ACTIVE AFTER-SCHOOL COMMUNITIES

playing for life

Move to Dance

COMPANION BOOK
Acknowledgments

The Australian Sports Commission wishes to acknowledge the contribution of the following people and organisations to the production of this resource.

Activities included within the Move to Dance Companion Book have been adapted from the Playing for Life Resource Kit, with the assistance of Helen Cameron and the Kinetic Sensory Studies Resource (Cameron H, D Kendall – *Kinetic Sensory Studies: a movement program for children* – Aldine Press [1986]). Julie Dyson (National Director of Ausdance) provided additional professional advice.

Gayle Rogers (ACHPER/Schools Network), Sue Cormack (ACHPER/Schools Network), Bruce Knights (Keilor Downs Secondary College) and Les Bee developed the content for the introduction and principles for how and when to change activities.

The editorial team of Creating Excellence Consulting, Wenda Donaldson (AASC), Teena Jackson (AASC), Lainie Houston (AASC), Melissa Backhouse (Junior Sport Unit) and Ashley Beaver (AASC) developed, proofread and edited written materials and significantly contributed to the overall content and format of the final product.

Disclaimer

The Playing for Life companion books have been designed for use with students aged 4–12. Each book assumes that each student is healthy and has no medical condition, disability, illness, impairment or other reason that may impact, limit or restrict their involvement in sport or other physical activity. A student should not be allowed to participate in an activity if any medical, physical or other factor indicates that they are not suited to that activity. Where there are any queries or concerns about such matters, the consent of the student’s parent or guardian should be obtained before allowing participation. While care has been taken in the preparation of these books, the publisher and authors do not accept any liability arising from the use of the books including, without limitation, from any activities described in the books.

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ISBN 978 1 74013 094 3

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Content illustration by Five Fold Creative
Design by Swell Design Group
Editorial consultants McLeod Marketing & Management
Printed by Paragon Printers
About this book

The Playing for Life companion books have been developed to complement the Active After-school Communities (AASC) Playing for Life resource kit. They are primarily designed for members of the local community who will be delivering programs to participating primary school-aged children.

More specifically, they are designed to help people with minimal experience in the sport to deliver activities in line with the Playing for Life philosophy. This places an emphasis on providing safe, fun, engaging activities that ensure maximum participation from all children, regardless of their level of ability.
Playing for Life – what is it?

The Playing for Life philosophy adopts a ‘game sense’ approach to physical activity.

» **THE GAME IS THE FOCUS** — Children develop skills through fun, game-like activities (by ‘playing the game’) rather than through traditional skills and drills.

» **COACH IS A FACILITATOR** — Coaches play more of a facilitator role than a director’s role. Rather than instructing children how to perform a particular skill, coaches provide key coaching points for performing the skill then set the children a challenge that they must solve through activity. For example, they might ask:

  » How many different jumps can you perform in 30 seconds?
  » Where will you stand to field the ball?
  » How can you work together to stop the opponents scoring?
  » How can you include everyone?

This engages children in the activity at a level that suits their own ability, and children learn through self-discovery rather than coach direction.

» **DISCRETE COACHING** — Coach instructions and demonstrations are kept to a minimum. Allow play to continue and support children to develop their skills on the side in an unobtrusive way during the course of the activity. This maximises player participation and allows children to receive one-on-one coach support where required.

» **ROLE MODELS** — Use player role models during the activities to demonstrate and emphasise good technique or strategies. Be aware of cultural considerations when adopting this strategy.
ASK THE CHILDREN —
The use of player questioning is a valuable strategy to engage the children themselves in changing the activity to increase participation and to make the activity more or less challenging.

CHANGE IT — Simple variations to activities are introduced to make the activities easier or harder in order to accommodate all player ability levels and backgrounds. Use the CHANGE IT acronym to assist you in modifying the activities, and remember to ‘Ask the children’:

- Coaching style e.g. deciding when to direct activities and when to ask the children. Knowing when to provide discrete coaching and when to ‘just let the kids play’
- How you score or win e.g. introduce zones for batting or target games
- Area (playing area) e.g. make the playing area smaller or larger; alter distances to targets or between children
- Number of children e.g. consider different team sizes to keep all children active. Have several games of 2 v 2 or, if focusing on defence skills, change to 3 v 2 or 2 v 1 etc
- Game rules e.g. allow 2 bounces before catching or stopping a ball, or introduce a no-go zone
- Equipment e.g. use a larger or softer ball; rackets instead of bats; bins or markers for targets
- Inclusion e.g. modify the game to maximise the involvement of all children. Ask the children how to change the game
- Time e.g. reduce or extend the time to perform actions; change the number of passes within a time limit; vary the length of time a player can hold the ball

It is more important to follow the concept of CHANGE IT than to remember what each letter represents.

If it is not working…. CHANGE IT!!
How do I know when to **CHANGE IT**?

The first step is to play the game and observe player involvement and responses.

When observing the game being played, and player involvement and responses, ask yourself the following questions:

» Is the game safe?
» Are all children having fun?
» Are all children engaged in the game?
» Is the game working?
» Do all children understand the game?
» Is the objective of the game being achieved?
» Are all the children being included?
» Is participation being maximised?
» Is the game appropriate to the ability level of each player?
» Are all children being challenged?

If the answer to any of the above questions is No, then **CHANGE IT**.

The diagram on the following page provides a step-by-step guide about when and how to apply the **CHANGE IT** principles.
When and how to apply the CHANGE IT principles

**WHAT IS HAPPENING?**

**Too easy (high success)**
- Children not challenged enough
- Both sides scoring often, with little effort
- Skills required easily performed

**Too difficult (low success)**
- Little or no scoring
- Poor levels of possession
- Children not coping with skills/poor execution
- Little interest or motivation

**Too one-sided (one-sided success)**
- One team dominating
- Some children not getting a go

**WHAT TO DO**

**CHANGE IT UP**

- Increase challenge
- Set challenges that make it more difficult to score
- Increase team sizes (perhaps one team only)
- Increase area size (to make it more difficult for attackers)
- Set challenges that make it easier to score

**CHANGE IT DOWN**

- Decrease challenge
- Simplify the rules to make games easier to play
- Change the equipment to help children with the skills
- Vary the size of the playing area
- Play more games with fewer children per team to increase the opportunity to perform skills
- Introduce additional rules to increase the challenge for the dominant side only e.g. a time limit to score
- Introduce zoned areas to restrict dominant children

**HOW TO CHANGE IT**

- Add rules that increase difficulty
- Set challenges that make it more difficult to score
- Decrease area size (to make it more difficult for attackers)

**PLAY THE GAME AGAIN · OBSERVE RESPONSES · MAKE FURTHER VARIATIONS AS NECESSARY**

**OBSESSION**

- Play the game
- Observe player involvement and responses:
  - Is the purpose being achieved?
  - Are all children engaged?
  - Are children coping with the skills required?
  - Is it safe?
  - Are children enjoying the game?
Tips for delivery

» Do not limit yourself to the structure of the lesson plans provided. Be creative and add your own flair as you become more confident as a deliverer.

