Body Awareness @ Kimi Ora School

Body Awareness is a group that was developed by a team consisting of a Music Therapist, Physiotherapist, Occupational Therapist and a Teacher. The idea was to create a motivating session using music that encouraged students to gain spatial awareness and develop their gross motor skills.

**What happens?**

Students are seated, out of their wheelchairs, on mats on the floor. The students who need support with sitting have an adult with them, other students have an adult between two students to support with finding body parts and giving individual verbal prompts.

Traditionally the group has been led by an adult playing the guitar. Movies of some of the songs are on YouTube via this link

[https://www.youtube.com/playlist?list=PL55e-puvfimVqDkgiFMnDxtqmkCkot79g](https://www.youtube.com/playlist?list=PL55e-puvfimVqDkgiFMnDxtqmkCkot79g" \t "_blank)

The session is repetitive and we have found that over a long period of time students become increasingly independent with the tasks.

SAMPLE LESSON PLAN….

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| |  | | --- | | Kimi Ora School Unit Plan |   Body Awareness Group |

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| Curriculum Reference: Health and Physical Education  English – Mathematics  Key Competencies Focus: Using Symbols and Text |

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| Date: | Group: |

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| Block Session Plan:  **Mondays 9.30 – 10am**  Achievement Objectives: THE ARTS Music  **Communicating and Interpreting**  • Share music making with others.  • Respond to live and recorded music.  HEALTH AND PHYSICAL EDUCATION  Movement Concepts and Motor Skills  **Movement skills; Science and****technology**  *Students will:* Develop a wide range ofmovement skills, using a variety of equipment and playenvironments.  Learning Outcomes:  Students will gain an awareness of their body parts and their respective functions. They will –   * Respond appropriately to verbal, auditory and visual cues * Identify body parts * Participate in action songs with increasing independence * Respond spontaneously to music using their voice and bodies * Practise specific movements and coordinated actions * Students will learn the sequence of being able to roll over. * Have opportunities to take weight through their legs and balance in a standing position. * Develop core strength and balance to sit on a bench seat.   Learning Experiences:  Students sit on a mat in a circle with an adult 1:1 to provide assistance.   1. **Get ready**   This song allows students to recognise the purpose of the group and draws their attention to differing sensations that occur on and within their bodies. The adult working with each student will tap/squeeze and tickle the student alerting their tactile, Proprioceptive, auditory and visual systems.   1. **Wrap up tight**   Students use physio mats around their bodies to wrap up firmly. The mats are held in place by the adult working with the student. Short rhythms are played by the group leader on a drum and each adult in the group repeats the rhythm by tapping it firmly on the mat wrapped around the student. The focus of this activity is to provide the students with an awareness of their bodies and helps to calm and focus the students to the activity by drawing attention to the sound of the drum.   1. **Rolling over**   Students are encouraged to roll over by putting their hands above their heads and pushing (onto their back) or pulling (onto their stomachs) their arms in the direction they wish to roll. The steps involved in rolling are identified in the lyrics in a song wish accompanies the movements as students execute them.   1. **Boa Constrictor**   This song allows student to identify parts of their body as it is touched and identified by the music therapist and adult working with them.   1. **Ravioli**   This song introduces an intermediary object that is used to touch and name various body parts for students who find it tacitly difficult to touch their own body. They are encouraged to place the object onto various body parts and respond to the song, and place the object in the appropriate position in response to the verbal cue “I can feel it on my \*head\*”…”yes I feel it on my \*head\*”…   1. **Stand up**   This song is slowly and calmly presents the steps involved in standing: leaning forward, holding onto something, pushing up, holding, balancing and coming back down.   1. **My body makes music**   This activity/song encourages students to identify the function and possible motor outcomes that can be achieved by body parts such as hands – clapping, feet – stomping, voice – singing and whole body – dancing.   1. **Student appraisal**   Each student is praised individually on something that they have achieved during the group.   1. **Farewell song**   This is a familiar and repeated song that the students are familiar with, allowing them to recognise the end of a session and prepares them for a change. |