

# Winnie-the-Pooh Preschool Dance Curriculum



# Winnie-the-Pooh Dance Curriculum

A.A. Milne first created Winnie-the-Pooh in 1926, based on his son Christopher Robin's stuffed animals and other childhood memories. The stories were first published in book form in the 1930s and remain popular to this day. Christopher Robin was heavily involved in his father's writing process, providing both inspiration and feedback for the stories. Winnie-the-Pooh was said to be based mainly off a bear of the same name that belonged to Christopher Robin, which he often took on adventures around their home of Ashdown Forest in Sussex, England. A.A. Milne's books remain beloved by generations of children and adults alike, continuing to bring joy through the words he wrote over 90 years ago.

I hope you and your students enjoy this curriculum as much as my students and I have! If you ever have any questions or constructive feedback for future improvements, I'd love to hear from you! You can always email me at [hello@oub.dance](mailto:hello@oub.dance).

Rooting for you, friend!

*Ashley*

Ashley Hartford | Founder + Director | Once Upon a Ballet + Children's Ballet Method

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*\* Please note: Each lesson is designed to be done for 4 weeks total for a complete, year-long curriculum.*

# The Characters in this Curriculum

- Pooh: Winnie-the-Pooh, or simply Pooh, is a loyal and friendly teddy bear who is always up for an adventure. He's often mistaken as being slow-witted and is easily distracted by honey or food but he usually finds solutions to problems in the end.
- Christopher Robin: This young boy lives near the Hundred Acre Woods and takes regular adventures with his animal friends. He loves to play games, explore nature, and share stories with them.
- Rabbit: Rabbit is a serious, practical thinker who likes to boss his friends around. Although he can be a bit of a grump, Rabbit has a kind heart and helps out whenever necessary.
- Piglet: Piglet is timid and shy but never fails to lend a helping hand when needed. He worries often but has enough courage within him to take risks when it matters most.
- Eeyore: This cynical donkey always finds something to be pessimistic about despite the cheerful company of his friends. Though he doesn't always show it, Eeyore does care deeply for everyone around him.
- Tigger: Tigger bounces through life full of energy and enthusiasm. Sometimes he talks before thinking things through, but as long as no one gets hurt, nobody can stay mad at him for very long.
- Kanga: Kanga is calm, wise and caring toward her son Roo, but she doesn't take nonsense from anyone else! Despite this strength of character, she still manages to remain warm hearted and understanding with all the other animals in the Hundred Acre Woods.
- Roo: Roo may be small but that certainly doesn't stop him from having big, adventurous plans! He's young, energetic, and loves making new friends wherever he goes—even if they're bigger than him!
- Owl: Owl is the resident wise expert of the Hundred Acre Woods. He speaks in a very formal manner and loves to share his knowledge with everyone. Though he sometimes finds himself in difficult situations, he's always eager to help out his friends when needed. He can also be quite crafty at times and enjoys making elaborate plans that are designed to help Pooh and his gang out of sticky situations.
- A woozle is a creature mentioned in the Winnie-the-Pooh stories as being hunted by Pooh and Piglet. Though it's never seen, they believe it to be a large, white creature with purple stripes that has a long tail and moves quickly.
- A heffalump is another mythical creature found in the Hundred Acre Woods. It is described as being elephant-like in size and shape with thick grayish fur and tusks. Unlike a woozle, it's usually heard rather than seen—usually having loud "heffalumping" noises coming from its trunk!

# Winnie-the-Pooh BrainDance

If you're new to the BrainDance concept, it's an innovative form of creative movement therapy that combines neuroscience, music, and movement. It can be a great exercise to include in your tot and preschool class warm-up.

BrainDance was created by Anne Greene Gilbert in the early 1990's and has since become a popular form of therapeutic dance for both learners and educators. The practice combines elements from modern dance, ballet, gymnastics and improvisation to create a unique experience designed to improve physical fitness and mental clarity.

## What is BrainDance?

The eight basic movements of BrainDance are designed to stimulate different areas of the brain while stretching muscles and engaging the mind. These elements help children learn better by providing access to all parts of their brains. In addition to improved learning capabilities, these movements also provide physical and emotional benefits such as boosting energy levels, improving posture, increasing flexibility, decreasing tension, relieving stress, and increasing creativity.

## Benefits of BrainDance

BrainDance is a great addition to any curriculum for preschool dance classes as it provides many benefits specifically tailored to young learners. It helps children gain body awareness and improves their physical coordination in a fun and engaging way. It also encourages creativity by introducing them to new movement possibilities.

BrainDance also helps young students develop important skills outside of the physical realm—such as increased social interaction, communication, self-regulation, problem solving, and cognitive reasoning. By practicing these basic skills in a creative environment, children are more likely to retain them and apply them in other areas of life.

In addition, the calming effects of BrainDance can be beneficial for students with a wide range of developmental challenges such as autism spectrum disorder (ASD) or attention deficit disorder (ADD). Studies have found that regular practice can help improve focus, motor skills, and communication abilities in those with these difficulties.

Overall, BrainDance is a great option for preschool dance classes since it provides so many beneficial elements while still being enjoyable for young learners. Not only will they benefit physically from its movement-based approach but they'll also gain valuable skills that will help them grow both personally and academically!

Note: It can be helpful for students to move around to warm up their bodies a bit before beginning BrainDance. Have them walk or run in a circle or freely around the room. You can choose any traveling step for them, or even a free or freeze dance! Just a couple of minutes is plenty of time!

As the BrainDance is written below, we haven't noted to repeat movements. You may have your students repeat each movement set as many times as desired before moving onto the next set. If students are enjoying a particular movement, you can even let them repeat it a few extra times.

## Winnie-The-Pooh BrainDance

### **Breath:**

- We're about to visit Pooh in the Hundred Acre Woods. What do you think he's doing? Do you think he might be looking for honey?
- Have students take a deep breath in and out to relax and focus. Repeat for several breaths.

### **Tactile:**

- Have the children rub their hands together and then pat different parts of their body, such as their head, arms, legs, and tummy.
- It might be raining in the Hundred Acre Wood. Or we might see bees buzzing around as we do our tactile movements.

### **Core-Distal: Wake Up, Pooh!**

- Pooh has just woken up this morning! He's not quite ready to get out of bed. Have students stand with their feet wide apart and their arms out to the sides, stretching big. They can even pretend to yawn.
- Next, have them crouch down in a small shape. Pooh is going back to sleep.

### **Head-Tail: Pooh Looks for a Honey Pot**

- Where is that honey pot? Have students come to all fours. Have them arch and look up for the honey pot (cow pose). Have them contract and look toward their belly button (cat pose). (You can ask them to look at their tummies to see if they are hungry for honey.)
- Next, have students curve their spines side to side so their head reaches toward their spine from side to side. "Nope! No honey here!"

### **Upper and Lower Body: Let's Ask Gopher, Kanga, and Roo!**

- How about Gopher? Or Kanga and Roo? Have they seen Pooh's honey pot?
- Students stand tall and make digging motions with their hands like little Gopher paws. Have them stop and shake their heads, "No!" Gopher doesn't see the honey pot.
- Students picked up run or hop like a kangaroo. Have them stop and shake their heads, "No!" Kanga and Roo don't see the honey pot.

### **Body Sides: Owl's Wings**

- Perhaps Owl knows where Pooh's honey pot is.
- Have students flap their right arm several times like an owl's beautiful and graceful wing, as if to say, "Your honey pot might be over there!" Repeat with the left arm.

### **Cross-Lateral: Tigger Marches**

- Do you think Tigger will know where the honey pot is? I see him! He's marching in a bouncy way!
- Have students march in a bouncy way like Tigger would.
- Next, encourage them to tap their right hand on their left knee and then their left hand on their right knee as each knee lifts.

### **Vestibular: Eeyore's Tail**

- Now I see Eeyore! He's looking for his tail. Is it still attached?
- Have students spin in a circle around themselves, first to the left and then to the right, like Eeyore checking to see if his tail is pinned on.

# Music Playlists by Lesson

[Music Playlist for Lesson 1: Welcome to the Hundred Acre Woods](#)

[Music Playlist for Lesson 2: Stuck at Rabbit's](#)

[Music Playlist for Lesson 3: Freed from Rabbit's](#)

[Music Playlist for Lesson 4: What's a Woozle?](#)

[Music Playlist for Lesson 5: Eeyore Loses His Tail](#)

[Music Playlist for Lesson 6: Counting Heffalumps](#)

[Music Playlist for Lesson 7: Eeyore's Birthday](#)

[Music Playlist for Lesson 8: We Meet Kanga and Roo](#)

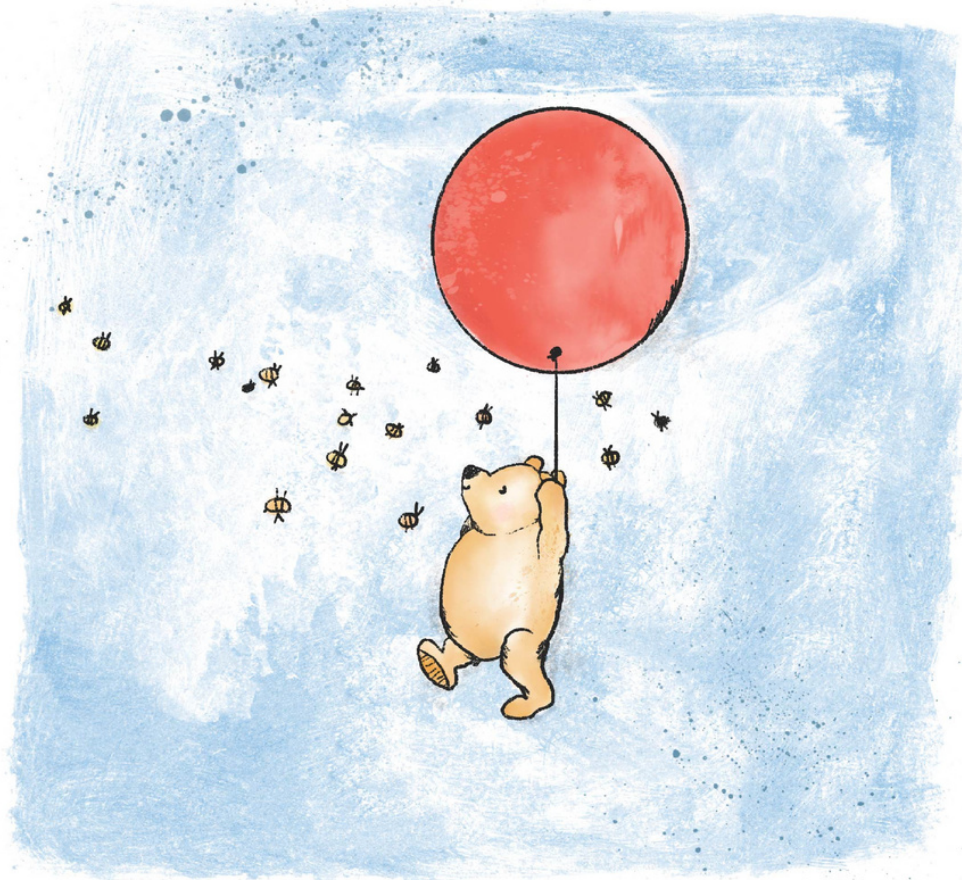
[Music Playlist for Lesson 9: Piglet Gets a Bath](#)

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# Winnie-the-Pooh Preschool Dance Curriculum



## LESSON 1 WELCOME TO THE HUNDRED ACRE WOODS

*Children's Ballet*  
Method™

# Lesson 1: Welcome to the Hundred Acre Woods

## Objective

To introduce ballet steps and dance concepts, while also teaching about the importance of **friendship**.

## Preparation for Class

### Before Class

Have your music, cards, and props ready. On weeks 1 and 3, go ahead and hide this lesson's character card in something you can pretend is a honey pot—for students to find during the "Where's Pooh's Honey Pot?" free dance.

## Welcome

### Friendship

Begin class by welcoming your students. Take roll and let your students each share something about their day or answer a question you ask (like what is their favorite color or favorite animal). In later weeks, you can ask about this lesson's theme: Friendship. What's one thing a friend does? You can ask them who their favorite character is from the Winnie-the-Pooh stories. You can also read the following chapter or character summary.

### Chapter Summary

The first chapter of A.A. Milne's *The Complete Tales of Winnie-the-Pooh* starts with a description of Christopher Robin's world within the Hundred Acre Wood, home to his stuffed animal friends, Winnie-the-Pooh and Piglet. Through their misadventures and other encounters, they learn lessons about friendship, resilience, and problem solving while having fun along the way. In the end, they are reminded that no matter how difficult things may seem, there will always be someone (or something) who can help them through it all.

### Winnie-the-Pooh

Winnie-the-Pooh is incredibly loyal and friendly to his friends in the Hundred Acre Woods. He always has their best interests at heart and will do anything for them. He's often mistaken as being slow-witted and is easily distracted by honey or food but he usually finds solutions to problems in the end. Even when all hope seems lost, Pooh never gives up on his friends or any of their adventures together.

## Warm-up

Start with a fun warm-up game, such as "Follow the Leader" or "Simon Says" to review any concepts from the previous week's class and get your students moving and getting their bodies warm!

## BrainDance

Flow from the warm-up straight into the Winnie-the-Pooh BrainDance described earlier in this curriculum guide. **Recommended Music:** [Winnie-the-Pooh](#)



## Where's Pooh's Honey Pot?

### Weeks 1 + 3

Have your students dance freely, pretending to search for Pooh's honey pot. They can search high and low to incorporate levels into the exercise. They can search fast and slow to incorporate speed. They can make big movements or small movements for size. They can also choose to dance as different characters in the Hundred Acre Woods, helping Pooh to look for his honey! Have your students free dance while the music is playing. When you're ready for the free dance to be over, pause the music and let students actually search for and find the "honey pot". During weeks 1 and 3, hide a character card in the honey pot.

