



KaziBantu



Healthy Schools for Healthy Communities

GRADE 3

KAZIKIDZ TEACHING MATERIAL

AUTHOR TEAM OF THE *KAZIKIDZ* TEACHING MATERIAL

Project management

- Prof. Dr. Uwe Pühse, Principal Investigator, University of Basel, Switzerland
 - Prof. Dr. Cheryl Walter, Principal Investigator, Nelson Mandela University, Port Elizabeth, South Africa
 - Prof. Dr. Jürg Utzinger, Director of the Swiss Tropical and Public Health Institute, Basel, Switzerland
 - Prof. Dr. Markus Gerber, University of Basel, Switzerland
 - Dr. des. Ivan Müller, Project Coordinator, University of Basel, Switzerland
 - Stefanie Gall, PhD student, University of Basel, Switzerland
-

Physical Education - Swiss and South African experts and advisors

- Melanie Glover, University of Basel, Switzerland
 - Roman Aebischer, University of Basel, Switzerland
 - Danielle Smith, Nelson Mandela University, Port Elizabeth, South Africa
 - Siphesihle Nqweniso, Nelson Mandela University, Port Elizabeth, South Africa
 - Larissa Adams, Nelson Mandela University, Port Elizabeth, South Africa
 - Nandi Joubert, Nelson Mandela University, Port Elizabeth, South Africa
 - Drusilla Deysel, Eastern Cape Department of Sport, Recreation, Arts and Culture (DSRAC), South Africa
 - Heather Gibbon, primary school physical education teacher, Port Elizabeth, South Africa
 - Margie Botha, primary school teacher, Port Elizabeth, South Africa
 - Prof. Dr. Rosa du Randt, Nelson Mandela University, Port Elizabeth, South Africa
 - Prof. Dr. Darelle van Greunen, Nelson Mandela University, Port Elizabeth, South Africa
 - Dr. Christian Herrmann, University of Basel, Switzerland
 - Dr. Harald Seelig, University of Basel, Switzerland
 - Marina Wälti, University of Basel, Switzerland
-

Moving-to-Music - Swiss and South African experts and advisors

- Chantal Brügger, University of Basel, Switzerland
 - Lize van der Walt, University of Basel, Switzerland
 - Dr. Marelize Marx, Nelson Mandela University, Port Elizabeth, South Africa
 - Beatrice Goetz, dance expert and lecturer, University of Basel, Switzerland
 - Gareth Williams, music producer, Nelson Mandela University, Port Elizabeth, South Africa
 - Christine Joubert, music therapist, Nelson Mandela University, Port Elizabeth, South Africa
 - Nicki-Ann Rayepen, choreographer, Port Elizabeth, South Africa
-

Health, Hygiene and Nutrition - Swiss and South African experts and advisors

- Nicola Hausner, University of Basel, Switzerland
 - Tracey Marais, Nelson Mandela University, Port Elizabeth, South Africa
 - Dorelle Isaacs, Department of Education, Port Elizabeth, South Africa
 - Dr. Peter Steinmann, public health specialist, Swiss Tropical and Public Health Institute, Basel, Switzerland
 - Dr. Bruce Damons, Nelson Mandela University, Port Elizabeth, South Africa
 - Prof. Dr. Annelie Gresse, Nelson Mandela University, Port Elizabeth, South Africa
-

Illustrations and design

- James Scholtz, director of Rooftop, Port Elizabeth, South Africa
- Kathryn Smith, project manager, Rooftop, Port Elizabeth, South Africa
- Sarah Jane Collins, Rooftop, Port Elizabeth, South Africa

The *KaziBantu* project (Healthy Schools for Healthy Communities) has been developed with funding from the Novartis Foundation

Novartis Foundation, Basel, Switzerland: Dr. Ann Aerts, Head of the Novartis Foundation, in collaboration with Christina Wadhwani (Head Incubator Models in Public Health) and Zaahira Gani (Project Manager)

Address

Novartis Foundation
Novartis Campus
Forum 1-3.97
4002 Basel
Switzerland
Phone: +41 61 696 23 00
info@novartisfoundation.org

Media

For media inquiries, please contact Nikolaus Guntrum
Phone: +41 61 696 57 62
nikolaus.guntrum@novartis.com

Acknowledgement

Warm thanks goes to all the DASH (Disease, Activity and Schoolchildren's Health) schools for the trialling and pilot testing of the lessons. Principals and school teachers of the pilot schools provided valuable input during the development of the *KaziKidz* teaching material. Furthermore, for the support a heartfelt thank you goes to Prof. Dr. Hedwig Kaiser, Head International Affairs, University of Basel; Helene Budliger Artieda, Swiss Ambassador to South Africa; Prof. Dr. Derrick Swartz, former Vice-Chancellor of the Nelson Mandela University; Prof. Dr. Andrew Leitch, Deputy Vice-Chancellor, Nelson Mandela University; Prof. Dr. Lungile Pepeta, Dean Health Sciences, Nelson Mandela University; Ernest Gorgonzola, Education District Director, Nelson Mandela Bay Municipality; Dr. Patrick Maduna, Deputy Director for Clinical Services, Eastern Cape Department of Health, Port Elizabeth; and Dr. Patricia Machawira, UNESCO, Advisor for East and Southern Africa and Zimbabwe.

The *KaziKidz* teaching material reflects the views of the authors. The Novartis Foundation cannot be held responsible for the content or any use which may be made of the information contained therein.

The copyright and all other rights to content and illustrations belong exclusively to *KaziBantu* or the specifically named rights holders. For the reproduction of any elements, the written consent of the copyright holders must be obtained in advance.

© 2018 *KaziBantu*

NELSON MANDELA
UNIVERSITY

 **University
of Basel**

Swiss TPH 
Swiss Tropical and Public Health Institute
Associated Institute of the University of Basel

DSBG 
UNIVERSITY OF BASEL
Department of Sport, Exercise and Health

 **NOVARTIS**

**The Novartis
Foundation**

LESSON PLANS FOR
Grade
3



***Health & Hygiene
and Nutrition***



***Physical
Education***



***Moving to
Music***



KaziKidz

Teaching Material for Schoolchildren

TABLE OF CONTENTS

CONTENTS

| | | |
|----------|--|-----------|
| 1 | Instructions for Moving to music content pillar | 1 |
| 2 | Grade 3 Moving to music content | |
| | Lesson tracker | 5 |
| | Lesson 1: Partners: Shapes | 6 |
| | Lesson 2: Levels of movement | 8 |
| | Lesson 3: Reaction and movement repertoire..... | 10 |
| | Lesson 4: Variations of movements..... | 12 |
| | Lesson 5: Space and spelling..... | 14 |
| | Lesson 6: Space and emotion..... | 17 |
| | Lesson 7: Reaction and movement repertoire..... | 19 |
| | Lesson 8: Pace and body percussion..... | 21 |
| | Lesson 9: Space and direction | 23 |
| | Lesson 10: Space..... | 26 |
| | Lesson 11: Different ways of moving..... | 28 |
| | Lesson 12: Movement variations and body percussion | 30 |
| | Lesson 13: Space and levels | 32 |
| | Lesson 14: Copying movements | 35 |
| | Lesson 15: Body and facial expression..... | 37 |
| | Lesson 16: Musicality and movement transfer | 39 |
| | Lesson 17: Partners: Shapes | 41 |
| | Lesson 18: Levels of movement..... | 43 |
| | Lesson 19: Reaction and movement repertoire | 45 |
| | Lesson 20: Variations of movements | 47 |
| | Lesson 21: Space and spelling | 49 |
| | Lesson 22: Space and emotion | 52 |
| | Lesson 23: Reaction and movement repertoire | 54 |
| | Lesson 24: Pace and body percussion | 56 |
| | Lesson 25: Space and direction | 58 |
| | Lesson 26: Space..... | 61 |
| | Lesson 27: Different ways of moving | 63 |
| | Lesson 28: Movement variations and body percussion..... | 65 |
| | Lesson 29: Space and levels | 67 |
| | Lesson 30: Copying movements | 70 |
| | Lesson 31: Body and facial expression..... | 72 |
| | Lesson 32: Musicality and movement transfer | 74 |
| 3 | Assessment: Moving to music | 76 |
| 4 | Exit..... | 77 |

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 3



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 | Partners: Shapes | |
| | | Lesson 2 | Levels of movement | |
| | | Lesson 3 | Reaction and movement repertoire | |
| | | Lesson 4 | Variations of movements | |
| | | Lesson 5 | Space and spelling | |
| | | Lesson 6 | Space and emotion | |
| | | Lesson 7 | Reaction and movement repertoire | |
| | | Lesson 8 | Pace and body percussion | |
| | | Assessment: Moving to Music | | |
| | Term 2 | Lesson 9 | Space and direction | |
| | | Lesson 10 | Space | |
| | | Lesson 11 | Different ways of moving | |
| | | Lesson 12 | Movement variations and body percussions | |
| | | Lesson 13 | Space and levels | |
| | | Lesson 14 | Copying movements | |
| | | Lesson 15 | Body and facial expression | |
| | | Lesson 16 | Musicality and movement transfer | |
| | | Assessment: Moving to Music | | |
| | Term 3 | Lesson 17 | Partners: Shapes | |
| | | Lesson 18 | Levels of movement | |
| | | Lesson 19 | Reaction and movement repertoire | |
| | | Lesson 20 | Variations of movements | |
| | | Lesson 21 | Space and spelling | |
| | | Lesson 22 | Space and emotion | |
| | | Lesson 23 | Reaction and movement repertoire | |
| | | Lesson 24 | Pace and body percussion | |
| | | Assessment: Moving to Music | | |
| | Term 4 | Lesson 25 | Space and direction | |
| | | Lesson 26 | Space | |
| | | Lesson 27 | Different ways of moving | |
| | | Lesson 28 | Movement variations and body percussion | |
| | | Lesson 29 | Space and levels | |
| | | Lesson 30 | Copying movements | |
| | | Lesson 31 | Body and facial expression | |
| | | Lesson 32 | Musicality and movement transfer | |
| | | Assessment: Moving to Music | | |



Partners: Shapes

Moving to music: Foundation phase

Accompaniment

- Sing your own melody.
- Use drums or play the Shape your body song from the CD.
- Drum in any pace or 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."

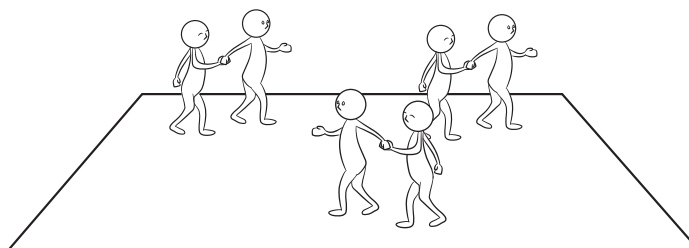
As teacher, sing the words to any melody. Let the learners sing with you. Repeat the little song 5 times.

Follow the leader blind

Introduction
Time: ~ 5 min

How to play

1. "Find a partner."
2. "Imagine one of you has a pair of glasses."
3. "Decide, who is wearing the glasses?"
 - "These glasses are magic glasses; they make you see in the dark."
 - "Imagine you are walking into a pitch-black room."
 - "Your friend cannot see in the dark, so friends, close your eyes."
 - "The learner with the magic glasses must lead the blind learner around the room. Be careful not to crash with other groups."
4. After 3 minutes, "Pass the magic glasses to your friend. Now it is your turn to be blind in the dark. Close your eyes. See if you can follow your leader."

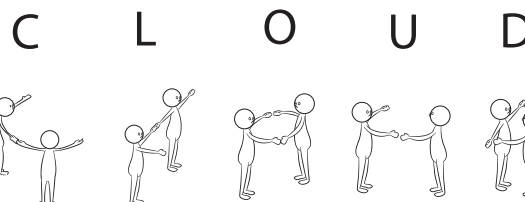
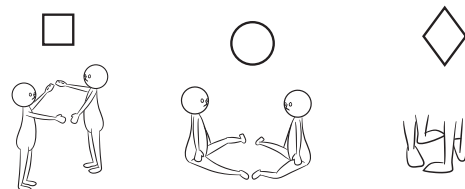


Shape your body song

Main part
Time: ~ 15 min

How to play

1. "Change partners."
2. "Work with your partner."
 - "Make a square with your arms."
 - "Make a circle with your legs."
 - "Make a diamond with your feet."
 - "How about the letter C? Can you and your partner form the letter C with your bodies?"
 - "And the letter L? What would that look like?"
 - "Make the letter O with only your arms."
 - "Make the letter D with your partner."
 - "What did we just spell? We just spelled the word C-L-O-U-D."



Shape your body song

Continued

Follow the instructions of the Shape your body song. You can either play the Shape your body song from the CD or use drums and sing the lyrics bellow:

Chorus:

Find a partner
Shape your body
Shapes and letters
Have a party
(Repeat)

Verse 1: (spoken instructions)
Use your legs to make a square
Make a box, work as a pair
Now shake your body
Have some fun
Dancing is fun for everyone!

Shout: Switch partners!

Chorus
(Repeat)

Verse 2: (spoken instructions)

Make an oval with your arms
Carry a big egg from the farm!
Now shake your body
Have some fun
Dancing is fun for everyone!

Shout: Switch partners!

Chorus
(Repeat)

Put your fingers at an angle
Time to make a triangle!
Now shake your body
Have some fun
Dancing is fun for everyone!

Spell your name

Main part
Time: ~ 10 min

How to play

1. Place learners in groups of 4.
2. "See who has the shortest name."
3. "Spell that name with your group. Use your whole bodies and your arms and legs to spell."
4. "Practise the sequence moving from letter to letter."
5. "Now, add a rhythm or a beat to it."
6. "Practise the spelling of the name (like a little sequence) with the beat."
7. "You have 5 minutes." Give learners approximately 5 minutes to practice their dance.
"It is show time. Sit where you are in your group."
8. "Every group shows its little sequence to the class with the rhythm and beat to it."

Outro

Cool down
Time: ~ 5 min

How to stretch

1. "Close your eyes and imagine:
 - You are as light as a feather.
 - You are lying in a field.
 - Suddenly, a wind comes up and takes you up into the air.
 - You twirl in the air.
 - You glide in the air.
 - The wind carries you away over a big forest.
 - Slowly, the wind gets lighter.
 - Slowly, you float towards the trees.
 - You land on a leaf on the top of a tree.
 - You decide to rest there.
2. If you want, you can hum or play a soft and 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!"*



Levels of movement

Moving to music: Foundation phase

Accompaniment

- Sing your own melody.
- Use drums or choose a fast song.
- Drum at a running pace.

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.

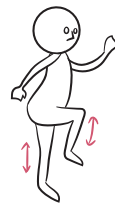
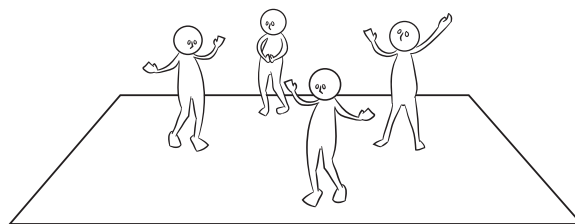
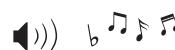
Stop and go

Introduction
Time: ~ 5 min

Accompaniment: Drum at a running pace or play a fast song.

How to play

1. Drum at a running pace or play a fast song. Stop and start the beat/ music often.
2. Play music: "Dance around the area."
3. Stop music: "Move one leg as fast as you can."
4. Play music: "Dance around the movement area."
5. Stop music: "Move your arm as fast as you can."
6. Play music: "Dance around the movement area."
7. Stop music: "Move both your arms as fast and big as you can."
8. Play music: "Dance around the movement area."
9. Stop music: "Run on the spot as fast as you can."
10. Play music: "Dance around the room and shake your body loose."
11. Stop music: "Crawl on the ground as fast as you can."
12. Play music: "Move around again."
13. Stop music: "Hop like a frog as fast as you can."



Levels of movement

Main part
Time: ~ 5 min

How to move

1. "Can you walk tall?"
2. "Can you walk with a rounded back?"
3. "Can you crawl?"
4. "In dance, when you are walking tall, you are moving at a high level. When you are walking with a rounded back, you are moving at a medium level. When you are crawling on the floor, you are moving at a low level."

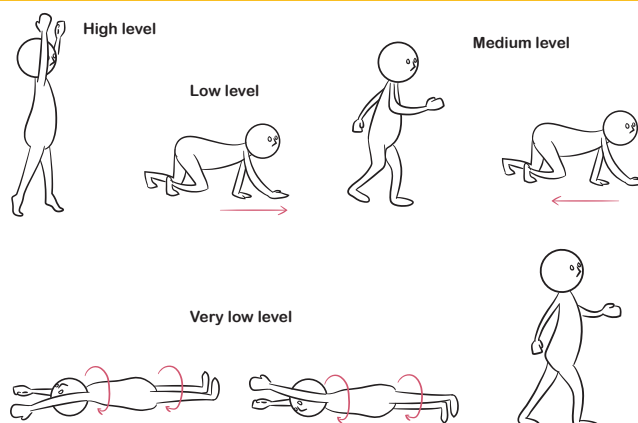


Let us explore

Main part
Time: ~ 10 min

How to move

- “Walk on your tiptoes. Walk very tall as you are doing a high movement. Use your arms above your head to make your movement even higher.”
- “Crawl on the floor as you do a low movement.”
- “Walk with a rounded back as you do a medium level movement.”
- “Crawl backwards on the floor as you do a low movement again.”
- “Lie with your body flat on the floor and roll over 3 times. You are doing a very low movement.”
- “Walk normally doing a medium level movement.”

