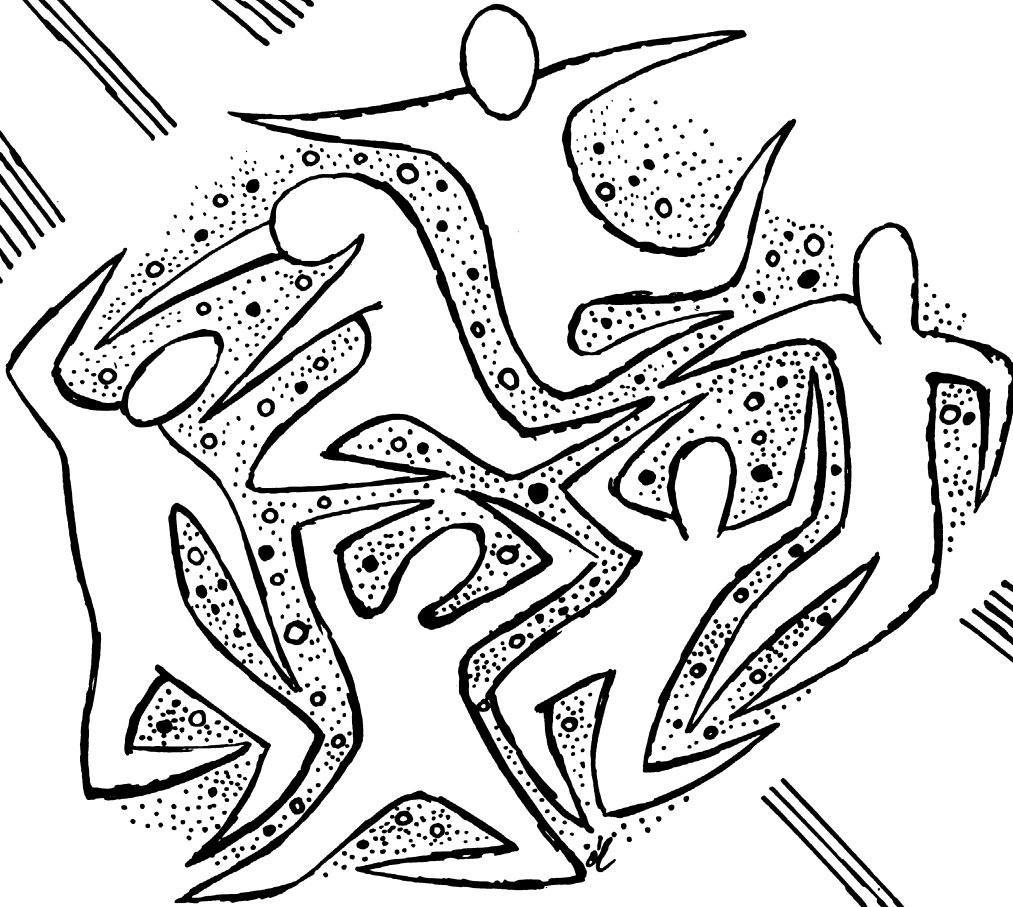


AEROBIC DANCES



for kids

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INTRODUCTION

AEROBIC—what does that mean? Literally, with air or with oxygen, referring to exercises which make your heart work over a relatively extended period of time and improve the efficiency of your heart, lungs, and blood vessels —strengthening your whole cardiovascular and respiratory system and promoting overall bodily fitness.

You may have heard the term aerobics in connection with Dr. Kenneth H. Cooper, major in the USAF Medical Corps, author of several books and articles on aerobics and the finest researcher in the field. Or you may be familiar with aerobic dancing.

But AEROBIC DANCES FOR KIDS? Why bother with aerobic exercise and dance in school? Don't children play enough at school and at home? Surprisingly enough, many don't. With the current stress on academics, most of the school day is sedentary, and much of the physical activity in school recesses and P.E. is not aerobic. Further, statistics show that the average school student spends over 27 hours per week watching TV and that 41% of Americans do not exercise. Children **need** the benefits of aerobic exercise.