*Recommended Music:* [Rumbly in My Tumbly](#)

## Character Trait

### Weeks 1 + 3

This lesson's focus is on **friendship** as we meet Christopher Robin's beloved bear, Winnie-the-Pooh. During weeks 1 and 3, have your students sit in a circle and talk about what it means to be a good friend. You can tell them a good friend is kind and helps their friends. A good friend listens when their friends are talking. A good friend will give a friend a hug when they are feeling sad. A good friend will be happy for their friend and celebrates with them when something good has happened to them. A good friend shares with their friend.

Week 1: Ask your students if they can tell you the name of a friend of theirs.

Week 3: Winnie-the-Pooh has lots of friends in the Hundred Acre Woods. Ask your students if they can tell you the names of any of Winnie-the-Pooh's friends.

Optional for Preschoolers: Play a game where students take turns giving each other compliments and saying something they like about each other. (Do this in weeks 1 and 3, after the above activity.)

## Centre Barre

*Recommended Music:* [A Happy Honey Ending](#)

	1.5-3 Year Olds	3-5 Year Olds
<b>Plié</b>	Bend and stretch. Stand tall.	Pliés in parallel. Rise and lower.
<b>Rise and Twirl</b>	Twirls in parallel.	Rise and turn in parallel.
<b>Tendu</b>		Tendus front in parallel.
<b>Passé</b>	Slow marches.	Parallel passés, balancing for 2 counts with each.
<b>Sway</b>	Sways side to side in parallel.	Sways and sways with chassés in parallel.

## Traveling A (Weeks 1 + 3)

*Recommended Music:* [Picnic and Beehive Chase](#) AND [Hundred Acre Spy Game](#)

	1.5-3 Year Olds	3-5 Year Olds
<b>Winnie-the-Pooh</b>	Marches.	Marches.
<b>Christopher Robbin</b>	Proud walks.	Proud walks.
<b>Piglet</b>	Runs.	Prances.
<b>Rabbit</b>	Step or hop across place marker mats.	Hop across place marker mats.

<b>Eeyore</b>	Sway and twirl across the room.	Sways and sways with chassés in parallel.
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## Traveling B (Weeks 2 + 4)

Recommended Music: [Pooh Greet the Day](#) AND [Get You Tiggerized!](#)

	1.5-3 Year Olds	3-5 Year Olds
<b>Winnie-the-Pooh</b>	Marches.	Marches.
<b>Christopher Robbin</b>	Proud walks.	Proud walks.
<b>Tigger</b>	Step or hop across hula hoops.	Hop with quarter turns in hula hoops across the room.
<b>Owl</b>	Run with flying arms.	Run en demi pointe with flying arms.
<b>Kanga and Roo</b>	Run across with a partner.	Hop across with a partner.

## Centre Allegro

Recommended Music: [Winnie-the-Pooh Suite](#)

	1.5-3 Year Olds	3-5 Year Olds
<b>Sautés</b>	Parallel Sautés	Parallel Sautés
<b>Échappés</b>		Parallel Échappés
<b>Hops on Two Feet</b>		Directional Hops (Parallel)
<b>Hops on One Foot</b>		Hops on One Foot from Side to Side (Parallel)
<b>Fireworks Jumps</b>	Fireworks Jumps	Fireworks Jumps

## Dance (Optional)

Teach a section of the **Winnie-the-Pooh Dance** from the Winnie-the-Pooh Dances add-on to this curriculum.

## Free Dance A: Friendship

Recommended Music: [We're Going To Be Friends](#)

### Weeks 1 + 3

For toddlers, let them dance with their caregivers when the music is playing. When the music pauses, have them freeze. For preschoolers, have them find a partner (a friend!) when the music is paused. If you have a new class, have partners tell each other their names. When the music plays, the partners dance freely with each other. When the music is paused again, students must find a new partner!

## Free Dance B: Friends for All

Recommended Music: [Friend Like Me \(Instrumental\)](#) OR [You've Got a Friend in Me \(Instrumental\)](#)  
(Choose the track that best fits the concept your student will explore each time.)

### Weeks 2 + 4

Friends come in all shapes and sizes. Some friends are faster than we are, and some are slower. Some are bigger than we are and some are smaller than we are. Some can jump higher while others are good at moving low to the floor. When the music is paused, give your students a concept: fast, slow, big, small, high, or low. When the music plays, students dance freely, showing that concept!

Sharing by taking turns: This is an optional addition for your preschool students. You can add it in week 4 if you think they are ready for it. Have one scarf or ribbon streamer that your class must “share” during this activity. Each time the music is paused and you give students a new concept, they must decide who in the class gets to dance with the scarf or ribbon streamer next. They must take turns so that each student gets a turn with the prop to dance with when the music is playing. (If you have a very large class, you can use two props so that two students will have a turn with the prop each time.)

## Obstacle Course: Little Black Raincloud

No music needed for this activity.

### Weeks 2 + 4

Pooh attempts to get honey from a beehive by disguising himself as a little black raincloud. Do you think it will work?

- **Mud Rolls.** Log roll across a mat. (Toddlers) Forward roll down an incline mat or log roll across a mat. (Preschoolers)
- **Balloon Hops.** Step (toddlers) or hop (preschoolers) across hula hoops as balloons! Make a bigger step or hop with each one
- **Suspicious Bees.** Run (toddlers) or picked up run (preschoolers) in a zigzag pattern around cones. Optional: Buzz like a bee while you do.
- **Will it Rain?** Step (toddlers) or pony trot (preschoolers) over rows of closed umbrellas.
- **Optional for Preschoolers:** Have an open umbrella at the end for the student to pick up. Then hold out their hand and say, “Tut-tut, it looks like rain!” (Just like Christopher Robin did.)

## Goodbye

Recommended Music: [Luv-a-bye](#)

Dim the lights and blow bubbles for your students to dance slowly under.

Pause the music, stop blowing bubbles, and tell your students it's time to sleep. They'll lie down and pretend to sleep. Toddlers can snuggle with their caregivers.

Tap a student on the shoulder as this week's alarm clock. The student says, “Wake up!” (Choose a different student each week.)

Everyone pretends to wake up and stands up.

Preschoolers: Curtsy or bow after standing up. At this age, a curtsy is a simple parallel plié with the hands on the hips and a slight bow of the head.

# Winnie-the-Pooh Preschool Dance Curriculum



## LESSON 2 STUCK AT RABBIT'S

## Lesson 2: Stuck at Rabbit's

### Objective

To introduce ballet steps and dance concepts, while also teaching about being **brave** when we're scared.

### Preparation for Class

#### Before Class

Have your music, cards, and props ready. On weeks 1 and 3, go ahead and hide this lesson's character card in something you can pretend is a honey pot—for students to find during the "Where's Pooh's Honey Pot?" free dance.

### Welcome

#### Bravery

Begin class by welcoming your students. Take roll and let your students each share something about their day or answer a question you ask (like what is their favorite color or favorite animal). In later weeks, you can ask about this lesson's theme: Bravery. Have they ever had to be brave? You can also ask them who their favorite character is from the Winnie-the-Pooh stories. You can also read the following chapter or character summary.

#### Chapter Summary

In chapter two of *The Complete Tales of Winnie-the-Pooh*, "Pooh Goes Visiting and Gets Into a Tight Place," Pooh decides to visit Rabbit at his home. When he arrives, he finds that the door is stuck and he can't get inside. After several attempts to open the door fail, Rabbit suggests squeezing through the window which Pooh succeeds in doing with some help from Eeyore. Unfortunately, things take a turn for the worse when Pooh gets stuck while trying to leave through the same window and has to be rescued by Christopher Robin.

#### Rabbit

Rabbit has a kind heart and is always looking out for his friends in the Hundred Acre Woods. He's often the first to lend a helping hand when any of them are in trouble. He even invites Pooh over to his house for tea and spends time with him, despite how much mayhem Pooh May cause!

### Warm-up

Start with a fun warm-up game, such as "Red Light, Green Light" or "Duck, Duck, Goose" to review any concepts from the previous week's class and get your students moving and getting their bodies warm!

### BrainDance

Flow from the warm-up straight into the Winnie-the-Pooh BrainDance described earlier in this curriculum guide. **Recommended Music:** [Winnie-the-Pooh](#)

## Where's Pooh's Honey Pot?

### Weeks 1 + 3

Have your students dance freely, pretending to search for Pooh's honey pot. They can search high and low to incorporate levels into the exercise. They can search fast and slow to incorporate speed. They can make big movements or small movements for size. They can also choose to dance as different characters in the Hundred Acre Woods, helping Pooh to look for his honey! Have your students free dance while the music is playing. When you're ready for the free dance to be over, pause the music and let students actually search for and find the "honey pot". During weeks 1 and 3, hide a character card in the honey pot.

Recommended Music: [Rumbly in My Tumbly](#)

## Character Trait

### Weeks 1 + 3

This lesson's focus is on **bravery** as we learn that Pooh is stuck in Rabbit's hole. During weeks 1 and 3, have your students sit in a circle and talk about what it means to be brave.

Week 1: Ask your students what they think it means to be brave.

Week 3: When Pooh gets stuck at Rabbit's, he has to wait there for an entire week before he is able to get out with the help of his friends. What do you think that was like for Pooh? Was that fun? Or do you think he might have been lonely or scared? How do you think Pooh felt during those days when he was stuck?

Optional, for Preschoolers: Play a game where students take turns sharing a time when they had to be brave. (Do this after Week 1's activity above.) Play a game where students take turns sharing a time when they noticed someone else being brave. (Do this after Week 3's activity above.)

## Centre Barre

Recommended Music: [A Happy Honey Ending](#)

	1.5-3 Year Olds	3-5 Year Olds
<b>Plié</b>	Bend and stretch. Stand tall.	Pliés in parallel. Rise and lower.
<b>Rise and Twirl</b>	Twirls in parallel.	Rise and turn in parallel.
<b>Tendu</b>		Tendus front in parallel.
<b>Passé</b>	Slow marches.	Parallel passés, balancing for 2 counts with each.
<b>Sway</b>	Sways side to side in parallel.	Sways and sways with chassés in parallel.

## Traveling A (Weeks 1 + 3)

Recommended Music: [Woods and Words / Backson Tracks](#)

	1.5-3 Year Olds	3-5 Year Olds
<b>Blustery Winds</b>	Sway like a windy day.	Sway and chassé like a windy day.
<b>Buzzing Bees</b>	Run like a buzzing bee.	Run en demi pointe like a buzzing bee.
<b>Honey Pots</b>	Hop to the honey pot.	Hop to the honey pot.
<b>Floating Balloons</b>	Sideways walk and hold an imaginary balloon.	Sideways gallop and hold an imaginary balloon.
<b>Birthday Celebration</b>	Run and jump like it's your birthday.	Run and leap like it's your birthday.

## Traveling B (Weeks 2 + 4)

Recommended Music: [The Many Adventures of Winnie the Pooh](#)

	1.5-3 Year Olds	3-5 Year Olds
<b>Buzzing Bees</b>	Run like a buzzing bee.	Run en demi pointe like a buzzing bee.
<b>Dandelion Twirls</b>	Twirl like a dandelion in the wind.	Twirl like a dandelion in the wind.
<b>Swinging Tails</b>	Sways across like Eeyore's tail swinging.	Sways and chassés across like Eeyore's tail swinging.
<b>Honey Pots</b>	Hop to the honey pot.	Hop to the honey pot.
<b>Friendship Runs</b>	Run holding hands with a partner.	Picked up runs holding hands with a partner.

## Centre Allegro

Recommended Music: [Winnie-the-Pooh Suite](#)

	1.5-3 Year Olds	3-5 Year Olds
<b>Sautés</b>	Parallel Sautés	Parallel Sautés
<b>Échappés</b>		Parallel Échappés
<b>Hops on Two Feet</b>		Directional Hops (Parallel)
<b>Hops on One Foot</b>		Hops on One Foot from Side to Side
<b>Fireworks Jumps</b>	Fireworks Jumps	Fireworks Jumps

## Dance (Optional)

Teach a section of the **Rabbit Dance** from the Winnie-the-Pooh Dances add-on to this curriculum.

### Free Dance A: Off to Rabbit's House

Recommended Music: [Up, Down and Touch the Ground](#)

#### Weeks 1 + 3

Right now we're at Winnie-the-Pooh's house. Let's head to Rabbit's house to see if he has anything yummy to eat. Optional: Ask your students what yummy food they think Rabbit might have to eat at his house.

First, we'll need to walk. Play music and have students walk freely around the room. Pause the music and students freeze into a Pooh pose.

Next, we'll need to run (toddlers) or picked up run (preschoolers). Play music and students run freely around the room. Pause music and students freeze into a Rabbit pose.

Now, we must sideways walk (toddlers) or sideways galop (preschoolers). Play music and students sideways walk or galop freely around the room. Pause music and students freeze into a Pooh pose.

Finally, we must hop to Rabbit's house! Play music and students hop freely around the room. Pause the music and students freeze into a Rabbit pose.

## Free Dance B: Stuck at Rabbit's

Recommended Music: [Little Black Rain Cloud](#)

### Weeks 2 + 4

Set hula hoops out around the room. When music is playing, students dance freely. Optional: Allow them to use ribbon streamers or scarves. When the music is paused, students must each find a hoop to jump into. They are stuck like Pooh until the music starts again. Optional: Take one hula hoop away each time!

## Obstacle Course: The Hundred Acre Woods

No music needed for this activity.

### Weeks 2 + 4

Let's explore the Hundred Acre Woods!

- **Hop through Rabbit's garden.** Place several toy food pieces along a pathway. Give students a basket as they start this section. They'll hop to each toy food piece, pick it up, and put it in the basket like Rabbit picking vegetables from his garden.
- **Travel across a tree branch.** Walk (tots) or passé walk (preschoolers) across a balance beam like Pooh walking across a tree branch to get to a bee hive (for honey!).
- **Jump into honey pots.** Place several hula hoops in a row. Students pretend they are Pooh. Jump into each one and twirl happily! For preschoolers, you can make this more advanced by giving students a specific number of times to twirl in each "honey pot".
- **Crawl through Eeyor's meadow.** Crawl through a tunnel.

## Goodbye

Recommended Music: [Luv-a-bye](#)

Dim the lights and blow bubbles for your students to dance slowly under.