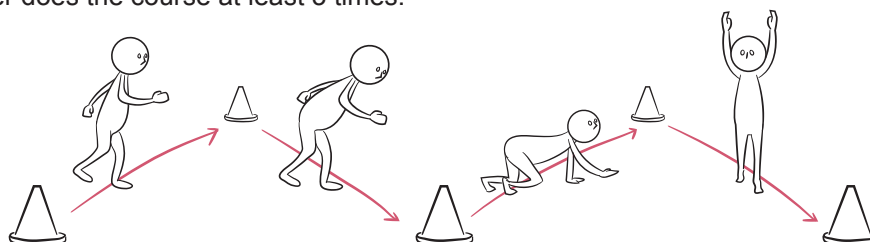


Experience run

Main part
Time: ~ 10 min

How to play

1. As teacher, choose 5 points in the play area i.e. a rock, tree, line or chair.
2. Form a shape with the points i.e. a square or zigzag shape from point to point or triangle pylons.
3. Instruct learners: “Run from one point to another. Every time you pass a point you must change your level of movement.”
4. “Once you have finished the course, start again. Do it at least three times.”
5. As teacher, make sure the learners change the levels of their movements in between each point. See to it that every learner does the course at least 3 times.



Outro

Cool down
Time: ~ 5 min

How to stretch

1. “Close your eyes and imagine:
 - You are lying outside on a winter’s night.
 - You get very cold and stiff.
 - Make your shoulders and your arms tense and stiff. Keep it tight for 5 seconds, and relax.
 - Squeeze your legs and feet as tight as you can. Hold it for 5 seconds, and relax.
 - Repeat both arms and legs 3 times.
 - Imagine the sun is coming up to warm your body. Start feeling the warmth in your feet, your legs, your stomach, your arms, your chest and finally, your head. You feel warm and comfortable again.
 - Breathe in deeply.
 - Breathe out deeply and relax your whole body.
 - Breathe in deeply.
 - Breathe out deeply and relax your whole body. Slowly open your eyes.”
2. If you want, you can hum or play a soft and 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!”



Reaction and movement repertoire

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

1. Stand in a circle. Each learner must say his/her name and demonstrate his/her favourite movement to the class (i.e. from his/her favourite sport, favourite animal or favourite dance).
2. Let the whole class repeat the name and movement after each person's turn.

Stop 'n sit

Introduction
Time: ~ 5 min

Accompaniment: Play music "Move freely to the music".

How to play

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

Follow the leader

Main part
Time: ~ 5 min

Accompaniment: Play music or drums.

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 must: "Walk and do interesting movement. 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."

Favourite moves circle

Main part
Time: ~ 5 min

Accompaniment: Play music or drums.

How to play

1. Make a circle. Play your music/drums.
2. Choose a learner to start. Learner must: "Show us your favourite movement!"
3. The rest of the learners must copy the movement until they can execute it comfortably.
4. Instruct the next learner in the circle to present his/her favourite movement. It must be a new movement.
5. Learners must copy the movement.
6. Each learner must get a chance to present a new movement to the circle. Already shown movements may not be repeated.
7. After the above activity, instruct each learner: "Choose your 2 favourite movements from today's circle".

Creative group activity

Main part
Time: ~ 15 min

How to conduct

1. Divide your class into groups of 5.
2. Instruct each group to design a dance. "Today, each learner must get a chance to suggest one movement." For example, learner A will show a dance movement to the group. The group copies it until they feel comfortable. Learner B will then show the next movement, etc.
3. In total, the dance will have 5 movements. One from each learner.
4. Give the learners 15 minutes to work on their own dance sequence.

Cool down

Cool down
Time: ~ 5 min

Instruct each group to present its dance to the class.



Variations of movements

Moving to music: Foundation phase

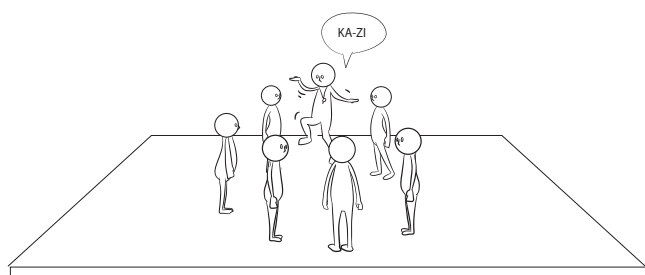
Accompaniment

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

Name game

Introduction
Time: ~ 5 min

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



Follow the leader

Introduction
Time: ~ 5 min

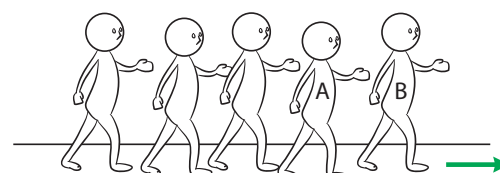
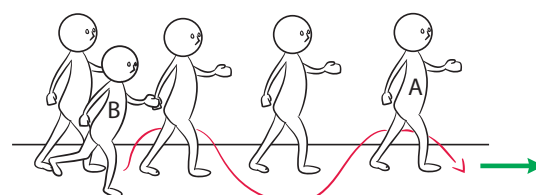
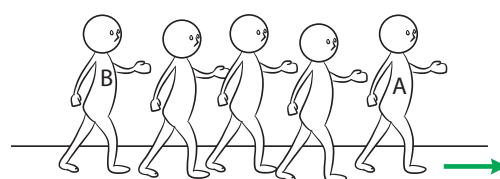
How to play

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 must: "Walk and do interesting movements". "Try not to crash with another group."
2. After 30 seconds, instruct the back person to snake through the other learners to get to the front. "Back person, snake to the front." "Now, there is a new leader."
3. The new leader must "Walk faster!" "Do one movement for 16 counts before changing to a new movement."
4. Instruct: "Back person, snake to the front!"
5. The (third) new leader must: "Run!"

A: LEADER

B: PERSON AT THE BACK



Move it circle

Main part
Time: ~ 5 min

Accompaniment: Play music or drums.

How to move

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

Body percussion circle

Main part
Time: ~ 5 min

How to play

1. Stand in a circle. Instruct the following sequence:
2. "Clap your hands and click."
3. "Let us put them together: Clap twice and add two clicks and a stomp."
4. "Can you clap high, clap low and hit the floor with your hands once?"
5. Explore different sounds and rhythms by using the body (i.e. clapping, clicking, stomping, slapping the chest, etc.).

Creative group activity: The playground dance

Main part
Time: ~ 15 min

How to conduct

1. Divide your class into groups of 5.
2. "The school bell rings! Break time! You leave the classroom with your 4 friends and head to the playground."
3. Instruct each group to design a dance. "Show me your favourite playground games. How do you play it? Can you make a dance from these movements?"
4. "Show us your break story from the time the bell rings, to the fun time on the playground. Add 3 steps from the 'favourite moves circle' and combine them together to a sequence."
5. Give learners 15 minutes to practice and to show it to the class.

Cool down

Cool down
Time: ~ 5 min

Instruct each group to present its dance to the class.



Space and spelling

Moving to music: Foundation phase

Accompaniment

- Sing your own melody.
- Use the drums or play the Crazy world song from the CD.
- Drum at 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.

Write your name

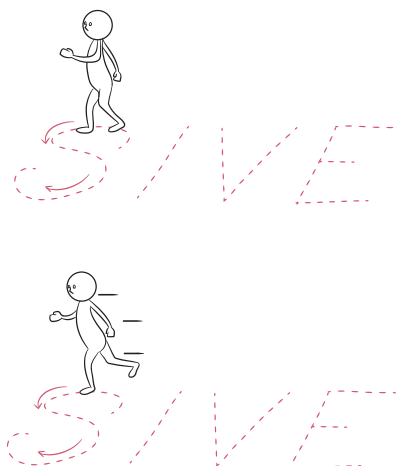
Introduction
Time: ~ 5 min

How to play

"Can you write your name in different ways?"

- "Spell your name on the ground by walking the letters on the floor."
- "Do it again, but this time, run."
- "Can you write your name in the air? Start from the floor and write it big. Write it so that it goes up, high into the sky."
- "Lie on your back and write your name in the air with your foot."
- "Can you also write your name in the air with your other foot?"
- "Can you write your name with your elbows? When you are sitting at your desk with your elbows on your desk, can you write your name on the desk with your elbows?"
- "Stand up. How about your bottom? Spell your name in the air using your bottom. Make big letters."

If you want, you can use music for this activity.

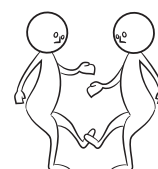


Crazy world song

Main part
Time: ~ 10 min

How to play

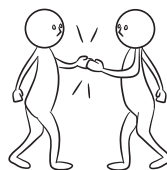
1. "Imagine you are acting in a strange movie. Nobody seems to walk normally. Everybody walks strangely and a little bit funny. Let us act out some weird scenes."
 - "Slowly, walk backwards. As soon as you touch someone with your back, greet that person politely with your foot."
 - Allow for approximately one minute exploration time.



Crazy world song

Continued

- “Move forward very slowly. As soon as you touch someone pretend like you are falling on the ground but you are falling very slowly, in slow motion.”
- Allow for approximately one minute exploration time.
- “Now, move sideways only. Imagine you are stuck between two window glasses, you can move only sideways.”
- Allow for approximately one minute exploration time.
- “Now, you are very stiff. You cannot bend your knees or arms. Imagine you need to run to catch the bus like that.”
- Allow for approximately one minute exploration time.



Follow the instructions of the Crazy world song. You can either play the Crazy world song from the CD or use drums and sing the lyrics bellow:

Chorus:

This is just a crazy song

All about a crazy world

Everyone can play along

Nothing's right but nothing's wrong!

Let's crawl forward like a bear

Then go backwards if you dare!

Chorus

Move real slowly in slow motion

Floating, floating in the ocean

Chorus

Crouch down like a scary monster

Or a creepy alien lobster

Chorus

Big steps forward 1-2-3-4

Big steps all across the floor

Chorus

Small steps backwards, tip-tiptoe

Keep it small and keep it low

Chorus

Slide your left leg to the side

Slide, slide

Slide your right leg to the side

Slide, slide

Chorus

Wobble, wobble, just like jelly

From your head down to your belly

Chorus

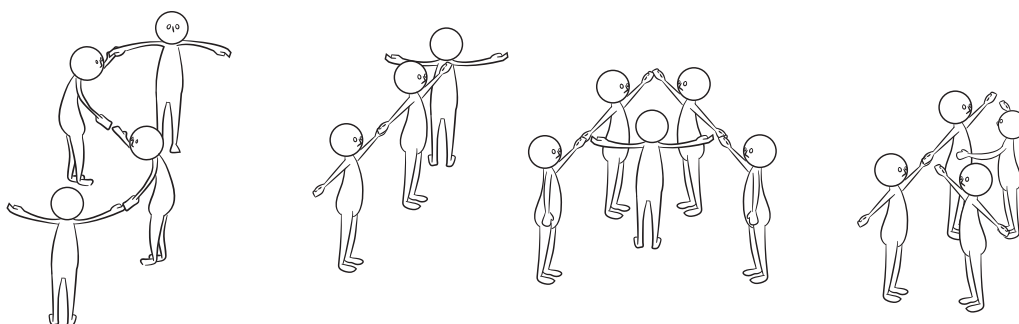
(Repeat)

Group spelling

Main part
Time: ~ 15 min

How to play

1. As teacher make groups of 10 learners.
2. Write down seven four-letter words. (i.e. star, sand, ring, deep, hour, nose, warm). Write each word on a piece of paper.
3. Every group must choose a piece of paper.
4. "Spell the word on the paper with you group members' bodies. We must be able to read the word when you finish."
5. Provide learners with 5 minutes to design their word.
6. "It is show time! "Sit where you are in your group."
7. "Show us your word."
8. Instruct the rest of the learners: "Let us see if we can guess the word that was written on the piece of paper."



Outro

Cool down
Time: ~ 5 min

How to stretch

1. "Close your eyes and imagine:
 - Your head is attached to a string coming from the sky.
 - It pulls you straight and towards the sky.
 - Your arms are also attached, stretch tall feeling the pull.
 - Slowly, the strings loosen their tension.
 - You can touch your toes but keep your head, neck and knees relaxed.
 - Suddenly, the invisible string pulls you up again.
 - Now you are standing up straight in your normal form, but you still feel the string that is pulling your head tall.
 - Relax your shoulders while your back stays very straight.
 - This is a good body posture. Remember the strings when you walk to school and when you sit in your classrooms. Open your eyes again."
2. If you want, you can hum or play a soft and 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!"*



Space and emotion

Moving to music: Foundation phase

Accompaniment

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

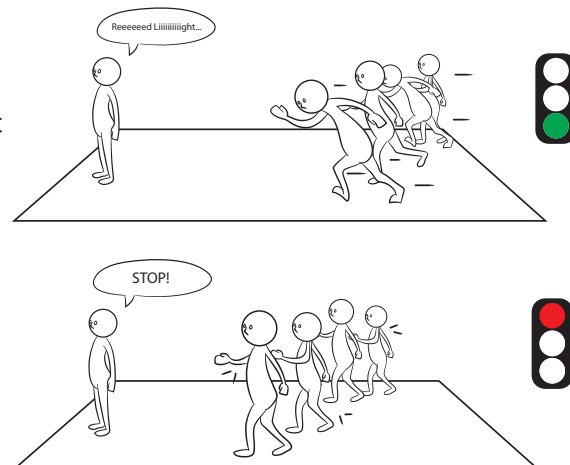
Traffic officer

Introduction
Time: ~ 5 min

How to play

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

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



Emotion song

Main part
Time: ~ 15 min

How to play

1. "Everyone of you has emotions. Sometimes we feel sad, sometimes we feel happy, sometimes we are scared and sometimes we are brave. Sometimes we are angry and sometimes we are sleepy."
2. "Let us see if you can guess the following emotions."
 - "Slowly, stretch your arms and body as far as you can away from your body, wipe your eyes and stretch again."
 - » "What is our emotion?"
 - "Jump up and down and in a circle. Clap your hands while you are jumping!"
 - » "What is our emotion?"
 - "Throw your hands in front of your face as you jump backwards."
 - » "What is our emotion?"
 - "Make fists with your arms and swing them around as you stamp your feet on the ground."
 - » "What is our emotion?"
 - "Drop your head, sway your body from side to side, also let your arms swing from side to side."
 - » "What is our emotion?"
 - "Jump up and down again and clap your hands!"
 - » "What is our emotion?"

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 perform

1. "See how many movements you can find for each emotion."
 - "What do you do when you are lost?"
 - "How does it look if you are silly? How would you show that?"
 - "And what if you are nervous? How would you show someone you are relaxed?"
2. Place learners into groups of 5.
3. "Choose one emotion. i.e. happy, nervous, angry, scared, silly or relaxed."
4. "Design a dance about that emotion. Choose 4 movements that will show that emotion."
5. "For example, if I had to do a dance about being lost, I would run around looking for directions, ask someone for directions, shrug my shoulders in confusion, crawl on the floor looking for footprints."
6. "Combine your 4 movements into a short dance sequence."
7. "You have 5 minutes." Give learners approximately 10 minutes to design their dance.
8. "It is show time. Sit where you are in your group."
9. Instruct each group to show its dance to the class.
10. Reflection: "Think of your favourite emotion movement of the day. When I count to 3, everyone must show me his/her favourite emotion movement. 1,2,3!"

Outro

Cool down
Time: ~ 5 min

How to stretch

1. "Close your eyes and imagine that your body is an ice block.
 - It is very early in the morning so the sun is not yet warm. You feel comfortable. Not too hot and not too cold.
 - The sun rises higher and heats up the floor.
 - You feel like your ice body is melting and becomes heavy.
 - Your body is being pulled towards the floor.
 - You are melting even more. You continue to melt until you are a big puddle of water on the floor.
 - Oh no! What are you going to do?
2. Suddenly, an ice block maker comes along. She scrapes every drop of you up from the floor.
3. She pours you into a bowl and places you in her freezer.
4. Yay! You are happy as you become hard and an ice block again. Open your eyes again."
5. If you want, you can hum or play a soft and relaxing song in the background.
6. Say or sing the closing sentence:
*"Moving lesson done for today,
See you later and have a great day!"*



Reaction and movement repertoire

Moving to music: Foundation phase

Accompaniment

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

Musical statues and animals

Introduction
Time: ~ 10 min

Accompaniment: Play/sing any song of your choice

How to play

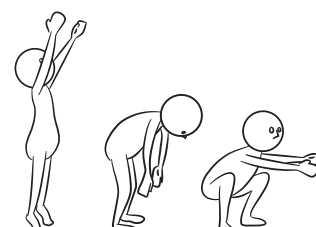
1. Play music. Instruct learners: "Move freely to the music". (Encourage learners to use the entire area they have to move).
2. When you stop the music, learners must freeze. "Freeze like a statue - don't move!"
3. Play music. Instruct them: "Jump around like a frog."
Stop music: "Freeze!" (Repeat frogs 5 times).
4. Play music: "Gallop like a horse!"
Stop music: "Freeze!" (Repeat horses 5 times).
5. Play music: "Fly like a bird!"
Stop music: "Freeze!" (Repeat birds 5 times).
6. Play music: "Crawl like ants!"
Stop music: "Freeze!" (Repeat ants 5 times).

