Children Will

- Practice: creative movements, frog jump, gallop, hop, leap, run, skip, and balance.
- Practice following visual cues shown without using words.

Materials and Setup

- Have each child stand on one spot.
- Children will be moving off spots and around the play area.
- Kids in Motion CD: “Shadow Dancing” (Track 11)

Warm Up

Number Fun
One: Jump up high to have fun.
Two: Walk a circle like the sun.
Three: March with your knees up high.
Four: Run in place and reach for the sky.
Five: Stand up tall and wave goodbye.

Repeat.

Let’s Begin

- You are my shadow. You will do everything I do. Let’s see how well we can all work together to do the same thing at the same time.
- When the music starts, I will move around the play area in fun ways and you will move the same way I do.
- When the music stops, find a spot to stand on and I will ask you a question.
**Let’s Move**

Show children how to move, without using words or visual aid cards. After two different movements, stop the music. Have children find a spot and ask them a follow-up question.

**Kids in Motion CD: “Shadow Dancing” (Track 11)**

Use music as background.

**Examples of Teacher-Led Movements** (to be shadowed by children):

- Gallop
- Frog Jump
- Skate
- Tip Toe
- Skip
- Leap
- Swim
- Hop
- March
- Run in Place
- Backward Balance
- Side Stretch

**Examples of Follow-up Questions:**

- What two animals did we just move like?
- What movement did we do that can be done in the water?
- Show me how you balanced on one leg.
- Show me how you moved when we needed to be quiet.

**Let’s Share**

- What do I mean when I say, “You are my shadow?” Children do everything the teacher does.
- Show me your favorite animal movement.
Superheroes

**Children Will**

- Practice: creative movements, frog jump, gallop, jump, skip, yoga poses, and balance.
- Practice pathways: straight and curved.
- Increase awareness of foods that help build strong bones and muscles.

**Materials and Setup**

- Have each child stand on one spot.
- Children will be moving off spots and around the play area.
- Kids in Motion CD: “The Body Rock” (Track 2)
- Gallop (Card 2), Jump (Card 3), Skip (Card 5), Bridge (Card 8), Frog Jump (Card 11)

**Warm Up**

**Open-Shut Them**

Open-shut them, open-shut them,
give a little clap, clap, clap.
Open-shut them, open-shut them,
hands behind your back.

💡 Repeat and use different body parts (e.g., knees, eyes, arms).

**Let’s Begin**

- We are “bone-building” and “muscle-building” superheroes.
- Our spot is where we eat to build strength and learn what foods and movements help keep us healthy.
- I will tell you how to move and you will move around the play area.
- When I say, “Go home” safely fly back to your spot to eat a healthy snack.
Cue | Movement
---|---
Superhero | Balance on one leg and stretch your arms up like you are taking off to fly. This is our superhero pose.
Gallop | Gallop around the play area. Switch legs.  
Card 2
Fly | Fly high into the sky. Fly low to the ground.
Go home | Good job flying back to your spot. Let’s build strong bones by drinking low-fat milk. Superheroes are very strong.
Superhero | Balance on one leg and stretch your arms up. Show me how strong you are by doing your superhero pose.
Fly | Fly in a straight line down a busy street. Fly in a curved line around traffic.
Skip | Skip like you are moving over high mountains.  
Card 5
Go home | Good job flying back to your home. It is time to eat. Let’s build strong muscles by eating beans and low-fat cheese.
Superhero | Balance on one leg and stretch your arms up. Show me how strong you are by doing your superhero pose.
Jump | Jump like you are trying to get to the top of a skyscraper.  
Card 3
Frog jump | Frog jump like you are moving from building to building.  
Card 11
Go home | Good job flying back to your spot.
Bridge | Bridge pose. We are making our arms and bellies stronger.  
Card 8

**Kids in Motion CD:** “The Body Rock” (Track 2)
Now I am going to play the song “The Body Rock.” We are going to stand on our spots and move different parts of our body to the beat of music.

**Let’s Share**

- Show me your superhero pose.
- What do we drink to build strong bones? Low-fat milk.
The New York Food Train

**Children Will**

- Practice: creative movements, hop, jump, squat, and balance.
- Increase knowledge that many foods are grown locally, throughout New York State.

**Warm Up**

**Train Ride**

Touch your toes, stretch up high.
Circle your hips, try, try, try.
Twist your body to both sides.
We’re going on a long ride.
Shake your fingers, let’s go.
Move your knees fast and slow.
Wiggle your body, all’s clear,
Choo, Choo! The train is here.

Repeat.

**Let’s Begin**

- We are working on a train. Our train is traveling across New York State to find the best local foods to share at the farmers’ market. We are going to load and unload the food from the train.
- When I say, “Choo, Choo” you will move like a train in different ways around the play area.
- When I say, “Train station” stop moving and listen for new directions.

