wait for someone to free you."
3. "Someone can free you from the floor, by sitting in front of you, feet against feet."
4. As teacher, you can change the catchers every 3 minutes.



## Outro

Cool down  
Time: ~ 5 min

## How to stretch

1. As teacher, read the following in a calming voice:
  - "Close your eyes and imagine some colours. Pick a colour that calms you down and makes you happy. Think of all things that have that specific colour.
  - Act out one of those things.
  - Now lie on your back and imagine all the clouds in the sky would be that colour.
  - What if your whole school is that colour. Start with your classmates. Now colour the whole classroom in that colour. The tables, chairs, walls, papers and everything turns into one colour. Now the school building becomes that specific colour. It spreads towards the schoolyard and even into other classrooms and the bathrooms as well. That would look very funny. Now slowly make the colour disappear from the schoolyard and the building and the classroom and your classmates. Everything is back to its normal colour again."
2. If you want, you can also hum or play a soft, relaxing song in the background.
3. Say or sing this sentence:
 

*"Moving time is done for today,  
see you later and have a great day!"*



# Copying movements/Shifting body weight

Moving to music: Foundation phase

## Accompaniment

- Sing your own melody.
- Use drums.
- Drum at a steady beat.

## 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 short song 5 times.

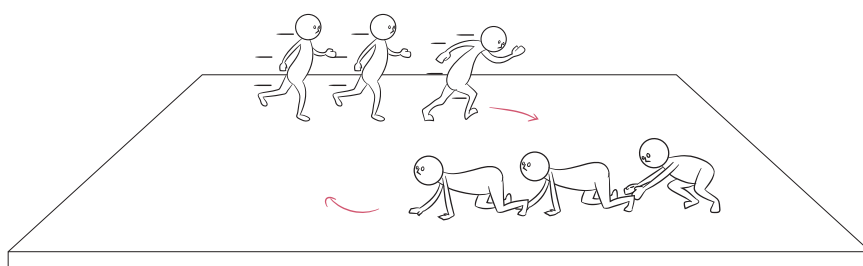
## Follow the leader

Introduction  
Time: ~ 5 min

**Accompaniment:** Use drums and drum at a steady pace.

### How to play

1. "Make groups of three."
2. "Follow the leader: Stand behind each other in a line."
3. "The front learner leading the group shows movements. The other 2 following have to copy."
4. "Do any kinds of movements you like."
5. "After a while change the leader and now copy the new leader and his/her movements."
6. Let every learner be a leader for 3 minutes.

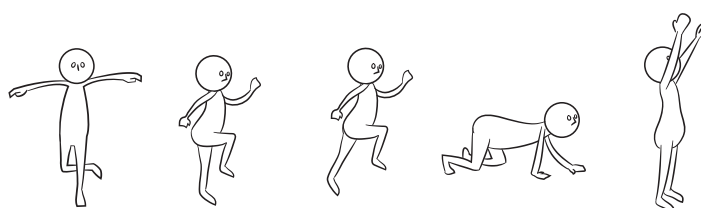
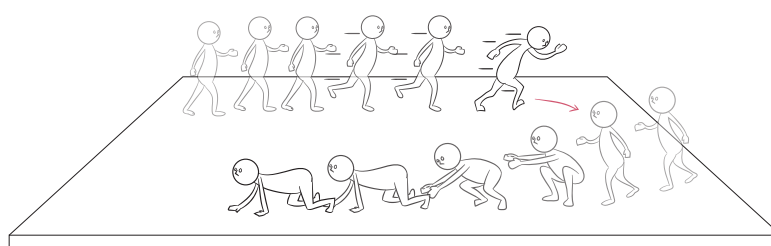


## Jazzy movements

Introduction  
Time: ~ 25 min

### How to play

1. "Make groups of 6. Stand in one line"
2. "You are a meerkat with several parts that cannot be separated."
3. "Number 1 is the head of the meerkat. He/she gives directions to the rest of the 'meerkat body'."
4. "The head can shout instructions, such as:
  - Stop, stand still,
  - Change direction,
  - Kick in the air,
  - Run on the spot,
  - Jump over a stone,
  - Crawl into a hole,
  - Climb up the tree,
  - Crawl backward,
  - Lean to the side, sitting on your heels,
  - Roll over to the side,
  - Wiggle your tail,
  - Put your hands to the sky."