» Use the Easier and Harder variations to modify the games to suit the ability levels of the children. Remember to use your own CHANGE IT variations and ‘Ask the children’.

» Use the Tips section to provide discrete coaching where needed to develop children’s skill levels.

» As the lessons progress, the games evolve to become more complex and similar to the sport itself. However, remember to match the game with the ability of the children and modify it as necessary.

» On the other hand, if the children grasp the games quickly, you may find you complete them in a shorter timeframe than estimated. In these circumstances, introduce games that the children enjoyed from previous lessons, to fill in time.

» Remember some games may not work with one group, whereas they could work really well with another. Don’t be afraid to CHANGE IT to suit the needs of your group or even replace the game completely.

» Keep group sizes to a minimum to ensure maximum participation of all children. Run the activity with several groups at once, or set up stations with various activities and rotate the groups.
MOVE TO DANCE
Introduction to move to dance

What is dance?

» Dance can be structured (stylised) or spontaneous (improvised). Ideally, dance is a combination of physical skill development, creative discovery and expression of movement ideas.

» Structured dance, such as ballroom dancing, line dancing or classical ballet, has technical requirements that are inherent in dance routines and repertoire. Structured dance skills are enhanced if the learner has a balance between repetition and the scope to explore different ways of achieving prescribed movements.

» Social dance such as hip hop, rap, funk or disco dancing provides people with the scope to express themselves through individual movement in tandem with acquiring body management skills and personal fitness.

Dance for children

Children dance from an early age without inhibition. It is not unusual to see a young child in a pram waving arms, nodding their head and wriggling their body for the sheer pleasure of spontaneous movement. For children, dance usually begins from a curiosity to find out how the body works or a kinetic response to rhythm and sound.

Maintaining the natural movement curiosity and kinetic expression that children have in early childhood into the middle and upper primary grades can present a challenge to parents and teachers if a child has misconceptions about what dance is, rather than what it can be.
The content, theme selection and teaching method employed to teach dance to young people should have appeal to boys and girls, particularly in the primary school age group. The emphasis for young people learning dance is body awareness/management and fitness with the scope for expressive development and kinetic performance.

Recreational dance will appeal to children if the lessons engage them in challenging activities that increase their kinetic and expressive skill development. Also, if children experience a balance between teacher-directed learning and self- or group-directed learning, they are more likely to maintain their interest in dance.

Similarities are often made between learning dance, gymnastics and playing sport. Commonalities include promotion of skill development in body management, decision-making, movement sequencing and fitness. Cooperative learning in dance can include partner work, small group learning and whole group learning.

**Tips for delivering dance**

Some specific tips for delivering Playing for Life move to dance are:

» **DANCE LESSON FORMAT** — ideally, dance lessons should be structured as follows:

Start Out activities should emphasise body parts, breathing and preparation of the body for more strenuous movement.

Get Into It activities should include:
- a technical component — learning about various ways to move, control and repeat movements of particular body parts safely and with precision
- experimentation — discussing, planning, and playing with movement ideas
- travel — activities that incorporate spatial usage, and
- sequence — activities that link a range of movements together.

Finish Up activities should be reflective discussions and/or movement sequences.
**COACHES DELIVERING PLAYING FOR LIFE**

MOVE TO DANCE SHOULD:

- move with the children in some of the activities during each lesson
- use kinetic (or movement) language (described in pages 5–7) to describe movements
- ask the children for ideas about movement and dance development
- provide time for children to experiment with their ideas
- provide enough time in a dance-making activity to allow children to experiment and devise individual and group movements and encourage the exchange of ideas, physical practice and refinement of dance movements
- make sure all children have an opportunity to demonstrate their dance abilities and inventions and encourage them to volunteer to demonstrate movements. Avoid repetitive comment on an individual player.
- encourage children to observe other children’s dance-making efforts
- make sure children are confident in a movement before you add music (i.e. before they have to keep in time with a particular rhythm)
- use music for a selected number of activities in each lesson and encourage children (especially the older ones) to suggest music for particular exercises
- restrict the duration of a dance piece designed by children to approximately 30 seconds for an individual dance piece and 90 seconds for a group dance piece.

**EQUIPMENT** — Playing for Life move to dance can be conducted using a minimum of basic equipment, including:

- markers to define the playing areas
- balls, hoops, beanbags/other soft or small objects or hard cover books
- chalk, boxes, ropes and chairs
- percussion instruments, and
- a music player and music.
Music — live or recorded music can be used to provide children with a rhythmic or expressive stimulus. Different types of music will encourage children to respond with an array of movement expressions.

- Examples include slow, controlled music (classical, country), heavy beat music (rock ‘n roll, hip hop), even rhythm music (modern) and mood music (classical or jazz).

- The choice of music should complement the movement or dance theme. A range of music will provide a balance between what children like and examples to expand and influence an appreciation of music in relation to movement and dance.

Golden rules of safety:

Dance, like all sporting activities, should be managed appropriately to avoid putting children at risk. When conducting Playing for Life move to dance, always observe the following safety rules:

- Check there is enough space between children and groups, away from walls or other obstacles, and always use a non-slip surface that is appropriate for the activities. For example, use floor mats when performing balancing activities and a shiny surface such as a wooden gym floor when performing floor spins. Never use concrete floors.

- Check any teaching aids (for example, electrical or sporting equipment, such as CD or DVD players, balls, markers and skipping ropes) for safety before the lesson.

- Make sure children are aware of spatial dimensions and the number of people using the space at any given time.

- Include Start Out and Finish Up activities with every session so that children can prepare their bodies for more vigorous activity at the beginning of the session and gradually decrease their activity at the end of the session. This should help prevent any injuries or aches and pains resulting from the activities.
Make sure movements suit children’s movement capacity. Movement activities should also vary in energy requirements to provide a balanced experience for each player, e.g. controlled/energetic movement activities, technical/concentrated tasks and inventive/expressive activities.

Start activities slowly before experimenting with variations in travel speed or style.

