



## TEACHERS MANUAL - ALL AGES

We are born to love, born to learn, born to move... our children are our future and we believe they deserve to feel the sheer joy of movement experiences where they can learn and express themselves on a physical platform and develop a lifelong love of movement. Improving our children's wellbeing and habits of a lifetime is everyone's challenge... it is our biggest challenge yet... **will you join us?**



# THE PHILOSOPHY OF BORN TO MOVE™

We want to inspire children to develop a lifelong love of movement.

BORN TO MOVE classes are where children fall in love with movement.

**Children aren't as physical as they used to be. We know the facts about obesity and sedentary lifestyles, and this stuff is scary...**

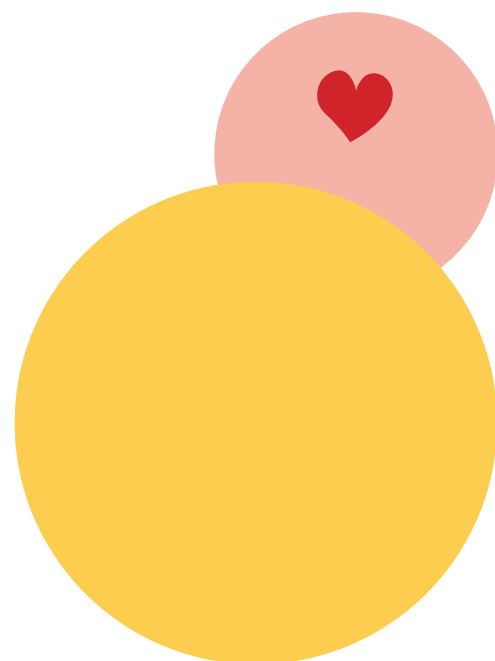
So here is our chance to be BRAVE. If we can get children hooked on movement, we are literally saving their precious lives.

Let's provide a place for them to be safe, active and learn basic foundation movement skills: running, jumping, finding a beat and dancing to it, punching, kicking, balancing, or just resting on the floor.

Young humans do all of this instinctively but, as we age, we are educated out of our bodies and find ourselves stuck at a desk, or in front of the TV. BORN TO MOVE brings awesome music that children love, and teaches children that they do not have to lead a sedentary lifestyle. In fact, the magic they experience within one of our classes is going to set them up for a fit, fun-fuelled, happy and healthy life.

Great music is a critical part of the package that encourages children to return every week. And they won't come back if it's not cool. That's why we work with teenagers (hardest people on the planet to please) to come up with music lists that they and their friends are listening to right now.

We want children to WANT to come to these classes... to feel a sense of ownership, a sense of place—where it just feels right for them and their friends. Our classes are specifically age appropriate both musically and developmentally, so children can relax and have fun.



NOTE: To avoid repetition, all age groups are often referred to as 'children' in this manual. However 13 years + should always be referred to as teenagers if mentioning this age group individually.

# TEACHING BORN TO MOVE

At its very heart BORN TO MOVE is about children, all children. You need an authentic respect and love for each child in your class and an appreciation for the unique perspective they bring.

**The most respectful thing you can do as a teacher is to praise effort, encourage participation and let the children see that you believe with everything within you that they are all full of potential and possibility.**

Teaching BORN TO MOVE is a group activity but each child learns and participates differently; as an individual, within a group.

**For children to be interested enough to get actively involved, they need to feel totally comfortable with you as a teacher. They need you to be a strong, compassionate leader.**

You can control many factors that influence their behaviour and achievement. The environment you set up in class, the emotional comfort you provide and the quality of your communication have the power to enable or disable optimal learning for the individual children in your class.

Teachers have enormous power to build confidence or, with a few careless words or actions, to destroy it. You help shape a child's view of themselves: treat them as important and capable.

**We care about each of the children from the moment we first see them to the moment the last one leaves.**

**BORN TO MOVE classes are not performances with start and end points. They are shared learning and fun experiences where the interest you express in the children and your willingness to involve them and have them contribute will hugely increase your chance of inspiring them to have a lifelong love of movement.**



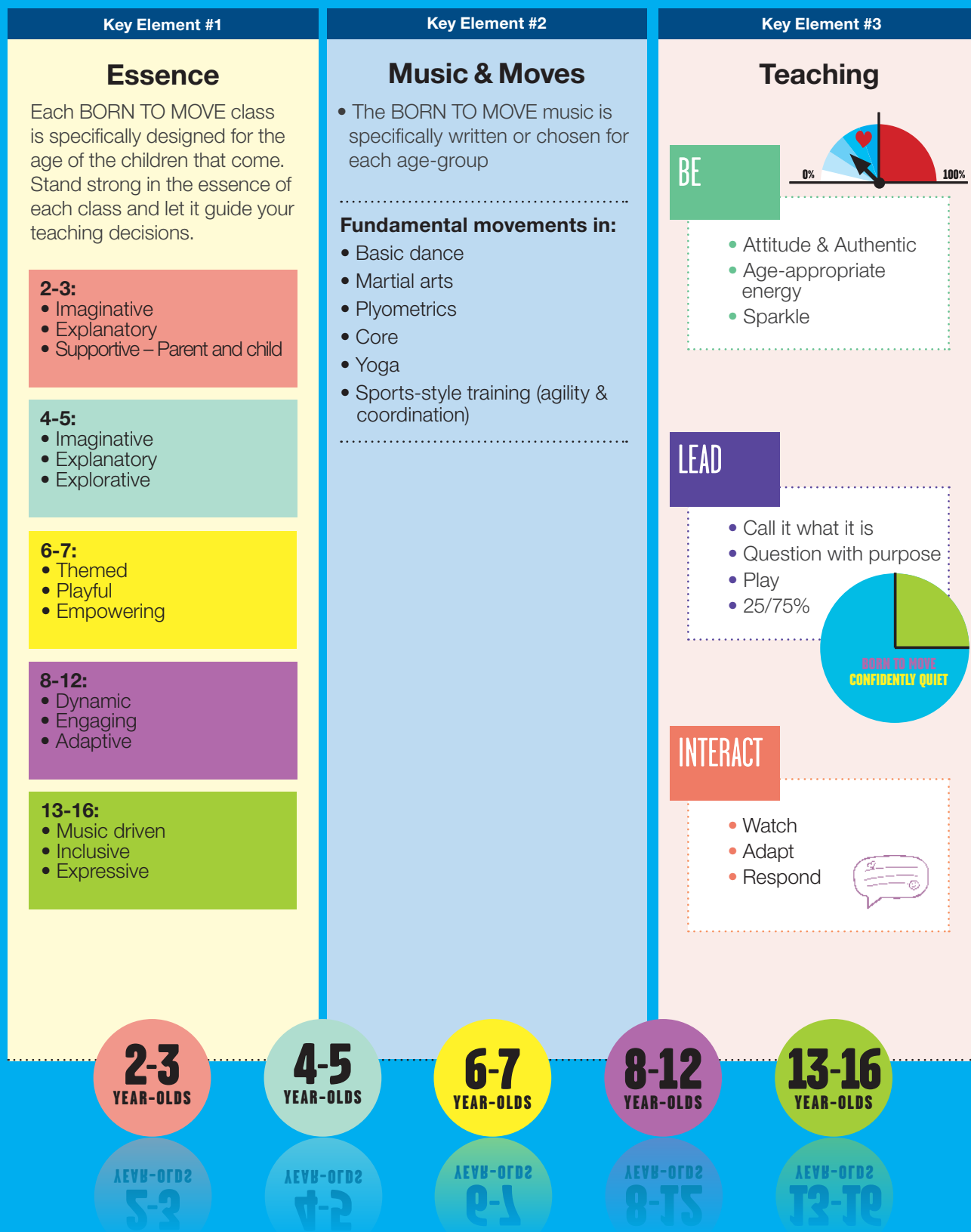
# TEACHING CHILDREN IS DIFFERENT FROM TEACHING ADULTS!

