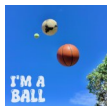




Brain Beats Music

I'm a Ball



This energetic song encourages children to move in a variety of ways that have been shown to enhance their physical development and grow their brains. A great choice for burning off some energy.

Learning Opportunities:

- Engaging with music.
- Encouraging participation with music
- Movement in space (proprioception)
- Vocabulary development
- Repeating patterns (algebra)
- Vestibular development
- Following instructions

Teaching Notes:

Before playing the song, show the children a variety of balls and talk about what they know about the different types of balls. Discuss the reasons for different types of balls including, their shapes and sizes, how the balls bounce and roll, how they are used, and what they are made of.

Brainstorm words that describe things that can be done to/with a ball. For example: bounce, kick, throw, chase...

Invite the children to imagine that they are a ball. Ask: What would it feel like to only be able to move when someone or something throws or strikes them? Can you bounce about like a ball? How would you move if you were hit by an invisible bat?

Talk about the lyrics of the song – in particular the directions to bounce, roll, fly, spin and drop. Encourage the children to think about how they might move their bodies as if they are a ball that is bouncing, rolling, flying, spinning and dropping.

Before standing up to move to the song, remember to negotiate the rules about how the children are going to move rapidly without hurting their friends by accident. Challenge them to find their own space and try to move without touching anybody or anything (except the floor).

Lyrics:

I'm a ball. I can bounce.
Watch me bounce, bounce, bounce.
I'm a ball. I can bounce.
Watch me bounce, bounce, bounce.
Come on and toss me kick me to and fro. I can do it all.
Pass me, catch me, 'til we score.
Look at me. Can you see? I'm a ball.

I'm a ball. I can roll. Watch me roll, roll, roll.
I'm a ball. I can roll. Watch me roll, roll, roll.
Come on and toss me kick me to and fro. I can do it all.
Pass me, catch me, 'til we score.
Look at me. Can you see? I'm a ball!

I'm a ball. I can fly. Watch me fly, fly, fly.
I'm a ball. I can fly. Watch me fly, fly, fly.
Come on and toss me kick me to and fro. I can do it all.
Pass me, catch me, 'til we score.
Look at me. Can you see? I'm a ball!

I'm a ball. I can spin. Watch me spin, spin, spin.
I'm a ball. I can spin. Watch me spin, spin, spin.
Come on and toss me kick me to and fro. I can do it all.
Pass me, catch me, 'til we score.
Look at me. Can you see? I'm a ball!

I'm a ball. I can drop. Watch me drop, drop, drop.
I'm a ball. I can drop. Watch me drop, drop, drop.
Come on and toss me kick me to and fro. I can do it all.
Pass me, catch me, 'til we score.
Look at me. Can you see? I'm a ball!





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Planning for Further Learning:

Languages	<ul style="list-style-type: none">• Discuss the vocabulary used in the song to describe how balls can move. What other words might you add?• What te reo Māori words could you include?• Perhaps some of the children speak another language at home, What are the words for ball in their languages?
Mathematics	<ul style="list-style-type: none">• Compare the shapes and sizes of different balls (geometry).• Explore ways to measure, weigh and compare the balls (measurement).• Consider graphing your findings (statistics).
Science	<ul style="list-style-type: none">• Take a selection of balls outside and experiment with dropping them from a height or rolling them down a slope. What do the children notice? Consider how they might record their findings.• Discuss the sorts of surroundings that balls are used in (fields, courts, tables, pitches). What are the properties of these play-spaces? Why do we need them?
Technology	<ul style="list-style-type: none">• Research how different balls are made – the materials and processes.• Often technology is used to assist referees. Research how this works.
Social Science	<ul style="list-style-type: none">• Discuss the different sports that balls are used for.• What are the rules? Why do we have rules for sports?• Which sports are dominant in different countries? Why?
Health and PE	<ul style="list-style-type: none">• Explore the different parts of the body that sportspeople use with balls.• Discuss bats, clubs, racquets, sticks, goals, hoops, courts, fields, pools, etc.• What protective gear do some sportspeople use. Why do we use protective gear?
The Arts	<ul style="list-style-type: none">• Encourage the children to create a “dance of the balls”. How can you record your dance (choreography, video)?• Experiment with art using paint and marbles/ping pong balls.• Dive deeper into discussions about what it would be like to be a ball (drama). Can they show you with their bodies or faces how they think a ball might feel?