Pause the music, stop blowing bubbles, and tell your students it's time to sleep. They'll lie down and pretend to sleep. Toddlers can snuggle with their caregivers.

Tap a student on the shoulder as this week's alarm clock. The student says, "Wake up!" (Choose a different student each week.)

Everyone pretends to wake up and stands up.

Preschoolers: Curtsy or bow after standing up. At this age, a curtsy is a simple parallel plié with the hands on the hips and a slight bow of the head.



# Winnie-the-Pooh Preschool Dance Curriculum



## **LESSON 3** **FREED FROM RABBIT'S**

# Lesson 3: Freed from Rabbit's

## Objective

To introduce ballet steps and dance concepts, while also teaching what it means to be **kind**.

## Preparation for Class

### Before Class

Have your music, cards, and props ready. On weeks 1 and 3, go ahead and hide this lesson's character card in something you can pretend is a honey pot—for students to find during the "Where's Pooh's Honey Pot?" free dance.

## Welcome

### Kindness

Begin class by welcoming your students. Take roll and let your students each share something about their day or answer a question you ask (like what is their favorite color or favorite animal). In later weeks, you can ask about this lesson's theme: Kindness. Have they done anything kind? You can also ask them who their favorite character is from the Winnie-the-Pooh stories. You can also read the following chapter or character summary.

### Chapter Summary

In chapter two of *The Complete Tales of Winnie-the-Pooh*, "Pooh Goes Visiting and Gets Into a Tight Place," Pooh decides to visit Rabbit at his home. When he arrives, he finds that the door is stuck and he can't get inside. After several attempts to open the door fail, Rabbit suggests squeezing through the window which Pooh succeeds in doing with some help from Eeyore. Unfortunately, things take a turn for the worse when Pooh gets stuck while trying to leave through the same window and has to be rescued by Christopher Robin. (Please note: Lesson 3 is a continuation of Chapter 2, with an emphasis on kindness instead of bravery.)

### Christopher Robin

Christopher Robin loves going on adventures with his friends in the Hundred Acre Woods, exploring new places, and discovering the wonders of nature. He is always curious to learn more about the world around him and will often take time out of his day to observe the animals and plants living there. He uses his imagination as he helps his friends in the Hundred Acre Woods. He is also kind and cares about his friends and helps them whenever he can.

## Warm-up

Start with a fun warm-up game, such as "Animal Charades" or "Hot Potato" to review any concepts from the previous week's class and get your students moving and getting their bodies warm!

## BrainDance

Flow from the warm-up straight into the Winnie-the-Pooh BrainDance described earlier in this curriculum guide. **Recommended Music:** [Winnie-the-Pooh](#)

## Where's Pooh's Honey Pot?

### Weeks 1 + 3

Have your students dance freely, pretending to search for Pooh's honey pot. They can search high and low to incorporate levels into the exercise. They can search fast and slow to incorporate speed. They can make big movements or small movements for size. They can also choose to dance as different characters in the Hundred Acre Woods, helping Pooh to look for his honey! Have your students free dance while the music is playing. When you're ready for the free dance to be over, pause the music and let students actually search for and find the "honey pot". During weeks 1 and 3, hide a character card in the honey pot.

Recommended Music: [Rumbly in My Tumbly](#)

## Character Trait

### Weeks 1 + 3

This lesson's focus is on **kindness** as we learn about Pooh's friends helping him out when he is stuck in Rabbit's front door. During weeks 1 and 3, have your students sit in a circle and talk about what it means to be kind.

Week 1: Ask your students if they can think of anything kind someone has done for them.

Week 3: When Pooh gets stuck at Rabbit's front door, his friends all try to help him get unstuck. Was this kind? Can students think of a way they would try to help Pooh get unstuck?

Optional, for Preschoolers: Play a game where students take turns sharing a time when they showed kindness to a friend or when a friend showed kindness to them. (Do this after Week 1's activity above.) Play a game where students take turns complementing one another. (Do this after Week 3's activity above.)

## Centre Barre

Recommended Music: [A Happy Honey Ending](#)

	1.5-3 Year Olds	3-5 Year Olds
<b>Plié</b>	Bend and stretch. Stand tall.	Pliés in parallel. Rise and lower.
<b>Rise and Twirl</b>	Twirls in parallel.	Rise and turn in parallel.
<b>Tendu</b>		Tendus front in parallel.
<b>Passé</b>	Slow marches.	Parallel passés, balancing for 2 counts with each.
<b>Sway</b>	Sways side to side in parallel.	Sways and sways with chassés in parallel.

## Traveling A (Weeks 1 + 3)

Recommended Music: [Stuck in the Pit / Balloon Chase](#)

	1.5-3 Year Olds	3-5 Year Olds
<b>Winnie-the-Pooh</b>	Run to Pooh's home.	Picked up run to Pooh's home.
<b>Rabbit</b>	Take big steps to Rabbit's home.	Hop to Rabbit's home.
<b>Owl</b>	Passé walk to Owl's home.	Passé walk to Owl's home.
<b>Tigger</b>	Bounce to Tigger's home.	Sideways walk - hop - sideways walk - hop to Tigger's home.
<b>Choice</b>	Choose a step and a character to visit!	Choose a step and a character to visit!

## Traveling B (Weeks 2 + 4)

Recommended Music: [Winnie the Pooh](#)

	1.5-3 Year Olds	3-5 Year Olds
<b>Piglet</b>	Run to Piglet's home.	Run en demi pointe to Piglet's home.
<b>Winnie-the-Pooh</b>	March to Pooh's home.	March to Pooh's home.
<b>Eeyore</b>	Step over pool noodles to Eeyore's home.	Pony trot to Eeyore's home.
<b>Christopher Robin</b>	Sideways walk to Christopher Robin's home.	Sideways gallop to Christopher Robin's home.
<b>Choice</b>	Choose a step and a character to visit!	Choose a step and a character to visit!

## Centre Allegro

Recommended Music: [Winnie-the-Pooh Suite](#)

	1.5-3 Year Olds	3-5 Year Olds
<b>Sautés</b>	Parallel Sautés	Parallel Sautés
<b>Échappés</b>		Parallel Échappés
<b>Hops on Two Feet</b>		Directional Hops (Parallel)
<b>Hops on One Foot</b>		Hops on One Foot from Side to Side (Parallel)
<b>Fireworks Jumps</b>	Fireworks Jumps	Fireworks Jumps

## Dance (Optional)

Teach a section of the **Christopher Robin Dance** from the Winnie-the-Pooh Dances add-on to this curriculum.

### Free Dance A: A Kind Visit

Recommended Music: [With a Few Good Friends](#)

#### Weeks 1 + 3

While Pooh is waiting, stuck at Rabbit's, were any of his friends kind enough to visit him? When the music is paused, call out a character who might be kind and visit Pooh while he is stuck at Rabbit's. When the music plays, students dance freely as that character. Characters include: Christopher Robin, Piglet, Eeyore, Owl, Kanga, Roo, and Tigger.

### Free Dance B: Freed from Rabbit's

Recommended Music: [The Tummy Song](#)

#### Weeks 2 + 4

How happy do you think Pooh was to get unstuck from Rabbit's house? I bet he was VERY happy! Let's dance as happy as we think Pooh would have after getting unstuck!

## Obstacle Course: Don't Get Stuck!

No music needed for this activity.

### Weeks 2 + 4

**On Our Way to Rabbit's House.** Step (toddlers) or hop (preschoolers) across a row of hula hoops while doing quarter turns.

**Enter Rabbit's House.** Crawl through a tunnel.

**Try to Get Out.** Run and jump into a hula hoop. Repeat.

**I'm Free!** Climb onto a step stool and star jump off. Repeat.

## Goodbye

Recommended Music: [Luv-a-bye](#)

Dim the lights and blow bubbles for your students to dance slowly under.

Pause the music, stop blowing bubbles, and tell your students it's time to sleep. They'll lie down and pretend to sleep. Toddlers can snuggle with their caregivers.

Tap a student on the shoulder as this week's alarm clock. The student says, "Wake up!" (Choose a different student each week.)

Everyone pretends to wake up and stands up.

Preschoolers: Curtsy or bow after standing up. At this age, a curtsy is a simple parallel plié with the hands on the hips and a slight bow of the head.

# Winnie-the-Pooh Preschool Dance Curriculum



## **LESSON 4** **WHAT'S A WOZZLE?**

## Lesson 4: What's a Woozle?

### Objective

To introduce ballet steps and dance concepts, while also teaching about **seasons**.

### Preparation for Class

#### Before Class

Have your music, cards, and props ready. On weeks 1 and 3, go ahead and hide this lesson's character card in something you can pretend is a honey pot—for students to find during the "Where's Pooh's Honey Pot?" free dance.

### Welcome

#### Seasons

Begin class by welcoming your students. Take roll and let your students each share something about their day or answer a question you ask (like what is their favorite color or favorite animal). In later weeks, you can ask about this lesson's theme: Seasons. What is their favorite season? You can also ask them who their favorite character is from the Winnie-the-Pooh stories. You can also read the following chapter or character summary.

**Chapter Summary:** In chapter three of *The Complete Tales of Winnie-the-Pooh*, "Pooh and Piglet Go Hunting and Nearly Catch a Woozle," Pooh and Piglet go off on a grand adventure to hunt for woozles. After they find some tracks in the snow which they believe to be those of a woozle, they follow them around until they eventually lead them back to the same spot where they began. When Christopher Robin informs them that there is no such thing as a woozle, he brings the two into his house for some tea before sending them home with the comforting knowledge that although one may not always find what one is looking for - there is still so much joy to be found in the journey along the way.

**Woozles:** A woozle is a creature mentioned in the Winnie-the-Pooh stories as being hunted by Pooh and Piglet. Though it's never seen, they believe it to be a large, white creature with purple stripes that has a long tail and moves quickly.

### Warm-up

Start with a fun warm-up game, such as "Freeze Dance" or "Musical Chairs" to review any concepts from the previous week's class and get your students moving and getting their bodies warm!

### BrainDance

Flow from the warm-up straight into the Winnie-the-Pooh BrainDance described earlier in this curriculum guide. **Recommended Music:** [Winnie-the-Pooh](#)

## Where's Pooh's Honey Pot?

### Weeks 1 + 3

Have your students dance freely, pretending to search for Pooh's honey pot. They can search high and low to incorporate levels into the exercise. They can search fast and slow to incorporate speed. They can make big movements or small movements for size. They can also choose to dance as different characters in the Hundred Acre Woods, helping Pooh to look for his honey! Have your students free dance while the music is playing. When you're ready for the free dance to be over, pause the music and let students actually search for and find the "honey pot". During weeks 1 and 3, hide a character card in the honey pot.

Recommended Music: [Rumbly in My Tumbly](#)

## Seasons

### Weeks 1 + 3

In this lesson, we're including a focus on **seasons**. There is snow on the ground as Pooh and Piglet search for wozzles. What season does that make it? Also, by now you're into your fourth month of classes. For many of you, that means, you've experienced at least one season change with your students. During weeks 1 and 3, have your students sit in a circle and talk about seasons. What seasons have you experienced during the school year so far? If you live in an area of the world where the weather doesn't change much from season to season, explain to your students that there are places in the world where the weather changes quite a bit from season to season!

Week 1: Ask your students what their favorite season is and why.

Week 3: Ask your students what their favorite thing is about the current season.

Optional, for Preschoolers: Play a game where students take turns naming one thing that is seasonal and letting other students try to guess what season it belongs in. For example, flip-flops would be for summer. (Do this in weeks 1 and 3, after the above activity.)

## Centre Barre

Recommended Music: [A Happy Honey Ending](#)

	1.5-3 Year Olds	3-5 Year Olds
<b>Plié</b>	Bend and stretch. Stand tall.	Pliés in parallel. Rise and lower.
<b>Rise and Twirl</b>	Twirls in parallel.	Rise and turn in parallel.
<b>Tendu</b>		Tendus front in parallel.
<b>Passé</b>	Slow marches.	Parallel passés, balancing for 2 counts with each.
<b>Sway</b>	Sways side to side in parallel.	Sways and sways with chassés in parallel.



## Traveling A (Weeks 1 + 3)

Recommended Music: [Picnic and Beehive Chase](#) AND [Hundred Acre Spy Game](#)

	1.5-3 Year Olds	3-5 Year Olds
<b>Winnie-the-Pooh</b>	Marches.	Marches.
<b>Christopher Robbin</b>	Proud walks.	Proud walks.
<b>Piglet</b>	Picked up runs.	Prances.
<b>Rabbit</b>	Step or hop across place marker mats.	Hop across place marker mats.
<b>Eeyore</b>	Sway and twirl across the room.	Sways and sways with chassés in parallel.

## Traveling B (Weeks 2 + 4)

Recommended Music: [Pooh Greet the Day](#) AND [Get You Tiggerized!](#)

	1.5-3 Year Olds	3-5 Year Olds
<b>Winnie-the-Pooh</b>	Marches.	Marches.
<b>Christopher Robbin</b>	Proud walks.	Proud walks.
<b>Tigger</b>	Step or hop across hula hoops.	Hop with quarter turns in hula hoops across the room.
<b>Owl</b>	Run with flying arms.	Run en demi pointe with flying arms.
<b>Kanga and Roo</b>	Run across with a partner.	Hop across with a partner.

## Centre Allegro

Recommended Music: [Winnie-the-Pooh Suite](#)

	1.5-3 Year Olds	3-5 Year Olds
<b>Sautés</b>	Parallel Sautés	Parallel Sautés
<b>Échappés</b>		Parallel Échappés
<b>Hops on Two Feet</b>		Directional Hops (Parallel)
<b>Hops on One Foot</b>		Hops on One Foot from Side to Side (Parallel)
<b>Fireworks Jumps</b>	Fireworks Jumps	Fireworks Jumps

## Dance (Optional)

Teach a section of the **Woozle Dance** from the Winnie-the-Pooh Dances add-on to this curriculum.