## Jazzy movements

Continued

5. "Everyone in the group, the body of the meerkat, needs to do the same movement as the leader."
6. As teacher change the leader of the group after approximately 3 minutes.
7. Play the drums or use the Jazz song from the CD as accompaniment for this activity.
8. "Now in your 'meerkat group' choose 4 of your favourite moves. Combine the 4 moves into one little dance."
9. Practise the little dance.
10. "It is show time. Sit where you are with your group."
11. "Show your dance to the rest of the class."
12. "Now, show me your favourite meerkat move of today. 1...2...3...Go."

## Outro

Cool down  
Time: ~ 5 min

### How to stretch

1. As teacher, read the following in a calming voice.  
"Close your eyes and imagine you are a drop of rain.
  - You start from the clouds.
  - You get bigger and bigger and suddenly get too heavy for the cloud to carry you.
  - You drop down to earth.
  - You fall and fall and fall and suddenly you see a big leaf underneath you.
  - You drop on the leaf.
  - The leaf bends and gently drops you on a smaller flower.
  - The flower takes up some of your nurturing water and lets you down on the ground.
  - You disappear in on the ground and make your way underneath the ground to nurture the roots of the flower.
  - You only leave a small wet spot on the surface."
2. If you want you can hum or play 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!"*



## Freezes and movement variations

Moving to music: Foundation phase

### Accompaniment

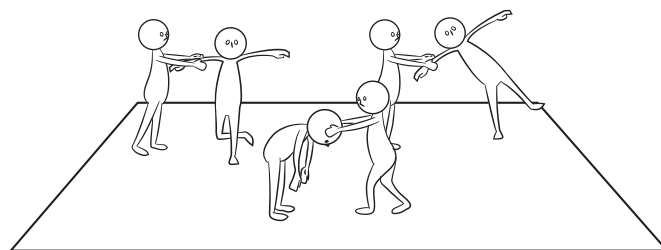
- Play/sing any song of your choice.
- Play any pace and rhythm of your choice.

## Creating sculptures

Introduction  
Time: ~ 5 min

### How to play

1. Make groups of two.
2. One learner is “the sculptor” and the other “the statue”.
3. “Sculptor, sculpt your partner into a statue of your choice.”
4. When the sculptor is finished, the statue needs to freeze in the position: “Don’t move, freeze!”
5. Now, all the sculptors can take a walk through the sculpture gallery and have a look at all the statues.
6. Switch the sculptor and the statue for the second round.



## Freeze ‘n copy

Introduction  
Time: ~ 5 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. Use your arms and different levels.”
5. Repeat the poses 5 times.
6. “Now, look around the room. Copy your friend’s freeze position as fast as you can.”
7. Play music/drums: “Dance around the room.”
8. Stop music/drums: “Pose. Copy your friend’s freeze position as fast as you can.”
9. Repeat the above 5 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.



# Imagination and copying of movements

Moving to music: Foundation phase

## Accompaniment

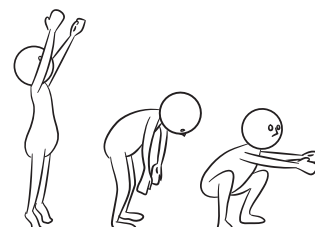
- Play/sing any song of your choice.
- Play any pace and rhythm of your choice.

## 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! Grow again as tall as you can be."
  - d. "Bend and round your back again and keep your arms hanging loose beside your body."
  - e. "Straight backs! Stand as tall as you can be."
  - f. "Bend all the way to make a little ball on the floor."
  - g. "Stand tall!"