**Materials and Setup**

- Have each child stand on one spot.
- Children will be moving off spots and around the play area.
- **Movin’ & Groovin’ CD:** “I Like to Move it” (Track 8)
- **Hop (Card 1), Jump (Card 3), Backward Balance (Card 7), Side Balance (Card 12), Side Stretch (Card 13), Squat (Card 14),**
<table>
<thead>
<tr>
<th><strong>Cue</strong></th>
<th><strong>Movement</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Choo, Choo</td>
<td><strong>Move like a train</strong> around the play area. <strong>Walk</strong> with your elbows close to your body and move your arms in a circle.</td>
</tr>
<tr>
<td>Train station</td>
<td>Freeze. <strong>Curl your body into a ball</strong>, like you are a small cabbage. Our train has stopped in eastern Long Island, where there are a lot of cabbage fields.</td>
</tr>
<tr>
<td>Load it up</td>
<td><strong>Bend down</strong> and <strong>stretch up</strong> to put the cabbages in the train.</td>
</tr>
<tr>
<td>Choo, Choo</td>
<td><strong>Move like a train</strong> around the play area.</td>
</tr>
<tr>
<td>Train station</td>
<td>Freeze. <strong>Squat</strong> like you are milking a cow. Our train has stopped in upstate New York. There are many dairy farms where low-fat milk and cheese are made.</td>
</tr>
<tr>
<td>Load it up</td>
<td><strong>Side stretch</strong> and reach high as you load the low-fat cheese and milk onto the train. <strong>Switch sides</strong>.</td>
</tr>
<tr>
<td>Choo, Choo</td>
<td><strong>Jump</strong> in place as we go over the Catskill Mountains.</td>
</tr>
<tr>
<td>Train station</td>
<td>Freeze. <strong>Run</strong> in place like you are moving through an apple orchard. There are many apple orchards in western New York.</td>
</tr>
<tr>
<td>Load it up</td>
<td><strong>Backward balance</strong>. Try to balance as you pick the apples from the tall orchard trees and put them in the train. <strong>Switch legs</strong>.</td>
</tr>
<tr>
<td>Choo, Choo</td>
<td><strong>Hop</strong> on one foot as the train starts to move again. We are heading back to New York City. <strong>Switch legs</strong>.</td>
</tr>
<tr>
<td>Train Station</td>
<td>Freeze. We are back in New York City. <strong>Side balance</strong> as you unload the train. We are getting ready to share our food at the local farmers’ market. <strong>Switch legs</strong>.</td>
</tr>
</tbody>
</table>

**Movin’ & Groovin’ CD:** “I Like to Move it” (Track 8)
Now I am going to play the song “I Like to Move it.” Move like a train around the play area.

**Let’s Share**

- Show me how you backward balance while reaching for the apples.
- In what state can we find all of the food we loaded onto our train? **New York State**.
**What Time Is It?**

**Children Will**
- Practice: creative movements, gallop, jump, and squat.
- Practice different daily healthy habits.

**Materials and Setup**
- Have each child stand on one spot.
- Children will be moving off spots and around the play area.
- Kids in Motion CD: “Body Talk” (Track 9)
- Gallop (Card 2), Jump (Card 3), Side Stretch (Card 13), Squat (Card 14), Table (Card 15)

**Warm Up**

**Food Boogie**
- Oatmeal: Move your hips like you are stirring oatmeal.
- Banana: Jump up and down like you are mashing a banana into your oatmeal.
- Low-fat milk: Show me your muscles. Milk helps build strong muscles and bones.
- Eggs: Run in place with your knees up high. Eggs give us energy for the whole day.

💡 Repeat and ask children to create additional moves and give other breakfast options.

**Let’s Begin**
- We are going to practice activities we do every day to stay healthy.
- I am the clock. I will tell you what time of day it is and you will move around the play area.
<table>
<thead>
<tr>
<th>Cue</th>
<th>Movement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wake-up time</td>
<td><strong>Side stretch</strong> slowly to wake your body up. Switch sides. Card 13</td>
</tr>
<tr>
<td>Wash time</td>
<td><strong>Rub</strong> your hands together like you are washing your hands.</td>
</tr>
<tr>
<td>Breakfast time</td>
<td><strong>Squat</strong> like you are sitting in a chair and getting ready to eat a healthy breakfast. Card 14</td>
</tr>
<tr>
<td>Brush your teeth time</td>
<td><strong>March</strong> around the play area and pretend to brush your teeth.</td>
</tr>
<tr>
<td>School time</td>
<td><strong>Walk</strong> around the play area like you are going to the bus stop. You are going to ride the bus to school.</td>
</tr>
<tr>
<td>Circle time</td>
<td><strong>Jump</strong> in a circle around your spot. Card 3</td>
</tr>
<tr>
<td>Play time</td>
<td><strong>Gallop</strong> with your friends around the play area. Switch legs. Card 2</td>
</tr>
<tr>
<td>Wash time</td>
<td><strong>Rub</strong> your hands together like you are washing your hands.</td>
</tr>
<tr>
<td>Lunch time</td>
<td><strong>Table</strong> pose. The table is set for lunch. Card 15</td>
</tr>
<tr>
<td>Brush your teeth time</td>
<td><strong>March</strong> around the play area and pretend to brush your teeth.</td>
</tr>
<tr>
<td>Rest time</td>
<td><strong>Curl your body into a ball</strong> and pretend to take a rest.</td>
</tr>
<tr>
<td>Dance time</td>
<td><strong>Dance</strong> around the play area.</td>
</tr>
</tbody>
</table>

