

Grade Two Movement

The overall format of Grade Two Movement work is the same as that for Grade One: there is a progression from the body engagement exercises, through midline exercises, to the academic, bean bag and rod, base sense work, and the form drawing activities. Many of the songs and activities from Grade One will still be appropriate. The method will also remain the same with the bulk of the work brought to the children through imitation-absorption and not directions and concepts. However, the second grader has moved into a new and very different phase and it is important that a good deal of the movement work reflect this.

We say “a good deal of the time” because the lively second grader also needs the grounding of the more settled Grade One movement and music, and the security of the familiar. That said, what is different about Grade Two movement? There are three major differences.

Cultural Immersion: *The bulk of the music and dance will be from the culture in focus for that two block period;*

Dynamic Tension: *Whether cultural activities or seasonal ones, the playful second grader needs to experience a lot of dynamic tension in the movement patterns in order to feel internal harmony (mirrored). Therefore, the vast majority of Grade Two movement activities work with people moving in opposite directions or moving across one another's path (oppositional patterns). These movement patterns are challenging to teach through imitation - one person cannot model opposition. However, it is possible to signal with gestures, and use minimal language so that the children draw on their bodies, and not their minds;*

Establishing Dominance: *The second grader is both ready and in need of stabilizing his left/ right dominance and his ability to move freely between all parts of his brain. As Maria Montessori says, “All real learning must begin in the senses (body).” So learning this depends on the child developing the ability to cross all midlines freely.¹*

The second grader is also helped in this process through work with the Brain Gym eye tracking and lateral mid-line exercises described in the EduK section of this book.

As well, the crossing of midlines is part of the oppositional pattern experience that speaks to his mischievous nature. Oppositional movement patterns, unlike many other midline exercises, work most intensively with the forward back midline. This is not only the pattern that works with movement between the rear and forebrain (old brain and new), but it does so in the context of relationships - all relationships are about moving forward and back. Since the second grader is very absorbed in exploring the nature of relationships, particularly the give and take or forward/back quality, these are a mainstay of Grade Two movement work.

¹ detailed in the Enki Teaching Guides: Grade Two/integrating Body, Speech, and Mind/integrating body

New progressions: *For the first grader many midline activities were used after the opening activities. But now these can become opening activities for the because the children now come together and into harmony through dynamic tension.*

The only issue separating the midline activities to use as openings and those to use for midline specific times is how much organization and “start and stop” action they take. If an activity requires the adult to spend significant time making different circles or counting off, then it is not a good opening activity. If the children have to stop and arrange themselves, as in the basket dance, then it is not a good opening activity. But if the adult can just call out a category (summer birthdays- in, winter-out; boys in, girls out; 7 year olds in, 8 year olds out, and so on) the activity can work well as an opening.

Movement Progression

As always, we begin the movement work with a warming up. Initially the activities should be a bit slower - as they would be in any aerobic workout - building up to a sustained engagement of the heart and breath. In the formal circle, we recommend using a cultural folk dance as the first or second opening activity, day in and day out. As well, closing with a cultural song for spiral walk helps maintain the mood. Most sage stories include a spin and fold verse (all these are found in the Grade Two Instruction Manual or in the Sage and Trickster books).

Beyond that, any mixture of the seasonal and academic activities in this collection, and additional cultural dances and games is fine. They should be mixed with regard to the same progression and integration as they were in Grade One.

Movement work that includes seasonal songs and verses gives us two more important academic elements: soaking in the textures and color of the season (science learning); and soaking in the rhythms and images of the spoken language (language arts). Add to that the specific academic activities and the cultural dances and you have a very full start to the day. Some might think we were playing and exercising, but after the first activity of the day we have already done major work in the central “subject areas” - P.E., Language Arts, Math, Humanities, and Science!

Focused movement activities, however we structure them into the day, will provide a base for healthy development on many levels. However, it is important to remember that this is a base with which the child must reconnect repeatedly throughout the day. Short movement activities can serve as transitions to spark connection, and this, too, is helpful. But we are working with children and **nothing replaces the free and open exploration of movement commonly known as PLAY**. Active indoor and outdoor playtime on a regular basis are critical to the full development of the human being.