## The adventures of Siphon

Main part  
Time: ~ 5 min

**Accompaniment:** Play soft music or drums.

### How to conduct

Tell a story and instruct your learners to follow your instruction. Play soft music/drums and instruct learners to move around the movement area.

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."

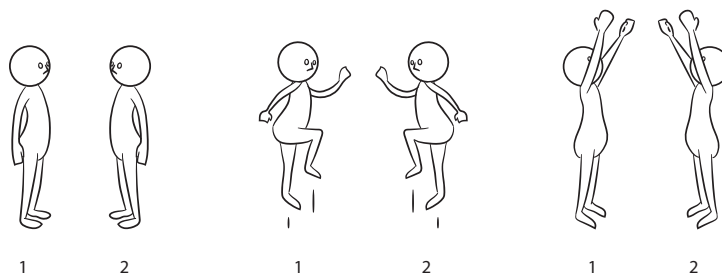


# Mirror mirror

Main part  
Time: ~ 5 min

## How to play

1. "Stand facing your partner with a small space between you."
2. One learner is the "mirror master" and the other, the "mirror".
3. Play/sing music or start drumming.
4. Instruct: "Mirror master. Make your own movements. "Mirror, you must be the mirror. Copy the movements of the mirror master."
5. After 1 minute: "Change over. Mirrors, you become the master. Make your own movements."
6. After 1 minute: "Change over again. Mirror masters, can you jump?"
  - a. "Skip!"
  - b. "Run on the spot."
  - c. "Wave your arms."
  - d. "Change over again. Change leader."
  - e. "Wiggle one body part."
  - f. "Twist."



# Mirror action story

Main part  
Time: ~ 10 min

## How to conduct

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

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

# Growing flower

Cool down  
Time: ~ 10 min

## How to stretch

**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.

1. Instruct learners: "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."

# Growing flower

Continued

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."



# Balancing with a partner

Moving to music: Foundation phase

## Accompaniment

- Sing your own melody.
- Use a drummer, or Balance song from the CD.
- Drum in 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."

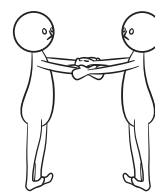
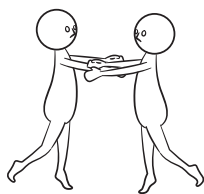
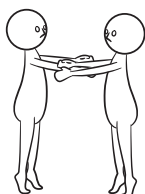
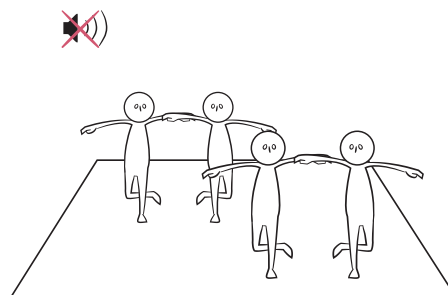
As teacher, sing the words to any melody. Let the learners sing with you. Repeat the little song 5 times.

## Musical partners

Introduction  
Time: ~ 5 min

### How to play

1. Play or sing any song. Start and stop the music often.
2. Instruct learners: "Dance around the movement area. Each time the music stops, you must find a partner and balance on one leg. You can hold onto your partner to help you balance."
3. Start and stop the music 5 times.
4. Thereafter, give different instructions every time you stop the music:
  - "Stand on your toes (hold onto your partner)."
  - "Stand on one foot's toes (hold onto your partner)."
  - "Balance with one foot and one hand on the ground."
  - "Sit on one knee (hold onto your partner)."
  - "Stand on your heels(hold onto your partner)."