## Free Dance A: Woozle Hunt

Recommended Music: [We're Going on a Bear Hunt \(Instrumental\)](#)

### Weeks 1 + 3

Piglet comes upon Pooh and asks him what he is doing. Pooh tells him he is tracking something. What is he tracking? A woozle! Do you think we should try to find one too? Go through the song and actions for “We’re Going in a Bear Hunt,” with “We’re Going to find a Woozle,” as the lyrics instead.

## Free Dance B: In Search of a Woozle

Recommended Music: [Heffalumps and Woozles](#)

### Weeks 2 + 4

Students will dance as if they are searching for a woozle in the Hundred Acre Woods.

For Preschoolers: When the music is paused, give students a concept to include. Should they search high? Should they search low? Maybe they should search fast or slow? When the music plays, students proceed with free dancing to the concept you gave them: high, low, fast, or slow.

## Obstacle Course: A Woozle

No music needed for this activity.

### Weeks 2 + 4

Did you hear a woozle? I hear they’re very loud but also very hard to find. Let’s be woozles!

- Stomp through the forest. Stomp around cones.
- Run and jump loudly through puddles. Run and jump into a hula hoop. Repeat.
- Stomp some more!
- Passé walk, passé walk, stomp, stomp, stomp, stomp.
- March (toddlers) or sideways galop (preschoolers) loudly through an open field.

## Goodbye

Recommended Music: [Luv-a-bye](#)

Dim the lights and blow bubbles for your students to dance slowly under.

Pause the music, stop blowing bubbles, and tell your students it’s time to sleep. They’ll lie down and pretend to sleep. Toddlers can snuggle with their caregivers.

Tap a student on the shoulder as this week’s alarm clock. The student says, “Wake up!” (Choose a different student each week.)

Everyone pretends to wake up and stands up.

Preschoolers: Curtsy or bow after standing up. At this age, a curtsy is a simple parallel plié with the hands on the hips and a slight bow of the head.

# Winnie-the-Pooh Preschool Dance Curriculum



## LESSON 5 EYORE LOSES HIS TAIL

# Lesson 5: Eeyore Loses His Tail

## Objective

To introduce ballet steps and dance concepts, while also teaching about the importance of **caring for others**.

## Preparation for Class

### Before Class

Have your music, cards, and props ready. On weeks 1 and 3, go ahead and hide this lesson's character card in something you can pretend is a honey pot—for students to find during the "Where's Pooh's Honey Pot?" free dance.

## Welcome

### Caring for Others

Begin class by welcoming your students. Take roll and let your students each share something about their day or answer a question you ask (like what is their favorite color or favorite animal). In later weeks, you can ask about this lesson's theme: Caring for others. Can they think of a time when someone's done something that has shown them they care? You can also read the following chapter or character summary.

### Chapter Summary

In chapter four of *The Complete Tales of Winnie-the-Pooh*, "Eeyore Loses a Tail and Pooh Finds One," Eeyore discovers one morning that his tail has gone missing. After informing the others about the loss, Pooh soon finds the tail attached to a thorn tree. With the help of Christopher Robin and some friendly bees, Pooh succeeds in getting the tail back which he then presents to Eeyore who is extremely pleased with his newfound possession.

### Eeyore

Eeyore is a gentle soul who deeply cares for everyone around him. Although often cynical, he never hesitates to offer help and a listening ear, and is always willing to share whatever he has with others. Though he doesn't always show it, Eeyore does care deeply for everyone around him.

## Warm-up

Start with a fun warm-up game, such as "Follow the Leader" or "Simon Says" to review any concepts from the previous week's class and get your students moving and getting their bodies warm!

## BrainDance

Flow from the warm-up straight into the Winnie-the-Pooh BrainDance described earlier in this curriculum guide. **Recommended Music:** [Winnie-the-Pooh](#)

## Where's Pooh's Honey Pot?

### Weeks 1 + 3

Have your students dance freely, pretending to search for Pooh's honey pot. They can search high and low to incorporate levels into the exercise. They can search fast and slow to incorporate speed. They can make big movements or small movements for size. They can also choose to dance as different characters in the Hundred Acre Woods, helping Pooh to look for his honey! Have your students free dance while the music is playing. When you're ready for the free dance to be over, pause the music and let students actually search for and find the "honey pot". During weeks 1 and 3, hide a character card in the honey pot.

Recommended Music: [Rumbly in My Tumbly](#)

## Character Trait

### Weeks 1 + 3

This lesson's focus is on **Caring for Others** as we learn about a time when Eeyore lost his tail. During weeks 1 and 3, have your students sit in a circle and talk about what it means to care about others. We care about others because we like or love them, or because they are a family member or friend.

Week 1: Ask your students if they can tell you the name of someone they care about.

Week 3: Ask your students to name someone who cares about them.

Optional, for Preschoolers: Can students tell you about a time when they did something because they cared about someone (week 1) or someone else did because they cared about them (week 3)?

## Centre Barre

Recommended Music: [A Happy Honey Ending](#)

	1.5-3 Year Olds	3-5 Year Olds
<b>Plié</b>	Bend and stretch. Stand tall.	Pliés in parallel. Rise and lower.
<b>Rise and Twirl</b>	Twirls in parallel.	Rise and turn in parallel.
<b>Tendu</b>		Tendus front in parallel.
<b>Passé</b>	Slow marches.	Parallel passés, balancing for 2 counts with each.
<b>Sway</b>	Sways side to side in parallel.	Sways and sways with chassés in parallel.

In this lesson's traveling activities, we'll explore the Hundred Acre Woods!

## Traveling A (Weeks 1 + 3)

Recommended Music: [Woods and Words / Backson Tracks](#)

	1.5-3 Year Olds	3-5 Year Olds
<b>Blustery Winds</b>	Sway like a windy day.	Sway and chassé like a windy day.
<b>Buzzing Bees</b>	Run like a buzzing bee.	Run en demi pointe like a buzzing bee.
<b>Honey Pots</b>	Hop to the honey pot.	Hop to the honey pot.
<b>Floating Balloons</b>	Sideways walk and hold an imaginary balloon.	Sideways gallop and hold an imaginary balloon.
<b>Birthday Celebration</b>	Run and jump like it's your birthday.	Run and leap like it's your birthday.

## Traveling B (Weeks 2 + 4)

Recommended Music: [The Many Adventures of Winnie the Pooh](#)

	1.5-3 Year Olds	3-5 Year Olds
<b>Buzzing Bees</b>	Run like a buzzing bee.	Run en demi pointe like a buzzing bee.
<b>Dandelion Twirls</b>	Twirl like a dandelion in the wind.	Twirl like a dandelion in the wind.
<b>Swinging Tails</b>	Sways across like Eeyore's tail swinging.	Sways and chassés across like Eeyore's tail swinging.
<b>Honey Pots</b>	Hop to the honey pot.	Hop to the honey pot.
<b>Friendship Runs</b>	Run holding hands with a partner.	Picked up runs holding hands with a partner.

## Centre Allegro

Recommended Music: [Winnie-the-Pooh Suite](#)

	1.5-3 Year Olds	3-5 Year Olds
<b>Sautés</b>	Parallel Sautés	Parallel Sautés
<b>Échappés</b>		Parallel Échappés
<b>Hops on Two Feet</b>		Directional Hops (Parallel)
<b>Hops on One Foot</b>		Hops on One Foot from Side to Side (Parallel)
<b>Fireworks Jumps</b>	Fireworks Jumps	Fireworks Jumps

## Dance (Optional)

Teach a section of the **Eeyore Dance** from the Winnie-the-Pooh Dances add-on to this curriculum.

### Free Dance A: In Search of a Tail

Recommended Music: [Eeyore Loses His Tail / Winner Song](#)

#### Weeks 1 + 3

Poor Eeyore has lost his tail! Let's go on an expedition to find it! When the music is paused, choose a student to be a line leader. When the music plays, everyone must follow what the line leader is doing as they move freely through the room. Pause the music and choose a new line leader.

### Free Dance B: Found It!

Recommended Music: [It's Gonna Be Great](#)

#### Weeks 2 + 4

Let's pretend we've found Eeyore's tail! Give each student a scarf or a ribbon streamer to dance with as Eeyore's tail. How would we be feeling if we found Eeyore's tail? Happy? Sad? Glad? Let students dance happily because they found his tail.

## Obstacle Course: Eeyore's Tail

No music needed for this activity.

### Weeks 2 + 4

**Where is Eeyore's Tail?** Sideways walk (toddlers) or gallop (preschoolers) in a figure 8 around two hula hoops.

**Is it High?** Walk tall (toddlers) or en demi pointe (preschoolers) across a balance beam.

**Is it Low?** Crawl through a tunnel.

**Here it is!** Pretend to find it and jump up and down, acting excited.

**Pin the Tail.** Run and jump into a hula hoop (like you're pinning the tail on a donkey and you're the pin).

**Good as New!** Sway side to side in a zigzag path around cones—as Eeyore's tail!

## Goodbye

Recommended Music: [Luv-a-bye](#)

Dim the lights and blow bubbles for your students to dance slowly under.

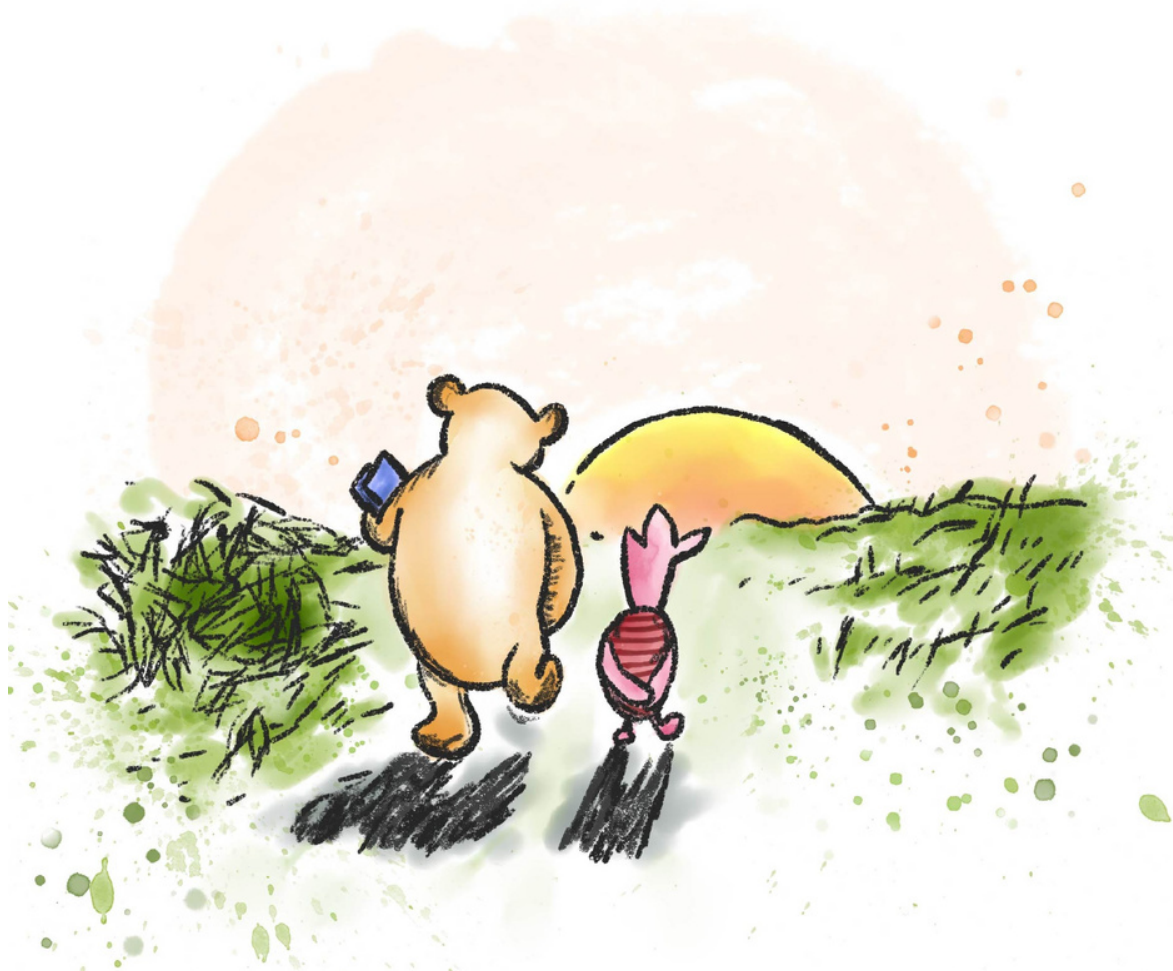
Pause the music, stop blowing bubbles, and tell your students it's time to sleep. They'll lie down and pretend to sleep. Toddlers can snuggle with their caregivers.

Tap a student on the shoulder as this week's alarm clock. The student says, "Wake up!" (Choose a different student each week.)

Everyone pretends to wake up and stands up.

Preschoolers: Curtsy or bow after standing up. At this age, a curtsy is a simple parallel pli  with the hands on the hips and a slight bow of the head.

# Winnie-the-Pooh Preschool Dance Curriculum



## LESSON 6 COUNTING HEFFALUMPS



# Lesson 6: Counting Heffalumps

## Objective

To introduce ballet steps and dance concepts, while also teaching about the beauty of **nature**.

## Preparation for Class

### Before Class

Have your music, cards, and props ready. On weeks 1 and 3, go ahead and hide this lesson's character card in something you can pretend is a honey pot—for students to find during the "Where's Pooh's Honey Pot?" free dance.

## Welcome

### Nature

Begin class by welcoming your students. Take roll and let your students each share something about their day or answer a question you ask (like what is their favorite color or favorite animal). In later weeks, you can ask about this lesson's theme: Nature. Can they name one thing in nature? Can they think of anything that might be in the Hundred Acre Woods? You can also read the following chapter or character summary.

### Chapter Summary

In chapter five of *The Complete Tales of Winnie-the-Pooh*, "Piglet Meets a Heffalump," Piglet goes out for a walk in the Hundred Acre Woods and discovers something alarming—a strange creature which he soon identifies as a heffalump. After warning the others about its presence, Pooh and Piglet attempt to catch the heffalump; however, they fail due to their lack of knowledge of extracting honey from bees' nests. As they eventually give up and go home, they realize that their adventure had been quite an exciting one.