**Kids in Motion CD:** “Body Talk” (Track 9)
Now I am going to play the song “Body Talk.” Listen carefully as the song tells you how to move your different body parts.

**Let’s Share**
- Show me how you wash your hands every day before you eat lunch.
- Show me how you jump in a circle around your spot.
Balancing Act

Children Will

- Practice: creative movements, hop, squat, and balance.

Warm Up

Head, Shoulders, Knees, and Toes

Head, shoulders, knees, and toes; knees and toes.
Head, shoulders, knees, and toes; knees and toes.
Eyes and ears and mouth and nose.
Head, shoulders, knees, and toes; knees and toes.

Repeat.

Let’s Begin

- We are going to safely balance our scarves on different parts of our bodies.
- I will say a body part and you will balance your scarf on that body part for 3 counts.

Materials and Setup

- Have each child stand on one spot.
- Give each child a scarf and review scarf safety (see p. A).
- Kids in Motion CD: “The Balancing Act” (Track 6)
- Hop (Card 1), Squat (Card 14)
## Let’s Move

<table>
<thead>
<tr>
<th>Cue</th>
<th>Movement</th>
</tr>
</thead>
</table>
| Hand  | **Balance** your scarf on your hand.  
Count 1, 2, 3. Switch hands and count to 3 again.  
Now, try to **squat** while balancing your scarf on your hand.  
Card 14 |
| Shoulder | **Balance** your scarf on your shoulder.  
Count 1, 2, 3. Switch shoulders and count to 3 again.  
Now, try to **raise and lower your shoulders** while balancing your scarf. |
| Elbow  | **Balance** your scarf on your elbow.  
Count 1, 2, 3. Switch elbows and count to 3 again.  
Now, try to slowly **spin** while balancing your scarf on your elbow. |
| Back   | **Balance** your scarf on your back.  
Count 1, 2, 3.  
Now, try to **reach for your toes** while balancing your scarf on your back. |
| Head   | **Balance** your scarf on your head.  
Count 1, 2, 3.  
Now, try to **walk around your spot** while balancing your scarf on your head. |
| Knee   | **Balance** your scarf on your knee.  
Count 1, 2, 3. Switch knees and count to 3 again.  
Now, try to **hop** while balancing the scarf on your knee.  
Switch legs.  
Card 1 |

**Kids in Motion CD:** “The Balancing Act” (Track 6)  
Now I am going to play the song “The Balancing Act.” Stand on your spot and listen for how to balance your body.

## Let’s Share

- Show me how you balance your scarf on your elbow.  
- Show me how you walk around your spot while balancing your scarf on your head.
Children Will

- Practice: creative movements, jump, and squat, with scarves.
- Increase awareness of how fruits and vegetables grow.

Warm Up

Children will be holding their scarf.

Growing Healthy

Curl up like a ball and then grow really tall.
Jump up high to grab an apple from the tree.
Bend down low to pull potatoes from the soil.
Climb like a grapevine far and wide.
Drop like a ripe peach falling to the ground.
Repeat.

Let’s Begin

- We are farmers and our spot is a farm.
- We are going to use our scarf to work on our farms.
- I will say a farming word and you will move your scarf like that word.

Materials and Setup

- Have each child stand on one spot.
- Give each child a scarf and review scarf safety (See p. A).
- Movin’ & Groovin’ CD: “The Ants Go Marching” (Track 9)
- Jump (Card 3), Side Stretch (Card 13), Squat (Card 14)
**Cue** | **Movement**  
--- | ---  
Dig | Dig a deep hole in the soil using your scarf.  
Seed | Spin slowly with your arms and scarf by your side as you drop seeds into the hole.  
Cloud | Wave your scarf slowly above your head from side-to-side like clouds.  
Rain | Jump with your scarf, like rain falling on the soil.  
Sun | Make a circle with your scarf like the hot sun.  
Corn | Side stretch with your scarf up high like corn growing in a field. A breeze is blowing you from side-to-side.  
Strawberry | Squat low with your scarf to pick strawberries that grow on small bushes.  
Cherry | Stretch up high with your scarf like you are picking some cherries off a cherry tree.  
Carrot | Bend down with your scarf like you are pulling carrots out of the soil.