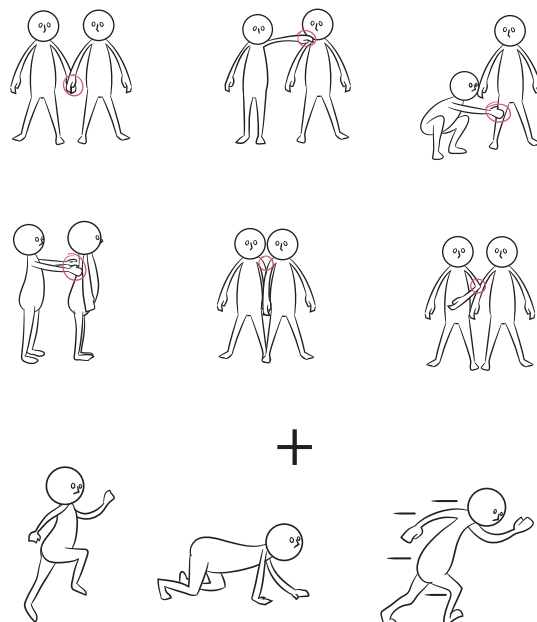


# Trust game

Main part  
Time: ~ 10 min

## How to play

1. "Choose a partner."
2. Let your learners do the following movements as you read them.
3. "Imagine you are stuck to each other with superglue."
4. "Imagine:
  - Your one hand is glued to your partner's hand?
  - Your one hand is glued to your partner's shoulder?
  - Your one hand is glued to your partner's leg?
  - Both your hands are glued to your partner's back?
  - Your one shoulder is glued with your partner's shoulder?
  - Your elbow is glued to your partners arm?"
5. "Choose how you and your partner will be glued together."
6. "Let us see if you can move around while you are glued together. You can move around only if you two work together as a team."
  - "Walk to the corner of the room."
  - "Climb over a fence. Are you still connected?"
  - "Jump over a puddle. Stay connected."
  - "Climb underneath a table. Are you still connected?"
  - "Run!"
  - "Sit!"

