|  |  |  |  |
| --- | --- | --- | --- |
| **Section: Freeze Dance** | | | |
| **Objective:** | | Freeze Dance – turn on music.  When music stops children have to freeze. Particularly useful in conjunction with more academic IRI as it breaks up concentration and gets children moving their bodies.  SEL Competency: Self Management  Developmental level: Foundational  Key Message: movement break for children. This helps use up energy and aid self-management.  Time: variable, depends on length and number of music piece(s) chosen. Min. 15 mins | |
|  | **Character name** | | **Content:** *Format*  (TONE OF ADDRESS)/‘Lines from script’/song/sound clip no. |
| **1.** | FX (sound FX) | | STANDARD INTRODUCTORY JINGLE NO.xx |
| **2.** | Host | | We’re going to play a game called Freeze! now. It’s a really fun game that will get us all up and moving!  Are you ready to hear the instructions? |
| **3.** | All | | Yes |
| **4.** | Host | | Great! I’m going to play a song and when the music is playing, I want you to move. You can move however you want. You can walk around the room, you can run or jump or you can dance. Whatever feels the most fun for you!  When I stop the music, and you hear silence, I want you to freeze. Stop moving whereever you are. Even if you have one foot in the air, keep it lifted while there is no music. When the music starts again, you can continue moving. Walk, run, jump or dance away until the next freeze!  Are you ready? |
| **5.** | All | | Yes |
| **6.** | Host | | Ok, lets go |
| **7.** | FX (sound FX) | | Begin music – play an upbeat, popular song with no wording that would be inappropriate. Choose a song of roughly 3 – 4 minutes in length. Stop the track every 15 – 30 seconds. |
| **8.** | Host | | How was that? Did you have fun? |
| **9.** | All | | Yes |
| **10.** | Host | | Do you want to play again? |
| **11.** | All | | Yes! |
| **12.** | Host | | Ok, lets go! One more time! |
| **13.** | FX (sound FX) | | Begin music – play an upbeat, popular song with no wording that would be inappropriate. Choose a song of roughly 3 – 4 minutes in length. Stop the track every 15 – 30 seconds. |
| **14.** | All | | Yes |
| **15.** | Host | | Reeady for me to start the musc? |
| **16.** | All | | Yes |
| **17.** | FX (sound FX) | | Begin music – play an upbeat, popular song with no wording that would be inappropriate. Choose a song of roughly 3 – 4 minutes in length. Stop the track every 15 – 30 seconds.  Pause the music periodically for the host to call out the following:   * Teacher * Dog (or common, appropriate animal) * Baby * Football player * Dancer |
|  | Host | | How was that? Did you have fun playing the game? |
|  | All | | Yes |
|  | Host | | Do you want to play again? |
|  | All | | Yes |
|  | Host | | Ok, this time, we’re going to do the same but I’m going to add a feeling word.  So, for example, If I say angry driver, and you could hold your hands out like you are behind the driving wheel and make your face look really angry. If I say happy dog, you could get down on all fours and pretend to wag an imaginary tail.  How does that sound? Do you understand? |
|  | All | | Yes |
|  | Host | | Are you ready to try the game? |
|  | All | | Yes |
|  | FX (sound FX) | | Begin music – play an upbeat, popular song with no wording that would be inappropriate. Choose a song of roughly 3 – 4 minutes in length. Stop the track every 15 – 30 seconds.  Pause the music periodically for the host to call out the following:   * Angry teacher * Sad Baby * Happy Football player * Scared child * Scary lion * Tired old man |
|  | Host | | Did you have fun? |
|  | All | | 1. Yes! |
|  | Host | | I’m glad!  Did you see the way emotions, or feelings, can be shown in lots of different ways? Through your face, through the way you walk or stand, through all the ways you behave? |
|  | All | | Yes |
|  | Host | | Emotions, or feelings, are followed by reactions. A reaction to being sad could be crying. A reaction to being angry, could be frowning or shouting. A reaction to being tired could be moving really slowly and yawning. A reaction to being happy might be jumping for joy with a big, huge smile on your face!  Does that make sense? |
|  | All | | Yes! |
|  | Host | | Does anyone want to tell me something that they learnt today? Take a few seconds to think about it at home, then call out your answer! |
|  | FX (Sound FX) | | 15 seconds sound to let children reflect and respond |
|  | Host | | Who wants to share? |
|  | Child D | | Me! me! mee! |
|  | Host | | (LAUGHING KINDLY) Ok (Child D)! what did you learn? |
|  | Child D | | Well, I learnt that when you feel something you have a… a… re… reaction? |
|  | Host | | Very well done! that’s a new word isn’t it? |
|  | Child D | | (PROUDLY) Yes |
|  | Host | | A reaction is something that happens because of something else. if I drop something heavy on my toe, I’m going to shout out in pain! The shouting is a reaction to dropping something heavy on my toe!  You are correct to say that feelings can cause reactions! Well done for rememebering that big word! |