

0, 2, 3, 4 Dance Freeze Game

A LESSON PLAN by Viksjöforsbaletten

Overall Learning Goals:

- To introduce children to mathematic concepts through a fun and active dance activity that sparks their creativity.
- Increasing their communication and collaborative skills.
- To help children understand the concept of numbers, geometric shapes, and angles.
- To help the children understand simple subtraction, division and addition through visual representation.

Aim: The aim of this activity is to engage children in learning math through dance while having fun with physical activity, music and movement.

Procedure:

1. Preparation:

- Clear a safe and open space for physical movement.
- Have a speaker to play music on.
- Have a fun playlist with any music that will engage the kids to move.




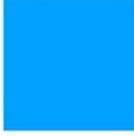
2. Introduction (5 minutes):

- Note down a visual representation of the game on a paper, whiteboard etc.
- Gather the children in a circle and explain the concept the game.
- **The concept:**
 - You put music on, and all the children are encouraged to move.
 - When you pause on the music, you say out one of the numbers of the game.
 - As quickly as possible the children will gather according to the number announced, representing the shape associated with the number.
 - I.e when the teacher says «three» while pausing the music, the children will quickly gather together in groups of three, creating the shape of a triangle.
 - You can play this game with elimination, or without. The point of the game is to have fun and motivate them to complete the tasks.



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Number	Shape	Amount of people
0		1
2		2
3		3
4		4

3. Playing the game(15 minutes):

- Put on the music and play the game with them according to the explanation above.
- Depending on their engagement and creativity you will either have them recreate the shapes in specific poses that you introduce, or let them have freedom to create them in other ways.

4. Adding subtraction, division, multiplication and addition (10 minutes):

- Instead of only saying the numbers relating directly to the table of shapes originally created for this game, you will announce equations as the music is paused. To work with this game the equations should conclude in one of the numbers 0,2,3 or 4, as these are the one established.
- Have the children solve the equations while playing the game.

5. Reflect and Discuss (5 minutes):

- Gather the children and ask them questions about what they learned.
- Discuss the correlations between the shapes and numbers they played with.
- Let them reflect on their creative choices, i.e all the different ways they could together create the shape of a triangle.



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Results:

- Children will have actively participated in a dance activity that incorporates creative thinking.
- They will have a basic understanding of the correlation between numbers and their visual representation.
- The children will be challenged in their rapid decision making, their ability to collaborate, their mathematical skills and creativity.

This activity not only helps children grasp mathematical concepts but also makes learning enjoyable through physical movement and hands-on experience. It encourages teamwork and creative thinking as they in a playful matter explore the multiple ways to represent mathematics with movement, as well as improving their equation skills.