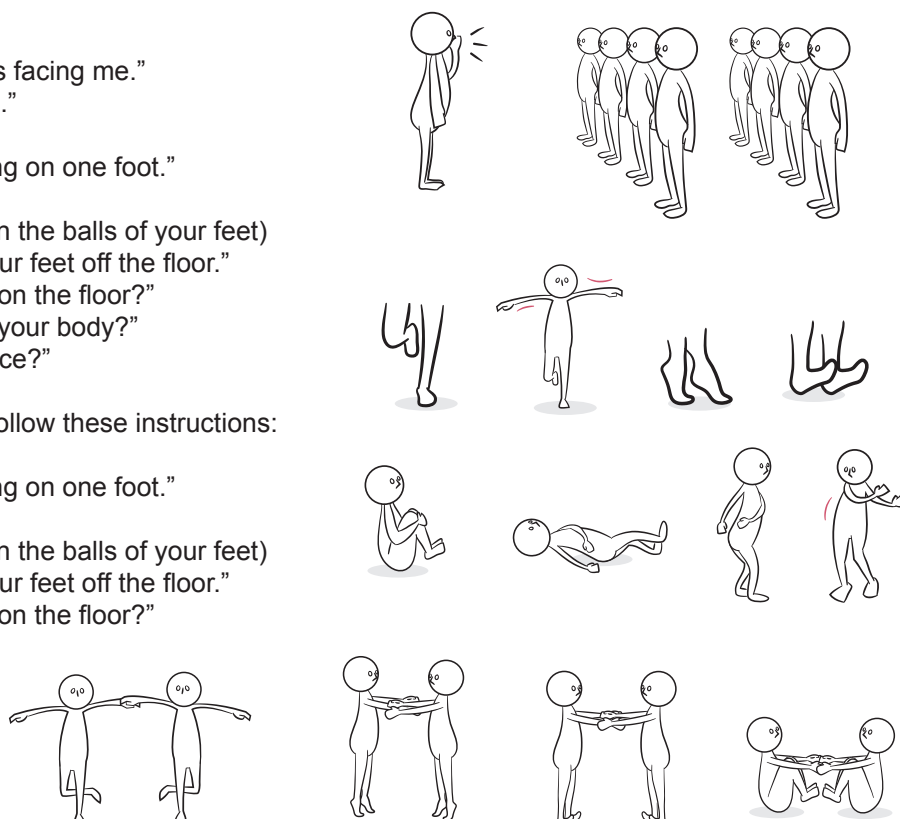


# Balance

Main part  
Time: ~ 15 min

## How to play

1. As teacher: "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."
  - "Stand on your heels." (On the balls of your feet)
  - "Sit on your bottom; lift your feet off the floor."
  - "Can you twist your body on the floor?"
  - "Can you stand and twist your body?"
  - "Can you do the twist dance?"
3. "Find a partner."
4. "Hold on to your partner and follow these instructions:
  - "Stand on one foot."
  - "Make an airplane standing on one foot."
  - "Stand on your toes."
  - "Stand on your heels." (On the balls of your feet)
  - "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?"
5. Use drums or play song Balance song on the CD.



# 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.

# Outro

Cool down  
Time: ~ 5 min

## How to stretch

- As teacher, read the following in a calming voice.  
"Close your eyes and imagine:
  - You eat a piece of cheese.
  - You feel your ears and nose start to shrink.
  - Your nose even gets pointy.
  - Your feet and hands get smaller and smaller.
  - You start to grow fur all over your body.
  - You grow a long tail.
  - All you can say is 'peep'.
  - You have to walk on your hands and knees.
  - You are mouse.
  - What is that? A cat? Oh no, run away!
  - Jump over a stick and run through the tall grass.
  - Crawl through a fence.
  - Suddenly, you see a branch with a mouse house.
  - You run and hide in the branch until the cat is gone.
  - You find another piece of cheese and eat it.
  - Ah what is happening? You are growing into your human form again. Yay!"
- If you want, you can hum or play a soft, relaxing song in the background.
- Say or sing the closing sentence:  
*"Moving lesson done for today,  
See you later and have a great day!"*



# Emotions

Moving to music: Foundation phase

## Accompaniment

- Sing your own melody.
- Use drums or play the song Emotion song from the CD.
- Drum in 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.

## Musical emotions

Introduction  
Time: ~ 5 min

**Accompaniment:** Play or sing any song.

### How to play

1. As teacher, play or sing any song. Start and stop the music often.
2. When the music stops, shout out any emotion that pops up into your head.
3. Play music: "Dance around the area."
4. Stop the music: "Surprised!"
5. Play music: "Dance around the area."
6. Stop the music: "Nervous!"
7. Play music: "Dance around the area."
8. Stop the music: "Excited!"
9. Play music: "Dance around the area."
10. Stop the music: "Sleepy!"
11. Repeat the above 2 times.

**Variation:** "Every time the music stops, you must find a partner and list as many emotions as you can."



## Emotion movements

Main part  
Time: ~ 10 min

### How to move

1. Orientation:  
"Remember when we talked about emotions? Sometimes we feel sad, sometimes happy, sometimes we miss someone very much and we are sad. Sometimes we are excited to see a good friend the next day. Can you show me these feelings without talking?"
  - "Think of this morning when you woke up. Did you feel sleepy at first? Show me what a sleepy person looks like."
  - "What about excited? When you are looking forward to see something or someone? Show me what an excited person looks like."
  - "Have you ever been surprised before? What did you do when you were surprised?"
  - "Tell me what makes you sad? How do you show someone that you are sad?"

## Emotion movements

Continued

- “What if you are on your way home and you know someone has cooked you your favourite meal? How would your walk home look like?”
  - “Walk around the room.”
  - “Walk sleepy.”
  - “Walk excited!”
  - “Jump surprised!”
  - “Walk sad.”
  - “Walk happy.”
- “You get a birthday cake.”
- “It is raining outside.”
- “You played the whole day and get home very late. Let your upper body hang loose, so your fingers nearly touch your toes.”