Wear stretchy, comfortable clothes (shorts or tracksuit pants and t-shirts are ideal, not jeans) and have hair tied back if it is long. Ask children to remove watches or jewellery.

Footwear can vary according to the floor surface. Avoid heavy sports shoes (sneakers/runners) as they can restrict foot movement. Bare feet provide a sense of freedom if the floor surface is safe and free of splinters. Shoes must always be worn if tasks are undertaken in an outdoor space.

Have an advisor, coach or adult watching at all times.

Encourage children to help you clear the space during the ‘down time’ before the end of each lesson. Check no clothing or equipment is left in the space at the completion of each lesson.

Introduction to basic dance terms and skills

Following are some basic terms (movement language) and skills that are used in Playing for Life move to dance:

- **ANTI-CLOCKWISE** — movement in a curve in the opposite direction to the hands of a clock.
- **BODY PART** — individual part of the body.
- **BODY BALANCE** — a steady body (no wobbles) regardless of the body position. Contra (uneven) balance is when the body parts on both sides of the body are organised differently, e.g. the right arm up in the air, and the left arm by the side of the body. Homo (even) balance is when the arms and/or legs are positioned the same, e.g. both arms to the side.
» **BODY HEIGHT** — a range of heights including high (standing), middle (sitting on a chair or kneeling) or low (sitting, or lying on the floor).

» **BODY POSTURE** — the alignment or how the body is arranged in a standing, sitting or lying body position.

» **BODY ROTATION (INWARD AND OUTWARD)** — turning the body clockwise or anti-clockwise in a range of body heights.

» **CLOCKWISE** — movement in a curve in the same direction as the hands of a clock.

» **CLOSED LIMB MOVEMENTS** — curved/bent arms and/or legs (close to the trunk of the body).

» **DANCE STYLE** — a particular fashion of dance that may be spontaneous or rehearsed, e.g. disco (spontaneous) or ballet (rehearsed).

» **DANCE TECHNIQUE** — reliable management of the body in a range of movements that can be executed safely and repeated with accuracy.

» **DURATION** — the amount of time it takes from the beginning to the end of a movement sequence.

» **ELEVATION** — the distance of the body off the floor (low, medium, high).

» **EXPRESSION** — a mood or style that is incorporated into movement or dance.

» **FORMAL DANCE** — movements and steps that have prescribed patterns and rhythm.

» **MOVEMENT MEMORY (RECALL)** — the process of identifying, practising and repeating movements with accuracy.

» **MOVEMENT PHRASE** — the linking of two or more movements.

» **MOVEMENT SEQUENCE** — a series of movements that are linked to make a number of movement phrases or a short dance that can be repeated with accuracy.
» **OPEN LIMB MOVEMENTS** — stretched arms and/or legs (outwards from the trunk of the body).

» **SPATIAL AWARENESS** — knowledge of who (people) and what (objects) is in a defined space at any given time.

» **SPATIAL PATTERN (FORMAL/INFORMAL)** — can be stationary or moving. A group formal spatial pattern is made when a number of people are stationary or moving in lines that create a circle, square or rectangle pattern. An informal spatial pattern occurs when the shape of the pattern created is irregular. A single person can move through the space to trace a circle, square, rectangle or irregular spatial pattern.

![Informal](image1.png) ![Formal](image2.png)

» **SPATIAL USAGE** — defining and using space for stillness and/or movement sequences.

» **SPOTTING** — use of eye focus to stabilise the body in balanced body positions and turning.

» **SPINNING** — rotation of the body in either a standing, sitting, kneeling or lying position.

» **TIME SIGNATURES (E.G. 4/4)** — a rhythm that is repeated in a certain time pattern, e.g. march or waltz timing.
### START OUT

**WILDCARD**
- START OUT WC 03B  Look out for others!
- START OUT WC 05B  Stork tag
- START OUT WC 10A  Fun on the spot

**COOPERATIVE PLAY**
- START OUT CP 02B  Untie the knot

**TARGET GAMES**
- START OUT TG 05  Target relay

**MOVEMENT**
- START OUT MV 01B  Mexican wave
- START OUT MV 03B  Stone, bridge, tree
- START OUT MV 04B  Number change
- START OUT MV 05A  Frogs and lily pads
- START OUT MV 07C  Hoop stretch
- START OUT MV 08B  Pick some spots, join the dots
- START OUT MV 09B  Corkscrew tag
- START OUT MV 10A  Shapes in space
- START OUT MV 10B  Spot turns
- START OUT MV 11A  Circle fun
- START OUT MV 11B  Musical statues

### GET INTO IT

**MOVEMENT**
- GET INTO IT MV 01A  Racing relay
- GET INTO IT MV 03A  Mirror, mirror
- GET INTO IT MV 05  Let’s dance!
- GET INTO IT MV 06B  3 hands, 2 feet
- GET INTO IT MV 15A  4/4 Body beat
- GET INTO IT MV 15B  Up, down, all around
- GET INTO IT MV 16A  Line dance
- GET INTO IT MV 16B  Human machine

### FINISH UP

**FINISH UP**
- FINISH UP 01  Great work! What did you learn?
- FINISH UP 02  Relaxation and recall Left, right & more Circle sit Relaxation S-T-R-E-T-C-H
- FINISH UP 03  What did you like? Stay tuned...
- FINISH UP 05  Group balance

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Remove or print each of the above cards from the Playing for Life resource kit and add to the ring-bound holder provided.

This companion book cross-references these cards throughout the 8-week lesson plan.
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<td>What did you like? Finish Up 03</td>
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<td>Stone, bridge, tree Start Out MV 03B</td>
<td>Great work! Finish Up 01</td>
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<td>Step styles</td>
<td>Mirror, mirror Get Into It MV 03A</td>
<td>Racing relay Get Into It MV 01A</td>
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</tbody>
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How to use this book

1. Read the introductory pages to make sure you have an understanding of the Playing for Life philosophy and a basic understanding of the sport, including terms and skills, safety considerations and equipment requirements.

2. Read through each lesson plan to make sure you understand the objectives and requirements for each lesson.

3. Collect and review the required Playing for Life activity cards referred to in each of the lessons.

4. Add the loose-leaf activity cards to the ring-bound holder (shown). A companion book can sit alongside the activity cards — just slide the cover into the holder.

5. Before conducting each lesson, organise an appropriate and safe playing area and the necessary equipment (based on the number, ability levels and backgrounds of the children and the available area and equipment). A full equipment kit for this companion book has been prepared and is available through the AASC preferred supplier. To order, visit our web site at www.ausport.gov.au/aasc.

