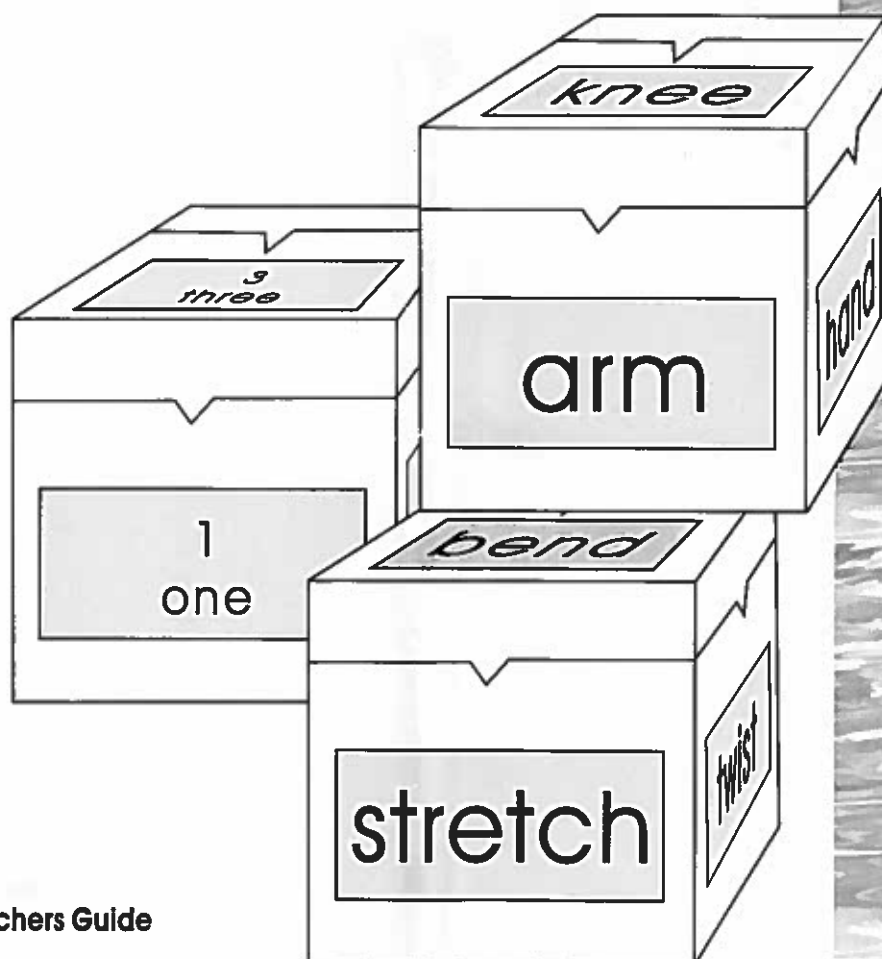


Move Cubes™

The Teacher's Guide for Body Moves™

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Move Cubes

and

Move Cubes Teachers Guide

SPORTIME

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BODY MOVES

Body Moves is a dynamic, new, easy to use movement program. You choose words, make "word cards," and insert the cards into the six (6) clear windows of a lightweight, colorful, Move Cube. Roll or toss the cube and let the FUN begin. It's that simple!

This movement program explores the four basic elements of movement; cube activities move the Body, take place in Time, cover Space, and use Energy. In your "Body Moves" program you will find three (3) Move Cubes and a movement program teacher's guide. The guide provides you with ideas for activities for individuals, partners, and groups. It also provides you with ideas for movement vocabulary words you can choose from to create your movement word cards for the cube(s). The "word lists" section is organized into six (6) categories, each featuring key concepts in movement.

Think of "Body Moves" as the creation of the story of movement. Have fun exploring this story as your participants discover the Concept Categories of WHO, WHAT, WHERE, WHEN, WHY and HOW of movement. Your participants will gain basic knowledge and experience in key movement, vocabulary, concepts and skills: Balance, Coordination, Motor Skills, Body and Spatial Awareness, Rhythm, Energy, etc. "Body Moves" also sharpens concentration, memory, and critical thinking and listening skills, building confidence and reaching participants of all ability levels physically, cognitively, emotionally and socially.

This lively, FUN and educational movement program is enjoyable and simple to use. It initiates a natural enthusiasm for "Movement." There are thousands of possible, yet unpredictable, movement combinations that can be generated with "Body Moves!"

HOW TO USE *BODY MOVES*

MOVE CUBE PREPARATION FOR MOVEMENT SESSION

Decide on the Key Movement Concept you wish to explore. Select a Movement Word List from one of the six (6) Concept Categories of WHO, WHAT, WHERE, WHEN, WHY or HOW.

Choose the words from the list you want to use and print one word per index card, (size can be 3x5 or 4x6.) Words that are easier to use are printed in bold and listed first.

Insert six (6) of your "movement word cards" into the six (6) clear windows of a cube, one card per window. PLEASE NOTE: ONLY USE words from the SAME Word List in an INDIVIDUAL cube. Done in this manner, you create "Concept" cubes, such as: The "Body Part" cube that might be filled with index cards printed with the words HEAD, ARM, LEG, HAND, KNEE, NOSE.