What's important to adults when they exercise in a class environment?  
What about children?

	Adults	Children
Priorities		
Focus on...		
Class Structure		
Coaching Style		

# BORN TO MOVE

## 3 KEY ELEMENTS



# ESSENCE

**Each BORN TO MOVE class is different. The music and moves have been designed specifically for the ages and stages of the children we hope to attract to class.**

Before you begin each class, remind yourself about the essence of the class and stand strong in this as you prepare to welcome the children into the space and the experience.

When you remember that the four-to-five-year-old class is all about imaginative sing-along songs for the children to follow, it helps remind you that we don't care about perfect technique or making sure the children are copying us exactly. Our key measures of success are children taking part, moving and having fun. It really is as simple as that.

The essence of the class for teenagers is to inspire and encourage the class to move. No sweat if some take a timeout; welcome them back when they are ready to join in again. The BORN TO MOVE class for teenagers is designed to challenge them without creating any negative feelings around non-participation.

We don't care if they only do half of the Pressups – our role is to inspire and encourage them to go one better than they did last week. The essence of this class is very much about helping teenagers to experience the natural buzz that is released when you move to music, and get puffed. We want them to be able to move with confidence and push beyond their limits.





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As you learn your music  
and moves, make sure  
you check in with the  
essence of each class  
and think about how,  
as a teacher, you can  
stay true to this essence.

.....



**2-3**  
YEAR-OLDS



### **ESSENCE = IMAGINATIVE, EXPLANATORY, SUPPORTIVE**

A delightful, imaginative movement experience for little ones to share with their parent/caregiver.

Wonderful music written specially for these classes with instructions woven into the lyrics so children can listen, follow and most importantly, sing-along.

A fully scripted class enabling you to teach as a playful animated adult, fully engaged with the children, immersed in their playful imaginative world.

**4-5**  
YEAR-OLDS



### **ESSENCE = IMAGINATIVE, EXPLANATORY, EXPLORATIVE**

A fun, captivating class allowing pre-schoolers to explore how their bodies move while immersed in an imaginative world.

Wonderful music written specially for these classes with instructions woven into the lyrics so children can listen, follow and sing-along. Children learn to dance, hop, jump, and hold their balance.

As a playful, animated adult, lead children through this fully scripted class as they explore the potential in their movement, immersed in their imaginative world.

**6-7**  
YEAR-OLDS



### **ESSENCE = THEMED, PLAYFUL, EMPOWERING**

Specially written music with lyrics describing the steps encourage children to sing and dance with themed role play and current music to learn skills and play games to.

6 movement categories with short tracks and plenty of games to constantly engage energetic and playful 6-7 year old boys and girls!

Children of this age are primarily visual learners, so they watch and learn new movement patterns quickly – feeling successful and empowered!





**8-12**  
YEAR-OLDS

### **ESSENCE = DYNAMIC, ENGAGING, ADAPTIVE**

A library of tracks in 8 movement categories and many games build foundation movement skills, strength, agility, speed and co-ordination in a team environment.

A wide selection of current music to appeal to the diverse nature of this age group as they learn basic moves from martial arts, dance, sports conditioning, plyometrics and yoga.

Create an experience uniquely suited to the class in front of you, clearly role modelling simple techniques as a fun, assertive yet adaptive leader.

**13-16**  
YEAR-OLDS



### **ESSENCE = EXPRESSIVE, MUSIC DRIVEN, INCLUSIVE**

Simple expressive moves set to a variety of their music encourages participation in a fun, inclusive environment.

A variety of big, bold music with loads of bass encouraging teenagers to move expressively as they learn foundation movements from authentic disciplines such as dance, martial arts, plyometrics, hip hop, sports conditioning and yoga.

Teach as a passionate inclusive role model... someone who just 'gets' teenagers, how they feel and how they move. Facilitate a fun, inclusive movement experience that is uniquely suited to them.



# MUSIC & MOVES



## MUSIC:

BORN TO MOVE music is specifically written or chosen for each age group. We use music that children know and relate to which inspires and motivates them to move.

**2-3**

YEAR-OLDS

Specially created music for the 2-5 age-group with instructions interwoven into lyrics so children can listen and follow along themselves. The songs are delightful to sing-along to and easy to learn. Children do this class with their parents/caregiver.

30-40 mins

**4-5**

YEAR-OLDS

Specially created music for the 2-5 age-group with instructions interwoven into lyrics so children can listen and follow along themselves. The songs are delightful to sing-along to and easy to learn.

30-50 mins

**6-7**

YEAR-OLDS

The music is a combination of specially written tracks with lyrics calling the steps in the choreography. Also current music children will know from the radio and appeal to boys & girls. The tracks encourage you to set the scene so children can have fun imagining themselves as superheroes, martial artists or hip hop dancers.

30-50 mins

**8-12**

YEAR-OLDS

The music is current music that children know and want to move to. Music that is familiar and enjoyed helps to overcome self-consciousness in this age-group.

30-50 mins

**13-16**

YEAR-OLDS

This music is chosen by teenagers for teenagers to get them moving. It's big and bold with heaps of bass and is probably not your favourite! This music tells teenagers that they are in the right place. It's their kind of music and keeps them coming back for more.

30-50 mins

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## MOVES:

**1** The moves in BORN TO MOVE are designed to be natural and easy to follow and are based on foundational movement skills and patterns.

**2** This helps children gain **confidence** because they see that they can join in to do simple moves, kicks, punches and jumps. And when they do take part, they are acknowledged for their effort and find that success comes quickly.

**3** **But remember,** your goal is not to have the children doing each move perfectly. Your mission is to get the children taking part and being involved to the level that works for them.

**4** We want them to have so much fun that they want to come back the following week.

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# CLASS FORMAT

## 5

### Step Format

1. Arrival
2. Welcome circle
3. Music and moves
4. Relaxation
5. Say goodbye

BORN TO MOVE classes are real authentic, shared experiences between you as the teacher and the class full of individual children.

Each class begins as soon as you arrive and see children getting ready to come and join you. Use the simple five-step format to make sure that you deliver on the essence of each BORN TO MOVE class.



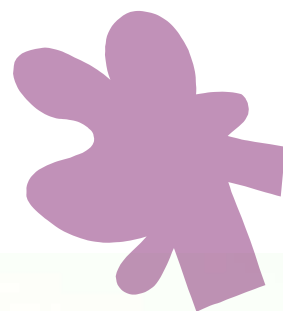


# NOTES

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# REFLECTION

- What is your role for arrival?
- How will you make every child feel welcome and safe?
- How might you manage the relaxation stage of class?
- How will you show you care and looking forward to seeing them next time?



