



## All Together Now!

### Moving in a safe manner

by Marilyn Winter

The following plan is for primary children but older children love movement activities as well. For them, the pacing would be different and some of the questions may be changed but the same careful buildup should take place.

**Teacher Dialog for Setting the Stage** (Any or all of the following questions/discussion might be used.)

- Raise your hand if you like being safe.
- Who, in this class, has parents who want them to be safe from harm?
- Raise your hand if you believe your parents expect that when you come to school you will be safe.
- Look around the room. You will notice that there are no chairs in this room.
- Why, do you think, there are no chairs?
- There are no chairs so we can move as we study music.
- One of my big concerns is that when in school, we act in a safe manner.
- What might happen if we all move about the room at the same time? Would it be safe?
- When we all move around the room at the same time, what will we need to do to assure our safety?

## Modeling the Movement

### We Are Walking All Together

Voice   
We are walk - ing all to - geth - er, to -

Vo.   
geth - er, to - geth - er. We are walk - ing all to -

Vo.   
geth - er, we walk and we STOP!

- How does this song tell us to move? [Hear Song](#)
- Sing the song and hear student responses.
- What does the song tell us to do at the end of the song? (Stop)
- Jane, as we sing the song, can you begin moving when the song begins and do what the song tells us to do? (As the class sings, Jane starts moving with the song, walks and stops at the end of the song.)

### Modeling Words for Description

- Jane, I noticed that you began walking when the song began, that you walked without touching another person or thing in the room, and that you stopped at the end of the song.
- Alex, can you do what the song tells us to do? (Alex takes a walking turn.)
- I noticed that Alex started walking when the song started. Alex did your feet stop when the song ended?
- Joe, I'm certain you can begin and stop with the song, so we will give you an extra challenge. Can you walk, stop, AND sing the song?

## **Moving Together**

- What might happen if Carol and Joe walk at the same time?
- Joe, name one thing that you and Carol must remember when you walk together.
- Carol can you remember one thing that you must remember to do.
- Let's see what happens as Carol and Joe walk at the same time. The class sings as Joe and Carol move about the room.

## **More Feedback**

- I noticed that Carol moved about the room without touching another person or thing in the room? Amy, what did you notice? Amy and others describe what they noticed.
- Sara, name two people for our next turn. More students walk and receive feedback. A rule that has been successful in many classrooms is that during feedback, names are not used. Use comments such: Almost everyone started moving with the song. During the song many people moved without touching and all but three stopped at the end of the song.

## **Checking for Understanding**

If a child has difficulty “keeping his space,” the teacher may ask that child and three others to move while the class watches then provides feedback for what they saw. If he or she is still unable to meet expectations, the student could be invited to come and “observe” with the teacher. The child could be given the chance to describe what he/she noticed. The child should have the opportunity to try again after observing safe movement. Give lots of encouragement.

## **Practicing**

After the children are adept at walking, they love to move in other ways such as jogging, skipping, running, or crab walking. The teacher can offer several new ways for moving (skipping, jogging, or running) and then invite the students to contribute additional ideas. It is important to continually refer back to safety.