Stand in a circle

Main part
Time: ~ 5 min

How to move

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



Dance circle

Main part
Time: ~ 5 min

How to conduct

1. Stand in a big circle.
2. Choose a learner to go to the middle of the circle.
3. The chosen learner must: "Show any dance movement to your friends!"
4. 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.

Creative group activity

Main part
Time: ~ 15 min

How to conduct

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 the learners 15 minutes to work on their own dance sequence.

Cool down

Cool down
Time: ~ 5 min

Instruct each group to present its dance to the class.



Pace and body percussion

Moving to music: Foundation phase

Accompaniment

- 5 different songs.
- Play 5 different paces and rhythms of your choice.

Run to the music

Introduction
Time: ~ 5 min

Accompaniment: Play/sing at least 5 different songs of your choice.

How to play

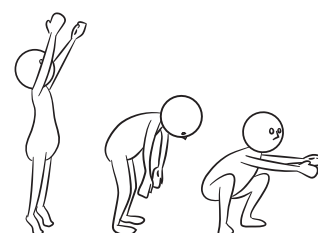
Play at least five different songs, each with a different speed (tempo). Instruct learners to dance around the movement area and adapt their movements and their movement speed according to the rhythm, speed and style of the song. (For example, a slow song will have slow big movements).

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!"



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

Main part
Time: ~ 10 min

How to play

1. Divide your class into groups of 5.
2. Tell your learners to create a dance sequence with the following instructions:
3. "Jump and clap 3 times."
4. "Slap your thighs while running."
5. "Turn and cluck like a chicken."
6. "Combine those instructions together to a flowing sequence and end with your favourite rhythm."
7. Give the learners 10 minutes to work on their own dance sequence.

Cool down

Cool down
Time: ~ 10 min

Instruct each group to present its body percussion sequence to the class.



Space and direction

Moving to music: Foundation phase

Accompaniment

- Sing your own melody.
- Use the drums or play the Crazy world 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."

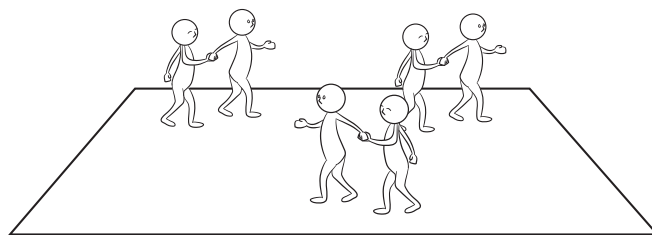
As teacher, sing the words to any melody. Let the learners sing with you. Repeat the little song 5 times.

Follow the leader blind

Introduction
Time: ~ 5 min

How to play

1. "Find a partner."
2. "How well do you know your home town? Even in the dark?"
3. "Who wants to be the tour guide first?"
4. "Imagine your flashlight is not working and it is already dark. Your friend who is visiting you does not know the area as well. Together you want to find your way home. You must guide your 'blind' friend so that he/she does not fall over anything in the dark and you get home safe. Careful not to crash with the other groups."
5. After 3 minutes, "Now let us visit your friend in his/her home town. Now, it is your turn to be blind in the dark. Close your eyes. See if you can follow your leader."

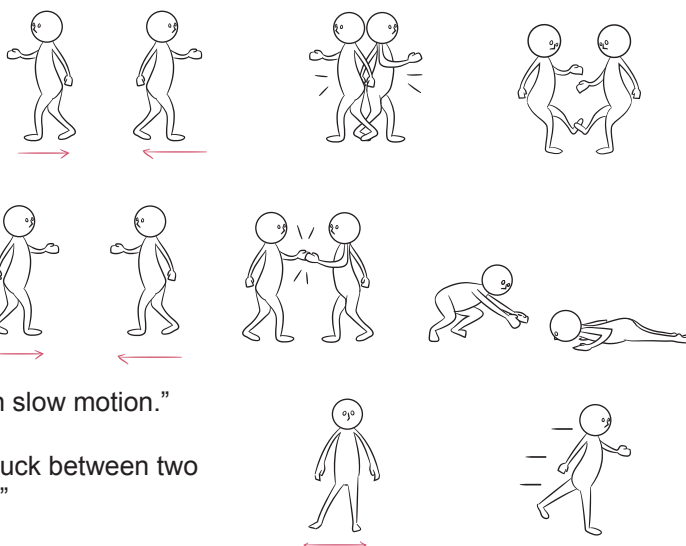


Crazy world song

Main part
Time: ~ 15 min

How to play

1. "Imagine you are acting in a strange movie. Nobody seems to walk normally here. Everybody walks strangely and a little bit funny. Let us act out some weird scenes."
 - "Walk backwards slowly. As soon as you touch someone with your back, greet that person politely with your foot."
 - Let them play for one minute.
 - "Move forward very slowly. As soon as you touch someone pretend like you are falling on the ground but you are falling very slowly, in slow motion."
 - Let them play for one minute.
 - "Now, move only sideways. Imagine you are stuck between two window glasses, you can move only sideways."
 - Let them play for one minute.
 - "You are very, very stiff. You cannot bend your knees or arms. Imagine you need to run to catch the bus like that."
 - Let them play for one minute.



Crazy world song

Continued

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

Chorus:

This is just a crazy song
All about a crazy world
Everyone can play along
Nothing's right but nothing's wrong!

Let's crawl forward like a bear
Then go backwards if you dare!

Chorus

Move real slowly in slow motion
Floating, floating in the ocean

Chorus

Crouch down like a scary monster
Or a creepy alien lobster

Chorus

Big steps forward 1-2-3-4
Big steps all across the floor

Chorus

Small steps backwards, tip-tiptoe
Keep it small and keep it low

Chorus

Slide your left leg to the side
Slide, slide
Slide your right leg to the side
Slide, slide

Chorus

Wobble, wobble, just like jelly
From your head down to your belly

Chorus
(Repeat)

Copy and add

Main part
Time: ~ 10 min

How to conduct

1. Divide learners into groups of 5.
2. "Make a circle in your group."
3. "Number yourselves from numbers 1 to 5."
4. "Imagine you are in a thick forest. Think of something you can do in the forest, i.e. jump over a plant, pick flowers, act like a monkey, walk through mud, walk through thick leaves, stretch up to pick fruit from a tall tree, or run around a tree trunk. Every person must think of an activity to do in the forest."
5. "Person 1, choose your activity in the forest and show your movement."
6. "Group, copy the movement."
7. "Person 2, repeat movement 1 before you add your own movement"
8. "Group, copy both movements, movement 1 and 2."
9. "Person 3, start from the beginning. Do movements 1 and 2 before you add your own movement."
10. Each person must get a turn to add his/her movement to the sequence, i.e:
Person 1 = jump over a tree.
Person 2 = jump over a tree and pick berries.
Person 3 = jump over a tree, pick up berries and act like a monkey.
11. "Person 4, start from the beginning. Do movements 1, 2 and 3 before you add your own movement."
Person 5 must do the same.

Outro

Cool down
Time: ~ 5 min

How to stretch

1. "Close your eyes and imagine:
 - You are as light as a feather.
 - You are lying in a field.
 - Suddenly, a wind comes up and takes you up into the air.
 - You twirl in the air.
 - You glide in the air.
 - The wind carries you away over a big forest.
 - Slowly, the wind gets lighter.
 - Slowly, you float towards the trees.
 - You land on a leaf on the top of a tree.
 - You decide to rest there."
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!"*



Space

Moving to music: Foundation phase

Accompaniment

- Sing your own melody.
- Drum or use a song of your choice.
- Drum at any pace or 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."

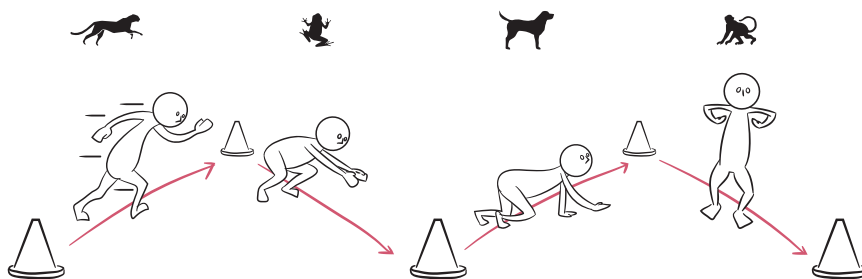
As teacher, sing the words to any melody. Let the learners sing with you. Repeat the little song 5 times.

Experience run

Introduction
Time: ~ 5 min

How to play

1. As teacher choose 5 points in the play area i.e. a rock, tree, table, chair and bag.
2. Show these points to the learners.
3. "You are going to be animals. Choose your first animal."
4. "You must move from one point to the next point as your animal. Every time you pass a point, you must change and become a different animal. For example, you can be a cat, then an elephant, then a mouse, then a fish. You can be any of the animals you would like to be."
5. "Once you have finished the course, start again. Do it at least three times through."
6. As teacher, make sure the learners change animals between each point. See to it that every learner does the course at least 3 times.



Words have rhythm

Main part
Time: ~ 5 min

How to play

1. 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/ --- ---)
 - mosquitos (fast clap, slow clap, fast clap/ - --- -)
 - fireflies (3 fast claps - - -)
 - love bugs (2 steady claps/ --- ---).
2. "Now, we are going to jump the rhythms of the words. No clapping."
3. Say the above words again and let the learners jump the rhythms as they repeat the words after you.
4. "Let us see if we can make actions with our hands to the rhythms of the words."
5. Say the above words again and let the learners shoot their arms out as they repeat the words after you.
6. "Can you walk to the rhythm of the words? Sometimes you will have to walk fast, and sometimes slow."
7. Say the above words again and let the learners walk/step to demonstrate the rhythms of the words.

Creative movement activity

Main part
Time: ~ 10 min

How to conduct

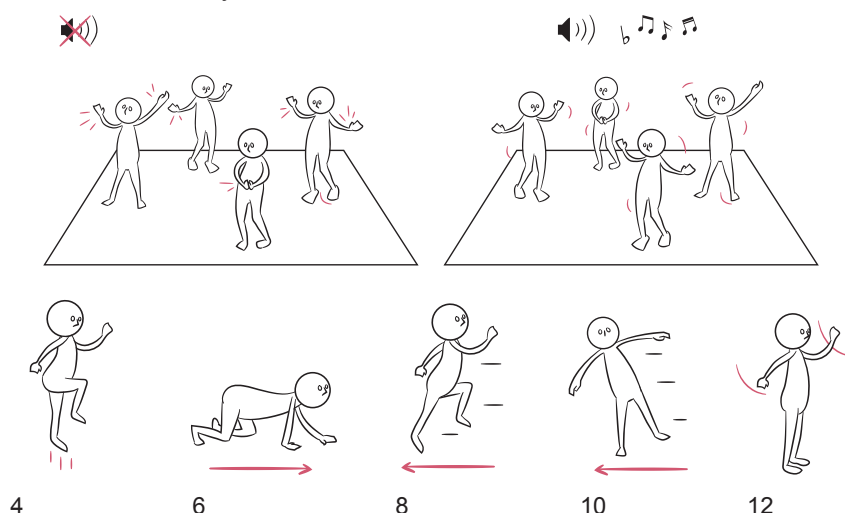
1. Place learners in groups of 4.
2. "Today you can use any movements."
3. "Find 2 slow movements and 2 fast movements."
4. "Practise these movements to make a dance."
5. "Remember, the rhythm of your dance will be slooow, slooow, fast, fast.
"It is show time!"
"Sit where you are, in your group."
6. Instruct each group to show its dance to the rest of the class."

Musical statues

Main part
Time: ~ 5 min

How to play

1. As teacher, sing or play any song. Stop and start the music often.
2. "Every time the music stops, you must freeze like a statue."
3. Play music: "Dance around the movement area. Move your arms."
Stop music.
4. Play music: Hop on one leg."
5. Stop music.
6. Play music: "Crawl to the right."
7. Stop music.
8. Play music: "Skip backwards."
9. Stop music.
10. Play music: "Run sideways."
11. Stop music.
12. Play music: "Swing your arms!"
13. Stop music.
14. Repeat all the instructions from the top of this list.



Outro

Cool down
Time: ~ 5 min

How to stretch

1. "Close your eyes and imagine:
 - You are changing shape slowly.
 - Your head starts to get smaller and smaller.
 - Your mouth gets little fangs.
 - Imagine your whole body shrinks and you are much smaller than a snail.
 - Your feet and legs get very thin.
 - You may be very small but you can still carry a heavy weight.
 - What are you?
 - You are an ant!
 - Imagine you live on a field in a big anthill.
 - All of your friends are ants as well.
 - Every day you go out together and collect food.
- All of you work together and carry heavy food pieces that are mainly sugar based.
- Mostly you walk in a line and carry the food back to your anthill.
- You feel like eating some of the food you just brought back.
- Oh what's happening now?
- You are turning human again. Slowly but steady, piece by piece you have your own body again."
2. If you want, you can hum or play a soft and relaxing song in the background.
3. Say or sing the closing sentence:
"Moving lesson done for today,
See you later and have a great day!"



Different ways of moving

Moving to music: Foundation phase

Accompaniment

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

Stop 'n formation

Introduction
Time: ~ 5 min

Accompaniment: Play music.

How to play

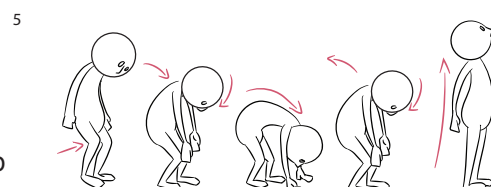
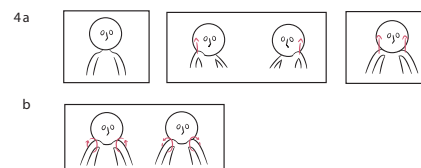
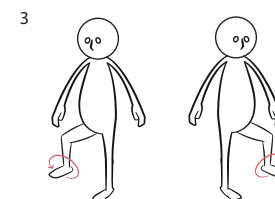
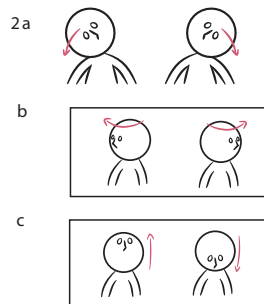
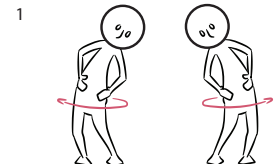
1. Play music: "Run and dance around to the music." ("Move across entire area").
2. Stop the music: "Find a partner as fast as you can and sit down!"
3. Repeat the above 5 times.
4. Now, play and stop the music, each with a different instruction when you stop (repeat 5 times):
 - a) "Make groups of 4 as fast as you can."
 - b) "Build a line of 3 as fast as you can."
 - c) "Build a big circle with the whole class."
 - d) "Find a partner as fast as you can and stand back to back."

Mobilisation and isolations

Introduction
Time: ~ 5 min

How to play

1. Hula hoops: Stand with your legs a bit wider apart and make hula hoop circles with your hips. Circle 5 times in one direction, then 5 times in the other direction.
2. Neck movements:
 - a. Look straight ahead. Drop your right ear to your right shoulder. Repeat the same head movement to the left side.
 - b. Move your head to look over your right shoulder. Repeat over the left shoulder.
 - c. Move your head to look down to the floor, and then look up to the ceiling.
3. Ankle twists: Lift one foot off the floor. Roll the foot in circles as you keep the leg and the knee still. Circle your ankles 5 times in one direction and 5 times in the other direction. Now, lift the other foot and repeat the same movements.
4. Shoulders:
 - a. Lift your right shoulder up and down. Then, lift your left shoulder up and down. Repeat both 5 times. Then, lift both shoulders up and down at the same time.
 - b. Roll your shoulders backwards. Start with small circles and make them bigger each time. Repeat the movements but now roll your shoulders forward.
5. Roll down:
 - a. Stand with your legs slightly apart. Relax and bend your knees.
 - b. Slowly drop your chin to your chest.
 - c. Hang your arms and your body forward.
 - d. Bend your knees slightly. Keep your head tucked in.
 - e. Roll your body slowly all the way down to the floor. Try to touch the floor.
 - f. Slowly reverse and roll back up again. Bend your knees. Keep your head tucked in. Last thing to come up is your head.