# STRUCTURE OF THE CLASSES

**2-3**  
YEAR-OLDS

## 2-3 YEARS

**PUSH PLAY AND GO - check the choreography notes for class format options**

### BLOCKS:

**Welcome Circle:** To focus the children on the "here and now" of class

**Block 1:** Exercises in a circle: Through the music the children learn body awareness and how to balance, hop, stomp and clap which helps develop their gross motor skills. The music encourages the children to sing-along. In this block, we work with contrasts such as "tall and small" "fast-slow" "stiff-soft" etc. allowing the children to explore their full range of movement, developing their body awareness while they have a lot of fun. Each track explores an imaginative theme such as asking the children what animals they would see at the zoo or what a pirate might need to be a pirate, helping develop imagination and memory.

**Block 2:** Pictures/Animals: Exploring different movements using cards/animals as prompts

**Block 3:** Scarf box: Children gain awareness of the room and begin to explore the space, gaining confidence to move away from their parent and find their way back again. The children love to move freely with a scarf. This age group love to dance with their parents so play the music for longer periods between statues.

**Relaxation:** It is important to bring down the energy level of the children at the end of class and it is a lovely moment for the children to lie with their parents quietly.

**4-5**  
YEAR-OLDS

## 4- 5 YEARS

**PUSH PLAY AND GO - check the choreography notes for class format options**

### BLOCKS:

**Welcome Circle:** To focus the children on the "here and now" of class

**Block 1:** Short themed scripted exercises - Through the music the children learn body awareness and how to balance, hop, stomp and clap which helps develop their gross motor skills. The music encourages the children to sing-along. In this block, we work with contrasts such as "tall and small" "fast-slow" "stiff-soft" etc. allowing the children to explore their full range of movement, developing their body awareness while they have a lot of fun. Each track explores an imaginative theme such as asking the children what animals they would see at the zoo or what a pirate might need to be a pirate, helping develop imagination and memory.

**4-5 year olds should not work in front of the mirror** as they have not developed the body awareness to do so. They need to 'feel' the exercises rather than see themselves doing it.

**Block 2:** Exercises in a circle - Specially composed songs in which the lyrics tell a story and invite the children to jump, stomp, crawl, dig, hoist the sails or gallop, immersing them in an imaginative world of movement, fun and song. They love to sing at this age and it helps them develop their language skills as they develop their motor skills.

**Block 3:** Moving across the floor - To gain fitness, practise cooperation, and learn to move in a set direction.

**NOTE:** This section is not filmed, but the music and choreography notes always include Block 3.

**Block 4:** Exercises in a circle - The circle exercise blocks are divided so the children only have to concentrate for a short time. A new adventure awaits them.

**Block 5:** Scarf box - Children experience spatial awareness, improvisation, listening and learning to follow instructions. The children love to move freely with a scarf.

**NOTE:** This section is not filmed in the 4-5 video but the music and choreography notes always include Block 5

**Relaxation** - Children lie and rest for 1-2 minutes.

# STRUCTURE OF THE CLASSES

**6-7**  
YEAR-OLDS

## 6 - 7 YEARS

**WELCOME CIRCLE** - To focus the children on the 'here and now' of class. Set expectations and rules, create rapport, and may include a Fun Fact.

6 movement categories for a wide variety of simple foundation movements and skills. The moves are easy to follow so the children can be successful fast. Hand and arm patterns are only added after the feet are moving to help the children understand the movement quickly.

**MOVE** - Simple movement to music tracks for Warmups or active rest tracks

**PUNCH/KICK** - Cardio tracks using Punches, Strikes, Kicks and High Knees to raise heart rates

**JUMP** - Plyometric and sports based movements to increase fitness & agility

**DANCE** - More complex dance sequences to learn and individualize

**GAMES** - Interactive, fun games to engage children

**YOGA** - Simple Yoga sequences for flexibility and focus

**SCARF BOX** - Children dance with scarves and follow instructions to increase spatial awareness, improvisation, listening and learning to follow instructions.

**RELAXATION** - Children lie and rest for 1 - 3 minutes.

Teachers are free to make up their own playlists to suit their classes.

Always begin with a **MOVE** track and finish with **YOGA** and **RELAXATION**. Aim to include as many movement categories as possible. Check your choreography notes for suggested class playlists.

**8-12**  
YEAR-OLDS

**13-16**  
YEAR-OLDS

## 8 - 12 YEARS, 13 - 16 YEARS

**WELCOME CIRCLE** - To focus the children/teens on the 'here and now' of class. Set expectations and rules, create rapport, and may include a Fun Fact

8 movement categories for a wide variety of simple foundation movements and skills. The moves are easy to follow so the children/teens can be successful fast. Hand and arm patterns are only added after the feet are moving to help the children/teens understand the movement quickly.

**MOVE** - Simple movement to music tracks for Warmups or active rest tracks

**PUNCH** - Cardio tracks using Punches, Strikes and High Knees to raise heart rates

**KICK** - Martial arts style kicks to strengthen legs and teach balance and coordination. May include jumping

**JUMP** - Plyometric and sports based movements to increase fitness & agility

**DANCE** - More complex dance sequences to learn and individualize

**CORE** - Fun, full body movements using to strengthen the core using body-weight exercises

**GAMES** - Interactive, fun games to engage children

**YOGA** - Simple Yoga sequences for flexibility and focus

**RELAXATION** - Children/teens lie and rest for 1 - 3 minutes

Teachers are free to make up their own playlists to suit their classes.

Always begin with a **MOVE** track and finish with **YOGA** and **RELAXATION**. Aim to include as many movement categories as possible. Check your choreography notes for suggested class playlists.

# CHILD-CENTRED TEACHING MODEL

This simple child-centred teaching model ensures you are teaching in a way that gives every child the opportunity to fall in love with movement.



## BE

### ATTITUDE & AUTHENTICITY

- **Start with love.**
- **Be yourself.**
- **Use your own natural language** when you talk with the children.
- **Respect for the children.**

### AGE-APPROPRIATE ENERGY

- **Understand how to connect energetically with different ages and adjust your vibe to the needs of the children.**

### SPARKLE

- **Be switched on for the entire experience, from the time the first child enters the room until the very last child leaves.**

## LEAD

### CALL IT WHAT IT IS

- **Call moves by describing what they are.**

### QUESTION WITH PURPOSE

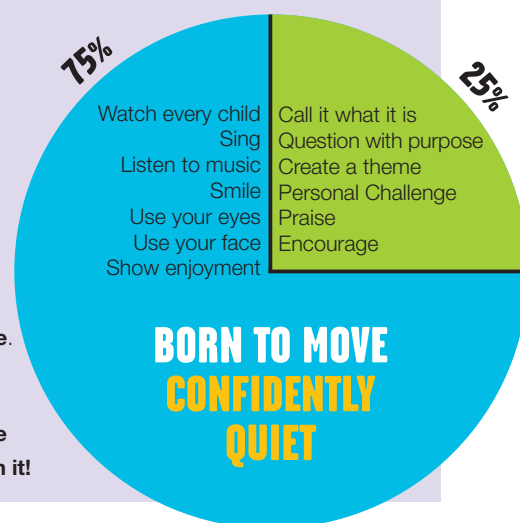
- **Ask a question which encourages children to think**
- **Focus on the feel of the movement.**

### PLAY

- **Be playful, laugh, smile, play tricks.**
- **Keep all your messages about physical activity positive.**