BENEFITS

What are these benefits? According to research, aerobic exercise:

- Promotes physical fitness—improves the ability of the heart and blood vessels to supply oxygen to the body, enhancing bodily maintenance/growth/repair and work capacity; promotes increased stamina and energy, tighter and firmer muscles, and decreases in weight, blood pressure, and cholesterol levels.
- Promotes improved self-image—helps you feel better about yourself, lessening tension, anxiety, worry, and pressure.
- Promotes a longer, better life—helps you function optimally and live to your utmost.

SAFETY

As in any exercise program, participants should follow common-sense safety principles:

- Check with your doctor, if you have heart conditions or serious physical problems, before engaging in an exercise program.
- Dress suitably, with non-slip shoes and comfortable, fairly loose clothing that won't constrict your movements.
- Keep the room well-ventilated and lit, with the floor not slippery.
- Follow accepted principles of conditioning—warming up properly, exercising with intensity but not overexerting, and cooling down properly.

QUESTIONS OFTEN ASKED ABOUT AEROBICS

How long should the aerobic dance or exercise sessions be?

For adults, the ideal is 30 minutes of sustained, continuous exercise, preceded by a 5-10 minute warmup and followed by a 5-10 minute cooldown. However, for students in a school situation, this kind of time is usually not available, so the teacher will need to scale down the time accordingly— for example, to a 5-minute warmup, 10-15 minute dance session, and 5-minute cooldown. Be sure to start gradually. Heart associations recommend 10 minutes for beginners, gradually increasing to 20-30 minutes.

How often should you do aerobics?

Three to five times weekly is usually recommended.

Does aerobics replace the usual P.E. program?

No, of course not. But it can and should be a strong part of the overall fitness and physical education program including games, calisthenics, jogging, folk dance, and so on.

What is meant by warmup?

It is what you do before you begin dancing. You limber up and stretch, starting slowly, preparing your body for exercise by loosening up the muscles and joints and gradually getting the circulation in motion. You're giving your body a chance to prepare for and adjust to more vigorous, strenuous activity.

What is meant by cooldown?

You should always "cool down" at the end of each dance session. That is, you taper off and slow down gradually with slower, more relaxed movements to let the cardiovascular system return safely to its normal state.

Why are warmups and cooldowns important?

Because they promote comfort and safety, lessening the chances of strain or injury. They are important for everyone who dances and exercises, from beginners to professional dancers and athletes.

Are the dances hard?

No. They're essentially easy, so all children and teachers can do them.

What is meant by intensity?

If you dance halfheartedly, you don't do yourself much good. Do it with zest and spirit (i.e., some intensity!) so that you "huff and puff" a little and begin to work up a "healthy sweat." This level of intensity of activity isn't unsafe or over strenuous—on the contrary, it is what promotes cardiovascular conditioning.

Why should aerobic dance classes have continuous activity?

Because research shows that in order to be effective, aerobic exercise should be continuous (i.e., with no break in movement) and rhythmic, using large muscle groups, especially the large muscles of the hips and legs. The sustained muscle effort, rather than "stop and go" activity, gives you optimum benefits.

How do you accomplish this in a class?

Most teachers recommend "putting a bridge" in between the dances and/or steps you're working on—that is, walking, jogging, running, or doing exercises or dance steps in place between the dances.

Begin gradually. Many students (and teachers, too!) are out of condition, so start with 5-10 minute periods and gradually work up to 20-30 minutes.

HOW TO USE THE RECORDING

AEROBIC DANCES FOR KIDS is designed to be:

- Suitable for kids of all ages and both sexes.
- Suitable for use by schools, recreation departments, and individuals.
- Essentially easy, so all kids and teachers can do the dances.
- Elastic, inviting individual styling, so that it is challenging to more able dancers.