6. Deliver the lesson, using the indicated Playing for Life activity cards and the instructions provided in the book. Remember to vary the activities, where required, to cater for the needs of different children. If the activity is not working, remember to CHANGE IT.

7. Review the lesson immediately afterwards so you can identify what worked well/what didn’t, what level the children are at, and what you need to remember for next time. The outcome of this review will influence what you include in the next lesson and how you deliver it.

While this book is primarily designed to help people with minimal experience in the sport to deliver activities in line with the Playing for Life philosophy, we do encourage you to consider attending a coaching course to improve your knowledge and skills. Information about the relevant coaching courses can be found in the ‘Where to from here’ section of the book.
Lesson 1

OBJECTIVE

Body parts and spatial awareness

TIME

60 minutes

AREA

Clear space with enough room for each child to move freely with their arms stretched out to the side

EQUIPMENT

» Marker cones to define playing areas

» Songs about body parts (e.g. 'Head and shoulders, knees and toes' or 'Do the hokey pokey' for younger children)

» Music player and music

Card summary

» Start Out WC 03B
» Start Out MV 11B
» Get Into It MV 05
» Get Into It MV 15A
» Finish Up 01
» Finish Up 02

Remember, if the game isn’t working CHANGE IT
Lesson 1 · **START OUT**

### Look out for others!

**Children run in random directions in a defined area. Children are made aware of the fact that the activity is focused on learning to play safely in the presence of others.**

**SKILL FOCUS** *Introduces body parts and raises awareness of self and others in the space*

**Use the activity card, PLUS…**

- Call out a number and a body part (e.g. 5 hands).
- Children quickly form groups of 5 hands touching.
- Calls can include body parts such as the stomach, waist, hips, thighs, knees, skin, calves, ankles, toes, fingers, wrist, elbow, shoulders, spine.

### Harder

- Call out a number and a letter and children quickly form groups with a body part starting with that letter, e.g. S – shoulder.

**ASK THE CHILDREN** » Where is your [body part]?

5 MINUTES
Lesson 1 · GET INTO IT

Musical statues

Children dance freely around the room. When the music stops, children must perform a dynamic body movement scenario. (Play in groups of 8–30.)

**SKILL FOCUS** Raises awareness of self and others in the space, encourages individual and creative movements

**Use the activity card, PLUS…**

» When the music stops, call out a scenario and children perform this on the spot, e.g. a tree blowing in the wind.

» Scenarios could include movements that represent windmills, a seed in the ground growing into a flower, a feather blowing in the wind, a cat stretching, a snake slithering along the ground.

» Encourage children to suggest scenarios.

**TIPS**

» Highlight the range of interesting and creative movement responses by the children. Scenarios should try to include movements that have children:
  - stretching their arms to the ceiling and then to the side, front and back of their body
  - lying on their back
  - lifting their legs to the front and side of their body
  - swinging their arms and legs
  - crouching on the floor, and
  - moving from a crouching position to the tallest body position.

**ASK THE CHILDREN**

» Which body parts are easier to move?

» Which body parts make circular movements?

» What kinds of movement qualities are there? (e.g. smooth, jerky)
Children select four body parts and move to music using 4/4 time signatures.

**SKILL FOCUS**  
Energiser that focuses on the action capacity of a particular body part

Refer to the activity card...

**TIPS**  
» Avoid giving too many body parts in a session.  
» Make sure the name and location of the body part are accurate. This will assist in future dance learning that includes body isolation, posture and balance.
Let’s dance!

Children in groups of 4 or 5 work together to devise, briefly practise and then perform a short routine that is made up of movements that may be done together or individually.

**SKILL FOCUS**  *Improves movement, decision-making and recall*

**Use the activity card, PLUS…**

- Name 6 body parts, e.g. head, shoulders, hands, hips, knees and feet.
- Groups select 4 of these body parts and devise movement patterns to make a short dance.

**TIPS**

- Use movements children have learnt in the current session so they can practise them.

**ASK THE CHILDREN**

- Which body parts and movements will you choose for your dance?
- What did you see that might have been different in the various dances?
- Can you think of some music that you could do your dance to next time?
Children lying on the floor with their eyes closed are asked to breathe evenly (in and out) and think about the different body parts they identified and moved during the class.

**SKILL FOCUS** Cool down activity, that allows children to reflect on what they have learnt

Refer to the activity card...

Questions and answers. Reinforce key skills or tactical points. Link back to previous experiences.

Refer to the activity card...
Lesson 2

OBJECTIVE

Movement in space

TIME

60 minutes

AREA

Clear space with enough room for each child to move freely with their arms stretched out to the side over varying travel distances

EQUIPMENT

» Marker cones to define playing areas

» Music player and music

» 4 individual posters with the following words written on them:
  - Left leg, right leg, left arm, right arm

» Wall space to display the posters

» Cards with the following words written on them:
  - Large circles clockwise standing up
  - Large circles anti-clockwise standing up
  - Small circles clockwise standing up
  - Large circles clockwise sitting down
  - Large circles anti-clockwise sitting down
  - Small circles clockwise sitting down
  - Small circles anti-clockwise sitting down

Card summary

» Start Out MV 04B
» Start Out MV 08B
» Start Out MV 10A
» Start Out MV 11A
» Get Into It MV 05
» Finish Up 03

Remember, if the game isn’t working CHANGE IT
Lesson 2 · **START OUT** 10 MINUTES

**Pick some spots, join the dots**

Children identify a set number of spots (spatial placements) around the room, then devise ways of linking or sequencing the various spots with different types of travel.

**SKILL FOCUS** Improves decision-making, spatial recall, and an understanding of spatial length and distance

**Refer to the activity card...**

**ASK THE CHILDREN** What other movements can you do to link the spatial placements?

**Number change**

While standing in a circle, children try to change their position (spatial placement) before the middle child takes their spot. (Play with 6–10.)

**SKILL FOCUS** Energiser that uses spatial placements and encourages teamwork and communication

**Refer to the activity card...**

**Harder:**

» Children in the circle face the outside of the circle.

» The child who is ‘it’ selects the type of movement used, e.g. skipping, jumping, hopping.
Lesson 2 · GET INTO IT

Circle fun

Children explore a range of circular movements with different body parts in various directions.

SKILL FOCUS

Explores specific directions in circular movements

Refer to the activity card...

Shapes in space

In a group, children make a basic shape in the middle of the room, then skip clockwise. When the music stops, children run away from the basic shape. When the music starts again, children run back together and form another basic shape.

SKILL FOCUS

Encourages formal and random spatial usage, cooperative usage of common space, and decision-making

Use the activity card, PLUS...