Decide how many "Concept" cubes you wish to use in a session and make the appropriate word cards and fill the Move Cube windows.

WHAT TO DO

Discuss the words inserted in the windows of the Move Cube (s) with your movers to check for understanding.

Movers should begin in a circle formation so all can view the cube(s) as it (they) are rolled or tossed in the center of the circle. SUGGESTION: Initially have TOTAL group form ONE large circle and move the turned up word in unison as the leader rolls the cube. As participants become familiar with the "Body Moves" program, they can divide into three small group circles each using their own "Concept" cube. This frees the leader to supervise the various groups. Group members take turns rolling the cube to determine which movement they will do alone around (or within) the circle. The small group could also move in unison exploring the turned up movement word rolled by each member.

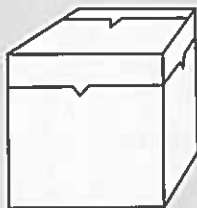
Roll or toss the cube(s) to determine the Movement Word to be explored. Movement "Starter Sentences" are provided in the introduction of each of the six (6) categories. These help movers initiate the movement "qualities" associated with the word that turns up on the cube.

EXAMPLE:

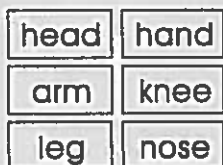
Cube is rolled and turns up the word HEAD. The "Starter Sentences" for the WHO category or "body Parts" word list is: "Show me how you can move your HEAD." "Can you move your HEAD?" "Can you move your HEAD another way?" (Notice how the turned up word HEAD is used to fill in the blank in each sentence.)

Let the FUN begin! Refer to the ACTIVITIES SECTION of this program for exciting and engaging ideas for Individuals, Partners, and Groups. There are thousands of movement combinations that can occur when using the *Body Moves* Program. The only boundary of this program is your own imagination!!

ONE CUBE



Move Cube



Movement word Cards: Words Chosen from "Body Parts" word list in the Who category

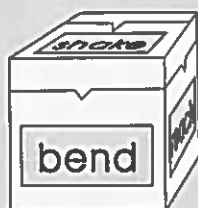


"Body Part" concept Cube ready for use

TWO CUBES



"Non Locomotor Concept Cube Ready for Use



"Body Part" concept ready for use

EXAMPLE PAGE FOR USE OF THE BODY MOVES PROGRAM

DIRECTIONS FOR USING ONE CUBE

Choose six (6) movement words from the "Body Parts" word list and make word cards for a Move Cube. Insert these cards into the six (6) clear windows of the cube, one card per window.

Example: Your "Body Part" concept cube is rolled and turns up the word "HEAD." Have your movers locate and pat or touch their heads.

Hint: Have the participants move their heads as if they were watching a tennis match or other sport event.

DIRECTIONS FOR USING TWO CUBES

Using the "Body Part" concept cube you have already prepared, add a second cube to the activity. Choose six (6) movement words from the "Non Locomotor" word list and make word cards to insert in the windows of the second cube. Roll the two cubes to discover what movement combination will turn up.

Example: Your "Body Part" concept cube is rolled and turns up the word "HAND". Your "Non locomotor" concept cube is rolled and turns up the word "SHAKE". Have your movers "SHAKE" their "HAND".

Hint: Have participants pretend to put their hands in a paint bucket and then try to shake off the paint. Imagine different colors of paint.

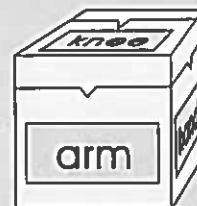
DIRECTIONS FOR USING THREE CUBES

Using the "Body Part" concept cube and the "Non Locomotor" concept cube, add a third cube to the activity. Choose six (6) numbers from the "Numbers" word list and make word cards to insert in the windows of a third cube. Roll the three cubes to discover what movement combination will turn up.

Example: Your "Body Part" concept cube is rolled and turns up the word "KNEE". Your "Non Locomotor" concept cube is rolled and turns up the word "BEND". Your "Number" concept cube is rolled and turns up the word "THREE (3)". Have your movers "BEND" their "KNEE" "three (3)" times.

Hint: Have your participants pretend they are in a race and must jump over three hurdles.

THREE CUBES



"Body Part" Concept Cube Ready for Use



"Non Locomotor Concept Cube Ready for Use



"Number" Concept Cube Ready for Use

HINTS FOR SUCCESSFUL USE

Body Moves word lists provide over 600 movement words covering a broad range of age, ability and experience levels. Be sure to choose words from the lists that are appropriate for your movers when making your cards. Each word list provides a wide variety of words from simple basic concepts (Level I), to more challenging ones (Level II), to complex combinations (Level III). These concept categories are:

WHO- (Who moves?)-This category contains "Body Part" words.

WHAT- (What way do you move?) -This category contains non traveling, (Non Locomotor or Axial) and traveling (Locomotor) words.

WHERE- (Where do you move?)This category contains words relating to Directions, Space, Shape, Pathways, and Levels.

WHEN-(When and for how long do you move?)-This category contains words related to time and numbers to determine rhythms.

WHY-(Why do you move?)-This category contains words pertaining to Emotions and Moods along with Color and Flavor motivator words.

HOW-(How do you move?)- This category contains words pertaining to the Energy and Effort involved in movements as well as Opposites word list.