### 25 / 75% CONFIDENTLY QUIET

- **Children love to hear the music, so we must learn to be quiet sometimes while teaching - it's difficult but worth it!**



## INTERACT

### WATCH

- **Look at the children all the time to maintain their attention.**
- **Watch and notice.**
- **Understand how to read their signals.**

### ADAPT

- **Keep the class dynamic and enjoyable for every child.**

### RESPOND

- **Quickly responding to what you see happening in the room.**
- **Show you are in charge.**
- **Redirect or divert children who are not engaged.**





# LET'S TAKE A CLOSER LOOK

## BE

- **ATTITUDE & AUTHENTICITY**
- **AGE-APPROPRIATE ENERGY**
- **SPARKLE**

### ATTITUDE & AUTHENTICITY

- Have a purpose for the class and what you're trying to achieve with the children.
- Recognise the differences between teaching adults and children and ask yourself what you'll need to adjust.
- How will you step into your authentic self and just be a strong, compassionate leader 100% of the time you are with the children?
- Be authentic in your movements: a bear is big; treasure is heavy; punching is hard, dancing is fun. Put yourself into the story and they will trust you because you are with them. Most importantly BE AUTHENTIC... relax and be yourself.

### AGE-APPROPRIATE ENERGY

Think about the age-appropriate energy and how to meet each child where he or she is at.

### SPARKLE

Light your inner sparkle before you set foot in class. With BORN TO MOVE you are 'on' before you are on! Always be ready to greet the first child and make them feel welcome, wanted and special.

## LEAD

- **CALL IT WHAT IT IS**
- **QUESTION WITH PURPOSE**
- **PLAY**
- **25/75% CONFIDENTLY QUIET**

The secret to child-centred coaching is to use child-centred language and establish an environment where every child is taking part and having fun. Always focus on the positive and praise participation and effort. Avoid questions and comments that focus on how the children are looking and instead on what they are doing well.

### CALL IT WHAT IT IS

- The goal of 'call it what it is' is to get the children moving successfully as quickly as possible.
- Describe the move using simple language e.g. "drop, step, tap, lift, jump". A galloping horse. The strongest man in the world!
- Rhythm Coach - use counts, sounds and repetition to make the rhythm clearer - run, run, run, jump or 3, 2, 1, jump.

### QUESTION WITH PURPOSE

- The goal of 'question with purpose' is to stimulate learning
- Ask Open Ended Questions – these are questions where the reply is NOT 'Yes' or 'No'. They are questions that require the children to think about the answer. Example: "How high can you jump?" is open ended rather than "Can you jump high?". Other examples are - "How can you make your legs look like mine?" "What can you feel in your legs?", "How can you make your arms like big branches in the wind?". These questions draw attention to the feeling of the move and the focus areas.
- In the Early Years group a question with purpose might be something like "What kind of animals do we see in the jungle?"
- Ask yourself what you want the children to learn in the track.

### PLAY

This is hugely important!

- Sing as much as you like because this encourages children to sing, which helps them learn the moves.
- Use a theme – set up a fun scenario for the track but keep it simple.
- Offer a challenge – "Can you do 1 more than last week?". Focus the children on reaching their own personal milestones. Be positive and inspiring and never push too hard.
- Praise involvement and encourage participation. "Can you all lift your arms like we're at a concert together?"
- Create confidence - "I can hear all our feet hitting the floor at the same time! Great!". "You've got this!".

### 25/75% CONFIDENTLY QUIET

- Children need time to process what you are saying and they want to hear the music!
- 100% present but only talking 25% of the time. The rest is silently engaging, or singing!

## INTERACT

- WATCH
- ADAPT
- RESPOND

### WATCH

Watching is an essential super skill to develop.

The class will flow smoothly if you are able to anticipate potentially disruptive situations. Observe the children as you are leading them. Deliberately think of turning your EYES ON so you can really see what's going on:

- **Eyes on you** = they are engaged
- **Nods** = they understand
- **Puzzled looks** = they are confused so show them again
- **Squirming or looking around** = they are bored, so move on

Simple, positive, playful – these are key ideas to create a safe, fun and addictive experience for the children. Video your class and listen to everything you say.

**If the children are not responding as you'd like them to, revisit your language. Are you filling them with self-belief and confidence so they can take part and enjoy the class or is your language threatening, too challenging or disparaging?**

It can be useful to ask for feedback from the children to know what makes a great teacher in their eyes. "What do you love about what we just did, to do when you hear music, favorite game, favorite color, what would it move like if you were that color... etc. ... If you were \_\_\_\_, what would you move like?"

### ADAPT

**For 6-16 year old classes**

There are three ways you can adapt what you're doing to re-connect with children who are disengaged or not taking part:

1. **Play a game** – Use a game to re-engage and energise the class.
2. **Move on** – If a track is not going well and the children are opting out of the class, rather than getting frustrated just turn the music down, congratulate them on their effort and then move on to the next track.
3. **Use of room** – Be creative in the way you use the room. Rather than treating the room as having a front and back, think of it as more of a circus arena where there are no fixed directions. At any time during the class you can change the position of the 'front' and alter the direction in which everyone moves. For example:
  - **Whole group (facing the front)** You should begin each class facing the front as it encourages self-responsibility of participation and establishes you as the person in charge.
  - **You can move around the group** so the group turns 90 degrees and the children are in new positions relative to the front, but you remain in front of them, taking the lead.
  - **Split group** (group halved facing each other with teacher in the middle). This is a great set-up to encourage competition and interaction between the two groups.
  - **Whole circle** (form a circle and expand it so there's room to move). Encourages the opportunity to move as a group and have interaction with others.
  - **End of room** (form tight lines at one end of the room). The group can move forwards and backwards and lines of children can run separately.
  - **Corners** (move entire class to a corner and work diagonally or from corner to corner). Keeps children engaged and moving. This may encourage those sitting down to join in again.
  - **Run to another spot** (during a track ask children to run to another spot and get ready to...) Keeps children engaged and focused.

**Note:** Don't say "Run anywhere" as you want them to move safely around each other. You need to maintain a safe, working environment without creating chaos! Moving around can cause excitement and impulsive behavior in some children so reinforce the boundaries in your welcome at the start of the class



## RESPOND

Situations will always arise no matter how positive the learning environment is.