### Heffalump

A heffalump is another mythical creature found in the Hundred Acres Woods. It is described as being elephant-like in size and shape with thick grayish fur and tusks. Unlike a woozle, it's usually heard rather than seen—usually having loud "heffalumping" noises coming from its trunk!

## Warm-up

Start with a fun warm-up game, such as "Red Light, Green Light" or "Duck, Duck, Goose" to review any concepts from the previous week's class and get your students moving and getting their bodies warm!

## BrainDance

Flow from the warm-up straight into the Winnie-the-Pooh BrainDance described earlier in this curriculum guide. **Recommended Music:** [Winnie-the-Pooh](#)

## Where's Pooh's Honey Pot?

### Weeks 1 + 3

Have your students dance freely, pretending to search for Pooh's honey pot. They can search high and low to incorporate levels into the exercise. They can search fast and slow to incorporate speed. They can make big movements or small movements for size. They can also choose to dance as different characters in the Hundred Acre Woods, helping Pooh to look for his honey! Have your students free dance while the music is playing. When you're ready for the free dance to be over, pause the music and let students actually search for and find the "honey pot". During weeks 1 and 3, hide a character card in the honey pot.

Recommended Music: [Rumbly in My Tumbly](#)

## Nature

### Weeks 1 + 3

In this lesson, we're including a focus on **nature**. We've been exploring the Hundred Acre Woods with Pooh and his friends. What examples of nature do you think we'd find in the Hundred Acre Woods? During weeks 1 and 3, have your students sit in a circle and talk about things we find in nature. You can even bring in a few things from nature where you live. Things like grass, sticks, leaves, or flowers (when in season) are perfect.

Week 1: Have your students choose one of the nature items you brought in and free dance with it.

Week 3: Talk about how nature is different in different parts of the world. There are oceans, jungles, and deserts. There are mountains and meadows. There are forests and even places covered with ice all the time. Play different nature music tracks and lead your students in free dancing to each one.

Recommended Music: [Ocean Sounds](#), [Evening Rain](#), [Calm Forest](#), [Snowy Mountains](#).

## Centre Barre

Recommended Music: [A Happy Honey Ending](#)

	1.5-3 Year Olds	3-5 Year Olds
<b>Plié</b>	Bend and stretch. Stand tall.	Pliés in parallel. Rise and lower.
<b>Rise and Twirl</b>	Twirls in parallel.	Rise and turn in parallel.
<b>Tendu</b>		Tendus front in parallel.
<b>Passé</b>	Slow marches.	Parallel passés, balancing for 2 counts with each.
<b>Sway</b>	Sways side to side in parallel.	Sways and sways with chassés in parallel.

## Traveling A (Weeks 1 + 3)

Recommended Music: [Stuck in the Pit / Balloon Chase](#)

	1.5-3 Year Olds	3-5 Year Olds
<b>Winnie-the-Pooh</b>	Run to Pooh's home.	Picked up run to Pooh's home.
<b>Rabbit</b>	Take big steps to Rabbit's home.	Hop to Rabbit's home.
<b>Owl</b>	Passé walk to Owl's home.	Passé walk to Owl's home.
<b>Tigger</b>	Bounce to Tigger's home.	Sideways walk - hop - sideways walk - hop to Tigger's home.
<b>Choice</b>	Choose a step and a character to visit!	Choose a step and a character to visit!

## Traveling B (Weeks 2 + 4)

Recommended Music: [Winnie the Pooh](#)

	1.5-3 Year Olds	3-5 Year Olds
<b>Piglet</b>	Run to Piglet's home.	Run en demi pointe to Piglet's home.
<b>Winnie-the-Pooh</b>	March to Pooh's home.	March to Pooh's home.
<b>Eeyore</b>	Step over pool noodles to Eeyore's home.	Pony trot to Eeyore's home.
<b>Christopher Robin</b>	Sideways walk to Christopher Robin's home.	Sideways gallop to Christopher Robin's home.
<b>Choice</b>	Choose a step and a character to visit!	Choose a step and a character to visit!

## Centre Allegro

Recommended Music: [Winnie-the-Pooh Suite](#)

	1.5-3 Year Olds	3-5 Year Olds
<b>Sautés</b>	Parallel Sautés	Parallel Sautés
<b>Échappés</b>		Parallel Échappés
<b>Hops on Two Feet</b>		Directional Hops (Parallel)
<b>Hops on One Foot</b>		Hops on One Foot from Side to Side (Parallel)
<b>Fireworks Jumps</b>	Fireworks Jumps	Fireworks Jumps

## Dance (Optional)

Teach a section of the **Heffalump Dance** from the Winnie-the-Pooh Dances add-on to this curriculum.

### Free Dance A: Heffalump Hunt

Recommended Music: [We're Going on a Bear Hunt \(Instrumental\)](#)

#### Weeks 1 + 3

They say heffalumps only exist in Pooh and Piglet's imaginations. Do you think we should try to find one? Go through the song and actions for "We're Going in a Bear Hunt," as "We're Going in a Heffalump Hunt."

### Free Dance B: Heffalump Trunks

Recommended Music: [Heffalumps and Woozles](#)

#### Weeks 2 + 4

They say heffalumps look a lot like elephants. They even have long trunks like elephants. Let's do a heffalump freeze dance. Give each student a scarf to hold in their "trunk" hand. When music is playing, students dance like heffalumps (or elephants). When the music pauses, call out high, middle, or low. Students must stand still and wave their scarf at the level called out until the music starts again.

## Obstacle Course: Counting Heffalumps

No music needed for this activity.

### Weeks 2 + 4

*[H]e tried counting Heffalumps [but] every Heffalump that he counted was making straight for a pot of Pooh's honey ... [and] when the five hundred and eighty-seventh Heffalump was licking its jaws, and saying to itself, "Very good honey this, I don't know when I've tasted better", Pooh could bear it no longer.*

What is a Heffalump? Pooh counted 587 in his imagination!

**5** — Steps (toddlers) or pony trots (preschoolers) over rows of pool noodles.

**8** — Eight steps (toddlers) or passé walks (preschoolers) across a balance beam.

**7** — Steps (toddlers) or hops (preschoolers) across spot markers.

**Heffalumps** — Sway side to side with your arm as a heffalump trunk and take big steps across. Pretend to take honey out of a honey pot! (This can be a bowl, a basket, or even a hula hoop.)

## Goodbye

Recommended Music: [Luv-a-bye](#)

Dim the lights and blow bubbles for your students to dance slowly under.

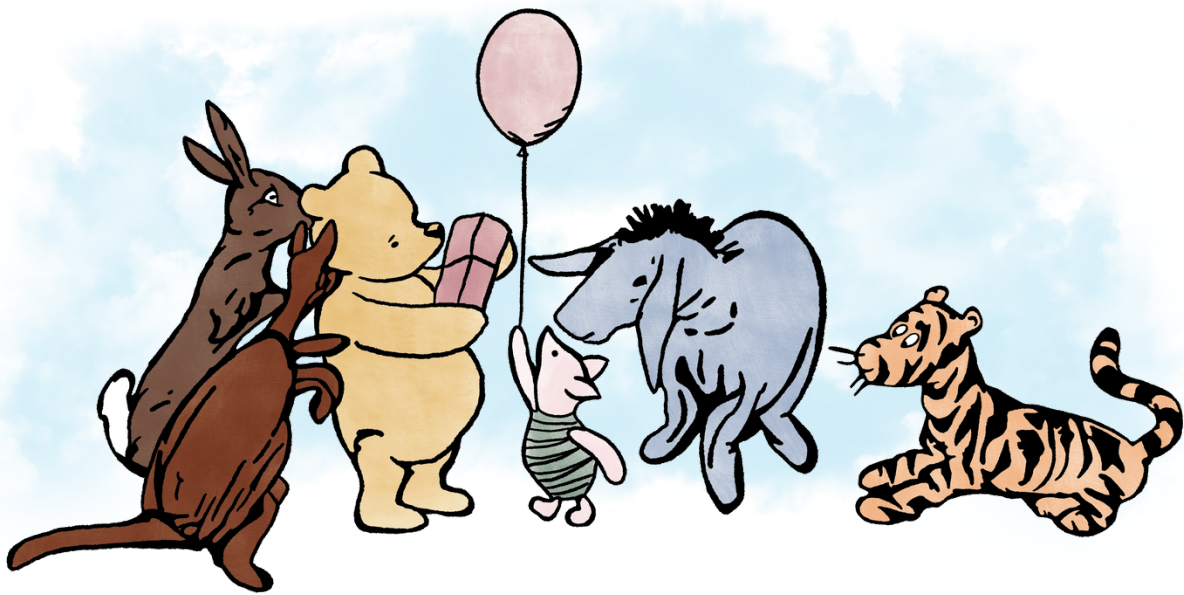
Pause the music, stop blowing bubbles, and tell your students it's time to sleep. They'll lie down and pretend to sleep. Toddlers can snuggle with their caregivers.

Tap a student on the shoulder as this week's alarm clock. The student says, "Wake up!" (Choose a different student each week.)

Everyone pretends to wake up and stands up.

Preschoolers: Curtsy or bow after standing up. At this age, a curtsy is a simple parallel plié with the hands on the hips and a slight bow of the head.

# Winnie-the-Pooh Preschool Dance Curriculum



## LESSON 7 EYORE'S BIRTHDAY

# Lesson 7: Eeyore's Birthday

## Objective

To introduce ballet steps and dance concepts, while also teaching about **wisdom**.

## Preparation for Class

### Before Class

Have your music, cards, and props ready. On weeks 1 and 3, go ahead and hide this lesson's character card in something you can pretend is a honey pot—for students to find during the "Where's Pooh's Honey Pot?" free dance.

## Welcome

### Wisdom

Begin class by welcoming your students. Take roll and let your students each share something about their day or answer a question you ask (like what is their favorite color or favorite animal). In later weeks, you can ask about this lesson's theme: Wisdom. Do they know what wisdom is? Can they think of a Winnie-the-Pooh character who is wise? You can also read the following chapter or character summary.

### Chapter Summary

In chapter six of *The Complete Tales of Winnie-the-Pooh*, "Eeyore Has a Birthday and Gets Two Presents," the animals come together to celebrate Eeyore's birthday. To their surprise, they find out that Eeyore has already received two presents—one from Pooh which was a balloon and one from Christopher Robin which was an umbrella. Unfortunately, neither present is suitable for Eeyore so Pooh decides to make him a new tail out of thistle-down instead. The animals then wish him a happy birthday before heading home for the night.

### Owl

Owl is a wise and knowledgeable creature in the Hundred Acre Woods, often offering insight and advice to his friends. For example, Pooh goes to Owl to help him with his birthday gift dilemma. His wisdom helps guide his friends away from danger and towards more sensible solutions.

## Warm-up

Start with a fun warm-up game, such as "Animal Charades" or "Hot Potato" to review any concepts from the previous week's class and get your students moving and getting their bodies warm!

## BrainDance

Flow from the warm-up straight into the Winnie-the-Pooh BrainDance described earlier in this curriculum guide. **Recommended Music:** [Winnie-the-Pooh](#)

## Where's Pooh's Honey Pot?

### Weeks 1 + 3

Have your students dance freely, pretending to search for Pooh's honey pot. They can search high and low to incorporate levels into the exercise. They can search fast and slow to incorporate speed. They can make big movements or small movements for size. They can also choose to dance as different characters in the Hundred Acre Woods, helping Pooh to look for his honey! Have your students free dance while the music is playing. When you're ready for the free dance to be over, pause the music and let students actually search for and find the "honey pot". During weeks 1 and 3, hide a character card in the honey pot.

Recommended Music: [Rumbly in My Tumbly](#)

## Character Trait

### Weeks 1 + 3

This lesson's focus is on **wisdom** as Pooh visits Owl for advice on what to do about Eeyore's birthday gift. He was going to give him a pot of honey, but he ate the honey! Owl's solution is to wash the honey pot and give Eeyore the honey pot as a gift, without the half-eaten honey. Do you think that was a smart solution? During weeks 1 and 3, have your students sit in a circle and talk about what it means to be wise.

Week 1: Ask your students if they can tell you someone they know who they think is wise like Owl.

Week 3: Winnie-the-Pooh has lots of friends in the Hundred Acre Wood. Do your students think any of the other characters in Winnie-the-Pooh are wise besides Owl? (If they can't think of one, ask who they would ask for advice on gardening? Rabbit! On eating honey? Pooh! On making honey? Bees!)

## Centre Barre

Recommended Music: [A Happy Honey Ending](#)

	1.5-3 Year Olds	3-5 Year Olds
<b>Plié</b>	Bend and stretch. Stand tall.	Pliés in parallel. Rise and lower.
<b>Rise and Twirl</b>	Twirls in parallel.	Rise and turn in parallel.
<b>Tendu</b>		Tendus front in parallel.
<b>Passé</b>	Slow marches.	Parallel passés, balancing for 2 counts with each.
<b>Sway</b>	Sways side to side in parallel.	Sways and sways with chassés in parallel.

## Traveling A (Weeks 1 + 3)

Recommended Music: [Picnic and Beehive Chase](#) AND [Hundred Acre Spu Game](#)

	1.5-3 Year Olds	3-5 Year Olds
<b>Winnie-the-Pooh</b>	Bend and stretch. Stand tall.	Pliés in parallel. Rise and lower.
<b>Christopher Robbin</b>	Proud walks.	Proud walks.
<b>Piglet</b>	Picked up runs.	Prances.
<b>Rabbit</b>	Step or hop across place marker mats.	Hop across place marker mats.
<b>Eeyore</b>	Sway and twirl across the room.	Sways and sways with chassés in parallel.