**Movin’ & Groovin’ CD:** “The Ants Go Marching” (Track 9)  
Now I am going to play the song “The Ants Go Marching.” Stand on your spot and march to the beat of the song. Move your scarf in different ways.

**Let’s Share**  
- Show me how you dig a big hole in the soil.  
- What is your favorite thing to do on a farm?
**Paintbrush Scarves**

**Children Will**

- Practice: creative movements, jump, and balance, with scarves.
- Practice pathways: straight and curved.

**Warm Up**

Children will be holding their scarf.

**Scarf Sway**

- Scarves fly up so high.
- Scarves go down so low.
- Scarves fly side-to-side.
- Scarves put on a show.
- Scarves wave hello.
- Scarves wave goodbye.

Repeat.

**Materials and Setup**

- Have each child stand on one spot.
- Give each child a scarf and review scarf safety (see p. A).
- Movin’ & Groovin’ CD: “Best of Both Worlds” (Track 4)
- Jump (Card 3), Banana (Card 24), Blueberry (Card 25), Carrot (Card 27)

**Let’s Begin**

- We are painters. Your scarf is your paintbrush and your spot is your paint can. Hold on to your paintbrush so it does not fall to the floor.
- I will tell you what to paint and you will use your scarf to paint colorful shapes, fruits, and vegetables.
**Let’s Move**

<table>
<thead>
<tr>
<th>Cue</th>
<th>Movement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Straight Line</td>
<td><strong>Paint a straight line up and down.</strong> Switch hands. What vegetable looks like a straight line? <strong>Carrot.</strong></td>
</tr>
<tr>
<td>Carrot</td>
<td><strong>Jump</strong> up high painting the straightest carrot you can imagine. Card 3  What color is a carrot? <strong>Orange.</strong> Card 27</td>
</tr>
<tr>
<td>Curved Line</td>
<td><strong>Paint a curved line</strong> from side-to-side. Switch hands. What fruit looks like a curved line? <strong>Banana.</strong></td>
</tr>
<tr>
<td>Banana</td>
<td><strong>Swing your arms</strong> to paint a curved banana. What color is a banana? <strong>Yellow.</strong> Card 24</td>
</tr>
<tr>
<td>Circle</td>
<td><strong>Paint a circle</strong> around your head, your waist, your knees, and your feet. What fruit looks like a circle? <strong>Blueberry.</strong></td>
</tr>
<tr>
<td>Blueberry</td>
<td><strong>Balance</strong> on one leg as you paint a round blueberry. What color is a blueberry? <strong>Blue.</strong> Card 25</td>
</tr>
<tr>
<td>Circle</td>
<td><strong>Paint a circle</strong> around your head, your waist, your knees, and your feet. What vegetable looks like a circle? <strong>Cabbage.</strong></td>
</tr>
<tr>
<td>Cabbage</td>
<td><strong>Balance</strong> on your other leg as you paint a round cabbage. What color is cabbage? <strong>Green, purple.</strong></td>
</tr>
<tr>
<td>Triangle</td>
<td><strong>Paint a triangle.</strong> What fruit can be cut into triangle slices? <strong>Watermelon.</strong></td>
</tr>
<tr>
<td>Watermelon</td>
<td><strong>March</strong> with knees up high while you paint your triangle watermelon slices. What color is a watermelon slice? <strong>Pink.</strong></td>
</tr>
</tbody>
</table>

- Extend the activity by adding different fruits, vegetables, shapes, and colors.

**Movin’ & Groovin’ CD:** “Best of Both Worlds” (Track 4)
Now I am going to play the song “Best of Both Worlds.” When the music starts, I will tell you how to move safely around the play area with your scarf.

**Let’s Share**

- Show me how you paint a circle with your paintbrush.
- What are some fruits and vegetables that look like a circle? **Blueberry, cabbage.**
Pass the Scarf

**Children Will**
- Practice balance.
- Practice hand-eye coordination by tossing and catching a scarf.
- Demonstrate social skills by working with a partner.

**Warm Up**

The play area is set up with one spot per pair. Partners are sitting next to their shared spot, facing the teacher. Children do not have a scarf.

**Head, Shoulders, Knees, and Toes**

Head, shoulders, knees, and toes;

knees and toes.

Head, shoulders, knees, and toes;

knees and toes.

Eyes and ears and mouth and nose.

Head, shoulders, knees, and toes;

knees and toes.

Repeat.