Sample Activities

This is a seasonal activity designed to work with the dynamic tension of the playful second grader.

SALLY, SALLY WATER (FB)

As Sung

*Chorus: Sally Sally water sprinkle in the jar Form two circles, one inside the other. **At home**
Rise Sally Rise, Fly away far mark the circles with tape or a rug - or
Fly to the east and fly to the west Skip in opposite directions throughout the
Fly, fly to the place that you love best*

*Round and Round and up and down Doing the wave pattern, the outer circle rises up
In and out and all around with arms and legs, then dives inward and down
down to the earth and up to the sky while the inner dive low and rises up as they
Diving, rising soaring high out. Repeat to rhythm (see diagram next page)*

*Chorus As above
Fly on east to the rising sun All run rhythmically the same way - can flap
Fly, fly east the day's begun arms but they may get too silly.
Then fly west to the setting sun All switch directions and run as above
Fly, fly away west, the day is done.*

*Return to chorus and opposition skip. This time they will be coming out of a dizzying run in the
Same direction and will experience how opposition is grounding.*

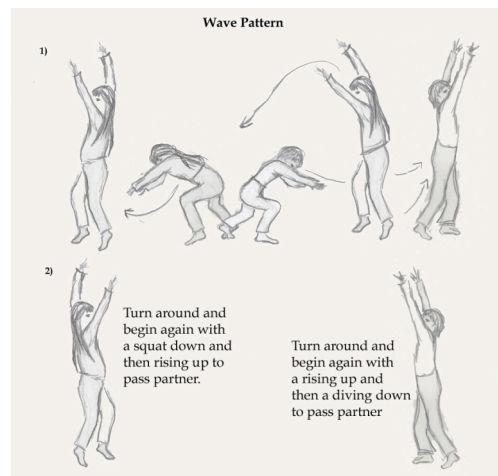
Begin with an inner circle and an outer, facing each other.

The outer circle, or person, will rise high with arms and legs, while moving inward, and then, dive into the center.

The inner circle, or person, will move and down and out, rising up as they get to the outside.

Turn and repeat, always moving to the rhythm.

Repeat the whole song three or more times.



Refrain



Sal-ly Sal-ly wa-ter sprin-kle in the jar. Rise, Sal-ly, ri-ise, fly a-way far.



Fly to the east and fly to the west. Fly to the very place that you love best.

Verse



Round and ro-und and up and down, In and ou-t and all a-round.



Down to the earth— and up to the sky, Di - ving, ri-sing, soar-ing high.

TRICKY MISCHIEF BAGS

This is a sample academic activity designed to help firm up the sense of nested 10's – it goes with the Tricky Mischief story. This is largely just a tossing of the bean bag while skipping so that the verse is anchored in activity. You can add in the cross/toss used in Proud Prancing Ponies, or turning around or going up and down as you see fit. When they are ready, you can begin turning around before catching on the high tosses.

Tricky Mischief must find out	<i>Skip and toss through entire verse except</i>
How many jewels there are to count	<i>when counting</i>
He'll have to find the fastest way	
Or lose the lands by close of day.	
You belong if you're my kind.	
We're the digits one to nine.	
One to nine or nine to one:	
To play together is such fun.	
<i>(stand still and count to nine tossing the bag a little higher for each one – highest on ten with a jump on</i>	
We're much bigger, as you can see.	<i>Skip/toss again</i>
We play in tens quite happily.	
Count by ten, it's faster yet.	
We promise that you won't forget.	
<i>(stand still and count by tens to one hundred, tossing the bag higher for each one – highest on hundred,</i>	
You think you're big? Well, look again.	<i>Skip/toss again</i>
Hundreds are bigger than ones or tens.	
Whether one or two or three or four,	
Count by hundreds and you'll have more.	
<i>(stand still and count by hundreds to thousand, tossing the bag higher for each one – highest on one</i>	
Ones and tens, stick with your kind.	<i>Skip/toss again OR, in a group, you can stand</i>
Hundreds and thousands, stay in line.	<i>through this verse and just keep passing</i>
Tricky Mischief wins the race	<i>the bag to your neighbor on the right and</i>
By getting each in its proper place.	<i>receiving on the left - as if putting in place.</i>