## Traveling B (Weeks 2 + 4)

Recommended Music: [Pooh Greet the Day](#) AND [Get You Tiggerized!](#)

	1.5-3 Year Olds	3-5 Year Olds
<b>Winnie-the-Pooh</b>	Bend and stretch. Stand tall.	Pliés in parallel. Rise and lower.
<b>Christopher Robbin</b>	Proud walks.	Proud walks.
<b>Tigger</b>	Step or hop across hula hoops.	Hop with quarter turns in hula hoops across the room.
<b>Owl</b>	Run with flying arms.	Run en demi pointe with flying arms.
<b>Kanga and Roo</b>	Run across with a partner.	Hop across with a partner.

## Centre Allegro

Recommended Music: [Winnie-the-Pooh Suite](#)

	1.5-3 Year Olds	3-5 Year Olds
<b>Sautés</b>	Parallel Sautés	Parallel Sautés
<b>Échappés</b>		Parallel Échappés
<b>Hops on Two Feet</b>		Directional Hops (Parallel)
<b>Hops on One Foot</b>		Hops on One Foot from Side to Side (Parallel)
<b>Fireworks Jumps</b>	Fireworks Jumps	Fireworks Jumps

## Dance (Optional)

Teach a section of the **Owl Dance** from the Winnie-the-Pooh Dances add-on to this curriculum.

## Free Dance A: Forgotten Birthday

Recommended Music: [A Very Important Thing to Do](#)

### Weeks 1 + 3

Eeyore is very sad and gloomy today. His friends forgot his birthday! How would you feel if you were Eeyore? Would you feel sad too? How would you feel if your friends surprised you on your birthday? Would you feel happy? When the music is paused, give your students instruction on whether they will free dance sadly or happily. When the music plays let your student free dance.



## Free Dance B: Present Pathways

Recommended Music: [One Big Happy Family](#)

### Weeks 2 + 4

Let's wrap our present for Eeyore! What will you be giving Eeyore for his birthday? (Let your students tell you what they would give him.) When the music is paused, give your students their next instruction. When the music plays, they dance.

Put your gift in a box. Hop up and down to put your gift in a box. Hop in a completely free pathway—whatever you like.

Wrap the box with pretty wrapping paper. Walk in straight pathways, like the edge of a box.

Tie a bow on top! Run in curved pathways like a ribbon tied into a bow. Remember—no straight lines!

Take your gift to Eeyore. Pretend to hold a gift. Sideways walk (toddlers) or sideways gallop (preschoolers) in a free pathway around the room.

## Obstacle Course: Let's Celebrate!

No music needed for this activity.

### Weeks 2 + 4

What did Eeyore's friends give him for his birthday?

- **Pooh's Gift.** Step (toddlers) or hop (preschoolers) into a hula hoop (as a honey pot). Twirl. Continue across a row of hula hoops.
- **Piglet's Gift.** Passé walk across a balance beam while carrying a real or imaginary balloon.
- **Owl's Help.** Hold a pair of ribbon streamers and pretend to write, "Happy Birthday!" in the air as you sway and twirl across.
- **Happy Birthday, Eeyore!** Climb onto a step stool and star jump off. Repeat. Say, "Happy Birthday!" during the second jump.

## Goodbye

Recommended Music: [Luv-a-bye](#)

Dim the lights and blow bubbles for your students to dance slowly under.

Pause the music, stop blowing bubbles, and tell your students it's time to sleep. They'll lie down and pretend to sleep. Toddlers can snuggle with their caregivers.

Tap a student on the shoulder as this week's alarm clock. The student says, "Wake up!" (Choose a different student each week.)

Everyone pretends to wake up and stands up.

Preschoolers: Curtsy or bow after standing up. At this age, a curtsy is a simple parallel plié with the hands on the hips and a slight bow of the head.

# Winnie-the-Pooh Preschool Dance Curriculum



## LESSON 8 WE MEET KANGA AND ROO

# Lesson 8: We Meet Kanga and Roo

## Objective

To introduce ballet steps and dance concepts, while also teaching about **encouragement**.

## Preparation for Class

### Before Class

Have your music, cards, and props ready. On weeks 1 and 3, go ahead and hide this lesson's character card in something you can pretend is a honey pot—for students to find during the "Where's Pooh's Honey Pot?" free dance.

## Welcome

### Encouragement

Begin class by welcoming your students. Take roll and let your students each share something about their day or answer a question you ask (like what is their favorite color or favorite animal). In later weeks, you can ask about this lesson's theme: **Encouragement**. What does it mean to encourage someone? You can also read the following chapter or character summary.

### Chapter Summary

In chapter seven of *The Complete Tales of Winnie-the-Pooh*, "Kanga and Baby Roo come to the Forest, and Piglet Has a Bath," Kanga and her baby, Roo, arrive in the Hundred Acre Woods. At first, all the animals are suspicious of them but soon become friends. After some time has passed, Rabbit suggests that they all have a picnic at the Sandy Pit. To get clean for the picnic, Piglet has to take his first ever bath. With some coaxing from Pooh and Kanga he eventually braves up and is rewarded with a jelly jar full of honey as a reward for his bravery. (This month, we will focus on encouragement and the first half of chapter seven.)

### Kanga

Kanga is wise and caring, often taking on the role of an older mother figure in the Hundred Acre Woods. She also has sound advice for anyone who needs it, such as encouraging Piglet to take on small tasks and helping them build their confidence with kindness.

## Warm-up

Start with a fun warm-up game, such as "Freeze Dance" or "Musical Chairs" to review any concepts from the previous week's class and get your students moving and getting their bodies warm!

## BrainDance

Flow from the warm-up straight into the Winnie-the-Pooh BrainDance described earlier in this curriculum guide. **Recommended Music:** [Winnie-the-Pooh](#)

## Where's Pooh's Honey Pot?

### Weeks 1 + 3

Have your students dance freely, pretending to search for Pooh's honey pot. They can search high and low to incorporate levels into the exercise. They can search fast and slow to incorporate speed. They can make big movements or small movements for size. They can also choose to dance as different characters in the Hundred Acre Woods, helping Pooh to look for his honey! Have your students free dance while the music is playing. When you're ready for the free dance to be over, pause the music and let students actually search for and find the "honey pot". During weeks 1 and 3, hide a character card in the honey pot.

*Recommended Music:* [Rumbly in My Tumbly](#)

## Character Trait

### Weeks 1 + 3

This lesson's focus is on **encouragement** as we meet two kangaroos: Kanga and baby Roo. Kanga is Roo's mother and often encourages him. During weeks 1 and 3, have your students sit in a circle and talk about what it means to be encouraging.

Week 1: Ask your students if they can tell you someone who has encouraged them. A parent? A sibling? A friend?

Week 3: Ask your students how they feel when someone encourages them? For preschoolers: When someone tells them they can do something they think might be hard?

Optional, for Preschoolers: Play a game where students take turns giving each other encouragement and saying something they like about each other. (Do this in weeks 1 and 3, after the above activity.)

## Centre Barre

*Recommended Music:* [A Happy Honey Ending](#)

	1.5-3 Year Olds	3-5 Year Olds
<b>Plié</b>	Bend and stretch. Stand tall.	Pliés in parallel. Rise and lower.
<b>Rise and Twirl</b>	Twirls in parallel.	Rise and turn in parallel.
<b>Tendu</b>		Tendus front in parallel.
<b>Passé</b>	Slow marches.	Parallel passés, balancing for 2 counts with each.
<b>Sway</b>	Sways side to side in parallel.	Sways and sways with chassés in parallel.

## Traveling A (Weeks 1 + 3)

*Recommended Music:* [Woods and Words / Backson Tracks](#)

	1.5-3 Year Olds	3-5 Year Olds
<b>Blustery Winds</b>	Sway like a windy day.	Sway and chassé like a windy day.
<b>Buzzing Bees</b>	Run like a buzzing bee.	Run en demi pointe like a buzzing bee.
<b>Honey Pots</b>	Hop to the honey pot.	Hop to the honey pot.
<b>Floating Balloons</b>	Sideways walk and hold an imaginary balloon.	Sideways gallop and hold an imaginary balloon.
<b>Birthday Celebration</b>	Run and jump like it's your birthday.	Run and leap like it's your birthday.

## Traveling B (Weeks 2 + 4)

Recommended Music: [The Many Adventures of Winnie the Pooh](#)

	1.5-3 Year Olds	3-5 Year Olds
<b>Buzzing Bees</b>	Run like a buzzing bee.	Run en demi pointe like a buzzing bee.
<b>Dandelion Twirls</b>	Twirl like a dandelion in the wind.	Twirl like a dandelion in the wind.
<b>Swinging Tails</b>	Sways across like Eeyore's tail swinging.	Sways and chassés across like Eeyore's tail swinging.
<b>Honey Pots</b>	Hop to the honey pot.	Hop to the honey pot.
<b>Friendship Runs</b>	Run holding hands with a partner.	Picked up runs holding hands with a partner.

## Centre Allegro

Recommended Music: [Winnie-the-Pooh Suite](#)

	1.5-3 Year Olds	3-5 Year Olds
<b>Sautés</b>	Parallel Sautés	Parallel Sautés
<b>Échappés</b>		Parallel Échappés
<b>Hops on Two Feet</b>		Directional Hops (Parallel)
<b>Hops on One Foot</b>		Hops on One Foot from Side to Side (Parallel)
<b>Fireworks Jumps</b>	Fireworks Jumps	Fireworks Jumps

## Dance (Optional)

Teach a section of the **Kanga and Roo Dance** from the Winnie-the-Pooh Dances add-on to this curriculum.

## Charades: Winnie-the-Pooh Charades

No music needed for this activity.

### Weeks 1 + 3

When Pooh and his friends first heard two kangaroos were coming to the Hundred Acre Woods, they had no idea what to expect. They had never heard of a kangaroo before. Have your students move like a kangaroo (hop up and down). Next, have your students play a game of Winnie-the-Pooh charades. Note: Parents will need to lead their child in the toddler age group.

## Free Dance: Say Hello

Recommended Music: [Everything is Honey](#)

### Weeks 2 + 4

Place hula hoops spread out around the room (half the number of students you have in class). When the music is playing, students dance freely, pretending they are in the Hundred Acre Woods. When the music is paused, students must stand in a hula hoop with one or more other students and introduce themselves. Optional for Preschoolers: Take a hula hoop away with each pause until you have only one left!

## Obstacle Course: Picnic with Friends

No music needed for this activity.

### Weeks 2 + 4

Let's have a picnic in the Hundred Acre Woods!

- **Pooh will bring honey.** Run (toddlers) or picked up run (preschoolers) in a figure eight around two hula hoops as honey pots. Optional: Pretend to scoop honey out of the second "honey pot" and taste it.
- **Rabbit will bring carrots.** Hop around cones (as carrots!).
- **Owl will swoop down from a tree branch to join.** Walk along a balance beam and jump off the end with a star jump.
- **Piglet will join too!** Run (toddlers) or picked up run (preschoolers) with ribbon streamers.
- **So will Kanga and Roo.** Step (toddlers) or hop (preschoolers) across spot markers like kangaroos.

## Goodbye

Recommended Music: [Luv-a-bye](#)

Dim the lights and blow bubbles for your students to dance slowly under.

Pause the music, stop blowing bubbles, and tell your students it's time to sleep. They'll lie down and pretend to sleep. Toddlers can snuggle with their caregivers.

Tap a student on the shoulder as this week's alarm clock. The student says, "Wake up!" (Choose a different student each week.)

Everyone pretends to wake up and stands up.

Preschoolers: Curtsy or bow after standing up. At this age, a curtsy is a simple parallel pli  with the hands on the hips and a slight bow of the head.

# Winnie-the-Pooh Preschool Dance Curriculum



## **LESSON 9** **PIGLET GETS A BATH**

# Lesson 9: Piglet Gets a Bath

## Objective

To introduce ballet steps and dance concepts, while also teaching about **curiosity**.

## Preparation for Class

### Before Class

Have your music, cards, and props ready. On weeks 1 and 3, go ahead and hide this lesson's character card in something you can pretend is a honey pot—for students to find during the "Where's Pooh's Honey Pot?" free dance.

## Welcome

### Curiosity

Begin class by welcoming your students. Take roll and let your students each share something about their day or answer a question you ask (like what is their favorite color or favorite animal). You can ask about this lesson's theme: **Curiosity**. Can they think of any adventures Winnie-the-Pooh and his friends have gone on in the Hundred Acre Woods because of curiosity? You can also read the following chapter or character summary.

### Chapter Summary

In chapter seven of *The Complete Tales of Winnie-the-Pooh*, "Kanga and Baby Roo come to the Forest, and Piglet Has a Bath," Kanga and her baby, Roo, arrive in the Hundred Acre Wood. At first, all the animals are suspicious of them but soon become friends. After some time has passed, Rabbit suggests that they all have a picnic at the Sandy Pit. To get clean for the picnic, Piglet has to take his first ever bath. With some coaxing from Pooh and Kanga he eventually braves it up and is rewarded with a jelly jar full of honey as a reward for his bravery. (This month, we will focus on adventure and the second half of chapter seven.)

### Roo

Roo may be small but that certainly doesn't stop him from having big, adventurous plans! He's young, energetic, and loves making new friends wherever he goes—even if they're bigger than him!

## Warm-up

Start with a fun warm-up game, such as "Follow the Leader" or "Simon Says" to review any concepts from the previous week's class and get your students moving and getting their bodies warm!

## BrainDance

Flow from the warm-up straight into the Winnie-the-Pooh BrainDance described earlier in this curriculum guide. **Recommended Music:** [Winnie-the-Pooh](#)



## Where's Pooh's Honey Pot?

### Weeks 1 + 3

Have your students dance freely, pretending to search for Pooh's honey pot. They can search high and low to incorporate levels into the exercise. They can search fast and slow to incorporate speed. They can make big movements or small movements for size. They can also choose to dance as different characters in the Hundred Acre Woods, helping Pooh to look for his honey! Have your students free dance while the music is playing. When you're ready for the free dance to be over, pause the music and let students actually search for and find the "honey pot". During weeks 1 and 3, hide a character card in the honey pot.

Recommended Music: [Rumbly in My Tumbly](#)

## Character Trait

### Weeks 1 + 3

This lesson's focus is on **curiosity**. Roo is quite a curious little kangaroo!