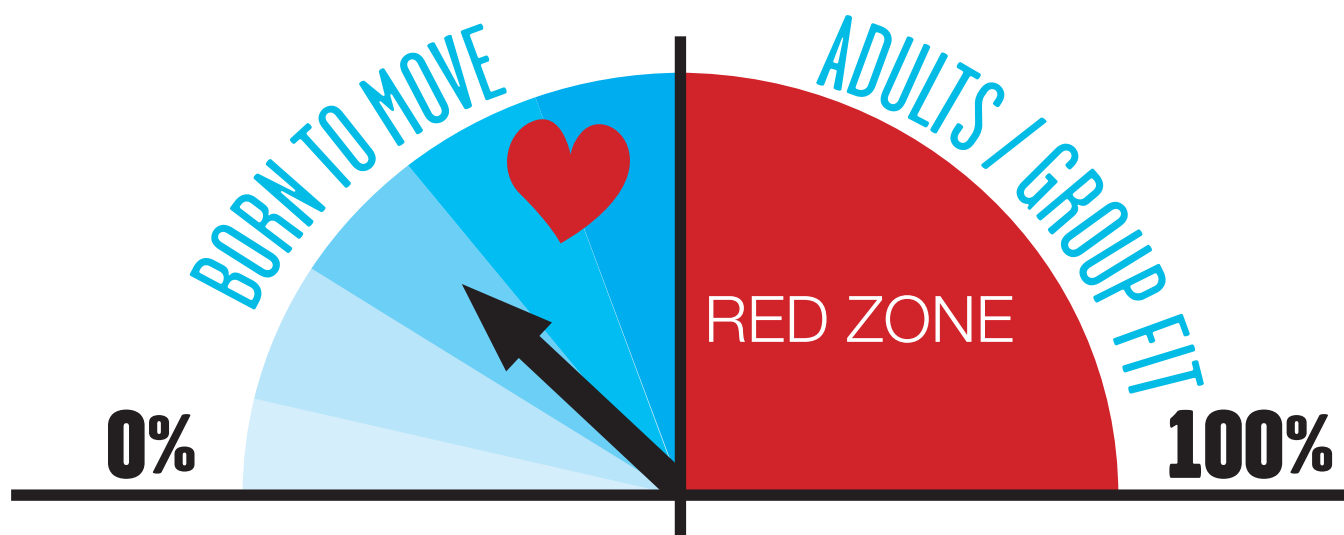
We can and should absolutely be prepared for children to behave like children. Remember you are the adult and need to show all the children that you are in charge. You show respect for all the children in the class when you intervene and respond to bring those who are not fully engaged back into the class. You should always look to redirect or divert the child rather than bring attention to their behaviour. This allows the class to flow with minimal interruption. Always give the child the choice, to either join in or sit or leave (if parents are waiting). Being disruptive is not an option! Expect and encourage participation. Never punish, just offer 2 clear choices.

**5 second rule.** You have 5 seconds to deal with a situation. Be clear and kind.

1. Distract the child.
2. Bring the child to your side and continue.
3. Stop music, sit down, wait until everyone is quiet and then restart from where you were.

## NOTES

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



# BORN TO MOVE ENERGY METER

## The BORN TO MOVE Energy Meter – Staying out of the red zone!

- Music and voice are a bit louder in a 13-16 year old class than in a 2-3 year old class (but never in the red zone/adult zone).
- Our moves get a bit more intense in a 13-16 year old class than in a 2-3 year old class (but never in the red zone/adult zone).
- What about facial expressions? That's the only tool that works in reverse. Facial expressions (showing emotions) are bigger in a 2-3 year old class than in a 13-16 year old class.





# CLASS MANAGEMENT AND CHILDREN BEING CHILDREN

## Strategies for Situations

### 2-3 year old class

Explain how the class runs to the parents at the beginning. One parent or caregiver does the class with their child and must be prepared to be a tiger in the jungle or a frog jumping around a pond!

Respecting that this is the child's class is paramount and ask the parents to wait to talk to each other until after class. It is important the parents are focused on the class for the whole class to avoid distractions.

Once the class begins, speak to the children even if the child relays answers through the parent.

Sometimes children will stand and watch the entire class and then re-enact the class at home. Reassure parents that this is absolutely fine and the child will join in when they are ready.

If a child loses concentration or has a tantrum, ask the parent to take the child out of the room for a few minutes to change their environment and welcome them back in when they both return.

The children must not touch anything in the room that is not part of the class.

### 4-5 year old class

Before class begins organise a helper to assist you effectively manage this class. This may be a dedicated helper, who is in the class with you or within calling distance outside the room, or a parent staying for the class who is happy to wait outside the room. It's important to stay in the room with the children for the whole class so you need to have help when you require it. If an accident occurs then you have someone to call on immediately.

If a child cannot let their parent's hand go, ask the parent if they can please let go of the child's hand so they can come to dance and play today? This makes it the parent's responsibility which makes it easier for the child. Take the child by the hand and lead them to their very own spot. "This is your place right here, now today we are going to meet a..." (character from one of the songs). This may be enough to distract the child to try the class. Ask if everyone has been to the toilet. Parents or your organised helper outside can be toilet monitors. Drink bottles stay out of the room (yours also) as it is best that this age group drink after class to avoid lots of toilet trips!

#### Identify any children with disabilities...

If a child has hearing problems keep them in the front row. Attention Deficit Hyperactivity Disorder (ADHD) children may require a parent sitting at the side of the room on standby. If other children also want their parent to stay, explain that he/she doesn't need their parent in the room as it's only "Sam" that needs extra support.

Latecomers are always welcome as it is never the child's fault. Make them immediately welcome and find them a space up the front of class. If you make them feel comfortable quickly and are obviously not concerned they are late, they will develop trust in you to make things right in the class environment.

Watch all the children all of the time. Being observant will help you manage any arising situations fast. Blow out the match rather than trying to fight the fire!

Focus on good behaviour. You are in charge and never angry. Talk to them in real words and manner, not 'baby talk' because they understand. They will test you to make sure you are in charge, mean what you say and you can be trusted. Remember every child wants to be seen.

First try saying "I thought I saw you pushing Mary but you weren't... that's good." "I knew you could stand beside Joe and not touch him." "I love how straight you can stand up". Or keep the class going and move over to the distracted child leading them back to stand next to you without saying anything.

If 2 children are playing, place 1 on either side of you until you think they are ready to be in the main group again. Or use the 5 second rule to offer effective solutions and offer only 2 clear choices always. "You can dance or sit down here and wait." If another child wants to sit down, say "you can't because that space is occupied."

Always praise good behaviour, especially following a distraction.

If they are talking too much try: talking very quietly; looking at the ceiling; turn the music off then sit in a circle and ask "Hello, how are you today?", then continue. If they are shouting instead of singing ask if they can please sing in their "pastel voice, pale blue and pale green."

It's recommended you don't bring your own children into class.

## Situations

**Children get louder and louder:**

Solution: \_\_\_\_\_  
\_\_\_\_\_

**Emma sits down on the floor in the middle of an exercise:**

Solution: \_\_\_\_\_  
\_\_\_\_\_

**Andrew runs around disturbing class:**

Solution: \_\_\_\_\_  
\_\_\_\_\_

**Karen starts to cry:**

Solution: \_\_\_\_\_  
\_\_\_\_\_

**Harry has difficulty letting his parents go:**

Solution: \_\_\_\_\_  
\_\_\_\_\_

**Jill keeps leaving the room and coming back in:**

Solution: \_\_\_\_\_  
\_\_\_\_\_

**Mary needs to go to the toilet:**

Solution: \_\_\_\_\_  
\_\_\_\_\_

## 6-7 year old class

This age group can be very talkative. If everyone wants to tell you a story in the Welcome Circle, listen to 1-2 then ask if the child can remember to tell you after class.

If a child discloses a bad situation at the beginning of class say directly to the child that "We will talk about it after class". It is important that the children know you are listening to them as it develops their trust in you. Most of the time they will not remember to talk with you as class has been so much fun.

Wear appropriate clothing such as a T-shirt and shorts or tights that cover your body appropriately. Children should not be able to see through it or under it or down it!

If children run out of the room, gather them back up and be clear that the only reason to leave the room is to go to the toilet. Tell them what is coming up next to distract them.