Rhythm circle

Main part
Time: ~ 5 min

How to play

1. Make a circle. Stomp a rhythm with your feet (r-l-r-l...). Instruct learners to stomp the rhythm with you.
2. Clap your hands once on every second foot (for example the left foot).
3. Once learners are comfortable with the rhythm, start the game:
4. "Everybody stomp their feet." One person claps his/her hands once and passes the rhythm on to the next person in the circle.
5. Start slow. "Keep the beat steady." ("Do not go faster!")
6. The learner who fails, must run around the circle and join the game again. Allow the first round to be a practice round.

Favourite moves circle

Main part
Time: ~ 5 min

How to play

1. Make a circle. Play your music/drums.
2. Choose a learner to start. Learner must: "Show us your favourite movement."
3. The rest of the learners must copy the movement until they can execute it comfortably.
4. Instruct the next person in the circle to present his/her favourite movement. It must be a new movement.
5. Learners must copy the movement.
6. Each learner must get a chance to present a new movement to the circle. Already shown movements may not be repeated.
7. After the above activity, instruct each learner: "Choose your 2 favourite movements from today's circle".

Creative group activity

Main part
Time: ~ 15 min

How to conduct

1. Divide your class into groups of 5.
2. Instruct each group to design a dance with their 4 favourite movements from the previous 'Favourite Moves Circle'.
3. Once they have their 4 movements, instruct them: "Add an ending position."
4. Give the learners 15 minutes to work on their own dance sequence.

Cool down

Cool down
Time: ~ 5 min

Instruct each group to present its dance to the class.



Movement variations and body percussion

Moving to music: Foundation phase

Accompaniment

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

Stop 'n formation

Introduction
Time: ~ 5 min

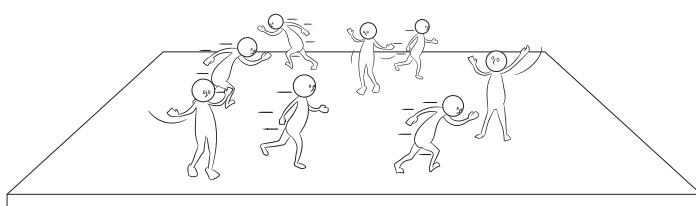
Accompaniment: Play music.

How to play

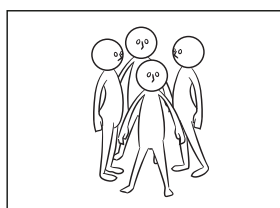
1



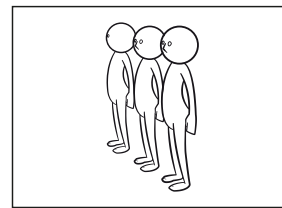
1. Play music: "Run and dance around to the music." ("Move across entire area").
2. Stop the music: "Find a partner as fast as you can and sit down!"
3. Repeat the above 5 times.
4. Now, play and stop the music, each with a different instruction when you stop (repeat 5 times):
 - a) "Make groups of 4 as fast as you can."
 - b) "Build a line of 3 as fast as you can."
 - c) "Build a big circle with the whole class."
 - d) "Find a partner as fast as you can and stand back to back."



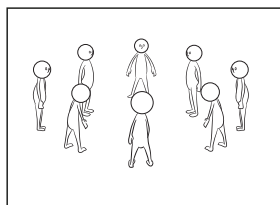
a



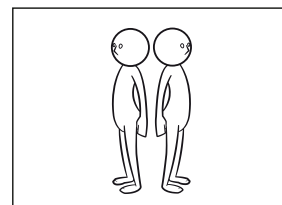
b



c



d



Move it circle

Main part
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 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."

Rhythm walks

Main part
Time: ~ 5 min

How to play

1. Play music. Instruct learners to walk to the beat. Count the music out loud for the learners (for example counts 1- 8).
2. Instruct: "Clap your hands on every first count of eight in the music."
3. 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).
4. After one minute: "Add a jump to the clap on the first count."

Note to teacher: If you count the music differently, use your own way of counting and add specific movements on the counts you choose.

Creative group activity: Body percussion sequence

Main part
Time: ~ 15 min

How to play

1. Make groups of 5. "Decide on your own big body percussion movements for counts 1, 5."
2. Once they have decided on their movements, instruct them to "Add two more big movements for the second time you count 1 and 5."
3. They should have 4 movements in total.
4. Once they have their 4 movements, instruct them: "Add an ending position."
5. Give them 15 minutes to practise. Remember to give your learners a countdown of the time they have to complete their sequence.

Cool down

Cool down
Time: ~ 10 min

Instruct each group to present its dance to the class.



Space and levels

Moving to music: Foundation phase

Accompaniment

- Sing your own melody.
- Drum or use the Shape your body song from the CD.
- Drum at 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."

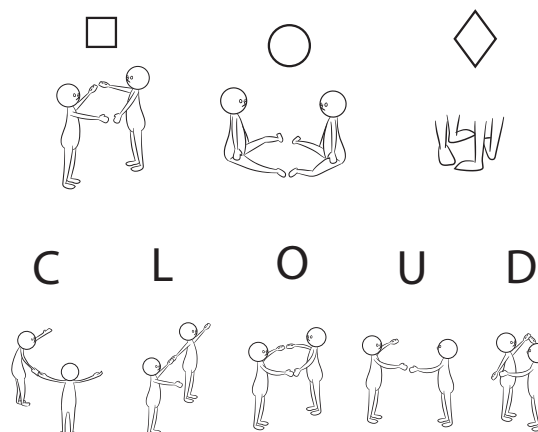
As teacher, sing the words to any melody. Let the learners sing with you. Repeat the little song 5 times.

Shape your body song

Introduction
Time: ~ 5 min

How to play

1. "Find a partner."
2. "Work with your partner to follow the instructions."
 - "Make a square with your arms."
 - "Make a circle with your legs."
 - "Make a triangle with your feet."
 - "How about the letter C? Can you and your partner form the letter C with your bodies?"
 - "And the letter L? What would that look like?"
 - "Make the letter O with only your arms."
 - "Make the letter D with your partner."
 - "What did we just spell? We just spelled the word C-L-O-U-D."



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

Chorus:
Find a partner
Shape your body
Shapes and letters
Have a party
(Repeat)

Verse 1: (spoken instructions)
Use your legs to make a square
Make a box, work as a pair
Now shake your body
Have some fun
Dancing is fun for everyone!

Shout: Switch partners!

Chorus
(Repeat)

Verse 2: (spoken instructions)
Make an oval with your arms
Carry a big egg from the farm!
Now shake your body
Have some fun
Dancing is fun for everyone!

Shout: Switch partners!

Chorus
(Repeat)

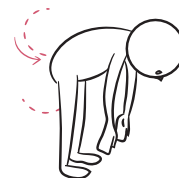
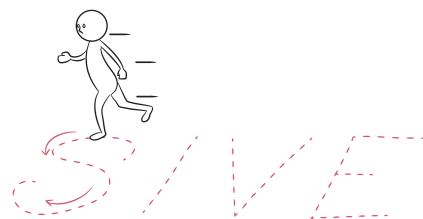
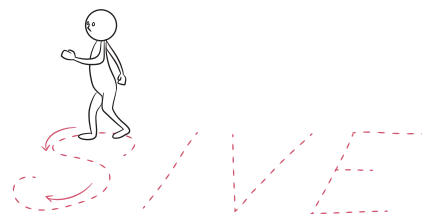
Verse 3: (spoken instructions)
Put your fingers at an angle
Time to make a triangle!
Now shake your body
Have some fun
Dancing is fun for everyone!

Write your surname

Main part
Time: ~ 5 min

How to play

1. "Spell your surname on the ground by walking the letters on the floor."
2. "Do it again, but this time, run."
3. "Can you write your surname in the air? Start from the floor and write it big. Go up, high into the sky."
4. "Lie on your back and write your surname in the air with your foot."
5. "Can you also write your surname in the air with your other foot?"
6. "Can you write your surname with your elbows? When you are sitting at your desk with your elbows on your desk, can you write your name on the desk with your elbows?"
7. "Stand up. Can you spell your surname in the air using your bottom? Make big letters."



Writing in levels

Main part
Time: ~ 10 min

How to play

1. "Stand in a circle."
2. "Everyone writes a big capital A in the air. Very good. Now where did you start the letter A? Close to the ground? That would be the low level of movements. Everything that is close to the ground."
3. "Where did you go next? To the top? To the point of the A? Yes. That is the high level. When we stand on our toes stretching up making ourselves tall, that is when we move in a high level movement."
4. "How about the line in the middle of the A? That dash is on the medium level. You did not have to go low or stretch up very high."
5. "Now, do the same with the letter E. Where do you think is the high level in the letter E? Or the medium level? Or even the low level? Very good."

Three levels

Main part
Time: ~ 10 min

How to play

1. "Let us make different levels."
2. "Stand in groups of 3."
3. "Make a picture that has 3 levels: One person must stretch tall in the air (high), 1 person must bend his/her knees a little (medium) and 1 person must be on the floor (low). Hold it for 8 counts."
4. "Let us see if you can design your own positions with 3 levels."
5. "Run around the room. When I put my hand in the air, run into groups of three and pose in 3 levels."
6. "Design your own position with 3 levels each time."
7. "Choose a different group each time."
8. Repeat 8 times.

Outro

Cool down
Time: ~ 5 min

How to stretch

1. "Close your eyes and imagine:
 - Your head is attached to a string coming from the sky.
 - It pulls you straight and towards the sky.
 - Your arms are also attached, stretch tall feeling the pull.
 - Slowly, the strings loosen their tension.
 - You can touch your toes but keep your head, neck and knees relaxed.
 - Suddenly, the invisible string pulls you up again.
 - Now, you are standing up straight in your normal form, but you still feel the string that is pulling your head tall.
 - Relax your shoulders while your back stays very straight.
 - This is a good body posture. Remember the strings when you walk to school and when you sit in your classrooms."
2. If you want, you can hum or play a soft and 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!"*



Copying movements

Moving to music: Foundation phase

Accompaniment

- Sing your own melody.
- Use drums or choose 1 fast song.
- Drum at a running pace.

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.

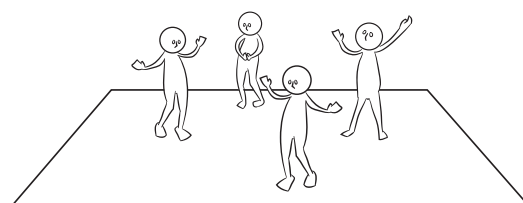
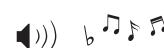
Stop and go

Introduction
Time: ~ 5 min

Accompaniment: Drum at a running pace or play a fast song.

How to play

1. Drum at a running pace or play a fast song. Stop and start the beat/ music often.
2. Play music: "Dance around the area."
3. Stop music: "Run on the spot as fast as you can."
4. Play music: "Dance around the movement area."
5. Stop music: "Crawl on the ground as fast as you can."
6. Play music: "Dance around the movement area."
7. Stop music: "Move both your arms as fast and big as you can."
8. Play music: "Dance around the movement area."
9. Stop music: "Move one leg as fast as you can."
10. Play music: "Dance around the room and shake your body loose."
11. Stop music: "Move your arm as fast as you can."
12. Play music: "Move around again."
13. Stop music: "Fly like a butterfly as fast as you can."

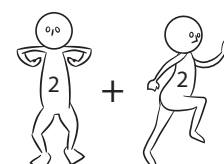


Copy and add

Main part
Time: ~ 10 min

How to play

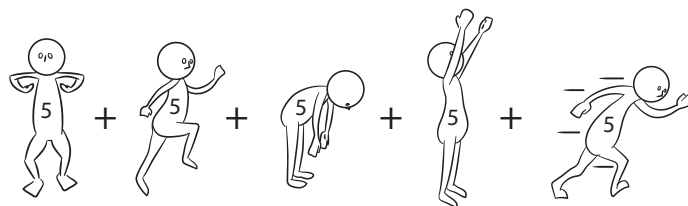
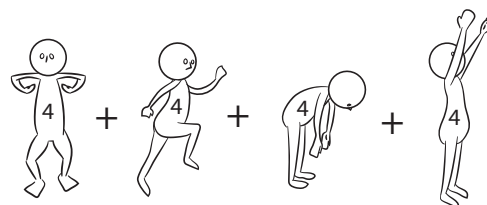
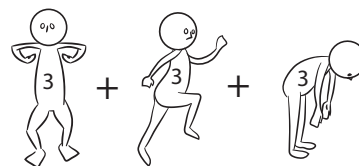
1. Place learners into groups of 5.
2. "Make a circle in your group."
3. "Number yourselves from numbers 1 to 5."
4. "Imagine you are in a thick forest. Think of something you can do in the forest, i.e. jump over a plant, pick flowers, act like a monkey, walk through mud, walk through thick leaves, stretch up to pick fruit from a tall tree, or run around a tree trunk. Every person must think of an activity to do in the forest."
5. "Person 1, show your activity in the forest."
6. "Group, copy the movement."
7. "Person 2, repeat movement 1 before you add your own movement."



Copy and add

Continued

8. "Group, copy both movements, movement 1 and 2."
9. "Person 3, start from the beginning. Do movements 1 and 2 before you add your own movement."
10. Each person must get a turn to add his/her movement to the sequence, i.e:
 Person 1= jump over a tree.
 Person 2 = jump over a tree and pick berries.
 Person 3 = jump over a tree, pick up berries and act like a monkey.
11. "Person 4, start from the beginning. Do movements 1,2 and 3 before you add your own movement." Person 5 must do the same.
12. Once the learners have finished the activity, instruct them:
 "create a short dance with your 5 movements".
13. Provide them with approximately 3 minutes to practise their dance.
14. "It is show time. Sit where you are, in your group." Each group must get a chance to perform its dance to the class.



Combine movements

Main part
Time: ~ 15 min

How to conduct

1. "Find a partner from another circle."
2. "Think of your 2 favourite movements of your dance."
3. "Teach your 2 favourite movements from your dance to your partner."
4. "Add your favourite movements together to form a new dance with 4 movements."
5. "Practise the sequence with your partner."
6. Instruct learners: "Show the sequence to another pair of learners."

Outro

Cool down
Time: ~ 5 min

How to stretch

1. "Close your eyes and imagine that your body is ice-cream.
 - It is very early in the morning so the sun is not yet warm. You feel comfortable. Not too hot and not too cold.
 - The sun rises higher and heats up the floor.
 - You feel like your ice-cream body is melting and becomes heavy.
 - Your body is being pulled towards the floor.
 - You are melting even more. You continue to melt until you are a big puddle of ice cream on the floor.
 - "Oh no! What are you going to do?"
 - Suddenly, an ice-cream maker comes along.
 - She scrapes every drop of you up from the floor.
 - She pours you into a bowl and places you in her freezer.
 - Yay! You are happy as you become hard and an ice-cream again."
2. If you want, you can hum a soft and 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!"



Body and facial expression

Moving to music: Foundation phase

Accompaniment

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

Stop 'n sit

Introduction
Time: ~ 5 min

How to play

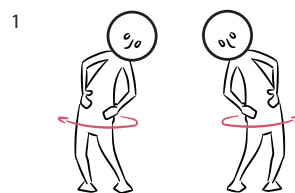
1. Play music: "Move freely to the music." ("Move across entire movement area").
2. Stop the music: "Sit down on the floor as fast as you can."
3. The slowest learners need to do 5 jumps of their choice.
4. Repeat the above 10 times.

Mobilisation and isolations

Main part
Time: ~ 10 min

How to move

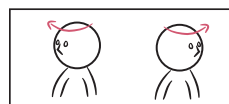
1. Hula hoops: Stand with your legs a bit wider apart and make hula hoop circles with your hips. Circle 5 times in one direction, then 5 times in the other direction.
2. Neck movements:
 - a. Look straight ahead. Drop your right ear to your right shoulder. Repeat the same head movement to the left side.
 - b. Move your head to look over your right shoulder. Repeat over the left shoulder.
 - c. Move your head to look down to the floor, and then look up to the ceiling.
3. Ankle twists: Lift one foot off the floor. Roll the foot in circles as you keep the leg and the knee still. Circle your ankles 5 times in one direction and 5 times in the other direction. Now, lift the other foot and repeat the same movements.
4. Shoulders:
 - a. Lift your right shoulder up and down. Then, lift your left shoulder up and down. Repeat both 5 times. Then, lift both shoulders up and down at the same time.
 - b. Roll your shoulders backwards. Start with small circles and make them bigger each time. Repeat the movements but now roll your shoulders forward.
5. Roll down:
 - a. Stand with your legs slightly apart. Relax and bend your knees.
 - b. Slowly drop your chin to your chest.
 - c. Hang your arms and your body forward.
 - d. Bend your knees slightly. Keep your head tucked in.
 - e. Roll your body slowly all the way down to the floor. Try to touch the floor.
 - f. Slowly reverse and roll back up again. Bend your knees. Keep your head tucked in. Last thing to come up is your head.