Week 1: Ask your students if they've ever been curious about something? Do they like to explore new places and things? What senses (think body parts like hands, noses, eyes, ears, and tongues) can we explore with?

Week 3: Play a game! Bring in a few objects, each in its own paper bag. Have your students take turns closing their eyes and reaching in each paper bag to try and guess what is inside. How does the object feel? Is it soft? Hard? Straight? Round? Smooth? Rough?

Optional, for Preschoolers: Ask your students to name one thing they've wondered about. It can be anything.

## Centre Barre

Recommended Music: [A Happy Honey Ending](#)

	1.5-3 Year Olds	3-5 Year Olds
<b>Plié</b>	Bend and stretch. Stand tall.	Pliés in parallel. Rise and lower.
<b>Rise and Twirl</b>	Twirls in parallel.	Rise and turn in parallel.
<b>Tendu</b>		Tendus front in parallel.
<b>Passé</b>	Slow marches.	Parallel passés, balancing for 2 counts with each.
<b>Sway</b>	Sways side to side in parallel.	Sways and sways with chassés in parallel.

## Traveling A (Weeks 1 + 3)

Recommended Music: [Stuck in the Pit / Balloon Chase](#)

	1.5-3 Year Olds	3-5 Year Olds
<b>Winnie-the-Pooh</b>	Run to Pooh's home.	Picked up run to Pooh's home.
<b>Rabbit</b>	Take big steps to Rabbit's home.	Hop to Rabbit's home.
<b>Owl</b>	Passé walk to Owl's home.	Passé walk to Owl's home.
<b>Tigger</b>	Bounce to Tigger's home.	Sideways walk - hop - sideways walk - hop to Tigger's home.
<b>Choice</b>	Choose a step and a character to visit!	Choose a step and a character to visit!

## Traveling B (Weeks 2 + 4)

Recommended Music: [Winnie the Pooh](#)

	1.5-3 Year Olds	3-5 Year Olds
<b>Piglet</b>	Run to Piglet's home.	Run en demi pointe to Piglet's home.
<b>Winnie-the-Pooh</b>	March to Pooh's home.	March to Pooh's home.
<b>Eeyore</b>	Step over pool noodles to Eeyore's home.	Pony trot to Eeyore's home.
<b>Christopher Robin</b>	Sideways walk to Christopher Robin's home.	Sideways gallop to Christopher Robin's home.
<b>Choice</b>	Choose a step and a character to visit!	Choose a step and a character to visit!

## Centre Allegro

Recommended Music: [Winnie-the-Pooh Suite](#)

	1.5-3 Year Olds	3-5 Year Olds
<b>Sautés</b>	Parallel Sautés	Parallel Sautés
<b>Échappés</b>		Parallel Échappés
<b>Hops on Two Feet</b>		Directional Hops (Parallel)
<b>Hops on One Foot</b>		Hops on One Foot from Side to Side (Parallel)
<b>Fireworks Jumps</b>	Fireworks Jumps	Fireworks Jumps

## Dance (Optional)

Teach a section of the **Piglet** from the Winnie-the-Pooh Dances add-on to this curriculum.

## Free Dance A: Muddy Fun

Recommended Music: [Winnie the Pooh](#)

### Weeks 1 + 3

Have you ever played in a way that you got so dirty, you had to have a bath? Allow your students to free dance and role play, pretending to do things that might get them dirty enough to need a bath. Suggestions might be: Stomping and dancing in muddy rain puddles, playing in a garden, and rolling down a muddy hill.

## Free Dance B: Bath Toy Fun

Recommended Music: [Rubber Ducky](#)

### Weeks 2 + 4

Do you have a favorite bath toy? Or maybe the bubbles are your favorite thing? Allow students to free dance and role play as if they are their favorite bath toys and bubbles in a bath.

## Obstacle Course: Piglet Gets a Bath

No music needed for this activity.

### Weeks 2 + 4

**Fill the Tub.** Climb into a step stool and jump off. Optional: Say, “Whoosh!” when jumping like water flowing in the tub.

**Splish Splash.** Sways (toddlers) or sways with chassés (preschoolers) with ribbon streamers.

**Rubber Ducky.** Line up a row of rubber ducks and have students step (toddlers) or hop (preschoolers) over them. (I doubt Piglet had a rubber ducky, but it’s fun to pretend!)

**Bubble Fun.** Place one or two spot markers out for students to leap over. Optional: Blow bubbles for students as they leap.

## Goodbye

Recommended Music: [Luv-a-bye](#)

Dim the lights and blow bubbles for your students to dance slowly under.

Pause the music, stop blowing bubbles, and tell your students it’s time to sleep. They’ll lie down and pretend to sleep. Toddlers can snuggle with their caregivers.

Tap a student on the shoulder as this week’s alarm clock. The student says, “Wake up!” (Choose a different student each week.)

Everyone pretends to wake up and stands up.

Preschoolers: Curtsy or bow after standing up. At this age, a curtsy is a simple parallel plié with the hands on the hips and a slight bow of the head.

# Winnie-the-Pooh Preschool Dance Curriculum



## LESSON 10 THE EXPEDITION

# Lesson 10: The Expedition

## Objective

To introduce ballet steps and dance concepts, while also teaching about **imagination**.

## Preparation for Class

### Before Class

Have your music, cards, and props ready. On weeks 1 and 3, go ahead and hide this lesson's character card in something you can pretend is a honey pot—for students to find during the "Where's Pooh's Honey Pot?" free dance.

## Welcome

### Imagination

Begin class by welcoming your students. Take roll and let your students each share something about their day or answer a question you ask (like what is their favorite color or favorite animal). In later weeks, you can ask about this lesson's theme: **Imagination**. Ask them which character is from the Winnie-the-Pooh stories they think uses their imagination the most. You can also read the following chapter or character summary.

### Chapter Summary

In chapter eight of *The Complete Tales of Winnie-the-Pooh*, "Christopher Robin Leads an Expedition to the North Pole," Christopher Robin leads an expedition to the North Pole in order to find out what animals live there. He brings all his friends on the journey but they soon get lost and confused. Luckily, Pooh finds a honey pot which points them in the right direction and they eventually make it out of the woods. They then have a picnic at the North Pole before heading home together with some new knowledge about the animal inhabitants of that region.

### The Friends in the Hundred Acre Woods

Christopher Robin's imagination has brought us a wonderful group of friends in the Hundred Acre Woods. They are kind and care for each other. They are brave and have courage when they encounter things that might be scary. Some are wise. Some are cheerful. Some are curious and get into more messes than others. When we use our imaginations, we can create wonderful and amazing things!

## Warm-up

Start with a fun warm-up game, such as "Red Light, Green Light" or "Duck, Duck, Goose" to review any concepts from the previous week's class and get your students moving and getting their bodies warm!

## BrainDance

Flow from the warm-up straight into the Winnie-the-Pooh BrainDance described earlier in this curriculum guide. **Recommended Music:** [Winnie-the-Pooh](#)

## Where's Pooh's Honey Pot?

### Weeks 1 + 3

Have your students dance freely, pretending to search for Pooh's honey pot. They can search high and low to incorporate levels into the exercise. They can search fast and slow to incorporate speed. They can make big movements or small movements for size. They can also choose to dance as different characters in the Hundred Acre Woods, helping Pooh to look for his honey! Have your students free dance while the music is playing. When you're ready for the free dance to be over, pause the music and let students actually search for and find the "honey pot". During weeks 1 and 3, hide a character card in the honey pot.

**Recommended Music:** [Rumbly in My Tumbly](#)

## Imagination

### Weeks 1 + 3

This lesson's focus is on **imagination** as we learn about Christopher Robin's expedition to the North Pole. During weeks 1 and 3, have your students sit in a circle and talk about what imagination is. What does it mean to imagine something?

Week 1: Ask your students to imagine one thing and tell you about it.

Week 3: Ask your students to imagine one thing—like last week, but give them a color it must be.

Optional for Preschoolers: If you have time, do several rounds to give each student the chance to imagine with several different colors.

## Centre Barre

**Recommended Music:** [A Happy Honey Ending](#)

	1.5-3 Year Olds	3-5 Year Olds
<b>Plié</b>	Bend and stretch. Stand tall.	Pliés in parallel. Rise and lower.
<b>Rise and Twirl</b>	Twirls in parallel.	Rise and turn in parallel.
<b>Tendu</b>		Tendus front in parallel.
<b>Passé</b>	Slow marches.	Parallel passés, balancing for 2 counts with each.
<b>Sway</b>	Sways side to side in parallel.	Sways and sways with chassés in parallel.

## Traveling A (Weeks 1 + 3)

**Recommended Music:** [Picnic and Beehive Chase](#) AND [Hundred Acre Spy Game](#)

	1.5-3 Year Olds	3-5 Year Olds
<b>Winnie-the-Pooh</b>	Bend and stretch. Stand tall.	Pliés in parallel. Rise and lower.
<b>Christopher Robbin</b>	Proud walks.	Proud walks.
<b>Piglet</b>	Picked up runs.	Prances.
<b>Rabbit</b>	Step or hop across place marker mats.	Hop across place marker mats.
<b>Eeyore</b>	Sway and twirl across the room.	Sways and sways with chassés in parallel.

## Traveling B (Weeks 2 + 4)

Recommended Music: [Pooh Greet the Day AND Get You Tiggerized!](#)

	1.5-3 Year Olds	3-5 Year Olds
<b>Winnie-the-Pooh</b>	Bend and stretch. Stand tall.	Pliés in parallel. Rise and lower.
<b>Christopher Robbin</b>	Proud walks.	Proud walks.
<b>Tigger</b>	Step or hop across hula hoops.	Hop with quarter turns in hula hoops across the room.
<b>Owl</b>	Run with flying arms.	Run en demi pointe with flying arms.
<b>Kanga and Roo</b>	Run across with a partner.	Hop across with a partner.

## Centre Allegro

Recommended Music: [Winnie-the-Pooh Suite](#)

	1.5-3 Year Olds	3-5 Year Olds
<b>Sautés</b>	Parallel Sautés	Parallel Sautés
<b>Échappés</b>		Parallel Échappés
<b>Hops on Two Feet</b>		Directional Hops (Parallel)
<b>Hops on One Foot</b>		Hops on One Foot from Side to Side (Parallel)
<b>Fireworks Jumps</b>	Fireworks Jumps	Fireworks Jumps

## Dance (Optional)

Teach a section of the **Tigger Dance** from the Winnie-the-Pooh Dances add-on to this curriculum.

## Free DanceA: Getting Ready

Recommended Music: [Adventure is a Wonderful Thing](#)

### Weeks 1 + 3

Christopher Robin is going on an expedition (which is just another word for an adventure or a journey) to the North Pole! He must dress appropriately of course! He has a big pair of boots to wear. (Pretend to put on boots.) What else do you think he needs to wear and bring? Follow your students' lead on what they think he should wear/bring. Pretend to put the items on or pack them.

There! I think Christopher Robin is ready for his expedition now! Let's free dance with him to start him off on his journey. Students dance freely around the room as if they are heading off to an expedition. Suggested movements might be marches, galops (preschoolers), walks, runs, and picked up runs (preschoolers).

## Free Dance B: Follow the Leader to the North Pole

Recommended Music: [Following the Leader](#)

### Weeks 2 + 4

Let's go on an expedition to find the North Pole! When the music is paused, choose a student to be a line leader. When the music plays, everyone must follow what the line leader is doing as they move freely through the room. Pause the music and choose a new line leader.

## Obstacle Course: We're Going on an Expedition

No music needed for this activity.

### Weeks 2 + 4

**Gather Your Things.** Set props (ribbon streamers and scarves) out for your students to gather into a basket to take on their expedition.

**Cross a Log.** Carry your basket across a balance beam (fallen log).

**See a Waterfall.** Put the basket down. Step into a hula hoop, holding ribbon streamers. Hold them up high then shake them down to the floor like a waterfall. Repeat.

**Stepping Stones.** Take your basket across stepping stones (spot markers).

**Cross a Creek.** Set your basket down. Take out a scarf. Run and step (toddlers) or leap (preschoolers) over a strip of blue fabric (the creek), holding your scarf up high.

## Goodbye

Recommended Music: [Luv-a-bye](#)

Dim the lights and blow bubbles for your students to dance slowly under.

Pause the music, stop blowing bubbles, and tell your students it's time to sleep. They'll lie down and pretend to sleep. Toddlers can snuggle with their caregivers.

Tap a student on the shoulder as this week's alarm clock. The student says, "Wake up!" (Choose a different student each week.)

Everyone pretends to wake up and stands up.

Preschoolers: Curtsy or bow after standing up. At this age, a curtsy is a simple parallel plié with the hands on the hips and a slight bow of the head.



# Winnie-the-Pooh Preschool Dance Curriculum



## **LESSON 11** **A RAINY DAY**

# Lesson 11: A Rainy Day

## Objective

To introduce ballet steps and dance concepts, while also teaching about **courage**.

## Preparation for Class

### Before Class

Have your music, cards, and props ready. On weeks 1 and 3, go ahead and hide this lesson's character card in something you can pretend is a honey pot—for students to find during the "Where's Pooh's Honey Pot?" free dance.

## Welcome

### Courage

Begin class by welcoming your students. Take roll and let your students each share something about their day or answer a question you ask (like what is their favorite color or favorite animal). In later weeks, you can ask about this lesson's theme: **Courage**. Have any of the Winnie-the-Pooh characters shown courage? You can also read the following chapter or character summary.

### Chapter Summary

In chapter nine of *The Complete Tales of Winnie-the-Pooh*, "Piglet Is Entirely Surrounded by Water," Piglet discovers that he is stuck in the middle of a lake and surrounded by water. After being unsuccessful in his own attempts to escape, Christopher Robin eventually comes to his rescue. Together with Pooh and all the other animals, they devise a plan to help Piglet out of his predicament. Eventually, they succeed in helping Piglet make it back safely to the other side of the lake.

### Piglet

Piglet is often scared and shy, but he still finds the courage to face his fears and help his friends, no matter how much it scares him. Although he is timid and shy, he never fails to lend a helping hand when needed. He worries often but has enough courage within him to take risks when it matters most.