## 8-12 year old class

The Welcome Circle is an important time to establish expected behaviours. Ask the class to agree to the rules you decide on as a group.

Watch with an eagle eye for situations and react immediately. Separate children that interact too much and if they ask to be together give them the opportunity to show you they can work along side each other.

Be aware of group dynamic between friends and who may get left out. Take control of pairing children if this may occur as it's important that each child feels they have a place in class and can trust you to make sure it is a non-judgemental environment.

If a child is shy or left out, put her/him with someone else who she/he will be comfortable with.

If a child feels they can't do the movements, remind them what they are good at or what they did well last week. Always focus on the positives and tell the truth so the child develops trust in you.

Tell the children you expect good behaviour because you trust them and demonstrate this during class. Always praise effort and participation.

Remember that the Be, Lead, Interact model minimises the chance for situations to occur.

## 13-16 year old class

Use the Welcome Circle to observe the teenagers and get to know them better.

If they are self-conscious and stand at the back, let them and praise their participation.

If they are moody, don't judge their mood; just understand that teenagers do not leave their problems at the door of class. Allow them to use the class to express their emotions.

Watch and adapt class if you need to. Play a track that you know they love to re-engage them.

Teach them foundation moves well and clearly so they can learn authentic movements.

Observe this group. Look out for things like too much weight loss. If you are concerned talk to the teenager and, if you have further concerns, talk to their parents.

Understand that 16 year olds may not want to do this class with 13 year olds and you may need to set up separate classes for younger and older teenagers.

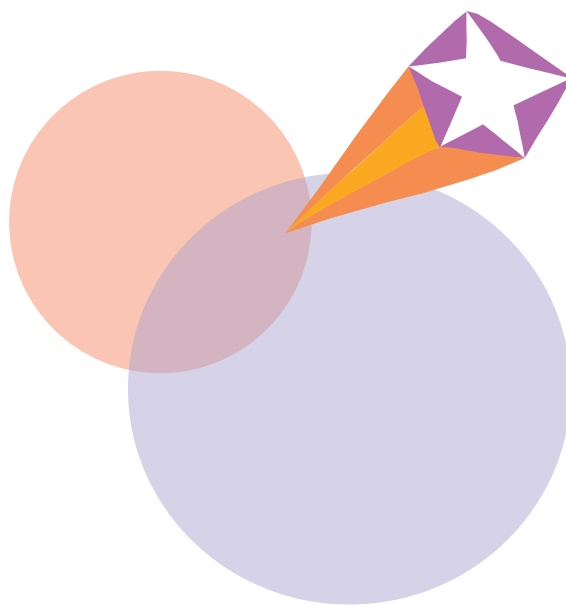
## IMPORTANT

**If you are concerned about a child always speak to the child's parents.**

**Bullying is never tolerated: always act fast, speaking directly to the children involved to ensure the children know your class is safe for everyone.**

**Refer any injury or medical condition to a doctor.**

**Keep yourself safe. The appropriate use of touch requires discretion and professionalism. Engage and connect warmly and kindly while maintaining a professional distance. Only hug a child if they have initiated it.**



# WELCOME CIRCLES

Welcome circles are your opportunity to set the tone for the rest of the class! It's your chance to connect with the children, set some behavioural and safety expectations, and in some age groups, even learn something new!

Welcoming each age group is different in your tone of voice, words and topic – just like the Essence!

Fill in the table below around Welcome Circles for each age group:

	2-3 year olds	4-5 year olds	6-7 year olds	8-12 year olds	13-16 year olds
Delivery Style					
Objectives/ Set Scene					
Who sets the rules					
Fun Fact Y/N					
Class Setup					



## FUN FACTS

These are topics to discuss in the Welcome Circle for the School Years classes. They can be about anything that might be interesting to the children! They are completely optional – you may choose to use one occasionally, or not at all!

You can find ideas for Fun Facts in the Education Section on your Releases App!

# NOTES

This image shows a full page of white paper with horizontal dotted lines, typical of notebook paper. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

# GAMES FOR 6 - 16 YEAR OLDS

A huge part of the appeal of BORN TO MOVE for children is that they get to play games, race and compete in non-threatening physical activities with nothing at stake. Everyone who participates wins and team members encourage each other to give their best and complete different challenges.

Games can be used anytime during the music and moves section of class; you have a choice to play a game, set up a circuit or run a relay. Introduce some variation from week to week and keep each activity fresh so children stay engaged.

Each Games release contains more ideas for Games in each age category.

You should have access to the Games Release in your Releases App - see your local office if it's not there!

## Circuits

For 8–16 year old age-groups with age-appropriate movements

- Explain that each corner of the room is a different station
- Pre-teach the movements at each station so everyone understands
- Ask the children at each station to show you the movement before you begin to make sure they understand
- Alternate upper and lower body movements
- Time at each station:
  - 8–12 year olds: 30 seconds
  - 13–16 year olds: 45 seconds

**NB: Adjust time to suit fitness of your class.**

### MOVEMENTS AT EACH STATION

Lower body movements	Upper body or core movements
Double foot jumps – forward and back, side to side	Pressups from knees or toes
Jumping Lunges	Punching in time to music – Squat Stance
Tuck Jumps	Mountain Climbers
Squats – touch floor and jump up	Burpees – squat, hands to floor, step or jump feet back, feet in, stand or jump up

## 6 POINT GAME SET UP

1. Setup
2. Explain goals
3. Demonstrate moves
4. Rules
5. Ask for understanding
6. Recap

### Examples: Rats and Rabbits

1. Everyone form 2 lines down the centre of the room.
2. The rabbits have to get to their homes over here.
3. Ready rabbits - show me where you are running!
4. No pushing.
5. Everyone understand?
6. So when I call rabbits....

## Relays

For all age-groups with age-appropriate movements

- In pairs, or in groups of three, line the children up at one end of the room. Explain the relay by demonstrating the starting movement, locomotive movement and non-locomotive movement at the other end of the room.
- Always ask the children if they understand what they are going to do before starting the relay.
- If your room is small, run through the relay two or three times with each pair before moving to the next movement.
- The winning group may suggest the next movements.

### Starting position

- Standing
- Sitting
- Lying, facing the runner
- Any non-locomotive move

### Locomotive moves

- Run
- Jump
- Hop
- Run sideways
- Bunny Hop
- Lunges
- Crocodile Crawl

### Non-locomotive moves (at end of room)

- Jumping Jacks/Star Jumps
- Own movement then partner has to copy
- Partner calls movement

### Example:

**1<sup>st</sup> time:** Person 1 starts lying down on back – on your call the children jump up and run to the other side and perform five Jumping Jacks, then run back and tag their partner who is lying down waiting – each person does two rounds.

**2<sup>nd</sup> time:** Person 1 starts sitting down – on your call they hop to the other end and perform five Punches, then hop back and tag their partner who is waiting sitting down.

**3<sup>rd</sup> time:** Person 1 lying down on their front – on your call they push up onto their hands and crab crawl to the other end, stand up and run for five counts then crab crawl back to tag their partner who is waiting lying down.

## Games

For 6–7 and 8–12 year olds

Every BORN TO MOVE Teacher is entitled to receive the Games release free! It contains many games for you to use in your classes.