SUGGESTIONS:

- For organization purposes, it is helpful to color code each of the six (6) concept Categories and cards you make from its accompanying word lists.
- Print large enough for readability.
- The word cards you make can be stored in a file box with identifying dividers.
- As movers become familiar with the *Body Moves* program they can be responsible for word card choice; use of cube(s) individually, in small groups or large groups; and leading movements.
- Keep movement activity directions simple and clear. Make the objective of the lesson clear to your movers.
- Until movers are familiar with the *Body Moves* program and how it is organized, it is best to use only movement word cards from one of the word lists in a category at a time to fill each cube. Eventually (depending on the age, experience and maturity level of the movers), different word cards from different lists could be mixed, if desired, in one cube.

SOME BASIC RULES FOUND FOR A SUCCESSFUL AND SAFE MOVEMENT SESSION ARE:

- Teach that the word "FREEZE" means to stop, look and listen.
- Movers should not do anything (physically or verbally) that can injure either themselves or others.
- To set a positive atmosphere, movers should respect individual differences and modes of expression of others.
- Encourage everyone to participate to the best of their ability. There is no set right or wrong way to perform moves. Emphasis is on success and finding areas of strength. Leader-Mover dynamics should be very positive for each mover as this builds new found confidence and knowledge.
- Movers should be informed of the movement area boundaries.

- Begin with a simple, short warm up and end with a cool down and discussion of the preceding movement experience.
- Imagery and metaphors are useful when introducing new movement words from *Body Moves* to promote understanding. Example: "Burst" like a bubble; "Stretch" like a rubber band. These examples can be printed on the back of the word cards to promote understanding. cubes can then be used independently by participants which leads to self directed learning.
- Control the energy level generated in a movement session by frequently changing the type of activity from fast to slow, etc. using smooth transitions. Try to have all the movers involved at all times as participants or observers.
- Use movers responses to best gauge the length of an activity.
- Let the movers use their own unique problem solving abilities to find movement solutions for challenging words and combinations that turn up on the cubes.
- Handling your cubes responsibly will ensure many years of use. This includes inserting cards with care; not using the plastic window openings as "handles"; not stomping, kicking or sitting on the cubes, etc.

PROPS AND MUSICAL ACCOMPANIMENT SUGGESTIONS TO ENHANCE BODY MOVES PROGRAM:

- Crepe paper streamers
- Items from CHIME TIME and SPORTIME catalogs
- Beans Bags, Space Stations, Plastic Hoops, Balls, Parachutes, Shape Shifter, Balloons, Rhythm instruments, Dancing Color Scarves, Rhythm Sticks, Ribbon Wand sets
- Hand held drum to establish beat or as a signal to stop, start, or change activity
- Tapes, CDs or records (example: Folk, ethnic, jazz, classical and modern instrumental as well as environmental recordings.)

WHO MOVES?

THE BODY AND ITS PARTS

The body is a wonderful medium of expression and can move as a whole or in isolated parts as it communicates to others. A "Silent Language" is communicated through movement of the body and its parts.

The Body Parts word list on the next page is designed to bring an awareness of one's body and its parts as they relate in space to themselves, to others and to objects. This word list includes a vocabulary of individual body part words. The movers will gain experience identifying, initiating and leading movements as well as supporting weight with independent body parts both individually and in combinations. This promotes a better understanding of how their own bodies work and leads to more proficient movers.

WHO MOVES? (CONTINUED)

BODY PART LIST

MOVEMENT "STARTER" SENTENCE IDEAS:

Use chosen body part word in the blank space.

Show me how you can move your (elbow).

Can you move your (eyes) another way?

LEVEL I

head
waist
fingers
leg
shoulder
elbow
foot
arm
toes
knee
hand

LEVEL II

hip
mouth
chest
upper spine
lower body
upper body
stomach
right side
ankle
middle of body
face

eyes
lower back
mid back
seat
forehead
belly button
left side
heel
upper 1/2 of body
chin
ears

ribs
calf
wrist
cheeks
lower spine
front
shin
lower 1/2 of body
nose
neck
torso

thigh
trunk
forearm
side
back
whole body

WHAT WAY DO YOU MOVE?

NON LOCOMOTOR AND LOCOMOTOR MOVES

The body moves in exciting ways! Stationary (staying in one place), or NON LOCOMOTOR (also can be called AXIAL) moves can be done which do not transport the body to a new place while exploring one's own immediate space. LOCOMOTOR moves are ways to travel through space from one place to another. The Non Locomotor and Locomotor word lists on the next two pages are designed to provide the mover with a movement vocabulary and challenge in coordination and motor skills to move the body in place and through space.

Initially when introducing Non Locomotor movement, it is helpful to have movers draw an imaginary eighteen (18) inch diameter circle around their feet or use Space Stations found in CHIME TIME or SPORTIME catalogs. Explain to movers that this is their own "personal" space and that when doing the Non Locomotor movements they must stay within the imaginary circle they drew around their feet (or on the space station).

WHAT WAY DO YOU MOVE? (CONTINUED)

NON LOCOMOTOR (AXIAL) WORD LIST

MOVING IN PLACE SKILLS

MOVEMENT "STARTER" SENTENCE IDEAS:

Use chosen Non Locomotor word in the blank space.