**Let’s Begin**

The play area is set up with one spot and one scarf per pair. Partners are sitting and facing each other, with their spot and scarf between them.

- We are going to practice using our scarf with a partner.
- I will tell you how to use the scarf and you will work with your partner to do the movement.
- You are sitting down, facing your partner, sharing one scarf.

**Materials and Setup**

- Divide the class into pairs; have each pair sit next to one spot.
- After warm up, give each pair one scarf; review partner and scarf safety (see p. A).
- Movin’ & Groovin’ CD: “Best of Both Worlds” (Track 4)
- Backward Balance (Card 7), Side Balance (Card 12)
Let’s Move

<table>
<thead>
<tr>
<th>Cue</th>
<th>Movement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass the scarf</td>
<td>Pass the scarf by handing it back and forth to your partner until I say, “Freeze.” Repeat.</td>
</tr>
<tr>
<td>Freeze</td>
<td>Freeze.</td>
</tr>
<tr>
<td>Toss and catch</td>
<td>Stay seated, but move farther away from your partner. Toss and catch the scarf to your partner. Be sure to catch the scarf with two hands. Repeat.</td>
</tr>
<tr>
<td>Freeze</td>
<td>Freeze.</td>
</tr>
<tr>
<td>Side balance</td>
<td>Let’s stand up. Hold the scarf with your partner, using two hands. Without letting go, side balance on one leg. Switch legs. Card 12</td>
</tr>
<tr>
<td>Freeze</td>
<td>Freeze.</td>
</tr>
<tr>
<td>Backward balance</td>
<td>Without letting go of the scarf, lift your leg behind you as you backward balance. Switch legs. Card 7</td>
</tr>
<tr>
<td>Freeze</td>
<td>Freeze.</td>
</tr>
<tr>
<td>Back-to-back</td>
<td>Stand back-to-back with your partner. Twist your body and pass the scarf to your partner. Turn the other way to get the scarf from your partner. We are going to make the scarf move side-to-side. Repeat.</td>
</tr>
<tr>
<td>Freeze</td>
<td>Freeze.</td>
</tr>
<tr>
<td>March</td>
<td>Turn and face your partner. March as you hold the scarf with your partner.</td>
</tr>
<tr>
<td>Freeze</td>
<td>Freeze.</td>
</tr>
<tr>
<td>Toss and catch</td>
<td>Take one step away from your partner. Toss and catch the scarf to your partner. Repeat.</td>
</tr>
</tbody>
</table>

Movin’ & Groovin’ CD: “Best of Both Worlds” (Track 4)
Now I am going to play the song “Best of Both Worlds.” When the music starts, I will tell you how you and your partner will move safely around the play area with your scarf.

Let’s Share

- Show me how you backward balance while holding the scarf with your partner.
- What is your favorite partner activity?
Pizza Scarves

**Children Will**

- Practice: creative movements, gallop, jump, and squat, with scarves.
- Practice hand-eye coordination by tossing and catching a scarf.

**Materials and Setup**

- Have each child stand on one spot.
- Children will be moving off spots and around the play area.
- Give each child a scarf and review scarf safety (see p. A)
- **Movin’ & Groovin’ CD:** “Celebration” (Track 10)
- **Gallop** (Card 2), **Jump** (Card 3), **Squat** (Card 14), **Broccoli** (Card 26)

**Warm Up**

- Children will be holding their scarf.

**Scarf Sway**

Scarf Sway

Scarf Sway:

Scarf Sway:

- Scars fly up so high.
- Scars go down so low.
- Scars fly side-to-side.
- Scars put on a show.
- Scars wave hello.
- Scars wave goodbye.

Repeat.

**Let’s Begin**

- What shape is your scarf? **Square**.
- We are going to make a square pizza with different healthy toppings.
- Our scarves are the whole-wheat pizza dough.
- I will tell you how to make a pizza and you will do the movements.
<table>
<thead>
<tr>
<th>Cue</th>
<th>Movement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pizza dough</td>
<td>Make your dough into a ball.</td>
</tr>
<tr>
<td>Toss and catch</td>
<td><strong>Toss and catch</strong> your pizza dough.</td>
</tr>
<tr>
<td>Toss and jump</td>
<td><strong>Jump</strong> while you <strong>toss and catch</strong> your pizza dough. Try to catch it before it falls on the ground. Card 3</td>
</tr>
<tr>
<td>Toss and spin</td>
<td><strong>Spin</strong> while you <strong>toss and catch</strong> your pizza dough. Switch directions.</td>
</tr>
<tr>
<td>Crush tomatoes</td>
<td><strong>March</strong> in place as you crush your tomatoes. We are making tomato sauce.</td>
</tr>
<tr>
<td>Stir sauce</td>
<td>Move your scarf like you are <strong>stirring</strong> tomato sauce. Switch directions.</td>
</tr>
<tr>
<td>Sprinkle cheese</td>
<td><strong>Shake</strong> your scarf to sprinkle some low-fat cheese on your pizza.</td>
</tr>
<tr>
<td>Chop broccoli</td>
<td>Move your scarf up and down like you are <strong>chopping</strong> broccoli. Switch hands. Card 26</td>
</tr>
<tr>
<td>Place pizza in the oven</td>
<td><strong>Squat</strong> and place your pizza in the oven.                             Card 14</td>
</tr>
<tr>
<td>Gallop</td>
<td><strong>Gallop</strong> around the play area while you wait for your pizza to cook. Switch legs. Card 2</td>
</tr>
</tbody>
</table>