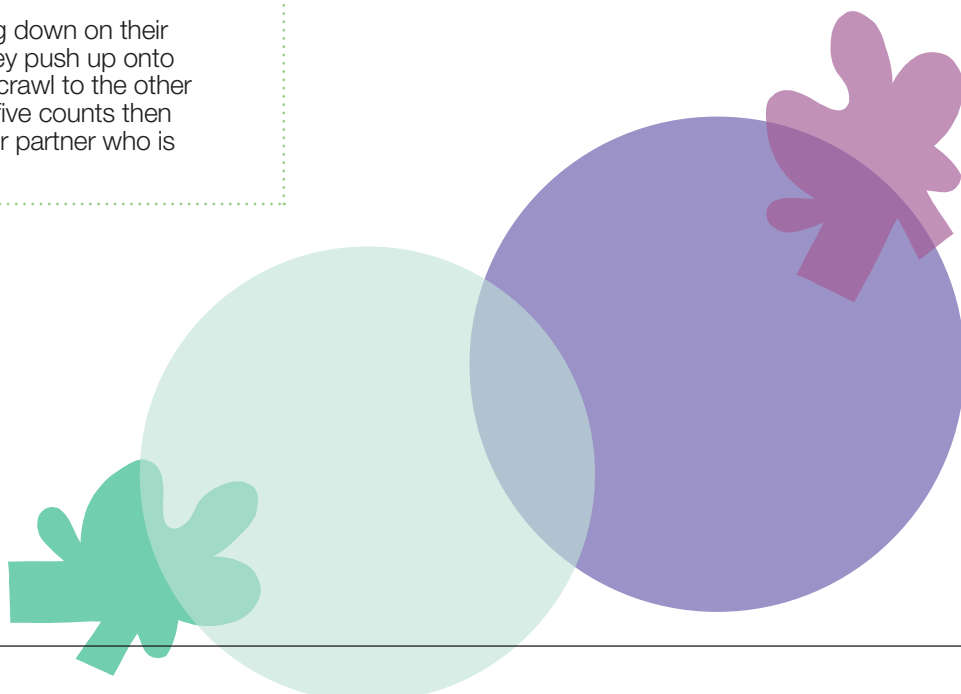
## One on One Games

For 8–12 and 13–16 year olds

These games involve working with a partner. .

Set up very clear safety boundaries and add the rule before the game that if either person says 'STOP' the other person must immediately stop.

Watch carefully and call 'STOP' yourself at any point.



# SCRIPTING SHEET

BE

Age-appropriate energy, sparkle

Call it what it is

LEAD

**Call it what it is**

**Goal** = to get them moving  
e.g., "walk, walk, walk, jump"  
"step together step turn"

**Question with purpose**

**Goal** = connect to their movement, attention, focus  
"Where do you feel..."  
"How can you..."  
"What happens if you..."  
"Let's try..."  
"What do you feel when..."  
"How long/big/low/high..."  
"What does a pirate..."

**Play**

**Goal** = fun, excitement, connection  
Sing, theme, imagery, fun, praise, encourage, personal challenge, visualisation, create confidence

**25/75% Confident Quiet**

Where can you be silent and just sing or engage with your eyes & smile?

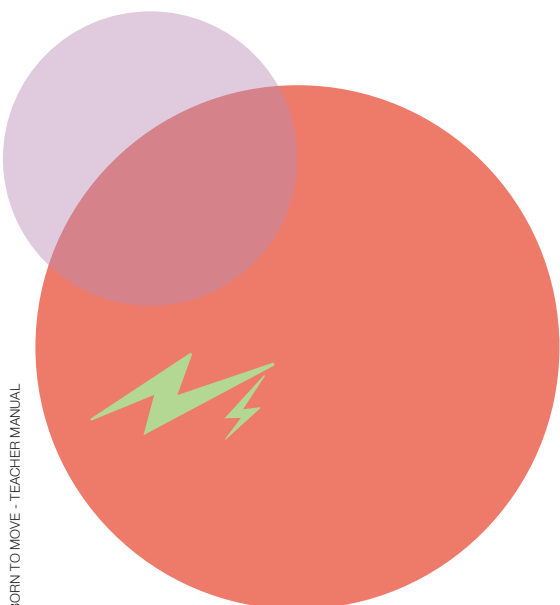
Question with purpose

Play

Call it what it is

Question with purpose

Play



Call it what it is
Question with purpose
Play

Call it what it is
Question with purpose
Play

Call it what it is
Question with purpose
Play

Call it what it is
Question with purpose
Play

# ASSESSMENT

**Certification is awarded in two groups:**

**1**

## EARLY YEARS

- 2–3 years
- 4–5 years

By submitting footage of you teaching a 4-5 year old class.

**2**

## SCHOOL YEARS

- 6–7 years
- 8–12 years
- 13–16 years

By submitting footage of you teaching an 8-12 year old class.

**For assessment the three Key Elements will be considered:**

### 1. Essence

Do you teach in the essence of the class? Have you mastered the fundamentals of teaching children of the age for which you are being assessed?

### 2. Music and Moves

BORN TO MOVE basic fundamental movements demonstrated with:

1. Clear movement and easy to follow
2. Good knowledge of the moves and choreography
3. Good timing (moves in time with the music)

### 3. Teaching

Demonstrate the BORN TO MOVE coaching model:

**BE**

**LEAD**

**INTERACT**

- Show age appropriate energy, and attitude and authenticity (BE)
- Call it what it is, Question with purpose, and Play (LEAD)
- Show that you are watching the children (INTERACT)

**A key measure of your effectiveness as a BORN TO MOVE teacher is how the children in your class respond to the music and moves, and their levels of engagement and enjoyment.**



# BORN TO MOVE RESEARCH

BORN TO MOVE was developed with a specific goal in mind: to get young people moving. By changing attitudes towards fitness, and encouraging daily physical activity, we believe that we can create a clear road towards combating the health problems that face the youth of today.

Childhood obesity is a global problem and presents one of the most serious challenges to public health in the 21st century. Statistics indicate that children who are overweight or obese are likely to remain this way into adulthood, and are at greater risk of developing conditions such as diabetes and cardiovascular diseases at a younger age. Being overweight or obese is largely preventable; by promoting a love of exercise from an early age, we can create great habits which can be maintained for life.

Our key focus in this program is upon attitude towards exercise. The aim of the research projects (detailed below) was to demonstrate a measurable shift both in attitude towards being active, and inclination to engage in physical activity.

The overall aim of this study was to evaluate the effectiveness of the BORN TO MOVE program on children's physical activity and physical fitness.

The first study was conducted by Professor Ralph Maddison and his team at Auckland University.

Data was collected on anthropometric measures, psychological variables (self-efficacy and perceived enjoyment) as well as physiological variables (oxygen consumption and energy expenditure).

The evaluation was undertaken with two classes from Orewa College in Auckland, New Zealand, during Terms 3 and 4 (August - November) of 2012.

One class took part in the BORN TO MOVE program during school time while the other continued with their usual curriculum and served as a control.

Participating children were in year 8 (aged approximately 12-13 years). Results of the study revealed:

1. The intervention was well received by students; almost all students rated the program as enjoyable.

2. Exercising to music and the group environment were key features of the program for students.
3. The intervention had a positive effect on student's self-efficacy to be active.
4. The energy expended during BORN TO MOVE classes was equivalent to moderate intensity exercise.
5. Almost all students (87%) viewed the classes as a positive challenge.
6. Almost all students (87%) enjoyed the musical component and the group environment.