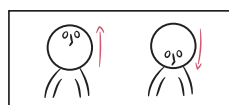
2a



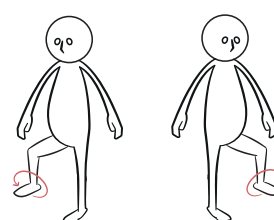
b



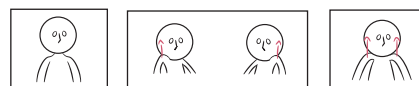
c



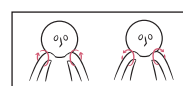
3



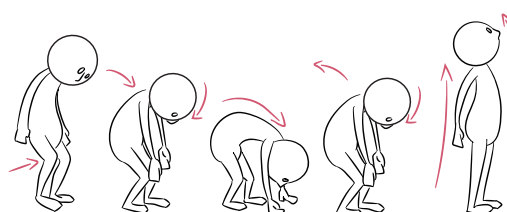
4a



b



5



Favourite moves circle

Main part
Time: ~ 5 min

How to conduct

1. Build a circle and play music/drums.
2. Instruct each learner to present his/her favourite dance movement to the class. The class must copy each learner's movement until it can execute the movement comfortably.
3. Choose learner one. Once learner one has finished, the learner to the right continues to demonstrate his/her favourite movement. It must be a new movement. Already shown movements may not be repeated.

Creative group activity: Move to mood

Main part
Time: ~ 10 min

How to perform

1. Divide your class into groups of 5.
2. Instruct your learners: "In your group, create a dance where you show two different moods: sad and happy. Choose 2 sad movements, and 3 happy movements. Combine them together in a dance."
3. Give learners 10 minutes to practice.

Cool down

Cool down
Time: ~ 10 min

Instruct each group to present its dance to the class.



Musicality and movement transfer

Moving to music: Foundation phase

Accompaniment

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

Can you show me your name?

Introduction
Time: ~ 5 min

How to play

1. Make groups of two.
2. "Can you write your name in the air?" Instruct learners to try it.
3. Now, one learner (from the pair) writes the name and the other watches.
4. "Can you write your name with only your elbow? Show it to your partner and switch."
5. "Can you write your name with your head only?"
6. "Can you write your name with one foot only?"

Stop 'n freeze

Introduction
Time: ~ 5 min

Accompaniment: Play music.

How to play

1. Play music: "Move freely to the music. "Move across entire area."
2. Stop the music: "Freeze! Do not move!"
3. Repeat the above 5 times.
4. Now, play and stop the music each time with a different instruction for the freeze:
 - a) "Stand on one leg."
 - b) "One leg and two hands on the floor."
 - c) "Lay on your back. Only your back must touch the floor."
 - d) "Only one arm and one leg on the floor."
 Repeat 5 times.

Run to the music

Main part
Time: ~ 5 min

Accompaniment: Play at least 5 different songs.

How to play

Play at least five different songs, each with a different speed (tempo). Instruct learners to dance around the movement area and adapt their movements and their movement speed according to the rhythm, speed and style of the song. (For example, a slow song will have slow big movements).

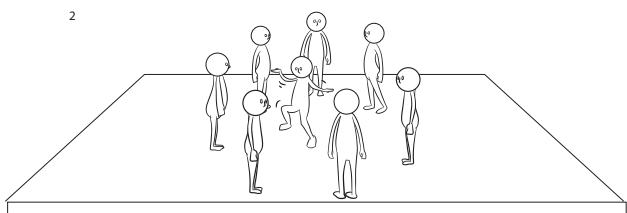
Dance circle

Main part
Time: ~ 5 min

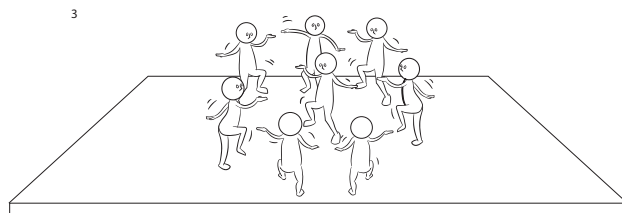
How to play

1. Stand in a big circle.
2. Choose a learner to go to the middle of the circle. The chosen learner must present a movement to the rest of the learners.
3. The rest of the learners must copy the movement. After 16 counts, the middle person must choose another person to go into the middle.
4. Repeat the game until about 10 learners have had a chance to enter the circle.

2



3



Creative group activity

Main part
Time: ~ 15 min

How to play

1. Divide your class into groups of 5.
2. "Choose a sport. Choose 4 different movements to portray that particular sport. Use these movements to make a dance. Remember, this is a dance! It must look like a dance."
3. "Ensure that each movement flows smoothly from one movement into the next."
"Add an ending position."
4. Give the learners 15 minutes to work on their own dance sequence.

Cool down

Cool down
Time: ~ 5 min

Instruct each group to present its dance to the class. Learners can guess the chosen sport after each performance.



Partners: Shapes

Moving to music: Foundation phase

Accompaniment

- Sing your own melody.
- Use drums or play the Shape your body song from the CD.
- Drum in any pace or 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."

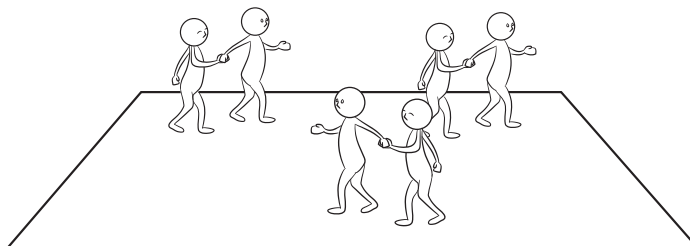
As teacher, sing the words to any melody. Let the learners sing with you. Repeat the little song 5 times.

Follow the leader blind

Introduction
Time: ~ 5 min

How to play

1. "Find a partner."
2. "Imagine one of you has a pair of glasses."
3. "Decide, who is wearing the glasses?"
 - "These glasses are magic glasses; they make you see in the dark."
 - "Imagine you are walking into a pitch-black room."
 - "Your friend cannot see in the dark, so friends, close your eyes."
 - "The learner with the magic glasses must lead the blind learner around the room. Be careful not to crash with other groups."
4. After 3 minutes, "Pass the magic glasses to your friend. Now it is your turn to be blind in the dark. Close your eyes. See if you can follow your leader."



Spelling with a partner

Main part
Time: ~ 15 min

How to play

1. "Change partners."
2. "Work with your partner."
 - "Make a square with your arms."
 - "Make a circle with your legs."
 - "Make a diamond with your feet."
 - "How about the letter C? Can you and your partner form the letter C with your bodies?"
 - "And the letter L? What would that look like?"
 - "Make the letter O with only your arms."
 - "Make the letter D with your partner."
 - "What did we just spell? We just spelled the word C-L-O-U-D."
3. Use drums and follow the below instructions, or play song Shape your body on the CD.

Spelling with a partner

Continued

Drums

Chorus:

Find a partner
Shape your body
Shapes and letters
Have a party
(Repeat)

Verse 1: (spoken instructions)
Use your legs to make a square
Make a box, work as a pair
Now shake your body
Have some fun
Dancing is fun for everyone!

Shout: Switch partners!

Chorus
(Repeat)

Verse 2: (spoken instructions)
Make an oval with your arms
Carry a big egg from the farm!
Now shake your body
Have some fun
Dancing is fun for everyone!

Shout: Switch partners!

Chorus
(Repeat)

Put your fingers at an angle
Time to make a triangle!
Now shake your body
Have some fun
Dancing is fun for everyone!

Song from CD

Follow the instructions in the song.

Spell your name

Main part
Time: ~ 10 min

How to play

1. Place learners in groups of 4.
2. "See who has the shortest name."
3. "Spell that name with your group. Use your whole bodies and your arms and legs to spell."
4. "Practise the sequence moving from letter to letter."
5. "Now, add a rhythm or a beat to it."
6. "Practise the spelling of the name (like a little sequence) with the beat."
7. "You have 5 minutes." Give learners approximately 10 minutes to practice their dance.
"It is show time. Sit where you are in your group."
8. "Every group shows its little sequence to the class with the rhythm and beat to it."

Outro

Cool down
Time: ~ 5 min

How to stretch

1. "Close your eyes and imagine:
 - You are as light as a feather.
 - You are lying in a field.
 - Suddenly, a wind comes up and takes you up into the air.
 - You twirl in the air.
 - You glide in the air.
 - The wind carries you away over a big forest.
 - Slowly, the wind gets lighter.
 - Slowly, you float towards the trees.
 - You land on a leaf on the top of a tree.
 - You decide to rest there.
2. If you want, you can hum or play a soft and 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!"



Levels of movement

Moving to music: Foundation phase

Accompaniment

- Sing your own melody.
- Use drums or choose a fast song.
- Drum at a running pace.

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.

Stop and go

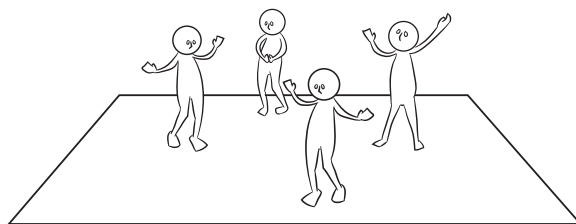
Introduction
Time: ~ 5 min

Accompaniment: Drum at a running pace or play a fast song.

How to play



1. Drum at a running pace or play a fast song. Stop and start the beat/ music often.
2. Play music: "Dance around the area."
3. Stop music: "Move one leg as fast as you can."
4. Play music: "Dance around the movement area."
5. Stop music: "Move your arm as fast as you can."
6. Play music: "Dance around the movement area."
7. Stop music: "Move both your arms as fast and big as you can."
8. Play music: "Dance around the movement area."
9. Stop music: "Run on the spot as fast as you can."
10. Play music: "Dance around the room and shake your body loose."
11. Stop music: "Crawl on the ground as fast as you can."
12. Play music: "Move around again."
13. Stop music: "Hop like a frog as fast as you can."



Levels of movement

Main part
Time: ~ 5 min

How to move

1. "Can you walk tall?"
2. "Can you walk with a rounded back?"
3. "Can you crawl?"
4. "In dance, when you are walking tall, you are moving at a high level. When you are walking with a rounded back, you are moving at a medium level. When you are crawling on the floor, you are moving at a low level."

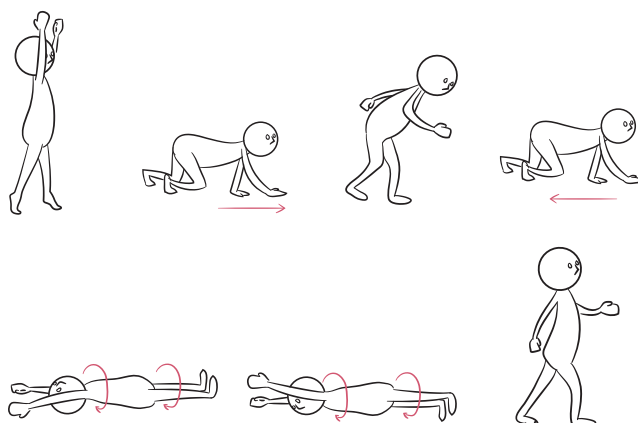


Let us explore

Main part
Time: ~ 10 min

How to move

- “Walk on your tiptoes. Walk very tall as you are doing a high movement. Use your arms above your head to make your movement even higher.”
- “Crawl on the floor as you do a low movement.”
- “Walk with a rounded back as you do a medium level movement.”
- “Crawl backwards on the floor as you do a low movement again.”
- “Lie with your body flat on the floor and roll over 3 times. You are doing a very low movement.”
- “Walk normally doing a medium level movement.”

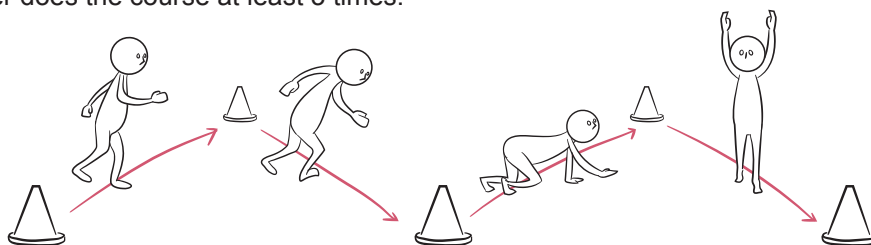


Experience run

Main part
Time: ~ 10 min

How to play

1. As teacher, choose 5 points in the play area i.e. a rock, tree, line or chair.
2. Form a shape with the points i.e. a square or zigzag shape from point to point.
3. Instruct learners: “Run from one point to another. Every time you pass a point you must change your level of movement.”
4. “Once you have finished the course, start again. Do it at least three times through.”
5. As teacher, make sure the learners change the levels of their movements in between each point. See to it that every learner does the course at least 3 times.



Outro

Cool down
Time: ~ 5 min

How to stretch

1. “Close your eyes and imagine:
 - You are lying outside on a winter’s night.
 - You get very cold and stiff.
 - Make your shoulders and your arms tense and stiff. Keep it tight for 5 seconds, and relax.
 - Squeeze your legs and feet as tight as you can. Hold it for 5 seconds, and relax.
 - Repeat both arms and legs 3 times.
 - Imagine the sun is coming up to warm your body. Start feeling the warmth in your feet, your legs, your stomach, your arms, your chest and finally, your head. You feel warm and comfortable again.”
 - Breathe in deeply.
 - Breathe out deeply and relax your whole body.
 - Breathe in deeply.
 - Breathe out deeply and relax your whole body.
2. If you want, you can hum or play a soft and 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!”



Reaction and movement repertoire

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

1. Stand in a circle. Each learner must say his/her name and demonstrate his/her favourite movement to the class (i.e. from his/her favourite sport, favourite animal or favourite dance).
2. Let the whole class repeat the name and movement after each person's turn.

Stop 'n sit

Introduction
Time: ~ 5 min

Accompaniment: Play music "Move freely to the music".

How to play

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

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 must: "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."

Favourite moves circle

Main part
Time: ~ 5 min

Accompaniment: Play music or drums.

How to play

1. Make a circle. Play your music/drums.
2. Choose a learner to start. Learner must: "Show us your favourite movement!"
3. The rest of the learners must copy the movement until they can execute it comfortably.
4. Instruct the next learner in the circle to present his/her favourite movement. It must be a new movement.
5. Learners must copy the movement.
6. Each learner must get a chance to present a new movement to the circle. Already shown movements may not be repeated.
7. After the above activity, instruct each learner: "Choose your 2 favourite movements from today's circle".

Creative group activity

Main part
Time: ~ 15 min

How to conduct

1. Divide your class into groups of 5.
2. Instruct each group to design a dance. "Today, each learner must get a chance to suggest one movement." For example, learner A will show a dance movement to the group. The group copies it until they feel comfortable. Learner B will then show the next movement, etc.
3. In total, the dance will have 5 movements. One from each learner.
4. Give the learners 15 minutes to work on their own dance sequence.

Cool down

Cool down
Time: ~ 5 min

Instruct each group to present its dance to the class.



Variations of movements

Moving to music: Foundation phase

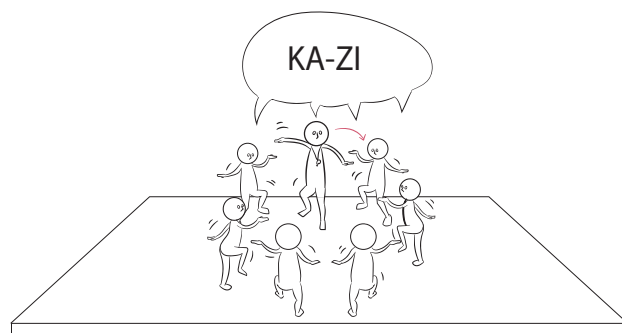
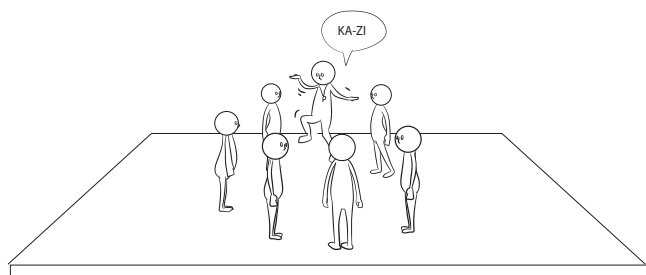
Accompaniment

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

Name game

Introduction
Time: ~ 5 min

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



Follow the leader

Introduction
Time: ~ 5 min

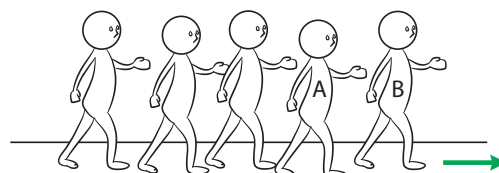
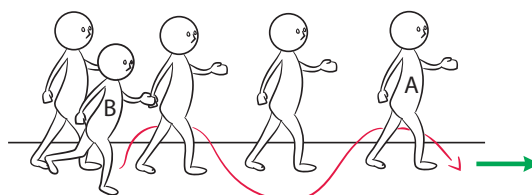
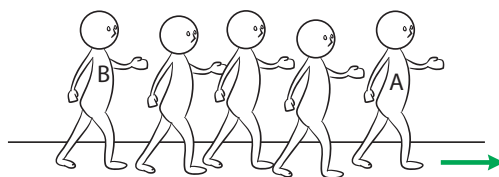
How to play

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 must: "Walk and do interesting movements". "Try not to crash with another group."
2. After 30 seconds, instruct the back person to snake through the other learners to get to the front. "Back person, snake to the front." "Now, there is a new leader."
3. The new leader must "Walk faster!" "Do one movement for 16 counts before changing to a new movement."
4. Instruct: "Back person, snake to the front!"
5. The (third) new leader must: "Run!"