Let's all (lean)_____.

(Twist)_____ into a shape.

IMAGE SENTENCE IDEA:

Show me how you can (bounce)_____ like a (ball)_____.

LEVEL I

balance
bend
bounce
freeze
lean
reach
rock
shake
stretch
swing
twist
curl

LEVEL II

alternate
arch
bob
brush
burst
catch
chop
clap
climb
close
down
collapse
connect
contract
cringe
crinkle
crumble
crumple
crash
dab
dance
dangle
dig
drip
droop
drop
envelop
expand
explode
extend
fall
flap
flex
flick
fling
flip
float
flop
fold
grasp
grow
grip
hammer
hang
hold
hover
inflate
intertwine
jerk
jiggle
jostle
kneel
kick
lift
lunge
lurch
melt
ooze

open
up
pat
pause
perch
pierce
pivot
pinch
point
pounce
pound
press
pull
pulse
punch
push
quiver
rebound
release
repel
revolve
ripple
rise
rotate
sag
scatter
scoop
scratch
scrub

settle
shatter
shiver
shrink
shrivel
shudder
sink
sit
slash
slouch
slump
spin
spiral
splash
spread
squeeze
squirm
stir
stomp
stoop
straighten
stroke
struggle
suspend
sway
sweep
swim
swivel
tap

throw
thump
thrust
tilt
topple
toss
totter
touch
trace
tremble
tug
tumble
turn
twirl
twitch
uncurl
undulate
unwind
vibrate
wave
weave
whip
wiggle
wind
wither
wobble
wring
writhe

WHAT WAY DO YOU MOVE? (CONTINUED)

LOCOMOTOR WORD LIST

TRAVELING THROUGH SPACE SKILLS

MOVEMENT "STARTER" SENTENCE IDEAS:

Use chosen Locomotor word in the blank space.

Show me how you _____ (float) _____.

Can you _____ (strut) _____?

IMAGE SENTENCE IDEA:

Imagine you can _____ (fly) _____ like a _____ (bird) _____.

LEVEL I

walk
run
hop
jump
leap
skip
gallop
slide
march
skate
tiptoe
fly

LEVEL II

amble
bear walk
blow
burrow
buck
burst
crab walk
climb
creep
crawl
dance
dash
dart
dive
dodge
drag

drift
duck walk
explode
flee
flip
float
glide
hobble
hustle
inch
job
kick
limp
lope
lunge
patter

plod
plunge
prance
race
rebound
revolve
ricochet
ripple
roll
rush
saunter
scatter
scramble
scamper
scoot
scurry

shuffle
skid
skitter
slink
slip
slither
soar
spin
spiral
spring
sprint
stagger
stalk
stomp
stride
stroll

strut
tap
trace
tramp
trample
trip
trot
trudge
tumble
turn
twirl
wallow
weave
wind
whirl
zoom

LEVEL III

STEP HOP -run, run, run hop

TWO STEP-step out, step together, step out (alternate feet)

GRAPEVINE-step, cross over step front step cross over step back (done sideward alternating feet)

WALTZ RUN-step down step up step up (alternate feet)

WHERE DO YOU MOVE?

DIRECTIONAL/SPATIAL - PATHWAYS/LEVELS -SHAPE-FOCUS

The body can be used in unique ways to explore its spatial surroundings. The body occupies space on different levels, in different shapes, traveling in diverse directions, and on various pathways.

The word "Focus" has several meanings when applied to movement. It can mean "Where" the mover is looking or "Where" the mover wants others to look.

The Directional/Spatial, Shape, Pathways/Levels movement word lists are designed to teach the mover to explore general and personal spatial awareness while moving through space on a line of direction with a focus.

DIRECTIONAL/SPATIAL WORD LIST

LINE OF MOTION THE BODY FOLLOWS AND SPACE AWARENESS

MOVEMENT "STARTER" SENTENCE IDEAS:

Use chosen Directional/Spatial word in the blank space.

Let's move in a (big) way.

Move so that you are (low).

IMAGE SENTENCE IDEA:

Can you move (around) an imaginary circle on the floor

LEVEL I

backward
behind
big
forward
high
in back of
in front of
low
middle
off
on
small

LEVEL II

above
against
along
side
among
angled
apart
around
asymmetrical
away
from
back
below
bending
bent
beside
between
bottom
circle
close

to
clustered
connected
curving
diagonally
down
enormous
enter
exit
far
figure
eight
front
gathered
gigantic
horizontal
huge
in
inside
intertwined

into
large
left
little
long
maze
narrow
near
next
to
out
outside
over
random
right
scattered
serpentine
short
spiraling
stopped

straight
stretching
symmetrical
tall
through
tiny
together
top
towards
twisted
under
upright
upside
down
upward
vertical
wide
zigzag

WHERE DO YOU MOVE? (CONTINUED)

PATHWAYS/LEVELS WORD LIST

PATTERNS THE BODY FOLLOWS WHILE TRAVELING IN SPACE.

HEIGHT THE BODY AND ITS PARTS OCCUPY IN SPACE.

MOVEMENT "STARTER" SENTENCE IDEAS:

Use chosen Pathway/Level word in the blank space.

Let's travel on a (looped) pathway.

Show me how you would travel (around) .