2. Play the drums and follow the instructions below, or use the Emotion song from the CD.

### Drums

Let's use our bodies to show how we feel  
Happy, so happy  
Let's move to the beat

Let's use our bodies to show how we feel  
Scared, so scared  
Let's shiver and shake

Let's use our bodies to show how we feel  
Sad, so sad  
Let's wipe off our tears

Let's use our bodies to show how we feel  
Excited to move  
From our heads to our toes

Let's use our bodies to show how we feel  
Angry, so angry  
So let's use our feet

### Song from CD

Follow the instructions in the song.

## Creative movement activity

Main part  
Time: ~ 15 min

### How to conduct

1. Place learners into groups of 5.
2. Give each group a different theme: i.e. a sad lion, a happy elephant, an excited monkey, a sneaky snake, a scared mouse, a sleepy cat, an angry dog, a happy bird, a sad bird.
3. “Design a dance with 4 movements.”
4. “You have 5 minutes”. Give learners approximately 10 minutes to design and practise their dance.
5. “It is show time!”
6. “Sit where you are.”
7. Instruct each group to show its dance to the class.
8. “After I count to 3, show me your favourite emotion movement. 1, 2, 3!”

# Outro

Cool down  
Time: ~ 5 min

## How to stretch

1. "Close your eyes and imagine ...
  - Your hair grows and grows everywhere on your face, all around your face.
  - Your nose rows long.
  - Your teeth grow big and sharp.
  - Your feet and legs turn into paws. They feel soft and strong.
  - Your hands turn into strong claws with long sharp nails.
  - Who are you?
  - You are a lion! Roar like a lion!
  - Imagine you are walking rough the Kalahari.
  - Drink water at the water whole.
  - It starts to rain. You feel the small drops of rain on your lion body.
  - The raindrops become bigger and bigger.
  - The water runs down over your face and body. The water washes off the fur.
  - Your nose hair shrinks.
  - Your teeth get smaller and less sharp.
  - Your paws turn into human feet.
  - You have toes again, wiggle your toes.
  - Yes! You are back to normal!
2. If you want, you can hum or play 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!"*





# Rhythm and body percussion

Moving to music: Foundation phase

## Accompaniment

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

## Name game

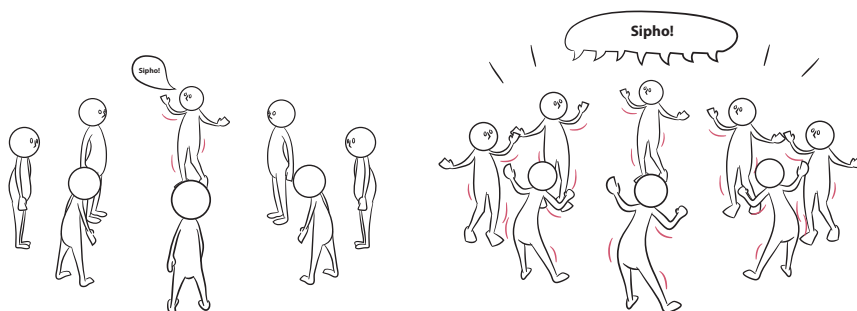
Introduction  
Time: ~ 5 min

### How to play

**Orientation:** “Can you say your name and clap your hands at the same time?” Encourage learners to clap to the natural rhythm of their name. One clap per syllable. “How many claps does your name have? Some names have one clap, others have two, or three claps.”

1. Make a circle.
2. Teacher, you start. Say your name and clap each syllable. Repeat your name and the clapping, so the learners can copy. “Clap after me!” Repeat your name and the claps 4 times.
3. Instruct to the learner next to you: “Now it is your turn. You must say your name and clap!”
4. Instruct the learners: “Let us copy!”
5. Learners must copy each name and claps 4 times.

Give each person a chance to say his/her name and clap his/her name's rhythm.