A: LEADER

B: PERSON AT THE BACK



Move it circle

Main part
Time: ~ 5 min

Accompaniment: Play music or drums.

How to move

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

Body percussion circle

Main part
Time: ~ 5 min

How to play

1. Stand in a circle. Instruct the following sequence:
2. "Clap your hands and click."
3. "Let us put them together: Clap twice and add two clicks and a stomp."
4. "Can you clap high, clap low and hit the floor with your hands once?"
5. Explore different sounds and rhythms by using the body (i.e. clapping, clicking, stomping, slapping the chest, etc.).

Creative group activity: The playground dance

Main part
Time: ~ 15 min

How to conduct

1. Divide your class into groups of 5.
2. "The school bell rings! Break time! You leave the classroom with your 4 friends and head to the playground."
3. Instruct each group to design a dance. "Show me your favourite playground games. How do you play it? Can you make a dance from these movements?"
4. "Show us your break story from the time the bell rings, to the fun time on the playground. Add 3 steps from the 'favourite moves circle' and combine them together to a sequence."
5. Give learners 15 minutes to practice and to show it to the class.

Cool down

Cool down
Time: ~ 5 min

Instruct each group to present its dance to the class.



Space and spelling

Moving to music: Foundation phase

Accompaniment

- Sing your own melody.
- Use the drums or play the Crazy world song from the CD.
- Drum at 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.

Write your name

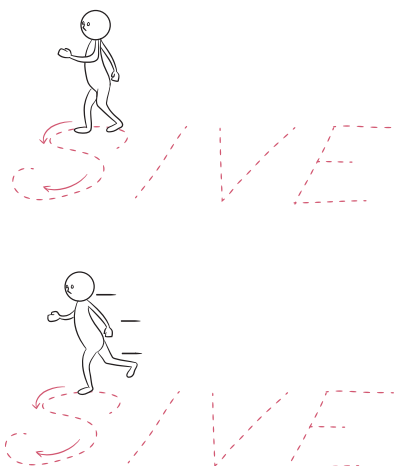
Introduction
Time: ~ 5 min

How to play

"Can you write your name in different ways?"

- "Spell your name on the ground by walking the letters on the floor."
- "Do it again, but this time, run."
- "Can you write your name in the air? Start from the floor and write it big. Write it so that it goes up, high into the sky."
- "Lie on your back and write your name in the air with your foot."
- "Can you also write your name in the air with your other foot?"
- "Can you write your name with your elbows? When you are sitting at your desk with your elbows on your desk, can you write your name on the desk with your elbows?"
- "Stand up. How about your bottom? Spell your name in the air using your bottom. Make big letters."

If you want, you can use music for this activity.

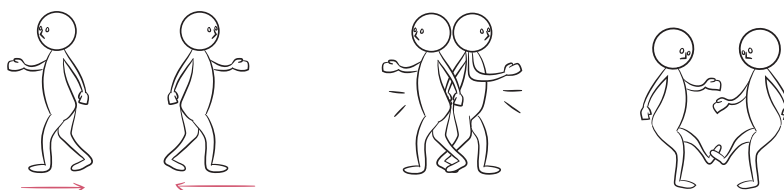


Crazy world

Main part
Time: ~ 10 min

How to play

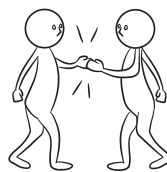
1. "Imagine you are acting in a strange movie. Nobody seems to walk normally. Everybody walks strangely and a little bit funny. Let us act out some weird scenes."
 - "Slowly, walk backwards. As soon as you touch someone with your back, greet that person politely with your foot."
 - Allow for approximately one minute exploration time.



Crazy world

Continued

- “Move forward very slowly. As soon as you touch someone pretend like you are falling on the ground but you are falling very slowly, in slow motion.”
- Allow for approximately one minute exploration time.



- “Now, move sideways only. Imagine you are stuck between two window glasses, you can move only sideways.”
- Allow for approximately one minute exploration time.
- “Now, you are very stiff. You cannot bend your knees or arms. Imagine you need to run to catch the bus like that.”
- Allow for approximately one minute exploration time.



2. Use the drums and follow the below instructions, or play the Crazy world song from the CD.

Drums

Chorus:

This is just a crazy song

All about a crazy world

Everyone can play along

Nothing's right but nothing's wrong!

Let's crawl forward like a bear

Then go backwards if you dare!

Chorus

Move real slowly in slow motion

Floating, floating in the ocean

Chorus

Crouch down like a scary monster

Or a creepy alien lobster

Chorus

Big steps forward 1-2-3-4

Big steps all across the floor

Chorus

Small steps backwards, tip-tiptoe

Keep it small and keep it low

Chorus

Slide your left leg to the side

Slide, slide

Slide your right leg to the side

Slide, slide

Chorus

Wobble, wobble, just like jelly

From your head down to your belly

Chorus

(Repeat)

Song from CD

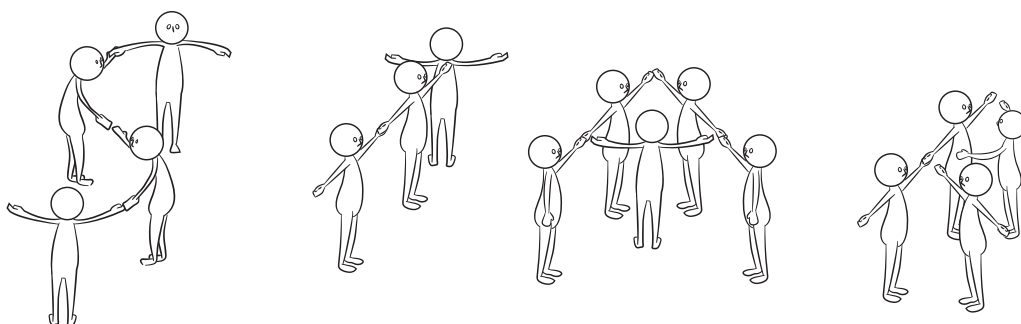
Follow the instructions in the song.

Group spelling

Main part
Time: ~ 15 min

How to play

1. As teacher make groups of 6 learners.
2. Write down seven four letter words. (i.e. star, sand, ring, deep, hour, nose, warm). Write each word on a piece of paper.
3. Every group must choose a piece of paper.
4. "Spell the word on the paper with you group members' bodies. We must be able to read the word when you finish."
5. Provide learners with 5 minutes to design their word.
6. "It is show time! "Sit where you are in your group."
7. "Show us your word."
8. Instruct the rest of the learners: "Let us see if we can guess the word that was written on the piece of paper."



Outro

Cool down
Time: ~ 5 min

How to stretch

1. "Close your eyes and imagine:
 - Your head is attached to a string coming from the sky.
 - It pulls you straight and towards the sky.
 - Your arms are also attached, stretch tall feeling the pull.
 - Slowly, the strings loosen their tension.
 - You can touch your toes but keep your head, neck and knees relaxed.
 - Suddenly, the invisible string pulls you up again.
 - Now you are standing up straight in your normal form, but you still feel the string that is pulling your head tall.
 - Relax your shoulders while your back stays very straight.
 - This is a good body posture. Remember the strings when you walk to school and when you sit in your classrooms."
2. If you want, you can hum or play a soft and 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!"*



Moving to music: Foundation phase

Accompagnement

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

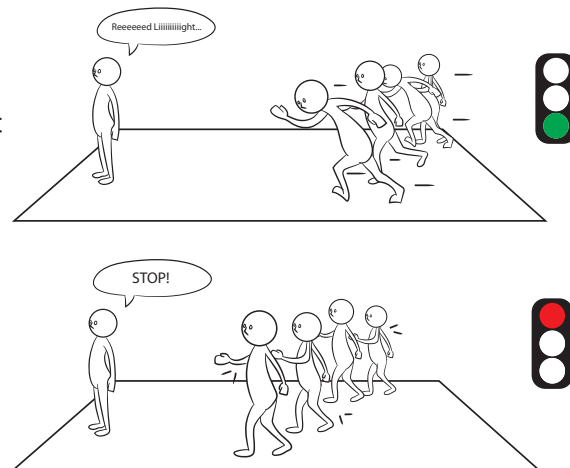
Traffic officer

Introduction
Time: ~ 5 min

How to play

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

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



Spot the emotion

Main part
Time: ~ 15 min

How to play

1. "Everyone of you has emotions. Sometimes we feel sad, sometimes we feel happy, sometimes we are scared and sometimes we are brave. Sometimes we are angry and sometimes we are sleepy."
2. "Let us see if you can guess the following emotions."
 - "Slowly, stretch your arms and body as far as you can away from your body, wipe your eyes and stretch again."
 - » "What is our emotion?"
 - "Jump up and down and in a circle. Clap your hands while you are jumping!"
 - » "What is our emotion?"
 - "Throw your hands in front of your face as you jump backwards."
 - » "What is our emotion?"
 - "Make fists with your arms and swing them around as you stamp your feet on the ground."
 - » "What is our emotion?"
 - "Drop your head, sway your body from side to side, also let your arms swing from side to side."
 - » "What is our emotion?"
 - "Jump up and down again and clap your hands!"
 - » "What is our emotion?"

Spot the emotion

Continued

3. Use drums or play Emotion song on 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
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

Song from CD

Follow the instructions in the song.

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

Emotion dance

Main part
Time: ~ 10 min

How to perform

- "See how many movements you can find for each emotion."
 - "What do you do when you are lost?"
 - "How does it look if you are silly? How would you show that?"
 - "And what if you are nervous? How would you show someone you are relaxed?"
- Place learners into groups of 5.
- "Choose one emotion. i.e. happy, nervous, angry, scared, silly or relaxed."
- "Design a dance about that emotion. Choose 4 movements that will show that emotion."
- "For example, if I had to do a dance about being lost, I would run around looking for directions, ask someone for directions, shrug my shoulders in confusion, crawl on the floor looking for footprints."
- "Combine your 4 movements into a short dance sequence."
- "You have 5 minutes." Give learners approximately 10 minutes to design their dance.
- "It is show time. Sit where you are in your group."
- Instruct each group to show its dance to the class.
- Reflection: "Think of your favourite emotion movement of the day. When I count to 3, everyone must show me his/her favourite emotion movement. 1,2,3!"

Outro

Cool down
Time: ~ 5 min

How to stretch

- "Close your eyes and imagine that your body is and ice block.
 - It is very early in the morning so the sun is not yet warm. You feel comfortable. Not too hot and not too cold.
 - The sun rises higher and heats up the floor.
 - You feel like your ice body is melting and becomes heavy.
 - Your body is being pulled towards the floor.
 - You are melting even more. You continue to melt until you are a big puddle of water on the floor.
 - Oh no! What are you going to do?
- Suddenly, an ice block maker comes along.
- She scrapes every drop of you up from the floor.
- She pours you into a bowl and places you in her freezer.
- Yay! You are happy as you become hard and an ice block again."
- If you want, you can hum or play a soft and relaxing song in the background.
- Say or sing the closing sentence:
*"Moving lesson done for today,
See you later and have a great day!"*



Reaction and movement repertoire

Moving to music: Foundation phase

Accompaniment

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

Musical statues and animals

Introduction
Time: ~ 10 min

Accompaniment: Play music "Move freely to the music".

How to play

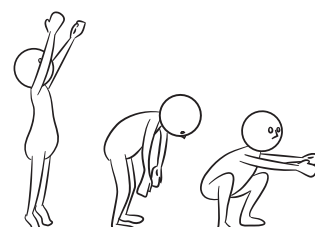
1. Play music. Instruct learners: "Move freely to the music". (Encourage learners to use the entire area they have to move).
2. When you stop the music, learners must freeze. "Freeze like a statue - don't move!"
3. Play music. Instruct them: "Jump around like a frog."
Stop music: "Freeze!" (Repeat frogs 5 times).
4. Play music: "Gallop like a horse!"
Stop music: "Freeze!" (Repeat horses 5 times).
5. Play music: "Fly like a bird!"
Stop music: "Freeze!" (Repeat birds 5 times).
6. Play music: "Crawl like ants!"
Stop music: "Freeze!" (Repeat ants 5 times).

Stand in a circle

Main part
Time: ~ 5 min

How to move

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



Dance circle

Main part
Time: ~ 5 min

How to conduct

1. Stand in a big circle.
2. Choose a learner to go to the middle of the circle.
3. The chosen learner must: "Show any dance movement to your friends!"
4. 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.

Creative group activity

Main part
Time: ~ 15 min

How to conduct

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 the learners 15 minutes to work on their own dance sequence.

Cool down

Cool down
Time: ~ 5 min

Instruct each group to present its dance to the class.



Pace and body percussion

Moving to music: Foundation phase

Accompaniment

- 5 different songs.
- Play 5 different paces and rhythms of your choice.

Run to the music

Introduction
Time: ~ 5 min

Accompaniment: Play at least 5 different songs.

How to play

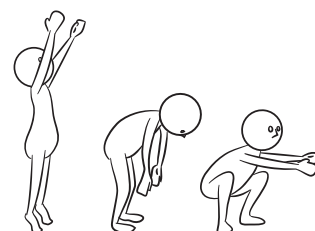
Play at least five different songs, each with a different speed (tempo). Instruct learners to dance around the movement area and adapt their movements and their movement speed according to the rhythm, speed and style of the song. (For example, a slow song will have slow big movements).

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!"



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

Main part
Time: ~ 10 min

How to play

1. Divide your class into groups of 5.
2. Tell your learners to create a dance sequence with the following instructions:
3. "Jump and clap 3 times."
4. "Slap your thighs while running."
5. "Turn and cluck like a chicken."
6. "Combine those instructions together to a flowing sequence and end with your favourite rhythm."
7. Give the learners 10 minutes to work on their own dance sequence.

Cool down

Cool down
Time: ~ 10 min

Instruct each group to present its body percussion sequence to the class.



Space and direction

Moving to music: Foundation phase

Accompaniment

- Sing your own melody.
- Use the drums or play the Crazy world 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."

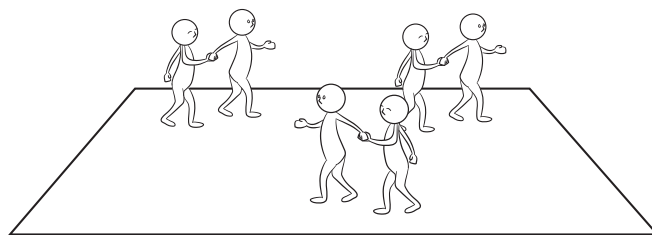
As teacher, sing the words to any melody. Let the learners sing with you. Repeat the little song 5 times.

Follow the leader blind

Introduction
Time: ~ 5 min

How to play

1. "Find a partner."
2. "How well do you know your home town? Even in the dark?"
3. "Who wants to be the tour guide first?"
4. "Imagine your flashlight is not working and it is already dark. Your friend who is visiting you does not know the area as well. Together you want to find your way home. You must guide your 'blind' friend so that he/she does not fall over anything in the dark and you get home safe. Careful not to crash with the other groups."
5. After 3 minutes, "Now let us visit your friend in his/her home town. Now, it is your turn to be blind in the dark. Close your eyes. See if you can follow your leader."

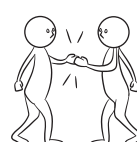
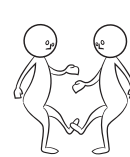


Crazy world

Main part
Time: ~ 15 min

How to play

1. "Imagine you are acting in a strange movie. Nobody seems to walk normally here. Everybody walks strangely and a little bit funny. Let us act out some weird scenes."
 - "Walk backwards slowly. As soon as you touch someone with your back, greet that person politely with your foot."
 - Let them play for one minute.
 - "Move forward very slowly. As soon as you touch someone pretend like you are falling on the ground but you are falling very slowly, in slow motion."
 - Let them play for one minute.
 - "Now, move only sideways. Imagine you are stuck between two window glasses, you can move only sideways."
 - Let them play for one minute.
 - "You are very, very stiff. You cannot bend your knees or arms. Imagine you need to run to catch the bus like that."
 - Let them play for one minute.
2. Use the drums and follow the below instructions, or play the Crazy world song from the CD.



Crazy world

Continued

Drums

Chorus:

This is just a crazy song
All about a crazy world
Everyone can play along
Nothing's right but nothing's wrong!

Let's crawl forward like a bear
Then go backwards if you dare!

