

STATION 3

Music & Movement



GOAL

Explore the theme of love in families, communities and nature through story, song, movement, and rhythm using the book “One Love” by Cadella Marley and the song, “One Love” by Bob Marley.



FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS BY THE AGE OF 5

- Demonstrates use of large muscles for movement, position, strength, and coordination
- Develops sense of self-awareness and independence
- Demonstrates understanding when listening
- Speaks and is understood when speaking
- Shows motivation for and appreciation of reading
- Demonstrates knowledge related to living things and their environments
- Identifies differences and similarities of self and others as part of a group
- Actively participates in a variety of individual and group musical activities
- Combines with intention a variety of open-ended, process-oriented and art materials

1. INTRODUCTIONS (5 minutes)

Introduce yourself and the MDGLR Campaign. Share about the **READY, Set, Go Miami!** initiative and what this particular workshop is about. Invite people to introduce themselves, saying who they are and the ages of kids at home.

2. KEY MESSAGES (5 minutes)

Ask parents how they think this connects to early literacy development. Guide them through points such as:

- Music helps develop language.
- Music helps develop phonemic awareness skills (listening).
- If the song has an accompanying book, it helps to develop comprehension.
- Listening to music helps promote attention and engagement, especially when there are body motions attached to the music.
- Music helps to promote pre-math concepts like pattern recognition through rhythm.

3. ICE BREAKER (5 minutes)

Use this time to have parents and caregivers warm up to the group by sharing.

- When do you listen to music with your child(ren)?
- In what languages do you listen to music?
- Have you ever built instruments with your child before?
- Has your child shown any interest in instruments?
- Is there a song you used to sing as a child, or your parents/grandparents sang to you?

4. MATERIALS & ACTIVITIES (30 minutes)

Use the guide on the following pages to facilitate the “Music & Movement” activities.

Optional Materials

Audio recording of song “One Love” by Bob Marley, simplified lyrics:

- YouTube video with vocals titled: [Bob Marley - One Love](#)
- YouTube video without vocals titled: [Bob Marley - One Love Instrumental](#)

Ideas for musical instruments:

- Egg shakers or maraca
- Fill a water bottle (reusable or plastic) with uncooked rice as a homemade egg shaker
- Colorful scarves for dancing and movement
- Wooden spatula, plastic container, pots and pans
- Kazoo or microphone with an empty paper towel roll

Use the physical book or virtual book by Cadella Marley on YouTube titled: [One Love-Read Aloud For Children](#).



Tech Tip: Pause the virtual book to point out pictures. Use the tablet or electronic device together with your child, as a shared activity.



Use a communication device with a “one love” recording so that your child can activate the message when he or she hears it in the song, or when using one of the visuals in the book. Use YouTube video titled: [AAC Strategies at Home - How to use communication devices at home](#) to assist.



Assistive technology and communication devices can be borrowed for free from the Step Up AT Lending Library at faast.org/stepup



A heart shaped object can be used so your child can hold it while the story is being read (use playdough, bendable materials - Wikki Stix or pipe cleaners, a cookie cutter, etc). This is a way to engage the sense of touch for any child and children with visual impairments.



Use visual props, such as a red heart on paper, that your child can hold while he or she is participating in the story.



For children who are not yet verbal, emergent verbal, or who are learning the English language, you can focus on hand gestures and encourage your child to express themselves through body movement and instruments, as well as with simple lyrics.

ACTIVITIES BY AGE

0-12 MONTHS

Sing the song to the baby, and ask other family members to sing too. Move the baby's arms to the rhythm of the song.



Talk through the pictures as you point to people and places.

- A two to three month old baby might follow with their eyes.
- As they get closer to their first year, they may point with their finger or hand.

1-3 YEARS OLD

Show the book and name the pictures and characters that are found on each page.

- Repeat the words throughout the story ("girl," "mom," "dad," etc.) to help build vocabulary.
- Ask your child to point to the characters or repeatable pictures whenever they see them.



Create a photo album of family members.



Use this as an opportunity to talk about the different names, relationships, and characteristics in your family.



Discuss "Same" and "Different" by pointing out the images on the pages that have similarities and differences.

- Guide your child to see if they can find things that are the same or different too.



This vocabulary can be tied into a conversation describing skin tones, types of hair color and styles, eye color, different languages spoken, different abilities, and more.

Ask your child to listen for the words "one love."

- Every time your child hears "one love," have them hold out one finger and repeat the words: "one love."

Teach your child how to sign 'love' and 'i love you' with their hands using the video:

babysignlanguage.com/dictionary/i-love-you

3-5 YEARS OLD

Asking and answering questions is an important skill for increasing comprehension when reading.

Read or talk through the images in the story with your child.

- Talking about the images increases your child's comprehension and helps build vocabulary.

Ask questions about the story:

- Tell me about what you see on this page?
- Can you name some of the objects on the page?
- What are the children doing?
- How many ___ can you count?
- Can you show me the heart?
- What do you like about this page?

Point out the girl on the first page of the book.

- Talk about how she is the main character in the story.



- As you go through the story together, have the child find the girl on each page and discuss what she is doing and how she is feeling and how she looks.

Discuss the different ways to express love in families, communities, and nature. Ask:

- Who are the people in your family that you love?
- Who in your family loves you? (I do!).
- How do you show them that you love them?
- When does your family show you love?
- Why do we tell people we love them?



Show a picture of the singer and the book characters and ask:

- What color is their skin, hair, eyes? Is that your skin color, hair color, eye color? Mine?
- Do you know someone with that color of skin, hair, eyes?
- Emphasize how the singer is creative, smart, famous, and has given the world so much love and joy with this song.
- Do you have a friend or family member who speaks a different language than you?
- Do you love someone with a different color skin, hair, eyes?
- Discuss with your child why different skin, hair and eye colors make our world special.
- How do you show them you love them?

Learn the lyrics of Bob Marley's song "One Love" with simple gestures:

- "One love" - child holds out 1 finger in front;
- "One heart" - child lays both hands over their heart;
- "Let's get together"- child moves arms out in a circular motion as if to motion the whole wide world;
- "And feel alright"- child(ren) give themselves a big self-hug.

Use simple body percussion in rhythmic motion (i.e. clapping, stomping feet, stepping from side to side, sitting criss cross and patting on knees).

- Music and movement help children to develop language and motor skills, and helps to keep them excited about the learning activity.

Use scarves to perform a creative dance to the song; freestyle creative movements and/or play "follow the leader" with the movements.

Create home-made instruments - egg shakers, drums, microphone.

Children can also learn the complete lyrics to the song and take turns improvising more complex rhythmic patterns during the verses.

Once the child(ren) has heard the song four or five times during the course of a few days, they will begin to learn the song and movements on their own.

- Repetition offers a number of benefits such as increasing vocabulary, becoming aware of patterns and rhythm, increasing confidence.

5. DEBRIEF / GOAL SETTING (5 minutes)

Give caregivers an opportunity to reflect on what they learned and what they would like to try at home based on the workshop. Give participants the opportunity to sign up for The Children's Trust Book Club and learn about other resources in Miami-Dade County. The powerpoint for the station will have reflection questions and resources listed.

6. SURVEY (5 minutes)

Give caregivers the survey link (in the chat or comments of the online platform or write it on a board or paper if in person). Participants can use their phones to complete it.