## Warm-up

Start with a fun warm-up game, such as "Animal Charades" or "Hot Potato" to review any concepts from the previous week's class and get your students moving and getting their bodies warm!

## BrainDance

Flow from the warm-up straight into the Winnie-the-Pooh BrainDance described earlier in this curriculum guide. **Recommended Music:** [Winnie-the-Pooh](#)

## Where's Pooh's Honey Pot?

### Weeks 1 + 3

Have your students dance freely, pretending to search for Pooh's honey pot. They can search high and low to incorporate levels into the exercise. They can search fast and slow to incorporate speed. They can make big movements or small movements for size. They can also choose to dance as different characters in the Hundred Acre Woods, helping Pooh to look for his honey! Have your students free dance while the music is playing. When you're ready for the free dance to be over, pause the music and let students actually search for and find the "honey pot". During weeks 1 and 3, hide a character card in the honey pot.

*Recommended Music:* [Rumbly in My Tumbly](#)

## Character Trait

### Weeks 1 + 3

This lesson's focus is on **courage** as we learn that Piglet is stranded alone and surrounded by water. I'm sure he was very scared at that moment during the rain storm. He had to have courage. Pooh also needed courage to help his friend. In weeks 1 and 3, sit in a circle and talk about what it means to have courage.

Week 1: Ask your students what they think it means to be courageous/have courage?

Week 3: How do your students think Piglet felt when he was stranded, surrounded by water? How do they think Pooh felt when he rescued Piglet? How do they think both Piglet and Pooh felt when Piglet was safe again?

Optional, for Preschoolers: Week 1: Play a game where students take turns sharing a time when they had to have courage. (Do this after Week 1's activity above.) Week 3: Play a game where students take turns sharing a time when they noticed someone else showed courage. (Do this after Week 3's activity above.)

## Centre Barre

*Recommended Music:* [A Happy Honey Ending](#)

	1.5-3 Year Olds	3-5 Year Olds
<b>Plié</b>	Bend and stretch. Stand tall.	Pliés in parallel. Rise and lower.
<b>Rise and Twirl</b>	Twirls in parallel.	Rise and turn in parallel.
<b>Tendu</b>		Tendus front in parallel.
<b>Passé</b>	Slow marches.	Parallel passés, balancing for 2 counts with each.
<b>Sway</b>	Sways side to side in parallel.	Sways and sways with chassés in parallel.

## Traveling A (Weeks 1 + 3)

*Recommended Music:* [Woods and Words / Backson Tracks](#)

	1.5-3 Year Olds	3-5 Year Olds
<b>Blustery Winds</b>	Sway like a windy day.	Sway and chassé like a windy day.
<b>Buzzing Bees</b>	Run like a buzzing bee.	Run en demi pointe like a buzzing bee.
<b>Honey Pots</b>	Hop to the honey pot.	Hop to the honey pot.
<b>Floating Balloons</b>	Sideways walk and hold an imaginary balloon.	Sideways gallop and hold an imaginary balloon.
<b>Birthday Celebration</b>	Run and jump like it's your birthday.	Run and leap like it's your birthday.

## Traveling B (Weeks 2 + 4)

Recommended Music: [The Many Adventures of Winnie the Pooh](#)

	1.5-3 Year Olds	3-5 Year Olds
<b>Buzzing Bees</b>	Run like a buzzing bee.	Run en demi pointe like a buzzing bee.
<b>Dandelion Twirls</b>	Twirl like a dandelion in the wind.	Twirl like a dandelion in the wind.
<b>Swinging Tails</b>	Sways across like Eeyore's tail swinging.	Sways and chassés across like Eeyore's tail swinging.
<b>Honey Pots</b>	Hop to the honey pot.	Hop to the honey pot.
<b>Friendship Runs</b>	Run holding hands with a partner.	Picked up runs holding hands with a partner.

## Centre Allegro

Recommended Music: [Winnie-the-Pooh Suite](#)

	1.5-3 Year Olds	3-5 Year Olds
<b>Sautés</b>	Parallel Sautés	Parallel Sautés
<b>Échappés</b>		Parallel Échappés
<b>Hops on Two Feet</b>		Directional Hops (Parallel)
<b>Hops on One Foot</b>		Hops on One Foot from Side to Side (Parallel)
<b>Fireworks Jumps</b>	Fireworks Jumps	Fireworks Jumps

## Dance (Optional)

Teach a section of **Friendship Dance 1** from the Winnie-the-Pooh Dances add-on to this curriculum.

## Free Dance A: A Rainy Day Dance

Recommended Music: [The Rain Rain Rain Came Down Down Down](#)

### Weeks 1 + 3

Have you ever wanted to go outside and play in the rain, but your mom or dad said no? Well, now's the time! Allow students to dance as if they are dancing in the rain. Optional: Give students ribbon streamers to dance with as rain.

### Free Dance B: No Bumper Boats

Recommended Music: [If I Wasn't So Small \(The Piglet Song\)](#)

### Weeks 2 + 4

Pooh was able to save Piglet from the rain and flooding with an umbrella as a boat. Give each student a hula hoop. Students will hold the hula hoops around their waists and pretend they are in an umbrella boat. As the music plays, have students free dance as if they are sailing boats. Remember, these are sailboats, not bumper boats! If two boats collide, they are out!

## Obstacle Course: Rain, Rain, Go Away!

No music needed for this activity.

### Weeks 2 + 4

It rained in the Hundred Acre Woods until there was nearly a flood! Piglet was completely surrounded by water. Let's tell that rain to go away!

- **Stomp through puddles.** Set our spot markers as puddles for students to stomp on.
- **Jump into puddles.** Run and jump into hula hoops as rain puddles.
- **Dance in the rain.** Dance, sway, and twirl around cones with ribbon streamers as rain.
- **Climb a tree.** Passé walk.
- **Find somewhere dry.** Walk (toddlers) or walk en demi pointe (preschoolers) across a balance beam. Star jump off (preschoolers).

## Goodbye

Recommended Music: [Luv-a-bye](#)

Dim the lights and blow bubbles for your students to dance slowly under.

Pause the music, stop blowing bubbles, and tell your students it's time to sleep. They'll lie down and pretend to sleep. Toddlers can snuggle with their caregivers.

Tap a student on the shoulder as this week's alarm clock. The student says, "Wake up!" (Choose a different student each week.)

Everyone pretends to wake up and stands up.

Preschoolers: Curtsy or bow after standing up. At this age, a curtsy is a simple parallel plié with the hands on the hips and a slight bow of the head.

# Winnie-the-Pooh Preschool Dance Curriculum



## LESSON 12 WE MEET TIGGER

# Lesson 12: We Meet Tigger

## Objective

To introduce ballet steps and dance concepts, while also teaching about **cheerfulness**.

## Preparation for Class

### Before Class

Have your music, cards, and props ready. Go ahead and hide this lesson's character card or calm classrooms card in something you can pretend is a honey pot—for students to find during the "Where's Pooh's Honey Pot?" free dance.

## Welcome

### Being Cheerful

Begin class by welcoming your students. Take roll and let your students each share something about their day or answer a question you ask (like what is their favorite color or favorite animal). In later weeks, you can ask about this lesson's theme: **Cheer**. What's one thing that makes your students cheerful? You can also read the following chapter or character summary.

### Chapter Summary

In chapter ten of *The Complete Tales of Winnie-the-Pooh*, "Christopher Robin Gives Pooh a Party and We Say Goodbye," Christopher Robin throws a farewell party for Pooh and his friends. Everyone enjoys themselves as they reminisce about all the adventures they have been on together. After the party comes to an end, it is time for them to say goodbye as everyone goes their separate ways. Christopher Robin bids farewell to all his animal friends with a promise that they will reunite one day in the future.

### Tigger

Tigger is full of energy and enthusiasm and he loves to spread cheer wherever he goes. He loves to have a good time and makes sure everyone else is having fun too by keeping a positive attitude no matter what they're doing. He also knows how to turn any situation into a special celebration. His cheerful spirit is contagious, and helps bring joy to those around him!

## Warm-up

Start with a fun warm-up game, such as "Freeze Dance" or "Musical Chairs" to review any concepts from the previous week's class and get your students moving and getting their bodies warm!

## BrainDance

Flow from the warm-up straight into the Winnie-the-Pooh BrainDance described earlier in this curriculum guide. **Recommended Music:** [Winnie-the-Pooh](#)

## Where's Pooh's Honey Pot?

### Weeks 1 + 3

Have your students dance freely, pretending to search for Pooh's honey pot. They can search high and low to incorporate levels into the exercise. They can search fast and slow to incorporate speed. They can make big movements or small movements for size. They can also choose to dance as different characters in the Hundred Acre Woods, helping Pooh to look for his honey! Have your students free dance while the music is playing. When you're ready for the free dance to be over, pause the music and let students actually search for and find the "honey pot". During weeks 1 and 3, hide a character card in the honey pot.

Recommended Music: [Rumbly in My Tumbly](#)

## Character Trait

### Weeks 1 + 3

This lesson's focus is on **cheer** as we meet Tigger in the Hundred Acre Woods. He seems to almost always be cheerful with his constant energy and bounces. Have your students sit in a circle and talk about cheer. It's okay to not be cheerful all the time, but how does being around others who are cheerful make us feel?

Week 1: Ask your students to name one thing that cheers them up if they aren't feeling sad.

Week 3: Ask your students how they think someone acts when they are cheerful? What kind of face would they make? Would they smile? Have your students each show you a cheerful face.

Optional, for Preschoolers: Play a game where students take turns giving each other compliments and saying something they like about each other—something that might cheer them up if they were having a hard day! (Do this in weeks 1 and 3, after the above activity.)

## Centre Barre

Recommended Music: [A Happy Honey Ending](#)

	1.5-3 Year Olds	3-5 Year Olds
<b>Plié</b>	Bend and stretch. Stand tall.	Pliés in parallel. Rise and lower.
<b>Rise and Twirl</b>	Twirls in parallel.	Rise and turn in parallel.
<b>Tendu</b>		Tendus front in parallel.
<b>Passé</b>	Slow marches.	Parallel passés, balancing for 2 counts with each.
<b>Sway</b>	Sways side to side in parallel.	Sways and sways with chassés in parallel.

## Traveling A (Weeks 1 + 3)

Recommended Music: [Stuck in the Pit / Balloon Chase](#)

	1.5-3 Year Olds	3-5 Year Olds
<b>Winnie-the-Pooh</b>	Run to Pooh's home.	Picked up run to Pooh's home.
<b>Rabbit</b>	Take big steps to Rabbit's home.	Hop to Rabbit's home.
<b>Owl</b>	Passé walk to Owl's home.	Passé walk to Owl's home.
<b>Tigger</b>	Bounce to Tigger's home.	Sideways walk - hop - sideways walk - hop to Tigger's home.



Choice	Choose a step and a character to visit!	Choose a step and a character to visit!
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## Traveling B (Weeks 2 + 4)

Recommended Music: [Winnie the Pooh](#)

	1.5-3 Year Olds	3-5 Year Olds
<b>Piglet</b>	Run to Piglet's home.	Run en demi pointe to Piglet's home.
<b>Winnie-the-Pooh</b>	March to Pooh's home.	March to Pooh's home.
<b>Eeyore</b>	Step over pool noodles to Eeyore's home.	Pony trot to Eeyore's home.
<b>Christopher Robin</b>	Sideways walk to Christopher Robin's home.	Sideways gallop to Christopher Robin's home.
Choice	Choose a step and a character to visit!	Choose a step and a character to visit!

## Centre Allegro

Recommended Music: [Winnie-the-Pooh Suite](#)

	1.5-3 Year Olds	3-5 Year Olds
<b>Sautés</b>	Parallel Sautés	Parallel Sautés
<b>Échappés</b>		Parallel Échappés
<b>Hops on Two Feet</b>		Directional Hops (Parallel)
<b>Hops on One Foot</b>		Hops on One Foot from Side to Side (Parallel)
<b>Fireworks Jumps</b>	Fireworks Jumps	Fireworks Jumps

## Dance (Optional)

Teach a section of **Friendship Dance 2** from the Winnie-the-Pooh Dances add-on to this curriculum.

## Free Dance A: Bouncing Tiggers

Recommended Music: [The Wonderful Thing About Tiggers](#)

### Weeks 1 + 3

When the music is playing, students bounce, hop, and dance like Tigger. When the music is paused, they have to freeze.

## Free Dance B: Friends Forever

Recommended Music: [So Long](#)

### Weeks 2 + 4

As this chapter comes to an end, we say goodbye to our friends in the Hundred Acre Woods. (But of course, we'll meet them again another day!) When the music is paused, call out a character from the Hundred Acre Woods. When the music plays, students dance freely as that character. Characters include: Winnie-the-Pooh, Christopher Robin, Piglet, Rabbit, Eeyore, Owl, Kanga, Roo, Tigger, woozles, and heffalumps.

## Obstacle Course: How Many Ways Can a Tigger Bounce?

No music needed for this activity.

### Weeks 2 + 4

Let's bounce like Tigger!

- **Hippity Hop.** Hop to the right over four spot markers. Turn and hop to the left over four more spot markers.
- **Hoop Hops.** Hop into a hula hoop with a quarter turn. Continue across a row of hoops.
- **Balanced Hops.** Hop from side to side over a balance beam. Students may place their hands on the beam for help.
- **Highest Hops.** Climb into a step stool and Star jump off. Repeat.

\* Note: Toddlers who have difficulty hopping, may step, as needed, in place of hopping.

## Goodbye

Recommended Music: [Luv-a-bye](#)

Dim the lights and blow bubbles for your students to dance slowly under.

Pause the music, stop blowing bubbles, and tell your students it's time to sleep. They'll lie down and pretend to sleep. Toddlers can snuggle with their caregivers.

Tap a student on the shoulder as this week's alarm clock. The student says, "Wake up!" (Choose a different student each week.)

Everyone pretends to wake up and stands up.

Preschoolers: Curtsy or bow after standing up. At this age, a curtsy is a simple parallel plié with the hands on the hips and a slight bow of the head.