**Movin’ & Groovin’ CD: “Celebration” (Track 10)**
Now I am going to play the song “Celebration.” Move around the play area with your scarf celebrating making a pizza.

**Let’s Share**

- Show me how you toss and catch your pizza dough.
- What vegetables do you like to put on your pizza?
# Scarf Swim

## Children Will

- Practice: creative movements, gallop, jump, leap, and skip, with scarves.
- Practice pathways: straight, curved, and zigzag.

## Warm Up

- Children will be holding their scarf.

### Scarf Sway

- Scarves fly up so high.
- Scarves go down so low.
- Scarves fly side-to-side.
- Scarves put on a show.
- Scarves wave hello.
- Scarves wave goodbye.

**Repeat.**

## Materials and Setup

- Have each child stand on one spot.
- Children will be moving off spots and around the play area.
- Give each child a scarf and review scarf safety (see p. A).
- **Movin’ & Groovin’ CD:** “Under the Sea” (Track 5)
- **Gallop (Card 2), Jump (Card 3), Leap (Card 4), Skip (Card 5)**

## Let’s Begin

- We are in the ocean and our scarf is a colorful fish.
- I will tell you how to move around the play area, and you will pretend your scarves are a school of swimming fish.
- When I say, “Swim home” return to your spot.
<table>
<thead>
<tr>
<th>Cue</th>
<th>Movement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Straight line</td>
<td><strong>Walk</strong> with your fish in a <strong>straight line</strong> around the play area.</td>
</tr>
<tr>
<td>Curved line</td>
<td><strong>Walk</strong> with your fish in a <strong>curved line</strong> around the play area.</td>
</tr>
<tr>
<td>Zigzag line</td>
<td><strong>Walk</strong> with your fish in a <strong>zigzag line</strong> around the play area.</td>
</tr>
<tr>
<td>Swim home</td>
<td>Good job finding your spot.</td>
</tr>
<tr>
<td>Gallop</td>
<td><strong>Gallopin'</strong> with your fish around the play area. Switch legs. Card 2</td>
</tr>
<tr>
<td>Skate</td>
<td><strong>Skate</strong> with your fish around the play area.</td>
</tr>
<tr>
<td>Skip</td>
<td><strong>Skip</strong> with your fish around the play area.                 Card 5</td>
</tr>
<tr>
<td>Swim home</td>
<td>Find your spot.</td>
</tr>
<tr>
<td>Jump</td>
<td><strong>Jump</strong> with your fish around the play area.                  Card 3</td>
</tr>
<tr>
<td>Leap</td>
<td><strong>Leap</strong> with your fish around the play area. Switch legs.     Card 4</td>
</tr>
<tr>
<td>Swim home</td>
<td>Find your spot.</td>
</tr>
</tbody>
</table>

**Movin’ & Groovin’ CD:** “Under the Sea” (Track 5)
Now I am going to play the song “Under the Sea.” Move around the play area and pretend your scarf is a fish.

**Let’s Share**
- Show me how you walk with your fish in a curved line around your spot.
- Show me how you gallop with your fish around your spot.
Toss and Catch

**Children Will**

- Practice hand-eye coordination by tossing and catching a scarf.
- Practice tempo: slow and fast.

**Warm Up**

- Children will be holding their scarf.

**Hokey Pokey**

You put your scarf in, you pull your scarf out, you put your scarf in, and you shake it all about. You do the Hokey Pokey and you turn yourself around, that’s what it’s all about.

- Repeat.

**Let’s Begin**

- We are going to have fun while we safely practice tossing and catching our scarves.
- Our scarves are different balls.
- I will tell you a type of ball and you will toss and catch your scarf like that ball.