Move on a (low) level.

LEVEL I

curved
circular
high
low
middle
straight
zig zag
twisted

LEVEL II

across
backward
big
diamond
down
enter
exit
focus

forward
horizontal
intertwining
little
low
maze
rectangle
reverse

scribble
sideways
square
triangle
turning
up
vertical
winding

SHAPE WORD LIST

SHAPE BODY CAN MAKE IN SPACE

MOVEMENT "STARTER" SENTENCE IDEAS:

Use chosen Shape word in the blank space.

Make yourself into a (flat) shape.

Show me how you move your (square) shape.

IMAGE SENTENCE IDEA:

Can you make yourself (curved) like a (rainbow) ?

LEVEL I

circle
square
rectangle
diamond
triangle
oval

round
curved
flat
straight
pointed
twisted

LEVEL II

angular/linear
asymmetrical
1/2 circle
circumference
diameter
hexagon

octagon
pentagon
radius
symmetrical

WHEN DO YOU MOVE?

TIME WORDS - NUMBER WORDS

The body has its own pace and occupies its own place in time as to when and where it moves. Every movement takes time.

The Number and Time word lists are designed to provide movers with the opportunity to develop body control and listening skills by giving experience in starting and stopping (freezing) the body. The participants practice moving at different speeds (tempo) for a set duration of time to various rhythms (patterns of time) within a sequence.

MOVEMENT "STARTER" SENTENCE IDEAS:

Use chosen Time word in the blank space.

Make your movement short.

Can you change your movement and make it accelerate?

LEVEL I

begin	medium
end	pause
fast	short
freeze	slow
hold	start
middle	stop

LEVEL II

accent	sudden	decelerate
decrease	suspend	count
tempo	sustained	rhythm
increase	beat	
long	duration	
diminish	accelerate	

MOVEMENT "STARTER" SENTENCE IDEAS:

Use chosen Number word in the blank space.

Move for (5) counts.

Can you move on each of the (three) counts?

Move for (four) counts, hold for (two) counts, and repeat the sequence to create a pattern.

LEVEL I

1 one	8 eight
2 two	9 nine
3 three	10 ten
4 four	
5 five	
6 six	
7 seven	

LEVEL II

11 eleven	18 eighteen
12 twelve	19 nineteen
13 thirteen	20 twenty
14 fourteen	21 twenty-one
15 fifteen	22 twenty-two
16 sixteen	23 twenty-three
17 seventeen	24 twenty-four

WHY ARE YOU MOVING?

EMOTIONS/MOODS-COLORS/FLAVORS

The body has a language of its own and is put into motion by how the mover thinks and feels. Ideas and feelings can be expressed through body "language" or moves and is the first form of communication.

The Emotions/Moods and Colors/Flavors word lists are designed to allow the mover to become "in touch with" the inner self and provide an outlet for expression and release of emotion or tension. These word lists provide opportunities to gain emotional awareness along with a vocabulary for nonverbal communication. This allows movers the opportunity to discover new ways for their bodies to "speak" silently.

EMOTIONS/MOODS WORD LIST

EXPRESSION OF INNER FEELINGS

LEVEL I	LEVEL II			
afraid	aggressive	dislike	loving	tense
angry	alert	doubtful	majestic	timid
excited	bored	fearless	mean	victorious
grumpy	confused	fierce	mysterious	weary
happy	content	flippant	passive	
lonely	curious	frantic	panic	
sad	dainty	frightened	pensive	
shy	delighted	gloomy	playful	
silly	depressed	greedy	proud	
surprised	desperate	hateful	secretive	
tired	dignified	hopeful	shocked	
worried	disappointed	irritated	sick	
		joyful	sly	

MOVEMENT "STARTER" SENTENCE IDEAS

Use chosen Emotion/Mood word in the blank space.

Show me with your body through movement how (silly) makes you feel and move.

You are (tired). Move like you are (fierce).

LEVEL III

(silently move these phrases)

I don't know

Stop!

I'm so happy!

I'm sorry

Look over there

Move over!

That's terrible!

Help!

Walk quietly.

Welcome

Don't hit me!

Run Hide!

This won't move

No!

I want to hide

Here I am!

I'm too timid

Go away!

I want that!

Please leave

Let me out please

I love you!

Don't make any noise

Get out of my way!

Turn around

Close the door

Please close your eyes

COLORS/FLAVORS WORD LIST

FEELING WORDS

MOVEMENT "STARTER" SENTENCE IDEAS:

Use chosen Color or Flavor in the blank space.

Move like the word (blue) makes you feel.

Think of something the (color or flavor) of (silver). Move this thought.

IMAGE SENTENCE IDEA:

Pretend you are a (white) (cloud). How can you move as this?

LEVEL I COLORS

black
white
red
yellow
blue
green
purple
orange

LEVEL II COLORS

violet
beige
red-violet
blue-violet
turquoise
gray
royal blue
navy blue
mauve
sky blue
forest green
light green
rainbow
sea green
black
orchid

copper
teal
silver
gold
maroon
periwinkle
fuschia
mahogany
magenta
aquamarine
burnt sienna
cerulean blue
maize
pink
lavender

LEVEL III FLAVORS

chocolate
peach
lime
strawberry
lemon
blueberry
raspberry
grape
banana
cherry
bubble gum
peppermint
mint
cinnamon
butterscotch
caramel

red pepper
orange
sour apple
plum
mulberry
apricot
tangerine
salmon
vanilla
cranberry
blackberry
coconut
pineapple

HOW ARE YOU MOVING?