» Choose a circle as the shape children form.

TIPS

» Circular formations are used in several types of dance, including folk dancing, ballroom dancing, ballet and modern dance.

ASK THE CHILDREN

» Do you know any kinds of dance that use circular movements or circular formations?
Let’s dance!

Children in groups of 4 or 5 work together to devise, briefly practise and then perform a short routine that is made up of movements that may be done together or individually.

**SKILL FOCUS**  
Encourages cooperative learning through exploration and arrangement of learnt movements, movement recall and observation.

**Use the activity card, PLUS…**

» Children devise and then perform a short dance using circular arm/leg movements.

» The dance should also include a formal spacial pattern (circle, square etc) and an informal spatial pattern (irregular shape).

**TIPS**

» Spatial patterns (formal or informal) can be stationary or moving.

» A formal spatial pattern is made when a number of people are stationary or moving in lines that create a circle, square or rectangle pattern.

» An informal spatial pattern occurs when the shape of the pattern created is irregular.

**ASK THE CHILDREN**

» What dance can you make using circular arm/leg movements and different spatial shapes or patterns?

» How can you include everyone?

» Did you see circular movement in the dance?

» Would you do anything differently if you make another circular dance?
Lesson 2 · FINISH UP

What did you like?

FINISH UP 03
5 MINUTES

Ask for feedback at the end of the session. Make a note of the feedback in your session planner.

Refer to the activity card…
Lesson 3

OBJECTIVE

Body positions and movement

TIME

60 minutes

AREA

Clear space that will allow children to move freely for standing and floor-level activity

EQUIPMENT

» Marker cones to define playing areas
» Music player and music (lyrical)

Card summary

» Start Out CP 02B
» Start Out MV 01B
» Get Into It MV 05
» Get Into It MV 15B
» Finish Up 02

Remember, if the game isn’t working CHANGE IT
Children move their limbs while lying on their stomachs, backs, sides or in a crouched position. The activity combines left–right awareness and moving limbs.

**SKILL FOCUS** Highlights kinetic contrast between movement and stillness, and open and closed limb movements

**ADDITIONAL EQUIPMENT** Optional: music player and music

**Use the activity card, PLUS…**

» Children sit in a crouched position on the floor with their arms wrapped around their chest.
» Slowly, children unfold their arms out to the side of their body and unfold their legs in front of their body.
» Children hold their body still with their arms and legs stretched.
» Slowly, children bring their arms back and wrap them around their chest, then bring their legs close to their body.
» Children hold their body still with their arms and legs close to their trunk.
» Repeat.

**Harder:**

» Children extend their limbs in different directions, including up, front, crossed, behind.
» Include waving movements for arms when they are extended.
» Introduce music and have children open and close their limbs in time to the music.

**TIPS** » Pace the open and closed movements to allow time for children to feel the contrast of each body position.

**ASK THE CHILDREN** » What helps you balance in closed and open body positions?
» How do the different body positions feel?

**SAFETY** » Make sure movements suit the children’s movement capacity.
» Check there is enough space between children.
Lesson 3 · GET INTO IT

45 MINUTES

Mexican wave

Children lie in a circle, and one child demonstrates a particular skill. Each child in turn around the circle repeats this skill. Slowly introduce more skills. (Play in groups of 6–10.)

SKILL FOCUS  Practises gross motor body positions and body heights

ADDITIONAL EQUIPMENT  Music and music player

Use the activity card, PLUS…

» Children form a circle lying on their front with their feet facing outwards.
» Children progress through the following body positions: sit (low), kneel (medium), stand (high).
» Reverse the sequence.
» Ask the leader to create different shapes in a low, medium and high position each time the wave reaches them.
» Introduce music and move in time with the beat.
» Change the leader regularly.

Harder:

» Change the sequence of body heights, e.g. move from a high body position to a low position without stopping.

TIPS  » Avoid doing the activity too quickly, as it will lessen a child’s experience of registering the various body heights and balance required to shift the weight of the body from one body position to another.
» Experiment with a range of ways to create body positions before the introduction of music.

ASK THE CHILDREN  » What are some of the things that happen when you go from one body position to another body position?

SAFETY  » Start off slowly then gradually increase the pace.
» Make sure movements suit the children’s movement capacity.
Up, down, all around

Children explore different body positions and movement sequences on the spot and on the move, without and then with music.

**SKILL FOCUS**
Recalls a pre-planned movement sequence and helps children discover new ways to move

**Use the activity card, PLUS…**

**Harder:**
» Divide children into groups of 3 or 4 and encourage them to develop their own movement sequence and body positions.

**TIPS**
» Practise the movement sequence separately before adding the body position.

Let’s dance!

Children in groups of 4 or 5 work together to devise, briefly practise and then perform a short routine that is made up of movements that may be done together or individually.

**SKILL FOCUS**
Improves cooperative learning, decision-making, movement sequence recognition, recall and observation

**Use the activity card, PLUS…**

» Ask children to incorporate several different body positions within their dance (movement sequence), including low, medium and high positions.

**TIPS**
» Use movements children have learnt in the current session so they can practise them.

**ASK THE CHILDREN**
» How can you link a series of movements to make a short dance?
» How can you make sure everyone is included?
» Did you see movements done by other children that you would like to practise and include when you make up another dance?
Untie the knot

Each child holds the hands of 2 different children. The aim is to untangle the knot without letting go.

SKILL FOCUS  Encourages communication, cooperation, coordination, teamwork and flexibility

Refer to the activity card...
Lesson 4

**OBJECTIVE**  
Body balance

**TIME**  
60 minutes

**AREA**  
Clear space that will allow children to move freely for standing and floor-level activity

**EQUIPMENT**
- Marker cones to define playing areas
- 1 bean bag/soft object or hard cover book per player
- 1 piece of chalk, skipping rope or hoop per player
- 1 long rope tied at the end per group
- Optional: music player and music

Card summary
- **Start Out WC 05B**
- **Start Out TG 05**
- **Get Into It MV 03A**
- **Get Into It MV 06B**
- **Start Out MV 07C**
- **Finish Up 03**
- **Finish Up 05**

Remember, if the game isn’t working **CHANGE IT**
Lesson 4 · **START OUT** 10 MINUTES

**Target relay**

Gates are set up over a course. Children in relay teams move around the course passing between each gate. (Play in teams of 3 or 4.)

**SKILL FOCUS**  
Teaches body control with eye focus in locomotion

**ADDITIONAL EQUIPMENT**  
1 bean bag, other soft objects or a hard cover book per group

**Use the activity card, PLUS...**

» With their object on their head, children walk around the course.