## Rhythm walks

Introduction  
Time: ~ 5 min

**Accompaniment:** Play music or drums.

### How to conduct

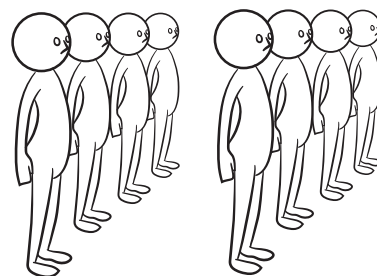
1. Play music/drums.
2. Instruct learners to walk to the beat. Count the music out loud for the learners (for example counts 1- 8).
3. Instruct: “Clap your hands on every first count of eight in the music.”
4. Let the learners count out loud with you.
5. Once the learners are comfortable with the counts, add: “Touch the floor on count 5!” (i.e. Clap 2, 3, 4 touch 6, 7 and 8).

# Body percussion lines

Main part  
Time: ~ 10 min

## How to play

1. Stand in horizontal lines. Instruct learners to do the following sequence:
2. "Stamp with your right foot 4 times."
3. "Stamp with your left foot 4 times."
4. "Now put the two together! Stomp stomp stomp stomp; stomp stomp stomp stomp!" (Repeat 4 times).
5. "Clap over your right shoulder 4 times."
6. "Clap over your left shoulder 4 times."
7. "Can you put the claps together? Clap clap clap clap; clap clap clap clap!"
8. "Now put everything together! Stomp stomp stomp stomp; stomp stomp stomp stomp. Clap clap clap clap; clap clap clap clap!" (Repeat this 4 times).
9. "Can you do two claps high and two claps low?" (Practise 4 times).
10. "Hit the floor four times with your hands."
11. "2 high, 2 low, 4 on the floor." (Practise 4 times).
12. Can you put it all together from the beginning?



## Creative group activity: Body percussion sequence

Main part  
Time: ~ 10 min

## How to conduct

1. Divide your class into groups of 5.
2. Instruct your learners to make a dance.
3. "Use claps and stomps and other noises to make your own dance."
4. Give learners 10 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.



# Different ways of moving

Moving to music: Foundation phase

## Accompaniment

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

## Move it circle

Introduction  
Time: ~ 5 min

### How to play

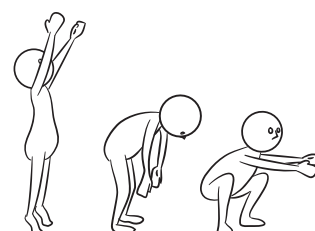
1. Stand in a circle and play music/drums.
2. Instruct learners to follow your instructions and copy your movements:
3. "Stretch as tall as you can be."
4. "Be as small as you can be."
5. "Be as fat as you can be."
6. "Be as thin as you can be."
7. "Count out loud (e.g. 1, 2, 3, 4) to the beat to the 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."

## Stand in a circle

Introduction  
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! Grow again as tall as you can be."
  - d. "Bend and round your back again and keep your arms hanging loose beside your body."
  - e. "Straight backs! Stand as tall as you can be."
  - f. "Bend all the way to make a little ball on the floor."
  - g. "Stand tall!"



## Favourite moves circle

Main part  
Time: ~ 5 min

### How to play

1. Make a circle.
2. Instruct one learner to start: "Show us a movement from your favorite sport."
3. The class must copy the movement. "Let us copy the movement 5 times."
4. Give the next person in the circle a turn. "Now it is your turn. Show us a movement from your favorite sport."
5. "Copy the movement. Let us copy the movement 5 times."
6. Give each learner a chance to show his/her favourite sport movement. (Already shown movements may not be repeated).

## Creative group activity: The good morning dance

Main part  
Time: ~ 15 min

### How to conduct

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. Make groups of 4.
4. Instruct learners to design their 'wake-up in the morning' dance.
5. Choose 4 movements to show us how you wake up in the morning and combine them together to 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.



# 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!