Chorus

Move real slowly in slow motion
Floating, floating in the ocean

Chorus

Crouch down like a scary monster
Or a creepy alien lobster

Chorus

Big steps forward 1-2-3-4
Big steps all across the floor

Song from CD

Follow the instructions in the song.

Chorus

Small steps backwards, tip-tiptoe
Keep it small and keep it low

Chorus

Slide your left leg to the side
Slide, slide
Slide your right leg to the side
Slide, slide

Chorus

Wobble, wobble, just like jelly
From your head down to your belly

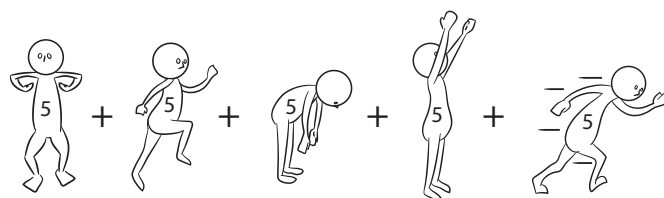
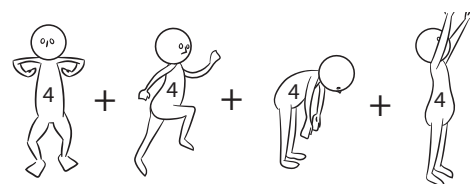
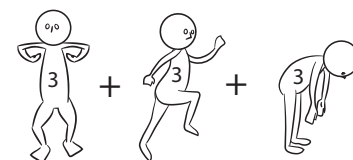
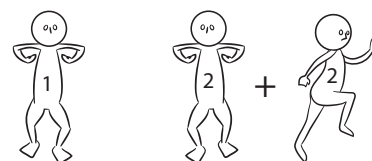
Chorus
(Repeat)

Copy and add

Main part
Time: ~ 10 min

How to conduct

1. Divide learners into groups of 5.
2. "Make a circle in your group."
3. "Number yourselves from numbers 1 to 5."
4. "Imagine you are in a thick forest. Think of something you can do in the forest, i.e. jump over a plant, pick flowers, act like a monkey, walk through mud, walk through thick leaves, stretch up to pick fruit from a tall tree, or run around a tree trunk. Every person must think of an activity to do in the forest."
5. "Person 1, choose your activity in the forest and show your movement."
6. "Group, copy the movement."
7. "Person 2, repeat movement 1 before you add your own movement"
8. "Group, copy both movements, movement 1 and 2."
9. "Person 3, start from the beginning. Do movements 1 and 2 before you add your own movement."
10. Each person must get a turn to add his/her movement to the sequence, i.e:
Person 1 = jump over a tree.
Person 2 = jump over a tree and pick berries.
Person 3 = jump over a tree, pick up berries and act like a monkey.
11. "Person 4, start from the beginning. Do movements 1, 2 and 3 before you add your own movement."
Person 5 must do the same.



Outro

Cool down
Time: ~ 5 min

How to stretch

1. "Close your eyes and imagine:
 - You are as light as a feather.
 - You are lying in a field.
 - Suddenly, a wind comes up and takes you up into the air.
 - You twirl in the air.
 - You glide in the air.
 - The wind carries you away over a big forest.
 - Slowly, the wind gets lighter.
 - Slowly, you float towards the trees.
 - You land on a leaf on the top of a tree.
 - You decide to rest there."
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!"*



Space

Moving to music: Foundation phase

Accompaniment

- Sing your own melody.
- Drum or use a song of your choice.
- Drum at any pace or 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."

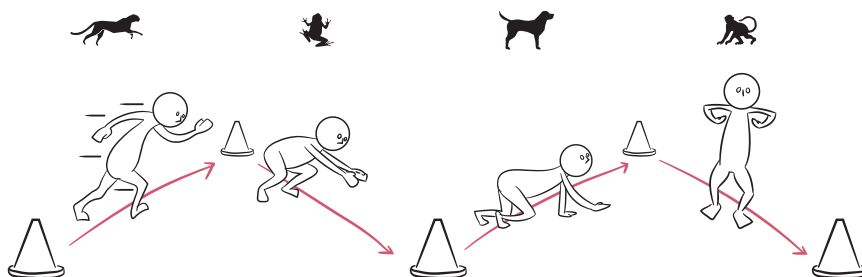
As teacher, sing the words to any melody. Let the learners sing with you. Repeat the little song 5 times.

Experience run

Introduction
Time: ~ 5 min

How to play

1. As teacher choose 5 points in the play area i.e. a rock, tree, table, chair and bag.
2. Show these points to the learners.
3. "You are going to be animals. Choose your first animal."
4. "You must move from one point to the next point as your animal. Every time you pass a point, you must change and become a different animal. For example, you can be a cat, then an elephant, then a mouse, then a fish. You can be any of the animals you would like to be."
5. "Once you have finished the course, start again. Do it at least three times through."
6. As teacher, make sure the learners change animals between each point. See to it that every learner does the course at least 3 times.



Words have rhythm

Main part
Time: ~ 5 min

How to play

1. 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/ --- ---)
 - mosquitos (fast clap, slow clap, fast clap/ - --- -)
 - fireflies (3 fast claps - - -)
 - love bugs (2 steady claps/ --- ---).
2. "Now, we are going to jump the rhythms of the words. No clapping."
3. Say the above words again and let the learners jump the rhythms as they repeat the words after you.
4. "Let us see if we can make actions with our hands to the rhythms of the words."
5. Say the above words again and let the learners shoot their arms out as they repeat the words after you.
6. "Can you walk to the rhythm of the words? Sometimes you will have to walk fast, and sometimes slow."
7. Say the above words again and let the learners walk/step to demonstrate the rhythms of the words.

Creative movement activity

Main part
Time: ~ 10 min

How to conduct

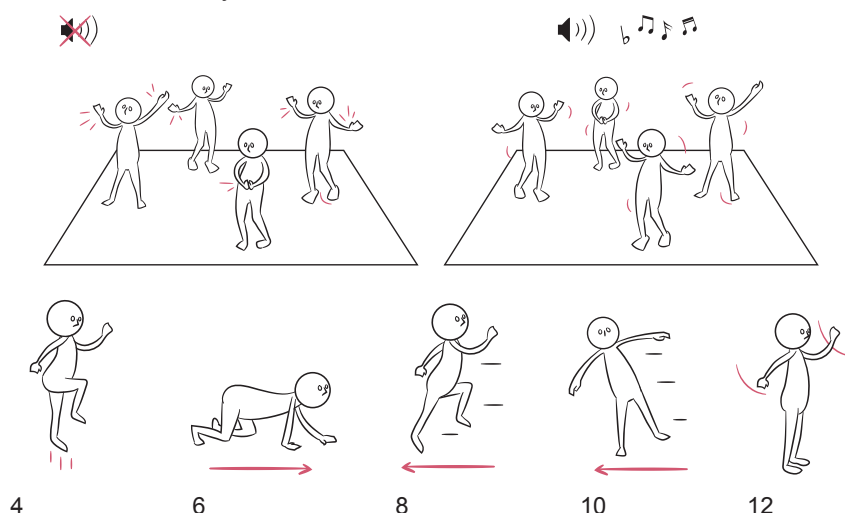
1. Place learners in groups of 4.
2. "Today you can use any movements."
3. "Find 2 slow movements and 2 fast movements."
4. "Practise these movements to make a dance."
5. "Remember, the rhythm of your dance will be slooow, slooow, fast, fast.
"It is show time!"
"Sit where you are, in your group."
6. Instruct each group to show its dance to the rest of the class."

Musical statues

Main part
Time: ~ 5 min

How to play

1. As teacher, sing or play any song. Stop and start the music often.
2. "Every time the music stops, you must freeze like a statue."
3. Play music: "Dance around the movement area. Move your arms."
Stop music.
4. Play music: Hop on one leg."
5. Stop music.
6. Play music: "Crawl to the right."
7. Stop music.
8. Play music: "Skip backwards."
9. Stop music.
10. Play music: "Run sideways."
11. Stop music.
12. Play music: "Swing your arms!"
13. Stop music.
14. Repeat all the instructions from the top of this list.



Outro

Cool down
Time: ~ 5 min

How to stretch

1. "Close your eyes and imagine:
 - You are changing shape slowly.
 - Your head starts to get smaller and smaller.
 - Your mouth gets little fangs.
 - Imagine your whole body shrinks and you are much smaller than a snail.
 - Your feet and legs get very thin.
 - You may be very small but you can still carry a heavy weight.
 - What are you?
 - You are an ant!
 - Imagine you live on a field in a big anthill.
 - All of your friends are ants as well.
 - Every day you go out together and collect food.
- All of you work together and carry heavy food pieces that are mainly sugar based.
- Mostly you walk in a line and carry the food back to your anthill.
- You feel like eating some of the food you just brought back.
- Oh what's happening now?
- You are turning human again. Slowly but steady, piece by piece you have your own body again."
2. If you want, you can hum or play a soft and relaxing song in the background.
3. Say or sing the closing sentence:
"Moving lesson done for today,
See you later and have a great day!"



Different ways of moving

Moving to music: Foundation phase

Accompaniment

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

Stop 'n formation

Introduction
Time: ~ 5 min

Accompaniment: Play music.

How to play

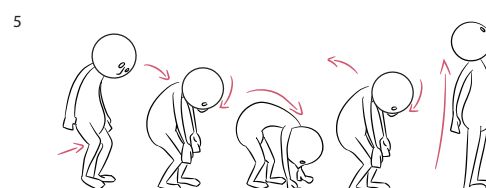
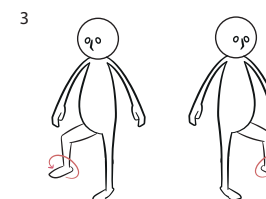
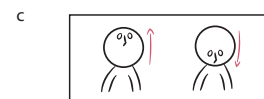
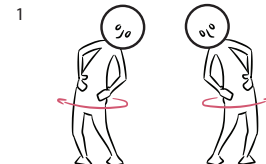
1. Play music: "Run and dance around to the music." ("Move across entire area").
2. Stop the music: "Find a partner as fast as you can and sit down!"
3. Repeat the above 5 times.
4. Now, play and stop the music, each with a different instruction when you stop (repeat 5 times):
 - a) "Make groups of 4 as fast as you can."
 - b) "Build a line of 3 as fast as you can."
 - c) "Build a big circle with the whole class."
 - d) "Find a partner as fast as you can and stand back to back."

Mobilisation and isolations

Introduction
Time: ~ 5 min

How to play

1. Hula hoops: Stand with your legs a bit wider apart and make hula hoop circles with your hips. Circle 5 times in one direction, then 5 times in the other direction.
2. Neck movements:
 - a. Look straight ahead. Drop your right ear to your right shoulder. Repeat the same head movement to the left side.
 - b. Move your head to look over your right shoulder. Repeat over the left shoulder.
 - c. Move your head to look down to the floor, and then look up to the ceiling.
3. Ankle twists: Lift one foot off the floor. Roll the foot in circles as you keep the leg and the knee still. Circle your ankles 5 times in one direction and 5 times in the other direction. Now, lift the other foot and repeat the same movements.
4. Shoulders:
 - a. Lift your right shoulder up and down. Then, lift your left shoulder up and down. Repeat both 5 times. Then, lift both shoulders up and down at the same time.
 - b. Roll your shoulders backwards. Start with small circles and make them bigger each time. Repeat the movements but now roll your shoulders forward.
5. Roll down:
 - a. Stand with your legs slightly apart. Relax and bend your knees.
 - b. Slowly drop your chin to your chest.
 - c. Hang your arms and your body forward.
 - d. Bend your knees slightly. Keep your head tucked in.
 - e. Roll your body slowly all the way down to the floor. Try to touch the floor.
 - f. Slowly reverse and roll back up again. Bend your knees. Keep your head tucked in. Last thing to come up is your head.



Rhythm circle

Main part
Time: ~ 5 min

How to play

1. Make a circle. Stomp a rhythm with your feet (r-l-r-l...). Instruct learners to stomp the rhythm with you.
2. Clap your hands once on every second foot (for example the left foot).
3. Once learners are comfortable with the rhythm, start the game:
4. "Everybody stomp their feet." One person claps his/her hands once and passes the rhythm on to the next person in the circle.
5. Start slow. "Keep the beat steady." ("Do not go faster!")
6. The learner who fails, must run around the circle and join the game again. Allow the first round to be a practice round.

Favourite moves circle

Main part
Time: ~ 5 min

How to play

1. Make a circle. Play your music/drums.
2. Choose a learner to start. Learner must: "Show us your favourite movement."
3. The rest of the learners must copy the movement until they can execute it comfortably.
4. Instruct the next person in the circle to present his/her favourite movement. It must be a new movement.
5. Learners must copy the movement.
6. Each learner must get a chance to present a new movement to the circle. Already shown movements may not be repeated.
7. After the above activity, instruct each learner: "Choose your 2 favourite movements from today's circle".

Creative group activity

Main part
Time: ~ 15 min

How to conduct

1. Divide your class into groups of 5.
2. Instruct each group to design a dance with their 4 favourite movements from the previous 'Favourite Moves Circle'.
3. Once they have their 4 movements, instruct them: "Add an ending position."
4. Give the learners 15 minutes to work on their own dance sequence.

Cool down

Cool down
Time: ~ 5 min

Instruct each group to present its dance to the class.



Movement variations and body percussion

Moving to music: Foundation phase

Accompaniment

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

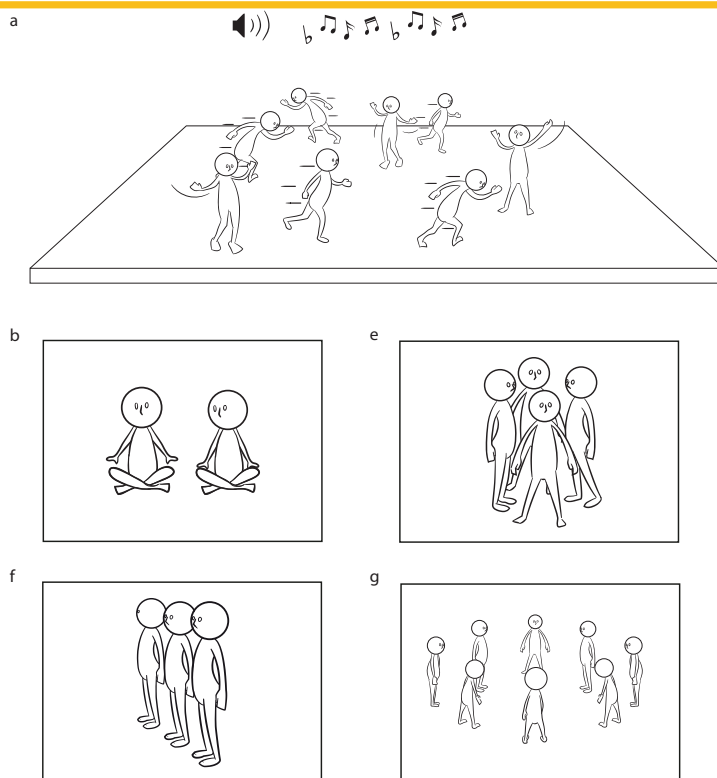
Stop 'n formation

Introduction
Time: ~ 5 min

Accompaniment: Play music.

How to play

1. Play music: "Run and dance around to the music." ("Move across entire area").
2. Stop the music: "Find a partner as fast as you can and sit down!"
3. Repeat the above 5 times.
4. Now, play and stop the music, each with a different instruction when you stop (repeat 5 times):
 - a) "Make groups of 4 as fast as you can."
 - b) "Build a line of 3 as fast as you can."
 - c) "Build a big circle with the whole class."
 - d) "Find a partner as fast as you can and stand back to back."



Move it circle

Main part
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 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."

Rhythm walks

Main part
Time: ~ 5 min

How to play

1. Play music. Instruct learners to walk to the beat. Count the music out loud for the learners (for example counts 1- 8).
2. Instruct: "Clap your hands on every first count of eight in the music."
3. 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).
4. After one minute: "Add a jump to the clap on the first count."

Note to teacher: If you count the music differently, use your own way of counting and add specific movements on the counts you choose.

Creative group activity: Body percussion sequence

Main part
Time: ~ 15 min

How to play

1. Make groups of 5. "Decide on your own big body percussion movements for counts 1, 5."
2. Once they have decided on their movements, instruct them to "Add two more big movements for the second time you count 1 and 5."
3. They should have 4 movements in total.
4. Once they have their 4 movements, instruct them: "Add an ending position."
5. Give them 15 minutes to practise. Remember to give your learners a countdown of the time they have to complete their sequence.

Cool down

Cool down
Time: ~ 10 min

Instruct each group to present its dance to the class.



Space and levels

Moving to music: Foundation phase

Accompaniment

- Sing your own melody.
- Drum or use the Shape your body song from the CD.
- Drum at 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."