» When children reach a gate they stop, wave their arms up and down like a bird 5 times, then continue walking to the next gate.

» If the object falls off, they must return to the start.

**Harder:**

» Increase the walking speed.

» Children walk in different directions between the gates (forwards, backwards, sideways).

» Vary the activity at the gates, e.g. knee bends, heel raises, turning in a circle.

**TIPS**  
To help them keep their balance, tell children to look and focus straight ahead (look and see).

**ASK THE CHILDREN**  
» Why should you look and focus straight ahead (look and see)?

» How can you make this activity more challenging?
Stork tag
Taggers chase runners. If runners are tagged, they have to stand on the spot in a stork stance. A tagged runner can be freed by a fellow runner by exchanging a bean bag with an underarm throw. Either a stork or a free runner can throw the bean bag. (Play with 8 or more.)

**SKILL FOCUS**  Practises upright leg extensions

**ADDITIONAL EQUIPMENT**  Bean bags for half the group

**Use the activity card, PLUS...**

» To become free, while maintaining their balance in a stork position, the child must catch and pass a bean bag from a free runner, then extend their right leg to the front, lunge forward and bring their feet together.

» The game stops after a set period of time or when all runners are tagged.

**Easier:**

» Leave out the lunge forward and just lower the leg to the ground.

**Harder:**

» Vary the specific height of the raised leg, e.g. a 45 or 90 degree angle, or say the lifted foot needs to be opposite the ankle, shin or hip.

» Increase the action of the supporting leg, e.g. introduce a knee bend or heel raise.

**ASK THE CHILDREN**

» How can you keep your balance when one leg is off the ground?

» How many body parts can you move and still keep your balance?
Lesson 4 · GET INTO IT

Hoop stretch

Children explore balancing with different body positions while stretching from inside a hoop.

SKILL FOCUS Focuses on stretching

Refer to the activity card...

TIPS

Encourage children to experiment with moving the body in different balanced positions.

3 hands, 2 feet

Pairs hold hands and run randomly around the room and, on your call perform a specified balance. (Play with 6 or more.)

SKILL FOCUS Practises pairs counter balances, and improves coordination and teamwork

Refer to the activity card...

TIPS

Change partners to discover how pair movements can vary.
Mirror, mirror

In pairs, children sit opposite their partner. One child is the leader while the other is the mirror. The leader performs a series of movements/skills, and the mirror must copy the skills like a reflection.

**SKILL FOCUS**  Practises response and weight adjustment at floor level

**ADDITIONAL EQUIPMENT**  Optional: music and music player

**Use the activity card, PLUS…**

» Children sit on the floor opposite one another with the mirror’s foot contacting the leader’s foot, with their arms on the floor to support their bodies.

» The leader takes their foot off the floor and leads the leg movements while the mirror follows, their feet staying connected.

» Swap roles — the mirror becomes the leader.

**Easier:**

» Use hands to lead movements rather than feet.

**Harder:**

» Set movement/stillness to a specific time signature, e.g. 4/4 or 2/3.

» Include separation and return movements, i.e. do leg movements then roll the body away before returning to make foot contact.

» Use both hands and feet.

» Introduce music.

continued overleaf
Mirror, mirror  

**TIPS**  
» Allow children to explore different means of working cooperatively with a partner.  
» Change partners to discover how pair movements can vary.

**ASK THE CHILDREN**  
» What parts of the body take most of the body weight?  
» What do you learn from being led by a partner?

**SAFETY**  
» Check there is enough space for children to move freely.
Group balance

Using a long rope which is joined as a circle, children lean back while holding onto it, using it as counter balance. (Play in groups of 6.)

**SKILL FOCUS** Practises collective weight distribution and balance and improves teamwork

**Use the activity card, PLUS...**

» Have groups of 6 children holding hands without a rope:
  - Children lean forward, pushing their weight over their toes, maintain their balance, and return to an upright body position.
  - Children lean backwards with their weight going towards their heels, hold their balance and return to an upright position.
  - Repeat with bodies leaning to the right side, returning upright, then bodies leaning to the left side and returning upright.

**Harder:**

» Develop a specific rhythm for each movement.
» Devise a sequence.
» Have odd and even numbers, with one group standing upright and the other group moving in forwards, backwards or sideways directions.

**TIPS**

» Emphasise that the whole body is shifting its weight and that children need to keep their spine straight to avoid bending from the waist.
» Remind children that eye focus is important for individual and group balance.

**ASK THE CHILDREN**

» What group balances can you do?
» How can you help another child or a group to balance?
Lesson 4 · **FINISH UP**

**What did you like?**

**FINISH UP 03**

5 MINUTES

Ask for feedback at the end of the session. Make a note of the feedback in your session planner.

Refer to the activity card...

![Illustration of a cartoon scene with a character asking "WHO WANTS TO PLAY " and the responses being "YES" and "NO".](image-url)
Lesson 5

OBJECTIVE
Spotting and spinning

TIME
60 minutes

AREA
Clear space that will allow children to move freely for standing and floor-level activity

Smooth surface to allow spinning

EQUIPMENT
» Marker cones to define the playing area
» Music player and music

Card summary
» Start Out WC 10A
» Start Out TG 05
» Start Out MV 09B
» Start Out MV 10B
» Get Into It MV 05
» Finish Up 02

Remember, if the game isn’t working CHANGE IT
Fun on the spot

A quick energiser. 3 or 4 running on the spot variations are called. The emphasis is on short bursts of fun.

**SKILL FOCUS**  body rotation

**Use the activity card, PLUS…**

» Calls should include ‘spin clockwise’, ‘spin anti-clockwise’ and ‘stop’.
» Ask children to experiment with different arm positions and movements while spinning.

**ASK THE CHILDREN**  » What happens if you keep spinning without stopping?
» What happens if you change your arm position as you spin?

**SAFETY**  » Start off slowly then gradually increase the pace.
» Avoid too much spinning.
Lesson 5 · GET INTO IT

Spot turns

In pairs, children explore different ways of doing turns – ¼ turn (90 degrees), ½ turn (180 degrees) and full turn (360 degrees, with eye-spotting), then try other turns on the spot in clockwise and anti-clockwise directions.

SKILL FOCUS  Practises circular eye/body alignment

Refer to the activity card...

TIPS  When spotting:
   » the eyes look straight ahead, and
   » select a spot to focus on when turning (look and see).

Corkscrew tag

One or two taggers try to tag other children who must perform a corkscrew up and down to become free again. (Play with 8 or more.)