ENERGY/EFFORT - OPPOSITES

The body is awakened through the five senses and responds with the sixth, Kinesthetic, through diverse qualities of movement. A movement can be varied by altering the strength, force flow or weight applied.

The Energy/Effort and Opposite movement word lists have been designed to help movers identify and perform movements with various qualities.

ENERGY/EFFORT WORD LIST

THE WAY MOVES ARE DONE

MOVEMENT "STARTER" SENTENCE IDEAS:

Use chosen Energy/Effort word in the blank space.

Let's all move _____ (lazily) _____

Move _____ (loudly) _____ into a shape and freeze.

IMAGE SENTENCE IDEA:

You are _____ (wind) _____ Move _____ (strongly) _____

LEVEL I

carefully
droopy
gently
heavily
jerkily
lazily
lightly
quickly
sharply
silently
slowly
strongly

LEVEL II

abruptly
explosively
freely
firmly
harshly
loosely
loudly
percussively
prickly
proudly
quietly
silly

sleepily
sloppily
smoothly
softly
sporadically
stiffly
suddenly
sustained
tightly
vivaciously
collapse
relaxed

suspend
swing
tensely
dab
thrust
float
wring
glide
press

MOVEMENT "STARTER" SENTENCE IDEAS:

Use chosen Opposite word sets in the blank space.

Show me how you move _____ (near) _____ (to each other).

Now show me how you move _____ (far) _____ (from each other).

Let's all _____ (freeze) _____. Now let's all _____ (melt) _____.

Pretend you are _____ (calm) _____. Now pretend you are _____ (excited) _____.

LEVEL III

OPPOSITES WORD LIST

near/far	energetic/tired	interested/indifferent	calm/excited
push/pull	frightened/confident	weak/strong	same/different
empty/full	around/through	smooth/bumpy	inside/outside
more/less	freeze/melt	even/uneven	sit/stand
come/go	in front/in back	on/off	hot/cold
forward/backward	high/low	short/long	meeting/parting
over/under	slow/fast	tall/short	
heavy/light	stiff/limp	up/down	
loud/quiet	narrow/wide	in/out	
rise/fall	small/large	soft/hard	
tense/relaxed	above/below	closed/open	
certain/puzzled	peaceful/worried	straight/curved	

MOVEMENT ACTIVITY IDEAS FOR *BODY MOVES* PROGRAM

The *Body Moves* Program activities will introduce and reinforce movement vocabulary, concepts and skill development through FUN and educational guided movement exploration. Individual, partner and small and large group movement activities are introduced that adapt to limited space or large, open areas. By using the *Body Moves* Program, many exciting activities and games can be activated that challenge movers to use their "bodies" of knowledge, originality, inventiveness, concentration, memory and critical thinking skills. There are thousands of possible, yet unpredictable, movement combinations your movers will never tire of and that will generate creative enthusiasm and expression!

The following movement activities are a few suggestions that will get the cube rolling and imaginations going!

ACTIVITIES FOR INDIVIDUALS USING ONE (1) MOVE CUBE

EMOTION/MOOD CONCEPT CUBE ACTIVITY

A fun and easy way to introduce the Move Cube is to fill a cube with word cards made from the "Emotion/Mood" word list found in the WHY category. Have all the participants sit in one large circle. Leader rolls the cube and all the participants SHOW (while still sitting) SILENTLY through body gesture how they would express the word that turns up on the cube.

Example: The word that turns up on the cube is "Angry". The participants must convey this feeling using only facial expressions and upper body parts (such as arms, hands, chest, fingers, head, etc.)

Suggestion: After exploring use of the Move Cube as a total group, divide into three (3) small groups. Give each group a cube filled with Emotion/Mood word cards. Have every individual within each group take a turn rolling the cube to determine which Emotion/Mood all group members will silently express.

BODY PARTS CONCEPT CUBE ACTIVITY

Begin by filling a cube with word cards made from the "Body Parts" word list found in the WHO category. Have each mover identify the appropriate body part that turns up on the Move Cube by touching or patting it.

NUMBER CONCEPT CUBE ACTIVITY

Fill a cube with Number cards made from the "Number" word list in the WHEN category (make cards using numbers 1,2,3,4,5,6). Have movers practice

Balancing with body parts. Roll the cube and have the movers touch the floor (or balance) on the number of body parts turned up on the cube.

Example: A cube filled with Number word cards is rolled and turns up the number six (6).

Movers must find six (6) body parts to touch to the floor and balance on them.

USING TWO (2) MOVE CUBES

BODY PARTS CONCEPT CUBE ACTIVITY

Fill two cubes with word cards made from the "Body Parts" word list found in the WHO category. When the cubes are rolled, have movers use the two body parts that turn up to explore "relationships" in movement. Have them first "touch" Body Part to Body Part.

Example: The first cube filled with Body Parts is rolled and turns up "hand" The second cube filled with Body Parts is rolled and turns up "head" Each participant then touches their "hand" to their "head".

