

MOVEMENT PROPS IN PRACTICE

a self-paced online video course | approved by CBMT for 3 CMTE credits

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Course Guidebook



Lyrics, Chords & Facilitation Guides

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Gentle Hands

Balloon Ball

A

In my hands I have a ball

E

It's not too big, it's not too small

A

Gently, gently, in this way

D

E

A

With my balloon ball, I will play

D

A

Gentle hands, gentle hands

E

A

A7

Toss it up and see where it lands

D

A

Bounce, bounce, bounce the ball

E

D

A

With gentle hands, we can do it all

CHORUS

(substituting child's name or "you/your")

Additional verses:

Roll, roll, roll the ball

Float, float, float the ball

Bop, bop, bop the ball

Gentle Hands

Facilitation Guide

Objective(s)

- Improve coordination
- Improve ability to follow directions
- Increase trunk strength and balance
- Increase gross motor control
- Improve bilateral hand movement

Materials

- Balloon ball

Procedure

1. As participants sit in a circle, model appropriate use of the balloon ball while instructing participants to only use 'gentle hands' while playing with the ball.
2. Model appropriate motions while singing "Gentle Hands" and gently tossing the ball up and down.
 - a. "See where it lands" - let the balloon ball land on the ground, then transition to bouncing the ball up and down.
 - b. "We can do it all" - hold the balloon ball in your hands until the verse ends.
3. Sing again, while prompting individual participants to do the various motions with gentle hands.

Adaptations

- To increase social interaction, additional motions can include:
 - Pass the ball around the circle
 - Roll the ball around the circle
 - Participants can also be encouraged to say the name of the participant receiving the ball as they pass the ball to each other.
 - Participants can also practice color identification by being prompted to pass or roll the ball to participants wearing a specific color.
- For an added challenge, have participants gently bounce the balloon ball on top of a parachute while singing the song.
 - Replace "in my hands" with "in my parachute"
 - Motions utilizing a parachute can include "toss" and "roll".

Hot Air Balloon

Balloon Ball

C G7 C G7

Hot, hot, hot, hot air balloon

C G7 C G7

Hot, hot, hot, oh-oh-oh, we've

F C G7

Got, got, got, got to pass it soon

F G7 C

Hot air balloon

F C

Now FREEZE! Who's got the balloon?

G7 C

_____ has the balloon

F C

Hold it with your fingertips

D7 G7

Get ready to pass it soon...

CHORUS

Hot Air Balloon

Facilitation Guide

Objective(s)

- Increase social interaction
- Improve impulse control
- Increase awareness of others
- Increase gross motor control
- Improve ability to follow directions

Materials

- Balloon ball

Procedure

1. Have participants sit in a circle.
2. Instruct the participants to gently pass the balloon ball down the line.
3. Demonstrate the appropriate stopping response on the words, “freeze” (holding the ball).
4. Begin singing the ball and instruct the participants to begin passing the balloon ball.
5. As participants are instructed to ‘freeze’, prompt the participants to say the name of the participant who has the ball in his or her hands.
6. Continue singing the song while passing the ball around the circle

Adaptations

- Incorporate changes in tempo to speed up or slow down passing the balloon ball.
- To further encourage positive social interaction:
 - Have participants share one positive thing about the participant who has the balloon ball.
 - Have the participant holding the balloon ball share one fact about himself/herself (age, favorite color, favorite food, etc.).
- For added motor challenge, have participants stand and gently toss the ball around in a circle.

Body Cross, Applesauce

Bean Bags

D **G**
Body cross, applesauce
D **G**
Movin' to the beat
A **A7**
You can do it sittin' down
D
Or up on your feet
D **G**
Body cross, applesauce
D **G**
Do as I say
A **A7** **D**
Move, move your bean bag this way

Body cross, applesauce
Here we go
Make your bean bag touch
Your **ELBOW**
Bring your hand across
To your **ELBOW**, you see
Move, move, movin' your body

Body cross, applesauce
Do it with me
Make your bean bag touch
Your opposite **KNEE**
Bring your hand across
To your **KNEE**, you see
Move, move, movin' your body

Body cross, applesauce
If you please
Make your bean bag give
Your **SHOULDER** a squeeze
Bring your hand across
To your **SHOULDER**, you see
Move, move, movin' your body

Body cross, applesauce
Here we go
Make your bean bag touch
Your opposite **TOE**
Bring your hand across
To your **TOE**, you see
Move, move, movin' your body

Repeat the song, holding the bean bag in the opposite hand.