A follow up study to the Auckland University investigation took place in July – August 2019.

Two groups of children (56 aged 6-8 years and 38 aged 9-12 years) took part in this study conducted by Pennsylvania State University. Each child completed two BORN TO MOVE group fitness classes per week for six weeks.

This study measured psychological variables similar to those conducted in the Auckland University study. In addition, parents were asked to complete a survey at the conclusion of the intervention to gauge both their impressions of the program and their perceived impact of the classes upon their children (72 of the parents completed this questionnaire).

It's crucial that we remember the philosophy of BORN TO MOVE when considering the results from the trial:

1. To create experiences where children can express themselves on a physical platform
2. To develop a lifelong love of movement

Overall, the findings from both the studies provide us with compelling evidence that the program is on the right track.

The outcomes in the psychological variables for the younger children in the Penn State University study were very positive and mirrored those of Auckland University. This age group had high levels of enjoyment (72%) and three quarters found the classes interesting (72%). The children demonstrated a strong belief in their ability to do the moves (87%) and low levels of concern about the way they looked (76% were unconcerned). Music was a key driver of fun (90%) and the majority preferred exercising in a group (65%).

# BORN TO MOVE RESEARCH

The outcomes in the psychological variables in this study remained positive for the older children but did reflect an increased level of self-consciousness as children age. Both interest (72%) and enjoyment (61%) were still high for this age group as were self-efficacy (69%). The majority felt that the music drives the fun (81%). Although some participants were not worried about how they looked (47%) or their ability to do the movements (31%), a greater proportion demonstrated a level of concern about these two aspects. The latter findings indicate that instructors must ensure they create a safe and accepting environment for older children to help them achieve a high level of intrinsic satisfaction from completing a BORN TO MOVE class.

## Outcomes of Parents' Survey

The overall response of parents to BORN TO MOVE was extremely positive: 100% stated that they would continue to send their children to classes and that they would recommend the program to other parents. Parents had a variety of reasons for wanting their children to take part, but encouraging their child to be healthier in general and develop a positive attitude towards exercise were key drivers for everyone.

Most parents believed that, prior to the start of the BORN TO MOVE trial, their children already possessed: a love of activity; a willingness to try new activities; strong levels of self-confidence (towards exercise as well as in general). BORN TO MOVE has strengthened these convictions and all of the parents believed that their children enjoyed doing the BORN TO MOVE classes.

In conclusion, both studies demonstrate objective shifts in attitude and levels of enjoyment. These factors are critical to both cultivating children's immediate appetite for exercise, and establishing great physical habits for life.





# PILOT EVALUATION OF THE BORN TO MOVE PROGRAMME IN UK PRIMARY SCHOOLS

## BACKGROUND

Physical inactivity and increased prevalence of sedentary behaviours in youth are associated with negative health indicators such as obesity and type 2 diabetes. The most effective intervention approaches are those that are set in school environments. PE is a mandatory subject through all years of compulsory schooling and curricula typically involve traditional games-based activities with an emphasis of the current government being competitive games. This narrow curriculum structure is however, not suited to all children, some of whom prefer activities that are more movement and exercise orientated.

## PROJECT AIMS

The primary aim of the project was to evaluate the effectiveness of the BORN TO MOVE programme on selected physical activity, fitness, and health outcomes.

A secondary aim was to gather evidence of the children's and teachers' perceptions of BORN TO MOVE.

## METHOD

Four state-funded co-educational primary schools from West Lancashire in north-west England were recruited. Year 6 pupils (final year of primary education; age 10-11 years) were selected to participate in the project.

73 pupils in two schools received the BORN TO MOVE programme twice per week for 6 weeks.

Two further schools (66 pupils) completed two PE classes per week, acting as a control.

## TESTS

- Muscular fitness: leg power and upper body muscular endurance
- Cardiorespiratory fitness: shuttle run performance
- Body size: Body mass index (BMI)
- Habitual physical activity: self-reported and objectively measured with accelerometry
- Physical Education (PE) and BORN TO MOVE lesson physical activity- Self-reported perceived exertion and accelerometer measures.
- Psychological outcomes: perceptions of effort, intrinsic motivation, competence and self-efficacy in relation to PE and BORN TO MOVE lessons

In addition, the pupils that participated in the BORN TO MOVE programme completed a post-course evaluation survey which recorded their views on the programme and its delivery. Furthermore, the BORN TO MOVE pupils' class teachers provided qualitative evaluations of the programme.

## NOTE

The overweight and obesity prevalence of the children participating in this project (BORN TO MOVE = 25.7% and COM = 20.6%) did not reflect the local norm of West Lancashire where 35% of Year 6 children are classified as overweight or obese.

## KEY FINDINGS

The BORN TO MOVE group improved push-up test performance from 5.7 to 11.7

The BORN TO MOVE group significantly improved standing long-jump performance from 130.2 cm to 145.0 cm.

When wearing the accelerometers during waking hours, the BORN TO MOVE group engaged in significantly more light and moderate physical activity and less sedentary activity than the control group.

When wearing the accelerometers during BORN TO MOVE, the group engaged in more moderate physical activity, moderate to vigorous physical activity and total physical activity for a significantly greater percentage of lesson time than the control group did in their regular PE lesson.

The BORN TO MOVE groups' intrinsic motivation score significantly increased during the BORN TO MOVE lesson compared to their baseline PE lesson.

A significant majority of the BORN TO MOVE group evaluated the lessons positively in relation to enjoyment, motivation, the teacher, the music, differentiation, competence, concentration, fitness, and health.

The class teachers of the BORN TO MOVE group positively evaluated the programme, citing challenge, enjoyment, teacher-child interactions, and improvements in confidence as being the key indicators of success.

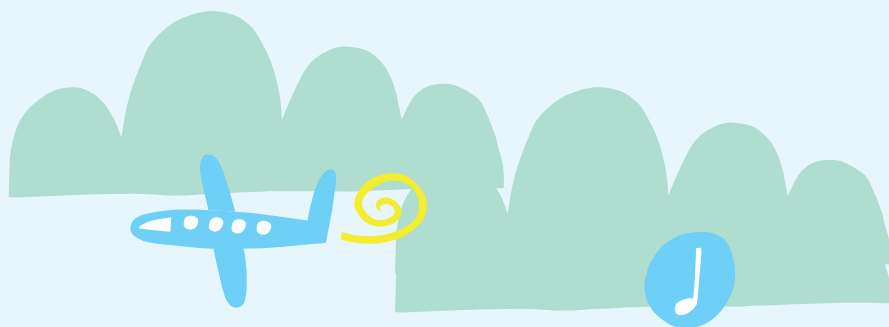
## SUMMARY

The BORN TO MOVE group demonstrate improvements in the muscular fitness They engaged in more daily physical activity and less sedentary activity on days when they participated in the BORN TO MOVE lessons.

They participated in significantly more moderate intensity physical activity and total physical activity than the children in the comparison schools did in their regular PE lessons. Furthermore, less time was spent being sedentary in the BORN TO MOVE lessons compared to regular PE.

The children's intrinsic motivation was higher when compared to PE.

At the end of the programme the evaluations of the participating children and teachers were extremely positive, citing a number of contributing factors.







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