SKILL FOCUS  Practises balanced vertical rotation

Refer to the activity card...
Target relay

Gates are set up over a course. Children in relay teams move around the course, passing between each gate. (Play in teams of 3 or 4.)

**SKILL FOCUS**  
Practises eye focus when travelling

**Use the activity card, PLUS…**

» Children slowly turn their whole body to spin and travel around the course.

» When children reach a gate, they perform a stationary spin down to the ground and then back up again (like a corkscrew).

**TIPS**

» The turning child must select a focus point when turning so they can maintain eye focus for balance.

**ASK THE CHILDREN**

» What do you need to remember to stay balanced when the body is turning either in the same place or while travelling?

**SAFETY**

» Check there is enough space between children.

» Have markers on the wall for children to use as an eye-spotting aid.

» Avoid spinning too much by shortening the length of the course.
Let’s dance!

Children in groups of 4 or 5 work together to devise, briefly practise and then perform a short routine that is made up of movements that may be done together or individually.

**SKILL FOCUS**

Improves cooperative learning, decision-making and movement sequence recognition, recall and observation

**Use the activity card, PLUS…**

» Dances should include spinning movements learnt throughout the lesson.

**ASK THE CHILDREN**

» What sort of ideas do you think other people use to make up dances?
» What else could you add to make a short dance?
» How can you link a series of movements to make a short dance?
Lesson 5 · Finish Up

Circle Sit

Children stand in a circle facing the back of the person in front of them. Children are close to each other, with their toes touching the heels of the child in front. After standing still for a count of 3, all children on count 4 sit down slowly on the knees of the student behind. Children hold this sitting body position for 3 counts and slowly stand upright on count 4. Repeat several times.

Skill Focus: Cool down activity that practises cooperation and teamwork

Refer to the activity card...

Relaxation

Children lying on the floor with their eyes closed are asked to breathe evenly (in and out), shifting their awareness to different body parts.

Skill Focus: Cool down activity that allows children to reflect on what they have learnt

Refer to the activity card...
Lesson 6

**OBJECTIVE**
Off the ground

**TIME**
60 minutes

**AREA**
Clear space that will allow children to move freely for standing and floor-level activity

**EQUIPMENT**
» Marker cones to define the playing areas
» 4 hoops per group of 8 or more
» 8–10 different coloured poly spots or hoops
» Music player and music

Card summary
» Start Out WC 05B
» Start Out MV 03B
» Start Out MV 05A
» Start Out MV 11B
» Get Into It MV 05
» Finish Up 02

Remember, if the game isn’t working **CHANGE IT**
Stork tag

Taggers chase runners. If runners are tagged, they have to stand on the spot (spatial placement) in a stork stance. A tagged runner can be freed by a fellow runner by jumping in and out of a hoop. (Play with 8 or more.)

**SKILL FOCUS**  
Improves jumping, landing, coordination and teamwork

**ADDITIONAL EQUIPMENT**  
4 hoops per group

Use the activity card, PLUS...

» 4 runners have a hoop, and cannot be tagged.
» When a child who is not holding a hoop is tagged by a tagger, they stand on the spot in a stork stance.
» A tagged runner can be freed by a fellow runner who is carrying a hoop.
» The hoop carrier holds the hoop horizontally just off the ground in front of the tagged player.
» The tagged child jumps in on both feet, turns around and jumps out on both feet.

Easier:

» Place the hoops on the ground rather than holding them in the air.

Harder:

» Increase the height of the hoop when jumping in and out of it.
» Have fewer children with hoops.

**TIPS**  
When jumping and landing, bend the knees, spring up, keep the chest upright and control the landing.

**ASK THE CHILDREN**  
How can you jump higher?

**SAFETY**  
Hold the hoop steady and level.  
Take extra care not to trip over the rim of the hoop.
Lesson 6 · GET INTO IT

Stone, bridge, tree

START OUT MV 03B

10 MINUTES

A relay race using various static and locomotion movements.
(Play in teams of 6–8.)

SKILL FOCUS  Improves coordination, teamwork, jumping and landing

Refer to the activity card...
Frogs and lily pads

Children continuously jump from lily pad to lily pad using a two-feet takeoff and landing technique. (Play in groups of 4–8.)

**SKILL FOCUS**  Practises springing and landing

**ADDITIONAL EQUIPMENT**  Music player and music

**Use the activity card, PLUS…**

- Use hoops that are different colours, and worth different point values.
- Children jump around the pond to music using a one-step, two-feet take-off jump.
- When the music stops, children jump onto a lily pad.
- Children score a point each time they are successful in jumping onto a lily pad.

**TIPS**

- When jumping and landing, bend the knees, spring up, keep the chest upright and control the landing.

**ASK THE CHILDREN**

- Where can you position yourself around the pond to gain the most points?
Musical statues

Children dance freely around the room. When the music stops, children must freeze and form a statue.

SKILL FOCUS  Energiser that focuses on the action capacity of a particular body part

Use the activity card, PLUS...

» When the music stops, children jump up and land in their statue.
» When the music starts again, children jump back to an upright standing position and continue to dance freely around the room.

ASK THE CHILDREN  » What helps you get off the ground when jumping?
» Why are knees important in a jump?
» What helps you to balance when you come down from a jump?
Let’s dance!

Children in groups of 4 or 5 work together to devise, briefly practise and then perform a short routine that is made up of movements that may be done together or individually.

**SKILL FOCUS**  Focuses on movement, decision-making and recall

**Use the activity card, PLUS...**

» Children identify 4 different jumping patterns, then design a short sequence to music.

**Harder:**

» Perform with 4/4 time rhythm.

**ASK THE CHILDREN**  » How can you link the jumps together?

**SAFETY**  » Make sure children bend their knees so that the jumping action is smooth and not jerky.  
» Reinforce the need for children to look before they jump to avoid landing on their partner’s hands or feet.
Disguise it! Stretching for range of movement is not a Playing for Life objective. Choose activities where the stretching is disguised in an engaging activity.

**SKILL FOCUS**  
Cool down activity and stretching.

Refer to the activity card...
Lesson 7

**OBJECTIVE**
Movement memory

**TIME**
60 minutes

**AREA**
Clear space that will allow children to move freely for standing and floor-level activity

**EQUIPMENT**
- Marker cones to define playing areas
- 1 chair, ball or other small object per child
- Music player and music (including rhythmic 4/4 music)

Card summary
- Get Into It MV 03A
- Get Into It MV 16A
- Get Into It MV 16B
- Get Into It MV 17
- Finish Up 01
- Finish Up 02

Remember, if the game isn’t working **CHANGE IT**
Lesson 7 · **START OUT**

**Mirror, mirror**

Play in pairs. Children stand stationary opposite their partner. One child is the mirror while the other is the leader. The leader performs a series of movements/skills, and the mirror must copy the skills like a reflection.