CHALLENGE CHOICE: Have the participants move the two Body Parts turned up in Isolation, Opposition, Unison, Synchronization and Alternation.

USING THREE (3) MOVE CUBES

BODY PARTS, NUMBERS & NON LOCOMOTOR CONCEPT CUBES ACTIVITY

You will need one cube filled with "Body Parts" word cards, a second cube filled with "Numbers" word cards, and a third cube filled with "Non Locomotor" (Axial) word cards. Roll the three (3) cubes to determine the movement combination that will be explored.

Example: A cube filled with Body Parts movement word cards is rolled and turns up "foot" A second cube of "Numbers" word cards turns up "four (4)" A third cube of Non Locomotor word card turns up "shake" Movers can "shake" one of their "feet" "four (4)" times to either four claps or four drum beats.

LOCOMOTOR, PATHWAY/LEVEL & DIRECTIONAL SPATIAL CONCEPT CUBES ACTIVITY

Fill one cube with word cards from the "Locomotor" word list found in the WHAT category. Roll this cube and have the movers individually travel through space from one place to another. This develops coordination and motor skills.

Next fill a second cube with word cards made from the "Pathways/Levels" found in the WHERE

category. Fill a third cube with word cards made from the "Directional/Spatial" word lists found in the WHERE category. Roll the three cubes and have FUN moving the exciting combinations that turn up.

Example: A cube filled with Locomotor movement word cards turns up "skip". A second cube of Pathways movement word cards turns up "zig zag". A third cube filled with Directional/Spatial movement word cards turns up "forward".

Movers "skip" "forward" on a "zig zag" pathway from one place to another.

Any of the props and musical accompaniment suggested in the HINTS section can be used to expand these activities even further.

NON LOCOMOTOR, LOCOMOTOR & TIME/NUMBER CONCEPT CUBES ACTIVITY

Create a movement sequence (or movement sentence) by making up three (3) cubes from the following word lists: Non Locomotor (or Axial), Locomotor and Time/Numbers (one concept or movement category per cube.)

Example: One cube filled with Locomotor movements turns up "gallop." Another cube of Non Locomotor movements turns up "bounce." A third cube filled with Numbers turns up the number "five (5)".

Movers can travel with a "gallop" for "5" beats of a hand held drum, then "bounce" in place for "5" beats of the drum. Have movers repeat this sequence to create a pattern.

Movers can extend their sequence by rolling each of the above cubes again and adding onto the initial sequence. Props and music can enrich this activity.

ACTIVITIES FOR PARTNERS

Now that you have gained experience from the Individual Activity Section in making movement word cards and using them in the Move Cube, enjoy experimenting with these activities for partners.

Suggestion: An important part of the Body Moves program that keeps participants engaged is allowing everyone a turn to roll the cube. In the following activities for partners, try to give each set of partners a turn to come up and roll the cubes.

CONNECTING- AN ACTIVITY USING BODY PARTS CONCEPT CUBE

Fill a cube with word cards made from the "Body Parts" word list found in the WHO category.

Partners can touch or link with each other using the Body Parts movement words that turn up on the rolled Move Cube.

Example: A cube filled with Body Parts movement word cards is rolled and turns up "elbow".

Leader says "Can you touch your elbow to your partner's elbow?" "Can you link your elbow to your partner's elbow?"

Two or more cubes filled with Body Parts can be used to challenge the movers.

ARTIST/CLAY OR PUPPETEER/MARIONETTE - AN ACTIVITY USING BODY PARTS CONCEPT CUBES.

In this activity partners take turns being the "Artist" or "Puppeteer" and the "Clay" or "Marionette". Roll two (2) cubes filled with Body Parts word cards to determine what to sculpt or move.

Extension Activity Idea: Interesting variations on this activity can be created through the use of one cube filled with words from the one of the following word lists found in the WHERE category: Level, Shapes, Directional/Spatial.

Example: Use two cubes filled with Body Parts word cards. These are rolled and one turns up "leg" and one turns up "arm". Fill one cube with Shape movement word cards and roll it. This one turns up "curve". The Artist or Puppeteer must gently move their partner's leg(s) and arm(s) into a curved shape.

RELATIONSHIPS

Here are some ideas that deal with RELATIONSHIPS of one partner to another.

MIRRORING - AN ACTIVITY USING NON LOCOMOTOR CONCEPT CUBE(S).

Facing each other, partners take turns in leading and following (one being the leader and one being the mirrored image or the imitator.)

Suggestion: Begin with a cube filled with word cards made from the "Non Locomotor" word list in the WHAT category. The cube is rolled to determine which "Non Locomotor" move the Leader will use and other mover will follow.

Extension Idea: A Pathway/Level, Shape or Directional/Spatial Concept cube Activity

Now try using one of the above mentioned word list from the WHERE category to make up your cube cards and extend this activity.

SHADOWING - AN ACTIVITY USING NON LOCOMOTOR CONCEPT CUBE PARTNERS TAKE TURNS FOLLOWING EACH OTHER LIKE A "SHADOW"

Extension Ideas: A Non Locomotor, Locomotor Directional/Spatial, Shape or Pathway/Levels Concept cube(s) Activity

Make up word cube cards from the word lists in the WHAT (both Non Locomotor and Locomotor) and WHERE (Directions, Space, Shape, Pathways and Levels) categories. Remember to fill each cube with word cards made from only one single word list.