Body Cross, Applesauce

Facilitation Guide

Objective(s)

- Improve ability to cross the midline
- Improve body part identification
- Increase gross motor movement
- Improve ability to follow directions
- Increase directional awareness

Materials

- Bean bags

Procedure

1. While sitting, have the participant select and hold a bean bag in one hand.
2. Instruct and model various motions of moving to opposite sides of the body.
 - a. Prompt the participant to stretch his/her bean bag up high and cross over to place the bean bag on his/her:
 - i. Opposite knee
 - ii. Opposite toe
 - iii. Opposite shoulder
 - b. Repeat with the other hand.
3. Begin singing "Body Cross, Applesauce" while modeling motions and prompting the participant to sway the bean bag side to side.
 - a. Continue singing while moving to the correspond body parts.

Adaptations

- Other instruments can be added to motivate oppositional movement.
 - Place a drum by the participant's left foot and a mallet in the participant's right hand.
 - Prompt the participant to cross over and play the drum, adapting the lyrics to include "make your mallet touch your drum, ya know!"
 - Switch hands and placement of the drum accordingly.
- For alternative sensory engagement, switch out bean bags for scarves.
- For additional visual cues, place colored stickers on the opposite body part to match the participant's bean bag.

Down Like Rain, Up Like Flowers

Bean Bags

C

Down like rain, up like flowers

G7

Down like rain, up like grass

F

C

G7

Am

We can move like the breeze all around

F

C

Like the showers from the clouds

G7

C

And the plants from the ground

C

Let's start way up high

C

Hold your bean bag in the sky

C

G7 F

C

Now go-go-go down low-low-low

G7

Just like the rain goes, whoooooooooa

CHORUS

Let's start way down low
Hold your bean bag just like so
Now fly-fly-fly
Up high-high-high
Just like the flowers go
Whoooooooooa

Now go side to side
To the left and the right, out wide
Now swing-swing-swing
From wing-to-wing
Like the birds in the breeze go
Whoooooooooa

CHORUS

Down Like Rain, Up Like Flowers

Facilitation Guide

Objective(s)

- Increase directional awareness
- Improve gross motor movement
- Improve ability to follow directions

Materials

- Bean bags

Procedure

1. Pass out two bean bags to each participant, directing participants to hold them in their hands.
2. Instruct the participants to follow the directions in the lyrics. Begin singing the song and modeling the corresponding motions.
 - a. "Down like rain" - hold bean bags up high and gradually lower them.
 - b. "Up like flowers" - bring bean bags back up.
 - c. "Move like a breeze" - move side to side.
 - d. "Whoaa" - freely moving arms around.

Adaptations

- For alternative sensory engagement, switch out bean bags for scarves or streamers.
- Various physical adaptations can include:
 - Doing the motions in a seated position or in a standing position.
 - Doing the motions in slow motion or at a faster pace.
- Adding ambient instruments (such as rainsticks and ocean drums) can increase engagement and participation.

Make a Shape

Scarves

C **Am**
Make a shape with your scarf
F G7
By waving and waving
C Am
Make a shape with your scarf
F G7 C
Let's try a..... {SHAPE!}

Let's make a circle
A circle, a circle
Oh let's make a circle
A circle like this

Let's make a triangle
A triangle, a triangle
Oh let's make a triangle
A triangle like this

Let's make a square
A square, a square
Oh let's make a square
A square like this

Let's make a heart
A heart, a heart
Oh let's make a heart
A heart like this

Make a Shape

Facilitation Guide

Objective(s)

- Improve shape identification and discrimination
- Increase spatial awareness
- Improve ability to cross the midline

Materials

- Colored scarves
- Shape visual aides

Procedure

1. Direct the participant's attention to the shape handouts while letting him/her know that he/she will make shapes with his/her scarf.
2. Prompt the participant to move his/her scarf 'side to side' while singing the opening chorus.
3. At the end of the chorus, choose a shape visual aide and prompt the following:
 - a. Identify the shape.
 - b. With your finger, trace the outline of the shape.
 - c. With the scarf on your finger, trace the outline of the shape again.
 - d. With the scarf in the air, trace the outline of the shape.
4. Begin singing the corresponding verse and chorus, using hand over hand and/or mirror modeling when necessary.