**SKILL FOCUS** Improves sensory observation/time/rhythm recall

**Use the activity card, PLUS…**

» Call out one of the following actions: clapping, stamping, sounds or turning.

» The leader creates a pattern using the called action.

» The mirror must repeat the pattern.

» On your call, mirrors swap partners and then swap roles.

**Harder:**

» Increase the number of movements to be copied.

» Coordinate sound and action sequences.

» Work to different rhythms.

» Create movements from moods, e.g. happy, sad, bored.

» Create movements from characters, e.g. hip hop dancer, swimmer, footballer, ballerina.

**ASK THE CHILDREN**

» What different rhythm (clapping, stamping, sound, turning) patterns can you make?

» What can help you remember the movement sequence?

**SAFETY**

» Make sure movements suit the children’s movement capacity.
Lesson 7 · GET INTO IT

Human machine
GET INTO IT MV 16B
10 MINUTES

Children create a human machine by adding moving parts (the player’s action).

SKILL FOCUS  Focuses on improvisation and creativity

Refer to the activity card…

Prop dance
GET INTO IT MV 17
10 MINUTES

Each child has a chair or small object and devises a series of movements that incorporate the object.

SKILL FOCUS  Practises improvisation and recall

Refer to the activity card…

TIPS  It is important to start with stillness and finish with stillness.

Line dance
GET INTO IT MV 16A
20 MINUTES

Children perform a dance sequence incorporating different body actions, movements and directions to music.

SKILL FOCUS  Improves locomotive rhythm recall

Use the activity card, PLUS…
Try a set sequence, then allow children to devise their own.
Lesson 7 · **FINISH UP**

**Relaxation**

Children lying on the floor with their eyes closed are asked to breathe evenly (in and out) and think about the different body parts they identified and moved during the class.

**SKILL FOCUS**  
Cool down activity that allows children to reflect on what they have learnt

Refer to the activity card…

**Great work!**

Pat on the back feedback and encouragement.

**SKILL FOCUS**  
Cool down activity that allows children to reflect on what they have learnt

Refer to the activity card…
Lesson 8

**OBJECTIVE**
Step styles

**TIME**
60 minutes

**AREA**
Clear space that will allow children to move freely for standing and floor-level activity

**EQUIPMENT**
- Marker cones to define playing areas
- Percussion instruments (shakers, sticks, stones, bell, small drum)
- Music player and music

Card summary
- Start Out WC 03B
- Get Into It MV 01A
- Get Into It MV 05
- Get Into It MV 17
- Finish Up 01
- Finish Up 03

Remember, if the game isn’t working **CHANGE IT**
Lesson 8 · START OUT

Look out for others!

Children run in random directions in a defined area. Children are made aware of the fact that the activity is focused on learning to play safely in the presence of others.

**SKILL FOCUS**  
Focuses on different ways of travelling, such as step styles and locomotion

**ADDITIONAL EQUIPMENT**  
Music player and music

**Use the activity card, PLUS...**

» Children choose a way of moving around the room listening to the beat of the music.

» When you call 'CHANGE!', children choose a different way of moving around the room.

**Easier:**

» Demonstrate a walk so children can imitate it.

**Harder:**

» Confine movements to a small circle.

» Use different types of music.

**ASK THE CHILDREN**

» How many different ways can you walk?

» Where can you get ideas about different ways of walking?
Lesson 8 · GET INTO IT

Racing relay

Children race each other in a relay, performing various movement patterns. (Play in teams of 4 or 5.)

SKILL FOCUS  Improves locomotion and concentration

Use the activity card, PLUS…

Use dance-related activities in the relay race, for example:
» pretend to walk a tightrope
» imagine that the rope is too loose
» walk backwards
» progressively walk lower to the ground
» progressively walk from low to the ground to standing height
» do a dip — walk to the lowest point in the middle of the tightrope and gradually bring the body to full height at the end of the tightrope, or
» run from high to low.

TIPS  » You or the children can make up relay actions.

ASK THE CHILDREN  » Have you ever seen a tightrope walker?
» How do tightrope walkers keep their balance?
Prop Dance

Each player has a chair or small object and devises a series of movements that incorporate the object.

**SKILL FOCUS**  Practises improvisation

Refer to the activity card...

Let’s dance!

Children in groups of 4 or 5 work together to devise, briefly practise and then perform a short routine that is made up of movements that may be done together or independently.

**SKILL FOCUS**  Focuses on exploratory cooperative kinetic development

**ADDITIONAL EQUIPMENT**  Optional: percussion instruments e.g. shakers, sticks, stones, bell, small drum

**Use the activity card, PLUS...**

» Ask children to create a routine to portray a theme e.g. changes in mood (funny, sad, happy) or describe an incident or short story (e.g. winning lottery or flying to the moon) or describe a character (eg: Homer Simpson, Spiderman).

» Use a variety of movements, body positions and spatial patterns.

ASK THE CHILDREN  » What different movements and use of space can help you show that theme or tell your story?

» What would you do differently if you did this again?
What did you learn?

Reinforce key skills learnt over the 8 weeks.

Refer to the activity card...

Stay tuned...

Short announcements and handouts about where to from here. Provide information on how to get involved in dance in the local area.

Refer to the activity card...
Where to from here?

There are a number of ways you can continue your positive experience with dance.

**Australian Dance Council – Ausdance Inc.**

Audsance is the peak industry body for dance in Australia. Its national office is in Canberra and there are offices in each mainland state and territory. It is a not-for-profit, membership-based organisation. Membership can be individual or organisational, and provides access to information, dialogue and professional development opportunities in dance.

Audsance employees have a wide knowledge of dance, both in their region and nationally, and can provide information about dance teachers, safe dance practice, professional development programs, dance companies, and annual dance events. See [www.ausdance.org.au](http://www.ausdance.org.au) for more information.

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PERTH WA 6850
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Department of Education – dance curriculum
There is information available through your local Yellow Pages and or via an internet search.

Websites
There are numerous resources available to assist a person teaching dance. A Google search including words such as dance, dance curriculum, learning dance, dance-making, dance styles, and kinetic learning will identify multiple websites and provide a range of information. Entering a dance style like tap, rap, jazz, ballet or ballroom dancing will highlight publications available for a specific type of dance.