ECHOING - AN ACTIVITY USING NON LOCOMOTOR CONCEPT CUBE

Partners take turns copying and repeating movement sequences to each other.

Extension Idea: A two (2) cube Activity using both a Number & Non Locomotor Concept cube

Fill a cube with word cards made from the "Number" word list found in the WHEN category (its best to start with numbers 1-10). Next fill a cube with word cards made from the "Non Locomotor" word list found in the WHAT category.

Example: First cube is rolled and turns up the number "four (4)." The second cube is rolled and turns up the word "clap". Mover 1 claps any four (4) count rhythm pattern they wish and mover #2 "echoes" it back.

MAGNETS - AN ACTIVITY USING BODY PARTS CONCEPT CUBE

Partners gain experience in being drawn or pulled ("Sticking") together.

Suggestion: The whole body or its isolated parts can be used in this activity.

Example: Roll one cube filled with word cards made from the "Body Part" word list found in the WHO category. The turned up word card on the cube is "legs." Have the partners "join" to each other using their "legs".

OPPOSITES - AN ACTIVITY USING OPPOSITES CONCEPT CUBE

Partners explore the concept of "Opposites" through use of contrasting movements.

Suggestion: Prepare cube cards from the "Opposites" word list found in the HOW category. Fill a cube, and roll to determine which contrasting movements will be used.

Extension idea: Have each partner do a different one of the "Opposite" words at the same time (simultaneously) to show how the words contrast.

SILENT CONVERSATIONS - A THREE (3) CUBE ACTIVITY USING EMOTION/MOOD, NON LOCOMOTOR & ENERGY/EFFORT CONCEPT CUBES

This is a challenge activity for partners.

Suggestion: Make word cards from the following word lists: Emotion/Mood (found in WHY category), Energy/Effort (found in HOW category), and Non Locomotor (found in the WHAT category). Fill the first cube with Emotion/Mood word cards, fill the second cube with Energy/Effort word cards and fill the third cube with Non Locomotor word cards. Using the whole body, have partners take turns communicating silently the movement combinations that turn up when the three cubes are rolled.

Example: The first cube is rolled and turns up the word "frightened." The second cube is rolled and turns up the word "quietly." The third cube is rolled and turns up the word "freeze." The movement combination tells the movers to show they are frightened, quietly and to freeze. Have partners take turns communicating and observing.

SMALL & LARGE GROUP ACTIVITIES

Any of the above activities (Connecting, Mirroring, Shadowing, Echoing, Magnets, Opposites, and Silent Conversation) can be used with a leader in both small and large groups.

SCULPTURES

Exciting group sculptures can easily be created by making word cards from the following movement word lists: Body Parts, Shape, Directional/Spatial.

Example: A three (3) Concept cube Activity using Body Parts, Shape & Directional/Spatial word cards

A cube is filled with Body Parts cards is rolled and turns up "arm." A second cube is filled with Shape cards is rolled and turns up "circle." A third cube filled with Directional/Spatial cards is rolled and turns up "high." Group members should use cooperative task resolution to integrate these three components to form a frozen "group sculpture" (the group can decide to make a sculpture in a circle using arms high).

MACHINES

Interesting small and large group Machines can be "invented" by making up word cards from any three (3) of the following word card lists: Body Parts, Non Locomotor, Locomotor, Energy/Effort, and Number/Time.

Example: A three (3) Concept cube Activity using Body Parts, Energy/Effort & Non Locomotor word cards

A cube filled with Body Parts word cards is rolled and turns up "knee." A second cube filled with Energy/Effort word cards is rolled and turns up "sharply." A third cube is filled with Non Locomotor word cards and turns up "bend." The group members must use cooperative task resolution to create a machine

that is composed of knees bending in a sharp manner.

Hint: Have group members consider using different levels when bending their knees, (lying down, sitting, standing) in different relationships to each other and in different formations.

A fun extension of this activity is to create a sound to go with the machine's movements. Give machine a name and a purpose.

CHAIN REACTIONS

Where movers do the movements in sequential order that turn up on the rolled cube.

Suggestion: Choose words that are familiar to your movers to make word cards for the cube(s). Most any of the word card lists can be used.

All movers can do the same movement(s) in sequential order or three cubes can be rolled to determine different movements or combinations of movements that can be done by small groups each in sequential order.

IMPROVISATION OR PERFORMANCE PIECES.

Can be done by small groups of individuals. Make movement word cards for a cube from either the Color/Flavor or the Emotion/Mood word card lists to create a "Improvisation" or "Performance Piece" of individual or group expression.

Example: Color/Flavor or Emotion/Mood Concept cube Activity

Have movers create the "Red" dance or the "Sad" performance piece. Imaginative movement pieces can also be motivated by asking them a question such as "How would the flavor sour apple make you want to move?"

Other movement word card lists can also be used to provide further challenge and the opportunity to explore original ideas.

This is an excellent opportunity to teach, practice, and reinforce respect for: individual differences, performance effort, and audience appreciation. It also provides a perfect setting for movers to build their self confidence and feelings of accomplishment. ■