Adaptations

- Utilize other instruments to reinforce shape identification.
 - Place a variety of shape drums in front of the participant.
 - For the lyrics "let's try a..." point to a specific shape drum and prompt the participant to identify the shape.
 - Adapt the verses to include "let's drum on the [shape]".
- Incorporate other directional prompts to include:
 - Making a small shape or big shape
 - Making different shapes in a sequence
- To address number identification, adapt the application to incorporate number handouts and "draw" the number in the air with the scarf.

Put the Scarf on Your...

Scarves

G

Put the scarf on your **head** like this

Am

D7

G

G7

Put the scarf on your **head** like that

C

D7

Put the scarf on your **head**

G

Em

Whether it's purple, blue or red

C

D7

G

Oh, put the scarf on your **head**

Put the scarf on your **shoulder** like this
Put the scarf on your **shoulder** like that
Put the scarf on your **shoulder**
Well, at least it's not a boulder
Oh, put the scarf on your **shoulder**

Put the scarf on your **lap** like this
Put the scarf on your **lap** like that
Put the scarf on your **lap**
It's such a snap
Oh, put the scarf on your **lap**

Put the scarf on your **arm** like this
Put the scarf on your **arm** like that
Put the scarf on your **arm**
'Cause what's the harm?
Oh, put the scarf on your **arm**

Put the scarf on your **knee** like this
Put the scarf on your **knee** like that
Put the scarf on your **knee**
That's where it ought to be
Oh, put the scarf on your **knee**

Put the scarf on your **toes** like this
Put the scarf on your **toes** like that
Put the scarf on your **toes**
Yes, this is where it goes
Oh, put the scarf on your **toes**

Put the Scarf on Your...

Facilitation Guide

Objective(s)

- Increase ability to follow clearly stated directions
- Improve gross and fine motor skills
- Improve body part identification
- Increase sustained attention

Materials

- Colored scarves
- Guitar

Procedure

1. Pass scarves out to participant(s). This is an opportunity for color identification and making requests ("I want... please"), including using appropriate verbalization/sign language if applicable.
2. While singing, supplement the lyrics with verbal instructions as needed for each objective.

Adaptations

- Additional lyrics can be added to target more specific skills, such as body parts that require crossing midline, putting the scarf on their back, tummy, ear, etc.
- For children who require a visual model, picture cards may be used.
- Scarves can be replaced with other instruments, such as "put the bells on your..."
- This song works well with visual modeling, especially for younger children, so consider putting the guitar down and playing with a scarf yourself to demonstrate where each body part is.

Let's All Move Together

Stretchy Band

G

Let's all move together

D

D7

Bouncing, bouncing up and down

G

Let's all move together

C

D7

G

Make the stretchy band dance around

C

G

Out, out, out

D7

G

Move together all the way out

C

G

Out, out, out

C

D7

G

Move together all the way out

CHORUS

Additional verses:

In, in, in

Move together all the way in...

Up, up, up

Move together all the way up...

Side to side

Move together side to side...

Let's All Move Together

Facilitation Guide

Objective(s)

- Improve group cohesion
- Increase socialization through peer interaction
- Increase directional awareness
- Improve ability to follow directions
- Improve gross motor skills

Materials

- Stretchy band

Procedure

1. Designate a large space for participants to move together.
2. Instruct participants to stand in a circle.
3. As participants are standing together in a circle, introduce the stretchy band and prompt participants to grip a section of the stretchy band with two hands.
4. Introduce a series of group motions:
 - a. Gentle 'up and down' movements (using verbal prompts, "make gentle bounces" or "make waves in the ocean")
 - b. Big 'out and in' stretches' (using verbal prompts "show me: how do we stretch our stretchy band out/in?")
 - c. Tall stretches (using verbal prompts, "High in the sky")
 - d. Side to side
 - e. Return back to making gentle up and down movements
5. Begin singing and facilitating the corresponding motions throughout the song.

Adaptations

- To increase decision-making skills, provide movement choices for participants.
- To strengthen direction-following, introduce additional movements: slow motion (slower tempo with slower motions), robot (make movements rigid and short).
- The song can also be adapted to a sitting position, which can increase trunk strength and balance.