**Materials and Setup**

- Have each child stand on one spot.
- Give each child a scarf and review scarf safety (see p. A).
- Movin’ & Groovin’ CD: “Hokey Pokey” (Track 13)
## Let’s Move

<table>
<thead>
<tr>
<th>Cue</th>
<th>Movement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bowling ball</td>
<td>Bowling balls are heavy and we cannot toss them very high. Use two hands to <strong>toss and catch</strong> your scarf like it is a bowling ball.</td>
</tr>
<tr>
<td>Playground ball</td>
<td>Playground balls are not as heavy as bowling balls. <strong>Toss and catch</strong> your scarf like it is a playground ball.</td>
</tr>
<tr>
<td>Balloon</td>
<td>Balloons are very light. <strong>Toss and catch</strong> your scarf like it is a balloon.</td>
</tr>
<tr>
<td>Tennis ball</td>
<td><strong>Toss and catch</strong> your scarf very fast like it is a tennis ball.</td>
</tr>
<tr>
<td>Beach ball</td>
<td><strong>Toss and catch</strong> your scarf very slowly like it is a beach ball.</td>
</tr>
</tbody>
</table>

💡 **Extend the lesson by adding different types of balls.**

🎵 **Movin’ & Groovin’ CD:** “The Hokey Pokey” (Track 13)

Now I am going to play the song “The Hokey Pokey.” Listen carefully to what the song tells you to do while holding your scarf.

## Let’s Share

- Show me how you toss and catch your scarf like it is a bowling ball.
- Show me how you toss and catch your scarf quickly.
Weather Scarves

Children Will

- Practice: creative movements, gallop, jump, run, squat, with scarves.
- Practice pathways: straight and curved.

Warm Up

Children will be holding their scarf.

Scarf Sway
Scarf fly up so high.
Scarf go down so low.
Scarf fly side-to-side.
Scarf put on a show.
Scarf wave hello.
Scarf wave goodbye.
Repeat.

Let’s Begin

- Our scarves will move like the weather.
- There are many different types of weather.
- I will tell you how to move and you will move around the play area with your scarf.

Materials and Setup

- Have each child stand on one spot.
- Children will be moving off spots and around the play area.
- Give each child a scarf and review scarf safety (see p. A).
- Movin’ & Groovin’ CD: “Best of Both Worlds” (Track 4)
- Jump (Card 3), Squat (Card 14)
<table>
<thead>
<tr>
<th>Cue</th>
<th>Movement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunny</td>
<td>Move your scarf up and down like the sun rising and setting over our play area. Switch hands.</td>
</tr>
<tr>
<td>Windy</td>
<td>Walk around the play area with your scarf like it is blowing in the wind.</td>
</tr>
<tr>
<td>Find a spot</td>
<td>Good job finding a spot.</td>
</tr>
<tr>
<td>Snowy</td>
<td>Curl your scarf like it is a snowball. Shiver because it is so cold.</td>
</tr>
<tr>
<td>Rainy</td>
<td>Squat up and down. Bring your scarf up and down in front of your body like it is raining.</td>
</tr>
<tr>
<td>Rain puddles</td>
<td>Our spots are puddles of rain water. See how many different puddles you can jump over with your scarf.</td>
</tr>
<tr>
<td>Thunderstorm</td>
<td>March with your knees up high. Wave your scarf like it is blowing in a thunderstorm.</td>
</tr>
<tr>
<td>Find a spot</td>
<td>Good job finding a spot.</td>
</tr>
<tr>
<td>Rainbow</td>
<td>Wave your scarf like you are drawing a rainbow over your head.</td>
</tr>
</tbody>
</table>

🎵 **Movin’ & Groovin’ CD:** “Best of Both Worlds” (Track 4)
Now I am going to play the song “Best of Both Worlds.” When the music starts, I will tell you how to move safely around the play area with your scarves.

**Let’s Share**

- Show me how you jump over rain puddles.
- Show me how you move your scarf during a thunderstorm.
Children Will

• Practice: yoga poses.

Warm Up

Wake Up
Twist your body from side-to-side.
Reach up high to touch the sky.
Slowly move your head all around.
Lift your shoulders up and down.
Shake your body to the ground.
Now stand up tall without a sound.

Let’s Begin

• We are going on a nature walk.
• I will say a yoga pose that looks like things we see in nature and you will hold that pose for “_____” (insert 1-5) breaths.
• Let’s start by walking on our spots.