To use the record effectively, the authors suggest the following:

1. Read the guide and listen to the selections with the voice cues (Tracks 1-12).
2. Study each dance you're going to teach so that you know it and can do it with the music without referring to the directions.
3. Teach the dances to your students (use tracks 1-12 of the recording).
 - Explain and preteach any new difficult steps.
 - Do one part of the dance at a time.
 - Gradually build up to doing the whole dance using the "music only" selections (Tracks 13-24).
4. After you know several dances, do them one after the other continuously, with a "bridge" in between, as previously explained, in order to gain the optimum aerobic values.

ABBREVIATIONS

bwd	Backward	L	Left
ct	Count	LF	Left foot
cts	Counts	R	Right
CCW	Counterclockwise	RF	Right foot
CW	Clockwise	swd	Sideward
fwd	Forward		

GLOSSARY

Aerobic Literally, with air or with oxygen; usually used to refer to exercises demanding oxygen and improving the heart, lungs, and blood vessels—the entire cardiovascular and respiratory system

Aerobic exercise Exercise with aerobic values

And The second half of a beat of music, such as 1 *and* 2 *and*

Axial movements Movements emanating from the axis of the body, with the feet remaining stationary; includes bending, stretching, swinging, swaying, pushing, pulling, twisting

Body isolation exercises Exercises for separate parts of the body

Body levels Levels at which the body moves – high, medium, and low

Combination Pattern or sequence combining two or more movements or elements

Counts Beats of the music

Disco Abbreviation for discotheque, a club where dance recordings are played; also used to denote the style of dancing done to disco recordings

Figure A dance pattern or sequence of steps

Formation Floor positioning formed by the dancers, such as circle, lines, or scattered

Freeze To stop immediately in place, in whatever position you're in, and remain motionless

Glide A long, smooth, reaching step in any direction, followed by pulling the other foot beside it

Hold To remain in place, in position, and wait

Hop To take off and land on the same foot

In place In the same place, not changing position

Jump To take off and land on both feet

Line Formation in which persons stand side by side

Locomotor movements Movements which carry the body from one place to another, including walk, march, run, jump, hop, skip, leap, gallop, and slide

Prepractice To practice ahead of time, e.g., separate parts of a dance in order to make learning the dance easier

Reverse To repeat a pattern, starting with the opposite foot (or hand)

Scattered Informally placed, in no set pattern

Stamp To step hard on the floor, making noise, transferring the entire body weight to the foot as when walking (compare *stomp*)

Step To transfer the entire body weight to the foot, as in walking

Step L To step with the left foot

Step R To step with the right foot

Stomp To strike the foot hard on the floor, making noise, and lifting it to use it again (not transferring body weight to it)

Tap To touch lightly on the floor and then lift to use again, not transferring body weight

Twinkle To flutter the fingers quickly

Two-Step Dance step in which you step L (count 1), step R together beside L (count 2), step L again (count 3), and hold (count 4), or reverse; may touch the free foot to the supporting foot on count 4; the pattern may also be done faster, as: counts 1 *and* 2, 3 *and* 4

Variation A change or adaptation of a step or pattern

Walk To transfer the body weight from one foot to the other, with one foot always in contact with the floor

KANGAROO (Warmup)

You'll have fun warming up with this action chant! It will help your muscles loosen up and your body become more flexible, ready for more vigorous movement. It will also help develop body control, as you add one motion to another cumulatively.

Formation: Informally scattered

DANCE DESCRIPTION

Bouncing throughout, in each verse you start with moving one body part, then two parts at the same time, and finally three parts at the same time – a fun challenge!