'Round We Go

Stretchy Band

C

'Round we go, 'round we go

F

C

G7

Walking 'round the rainbow

C

'Round we go, 'round we go

F

G7

C

Walking 'til we **STOP!**

STOMPING

TIP-TOEING

HOPPING

DANCING

'Round We Go

Facilitation Guide

Objective(s)

- Improve impulse control
- Improve gross motor skills
- Improve ability to follow directions
- Increase social interaction

Materials

- Stretchy band

Procedure

1. While standing on the outside of the stretchy band, have participants grip a section of the stretchy band with one hand
2. Instruct participants to walk around in a circle while singing the lyrics.
 - a. "STOP" - freeze in place
 - b. Introduce new motions for every repetition of the song.

Adaptations

- Incorporate decision-making by having participants choose various motions:
 - Stomping or dancing?
 - Tip-toeing or hopping?
- To strengthen direction-following, introduce additional movements. Ask participants for suggestions when appropriate.
- To address leadership skills, have one participant to hold up a 'stop' sign and a 'go' sign to indicate when other participants should stop and go.

Flower, Stand Tall

Wrist Jingle Bells

A

Red, orange, yellow, green

D

White, purple, pink and blue

E

E7

A

E7

A

Flowers are so colorful and smell good too

E7

A

There are many different kinds Mother Nature grows

D

A

E7

A

E7

In a pot or in a field or garden rows

A

Red flower, stand tall

Red flower, stand tall

E7

A

D

E7

A

Can you choose your favorite flower of all?

CHORUS

{Repeat all, replacing the color in each verse}

Flower, Stand Tall

Facilitation Guide

Objective(s)

- Improve color identification skills
- Improve critical listening skills
- Improve ability to follow directions
- Increase social interaction

Materials

- Jingle bell wrist scrunchies

Procedure

1. Arrange orange, yellow, green, blue, and purple wrist jingle bells together in a pile.
2. Instruct the participant to listen carefully and pick up the correct colored wrist jingle bell as it is named during the song, and then play it up high in the air.
3. Indicate for the participant to shake the corresponding wrist jingle bell for the duration of the chorus.
4. Continue singing through the song until all the colored wrist jingle bells have been identified and played.

Adaptations

- To incorporate more directions, direct the participant to shake in specific ways (side to side, to the left, to the right, etc.).
- The participant can choose to shake a single wrist jingle bell or multiples of the same color. This is an opportunity to work on counting skills as well.
- For an added challenge, have participants choose two colors at once and adapt the lyrics accordingly.
- Prompt the participant to think of other things in nature that are the same color as the one named during each verse.

Jinglin' High Five

Wrist Jingle Bells

C

Jing-jing-jing-jing-jingle

F

G

Give a jinglin' high five

G7

Jing-jing-jing-jing-jingle

F

G7

C

Give a jinglin' high five

F

C

We can count UP to five

C

1 - 2 - 3 - 4 - 5

F

C

We can count DOWN to five

G

G7

5 - 4 - 3 - 2 - 1

CHORUS

We can count to five on our LEFT hand

1 - 2 - 3 - 4 - 5

We can count to five on our RIGHT hand

1 - 2 - 3 - 4 - 5

CHORUS

Jinglin' High Five

Facilitation Guide

Objective(s)

- Increase ability to count to 5
- Increase ability to count backwards from 5
- Increase socialization through peer interaction
- Increase ability to follow clearly stated directions
- Increase ability to discriminate between left and right

Materials

- Jingle bell wrist scrunchies
- Guitar

Procedure

1. Pass jingle bell wrist scrunchies out to participant(s). This is an opportunity for color identification and making requests, including using appropriate verbalization if applicable.
2. Ask participant(s) to give a high five, either to you or another participant. Demonstrate if necessary.
3. While singing and accompanying yourself on guitar, supplement the lyrics with verbal instructions as needed for each objective.

Adaptations

- For beginning counters, decrease the goal number to 3 in each verse.
- For more advanced counters, increase the goal number as needed.
- Make your own jingle bell wrist scrunchies, or help participant(s) to do so.
- This song may be facilitated without accompaniment if preferred and more conducive to the setting.