Materials and Setup

Have each child stand on one spot.
Movin’ & Groovin’ CD:
“Feng Shui” (Track 14)
Side Balance (Card 12), Side Stretch (Card 13),
Baby Cobra Pose (Card 16), Butterfly Pose (Card 17),
Downward Dog Pose (Card 18),
Mountain Pose (Card 19), Star Pose (Card 22)
Let’s Move

<table>
<thead>
<tr>
<th>Cue</th>
<th>Movement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mountain</td>
<td><strong>Stretch your arms up high</strong> like a tall mountain. We see many mountains on our walk. Continue walking. Card 19</td>
</tr>
<tr>
<td>Grass</td>
<td><strong>Side stretch</strong> from side-to-side like you are grass swaying in the breeze. Continue walking. Card 13</td>
</tr>
<tr>
<td>Tree</td>
<td><strong>Side balance.</strong> Put your arms out to help you balance. Your arms and leg are like tree branches. Switch sides. Continue walking. Card 12</td>
</tr>
<tr>
<td>Downward Dog</td>
<td><strong>Downward dog.</strong> You look like a dog stretching. Card 18</td>
</tr>
<tr>
<td>Baby Cobra</td>
<td><strong>Baby cobra.</strong> Lie flat on the ground like a snake. Card 16</td>
</tr>
<tr>
<td>Butterfly</td>
<td><strong>Sit</strong> cross-legged on the floor and lean forward slowly, extending your arms out in front of you. Switch legs. Continue walking. Card 17</td>
</tr>
<tr>
<td>Star</td>
<td>Make a <strong>star</strong> with your body. It is getting dark and there are stars in the sky. Continue walking. Card 22</td>
</tr>
<tr>
<td>Mountain</td>
<td><strong>Stretch your arms up high</strong> like a tall mountain. We are passing one more mountain before heading home. Continue walking. Card 19</td>
</tr>
</tbody>
</table>

- Use music as background and repeat the above yoga poses.

**Movin’ & Groovin’ CD:** “Feng Shui” (Track 14)

Now I am going to play the song “Feng Shui.” When the music starts, I will tell you how to move on your spot.

Let’s Share

- Show me how you side stretch like grass swaying in the breeze.
- Show me how you make a star with your body.
Sun Salutation

**Children Will**

- Practice “Take 5 Breathing” and yoga poses.

**Warm Up**

**Wake Up**

Twist your body from side-to-side.
Reach up high to touch the sky.
Slowly move your head all around.
Lift your shoulders up and down.
Shake your body to the ground.
Now stand up tall without a sound.

Repeat.

**Let’s Begin**

- The sun is shining and you are standing on your yoga spot.
- We are going to bend and stretch our bodies and say, “Hello” to the sun.
- I will say a yoga pose and you will hold that pose for “______” (insert #1-5) breaths.
- Let’s practice “Take 5 Breathing” before we begin.
  - Hold out your hand and show me 5 fingers.
  - Breathe in as you make a fist.
  - Breathe out slowly as you raise one finger at a time.

Repeat “Take 5 Breathing.”

**Materials and Setup**

- Have each child stand on one spot.
- Movin’ & Groovin’ CD: “Feng Shui” (Track 14)
- Side Stretch (Card 13), Baby Cobra Pose (Card 16), Downward Dog Pose (Card 18), Mountain Pose (Card 19), Standing Backbend Pose (Card 20), Standing Forward Bend Pose (Card 21)
<table>
<thead>
<tr>
<th>Cue</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Mountain</td>
<td>Stretch your arms up high like you are reaching for the sun. Card 19</td>
</tr>
<tr>
<td>Side stretch</td>
<td>Side stretch from side-to-side like you are swaying in the breeze. Card 13</td>
</tr>
<tr>
<td>Mountain</td>
<td>Stretch your arms up high like you are reaching for the sun. Card 19</td>
</tr>
<tr>
<td>Standing Back</td>
<td>Keep your arms up and slightly lean back looking up to the sky. Card 20</td>
</tr>
<tr>
<td>Standing Forward</td>
<td>Bend forward at your waist and reach your hands towards your feet. Card 21</td>
</tr>
<tr>
<td>Downward Dog</td>
<td>Downward dog. You look like a dog stretching in the morning. Card 18</td>
</tr>
<tr>
<td>Baby Cobra</td>
<td>Baby cobra. Lie flat on the ground like a snake. Card 16</td>
</tr>
<tr>
<td>Downward Dog</td>
<td>Downward dog. You look like a dog stretching in the morning. Card 18</td>
</tr>
<tr>
<td>Standing Forward</td>
<td>Walk your feet toward your hands to get into a standing forward bend. Card 21</td>
</tr>
<tr>
<td>Mountain</td>
<td>Roll your body up slowly until you are standing up nice and tall. Stretch your arms up high like you are reaching for the sun. Card 19</td>
</tr>
<tr>
<td>Stand</td>
<td>Slowly bring your arms down by your side.</td>
</tr>
</tbody>
</table>

Have children hold each pose for 1-5 breaths.

Use music as background and repeat the above yoga poses.

Movin’ & Groovin’ CD: “Feng Shui” (Track 14)
Now I am going to play the song “Feng Shui.” When the music starts, I will tell you how to move on your spot.

Let’s Share

- Show me how you stretch up high like a tall mountain.
- Show me how you stretch your hands down towards your feet in standing forward bend.