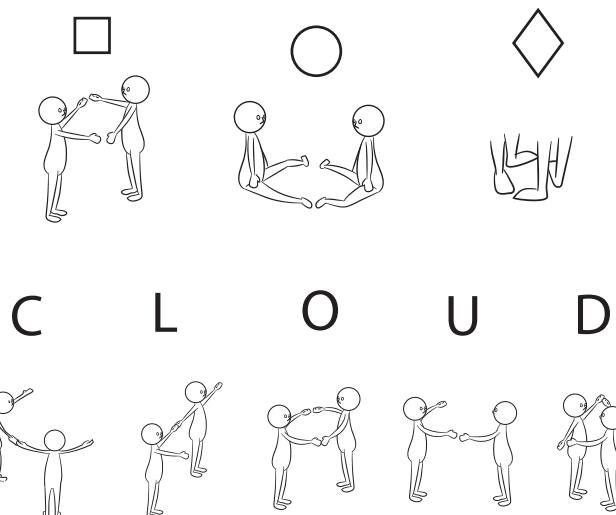
As teacher, sing the words to any melody. Let the learners sing with you. Repeat the little song 5 times.

Spelling with a partner

Introduction
Time: ~ 5 min

How to play

1. "Find a partner."
2. "Work with your partner to follow the instructions."
 - "Make a square with your arms."
 - "Make a circle with your legs."
 - "Make a triangle with your feet."
 - "How about the letter C? Can you and your partner form the letter C with your bodies?"
 - "And the letter L? What would that look like?"
 - "Make the letter O with only your arms."
 - "Make the letter D with your partner."
 - "What did we just spell? We just spelled the word C-L-O-U-D."
3. Use drums and follow the below instructions, or play song Shape your body on the CD.



Drums

Chorus:

Find a partner
Shape your body
Shapes and letters
Have a party
(Repeat)

Verse 1: (spoken instructions)
Use your legs to make a square
Make a box, work as a pair
Now shake your body
Have some fun
Dancing is fun for everyone!

Shout: Switch partners!

Chorus
(Repeat)

Song from CD

Follow the instructions in the song.

Verse 2: (spoken instructions)

Make an oval with your arms
Carry a big egg from the farm!
Now shake your body
Have some fun
Dancing is fun for everyone!

Shout: Switch partners!

Chorus
(Repeat)

Verse 3: (spoken instructions)

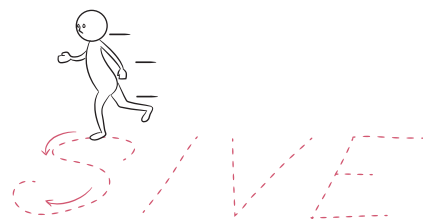
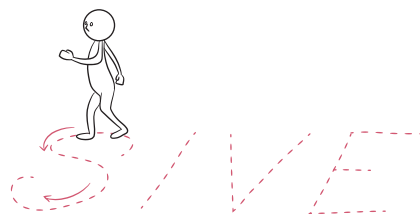
Put your fingers at an angle
Time to make a triangle!
Now shake your body
Have some fun
Dancing is fun for everyone!

Write your surname

Main part
Time: ~ 5 min

How to play

1. "Spell your surname on the ground by walking the letters on the floor."
2. "Do it again, but this time, run."
3. "Can you write your surname in the air? Start from the floor and write it big. Go up, high into the sky."
4. "Lie on your back and write your surname in the air with your foot."
5. "Can you also write your surname in the air with your other foot?"
6. "Can you write your surname with your elbows? When you are sitting at your desk with your elbows on your desk, can you write your name on the desk with your elbows?"
7. "Stand up. Can you spell your surname in the air using your bottom? Make big letters."



Writing in levels

Main part
Time: ~ 10 min

How to play

1. "Stand in a circle."
2. "Everyone writes a big capital A in the air. Very good. Now where did you start the letter A? Close to the ground? That would be the low level of movements. Everything that is close to the ground."
3. "Where did you go next? To the top? To the point of the A? Yes. That is the high level. When we stand on our toes stretching up making ourselves tall, that is when we move in a high level movement."
4. "How about the line in the middle of the A? That dash is on the medium level. You did not have to go low or stretch up very high."
5. "Now, do the same with the letter E. Where do you think is the high level in the letter E? Or the medium level? Or even the low level? Very good."

Three levels

Main part
Time: ~ 10 min

How to play

1. "Let us make different levels."
2. "Stand in groups of 3."
3. "Make a picture that has 3 levels: One person must stretch tall in the air (high), 1 person must bend his/her knees a little (medium) and 1 person must be on the floor (low). Hold it for 8 counts."
4. "Let us see if you can design your own positions with 3 levels."
5. "Run around the room. When I put my hand in the air, run into groups of three and pose in 3 levels."
6. "Design your own position with 3 levels each time."
7. "Choose a different group each time."
8. Repeat 8 times.

Outro

Cool down
Time: ~ 5 min

How to stretch

1. "Close your eyes and imagine:
 - Your head is attached to a string coming from the sky.
 - It pulls you straight and towards the sky.
 - Your arms are also attached, stretch tall feeling the pull.
 - Slowly, the strings loosen their tension.
 - You can touch your toes but keep your head, neck and knees relaxed.
 - Suddenly, the invisible string pulls you up again.
 - Now, you are standing up straight in your normal form, but you still feel the string that is pulling your head tall.
 - Relax your shoulders while your back stays very straight.
 - This is a good body posture. Remember the strings when you walk to school and when you sit in your classrooms."
2. If you want, you can hum or play a soft and 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!"*



Copying movements

Moving to music: Foundation phase

Accompaniment

- Sing your own melody.
- Use drums or choose 1 fast song.
- Drum at a running pace.

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.

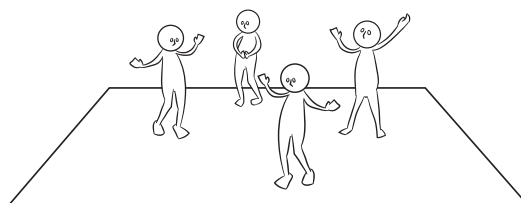
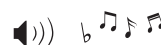
Stop and go

Introduction
Time: ~ 5 min

Accompaniment: Drum at a running pace or play a fast song.

How to play

1. Drum at a running pace or play a fast song. Stop and start the beat/ music often.
2. Play music: "Dance around the area."
3. Stop music: "Run on the spot as fast as you can."
4. Play music: "Dance around the movement area."
5. Stop music: "Crawl on the ground as fast as you can."
6. Play music: "Dance around the movement area."
7. Stop music: "Move both your arms as fast and big as you can."
8. Play music: "Dance around the movement area."
9. Stop music: "Move one leg as fast as you can."
10. Play music: "Dance around the room and shake your body loose."
11. Stop music: "Move your arm as fast as you can."
12. Play music: "Move around again."
13. Stop music: "Fly like a butterfly as fast as you can."

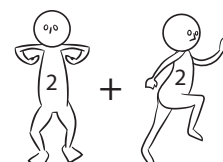


Copy and add

Main part
Time: ~ 10 min

How to play

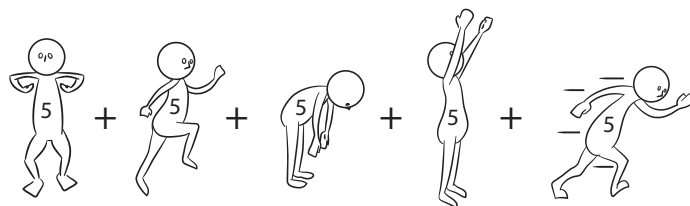
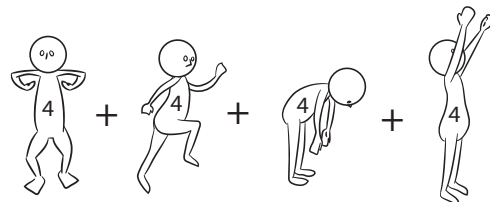
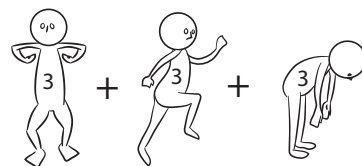
1. Place learners into groups of 5.
2. "Make a circle in your group."
3. "Number yourselves from numbers 1 to 5."
4. "Imagine you are in a thick forest. Think of something you can do in the forest, i.e. jump over a plant, pick flowers, act like a monkey, walk through mud, walk through thick leaves, stretch up to pick fruit from a tall tree, or run around a tree trunk. Every person must think of an activity to do in the forest."
5. "Person 1, show your activity in the forest."
6. "Group, copy the movement."
7. "Person 2, repeat movement 1 before you add your own movement."



Copy and add

Continued

8. "Group, copy both movements, movement 1 and 2."
9. "Person 3, start from the beginning. Do movements 1 and 2 before you add your own movement."
10. Each person must get a turn to add his/her movement to the sequence, i.e:
 Person 1 = jump over a tree.
 Person 2 = jump over a tree and pick berries.
 Person 3 = jump over a tree, pick up berries and act like a monkey.
11. "Person 4, start from the beginning. Do movements 1,2 and 3 before you add your own movement." Person 5 must do the same.
12. Once the learners have finished the activity, instruct them:
 "create a short dance with your 5 movements".
13. Provide them with approximately 3 minutes to practise their dance.
 "It is show time. Sit where you are, in your group."
14. Each group must get a chance to perform its dance to the class.



Combine movements

 Main part
 Time: ~ 15 min

How to conduct

1. "Find a partner from another circle."
2. "Think of your 2 favourite movements of your dance."
3. "Teach your 2 favourite movements from your dance to your partner."
4. "Add your favourite movements together to form a new dance with 4 movements."
5. "Practise the sequence with your partner."
6. Instruct learners: "Show the sequence to another pair of learners."

Outro

 Cool down
 Time: ~ 5 min

How to stretch

1. "Close your eyes and imagine that your body is ice-cream.
 - It is very early in the morning so the sun is not yet warm. You feel comfortable. Not too hot and not too cold.
 - The sun rises higher and heats up the floor.
 - You feel like your ice-cream body is melting and becomes heavy.
 - Your body is being pulled towards the floor.
 - You are melting even more. You continue to melt until you are a big puddle of ice cream on the floor.
 - "Oh no! What are you going to do?"
 - Suddenly, an ice-cream maker comes along.
 - She scrapes every drop of you up from the floor.
 - She pours you into a bowl and places you in her freezer.
 - Yay! You are happy as you become hard and an ice-cream again."
2. If you want, you can hum a soft and 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!"



Body and facial expression

Moving to music: Foundation phase

Accompaniment

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

Stop 'n sit

Introduction
Time: ~ 5 min

How to play

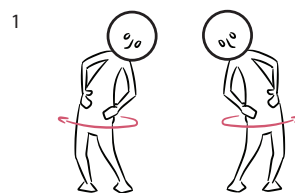
1. Play music: "Move freely to the music." ("Move across entire movement area").
2. Stop the music: "Sit down on the floor as fast as you can."
3. The slowest learners need to do 5 jumps of their choice.
4. Repeat the above 10 times.

Mobilisation and isolations

Main part
Time: ~ 10 min

How to move

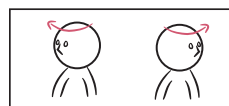
1. Hula hoops: Stand with your legs a bit wider apart and make hula hoop circles with your hips. Circle 5 times in one direction, then 5 times in the other direction.
2. Neck movements:
 - a. Look straight ahead. Drop your right ear to your right shoulder. Repeat the same head movement to the left side.
 - b. Move your head to look over your right shoulder. Repeat over the left shoulder.
 - c. Move your head to look down to the floor, and then look up to the ceiling.
3. Ankle twists: Lift one foot off the floor. Roll the foot in circles as you keep the leg and the knee still. Circle your ankles 5 times in one direction and 5 times in the other direction. Now, lift the other foot and repeat the same movements.
4. Shoulders:
 - a. Lift your right shoulder up and down. Then, lift your left shoulder up and down. Repeat both 5 times. Then, lift both shoulders up and down at the same time.
 - b. Roll your shoulders backwards. Start with small circles and make them bigger each time. Repeat the movements but now roll your shoulders forward.
5. Roll down:
 - a. Stand with your legs slightly apart. Relax and bend your knees.
 - b. Slowly drop your chin to your chest.
 - c. Hang your arms and your body forward.
 - d. Bend your knees slightly. Keep your head tucked in.
 - e. Roll your body slowly all the way down to the floor. Try to touch the floor.
 - f. Slowly reverse and roll back up again. Bend your knees. Keep your head tucked in. Last thing to come up is your head.



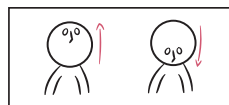
2a



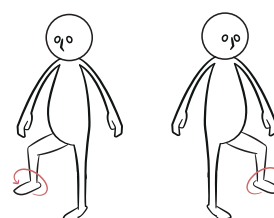
b



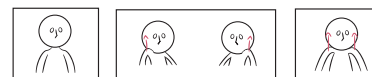
c



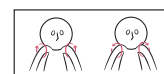
3



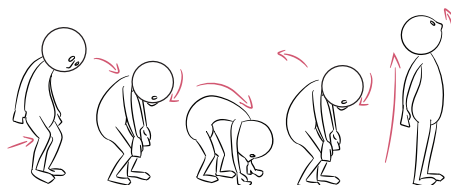
4a



b



5



Favourite moves circle

Main part
Time: ~ 5 min

How to conduct

1. Build a circle and play music/drums.
2. Instruct each learner to present his/her favourite dance movement to the class. The class must copy each learner's movement until it can execute the movement comfortably.
3. Choose learner one. Once learner one has finished, the learner to the right continues to demonstrate his/her favourite movement. It must be a new movement. Already shown movements may not be repeated.

Creative group activity: Move to mood

Main part
Time: ~ 10 min

How to perform

1. Divide your class into groups of 5.
2. Instruct your learners: "In your group, create a dance where you show two different moods: sad and happy. Choose 2 sad movements, and 3 happy movements. Combine them together in a dance."
3. Give learners 10 minutes to practice.

Cool down

Cool down
Time: ~ 10 min

Instruct each group to present its dance to the class.



Musicality and movement transfer

Moving to music: Foundation phase

Accompaniment

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

Can you show me your name?

Introduction
Time: ~ 5 min

How to play

1. Make groups of two.
2. "Can you write your name in the air?" Instruct learners to try it.
3. Now, one learner (from the pair) writes the name and the other watches.
4. "Can you write your name with only your elbow? Show it to your partner and switch."
5. "Can you write your name with your head only?"
6. "Can you write your name with one foot only?"

Stop 'n freeze

Introduction
Time: ~ 5 min

Accompaniment: Play music.

How to play

1. Play music: "Move freely to the music. "Move across entire area."
2. Stop the music: "Freeze! Do not move!"
3. Repeat the above 5 times.
4. Now, play and stop the music each time with a different instruction for the freeze:
 - a) "Stand on one leg."
 - b) "One leg and two hands on the floor."
 - c) "Lay on your back. Only your back must touch the floor."
 - d) "Only one arm and one leg on the floor."
 Repeat 5 times.

Run to the music

Main part
Time: ~ 5 min

Accompaniment: Play at least 5 different songs.

How to play

Play at least five different songs, each with a different speed (tempo). Instruct learners to dance around the movement area and adapt their movements and their movement speed according to the rhythm, speed and style of the song. (For example, a slow song will have slow big movements).

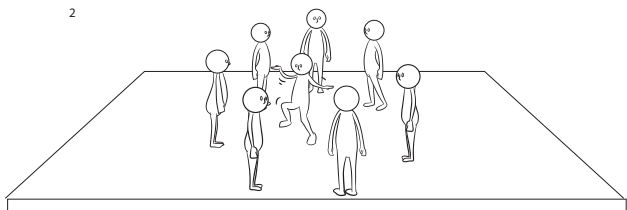
Dance circle

Main part
Time: ~ 5 min

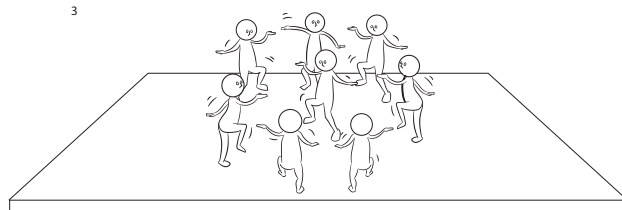
How to play

1. Stand in a big circle.
2. Choose a learner to go to the middle of the circle. The chosen learner must present a movement to the rest of the learners.
3. The rest of the learners must copy the movement. After 16 counts, the middle person must choose another person to go into the middle.
4. Repeat the game until about 10 learners have had a chance to enter the circle.

2



3



Creative group activity

Main part
Time: ~ 15 min

How to play

1. Divide your class into groups of 5.
2. "Choose a sport. Choose 4 different movements to portray that particular sport. Use these movements to make a dance. Remember, this is a dance! It must look like a dance."
3. "Ensure that each movement flows smoothly from one movement into the next."
"Add an ending position."
4. Give the learners 15 minutes to work on their own dance sequence.

Cool down

Cool down
Time: ~ 5 min

Instruct each group to present its dance to the class. Learners can guess the chosen sport after each performance.



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.) | | | | |
| Total points: | | | | |
| Mark: | | | | |

| 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!