Counts	WORDS	ACTIONS
1-16	Introduction	Wait in place.
1-32	1. HEAD, ARMS, & KNEES <i>Kangaroo, kangaroo, HEAD moves, too.</i> <i>Kangaroo, kangaroo, ARMS move, too.</i> <i>Kangaroo, kangaroo, KNEES move, too;</i> <i>Kangaroo, kangaroo, FEET JUMP, too.</i>	Bounce lightly in place throughout. On the word HEAD, move your head any way you wish. Continue until the word ARMS—then move head and arms both at the same time. On the word KNEES, move head, arms and knees at the same time.
1-32	<i>JUMP, jump, everybody jump</i> <i>Jump, jump, everybody jump.</i> <i>Jump, jump as I tell you to;</i> <i>Jump, jump, and now KANGAROO.</i>	Jump like a kangaroo, moving freely in different directions (fwd, bwd, swd, etc.) and different ways (zigzag, feet apart and together, etc.).
1-32	2. SHOULDERS, ELBOWS, & HEELS <i>Kangaroo, kangaroo, SHOULDERS move, too.</i> <i>Kangaroo, kangaroo, ELBOWS move, too.</i> <i>Kangaroo, kangaroo, HEELS move, too;</i> <i>Kangaroo, kangaroo, FEET SKATE, too.</i>	Bounce lightly in place. On the word SHOULDERS, move your shoulders any way you wish. Continue until the word ELBOWS — then move shoulders and elbows both at the same time. On the word HEELS, move shoulders, elbows and heels all at the same time.
1-32	<i>SKATE, skate, everybody skate.</i> <i>Skate, skate, everybody skate.</i> <i>Skate, skate as I tell you to;</i> <i>Skate, skate, and now KANGAROO.</i>	Pretend to skate freely in different directions and ways.
1-32	3. ARMS, HIPS & TOES <i>Kangaroo, kangaroo, ARMS move, too.</i> <i>Kangaroo, kangaroo, HIPS move, too.</i> <i>Kangaroo, kangaroo, TOES move, too;</i> <i>Kangaroo, kangaroo, FEET JUMP, too.</i>	Bounce, then move arms any way you wish. On the word HIPS, move arms and hips at the same time. On the word TOES, move arms, hips, and toes all at the same time.
1-32	<i>JUMP, jump, everybody jump.</i> <i>Jump, jump, everybody jump.</i> <i>Jump, jump as I tell you to;</i> <i>Jump, jump, and now KANGAROO.</i>	Jump like a kangaroo; i.e., in different ways and different directions.
1-32	4. NOSE, CHEST, & WHOLE SELF <i>Kangaroo, kangaroo, NOSE moves, too.</i> <i>Kangaroo, kangaroo, CHEST moves, too.</i> <i>Kangaroo, kangaroo, WHOLE SELF moves, too;</i> <i>Kangaroo, kangaroo, FEET DANCE, too.</i>	Bounce, then crinkle NOSE. On the word CHEST, move nose and chest at the same time. On WHOLE SELF, move nose, chest, and whole self all at the same time.
1-32	<i>DANCE, dance, everybody dance.</i> <i>Dance, dance, everybody dance.</i> <i>Dance, dance, everybody dance;</i> <i>Then SIT DOWN like a good kangaroo.</i> <i>Sit down . . . sit down.</i>	Dance freely in any style you want — country, disco, soul, rock, improvising, etc. Then sit down quietly in place

JUMPING LITTLE JERRY

This little chant is great for those times when children have been sitting down and need to get up and move a while. It also is fun for practice in counting.

Formation: Informally scattered, lines, or circle

DANCE DESCRIPTION

WORDS

Introduction

Jumping little Jerry finds

ONE rock, one rock;

Jumping little Jerry finds

TWO rocks, two rocks;

Jumping little Jerry finds

THREE rocks, three rocks;

Jumping little Jerry finds

FOUR rocks, four rocks;

Jumping little Jerry finds

FIVE rocks, five rocks.

Jumping little Jerry is

All jumped out, so

Everybody rest!

And everybody shout —

1 - 2 - 3 - 4 - 5!

Jumping little Jerry finds

SIX rocks, six rocks;

Jumping little Jerry finds

SEVEN rocks, seven rocks,

Jumping little Jerry finds

EIGHT rocks, eight rocks;

Jumping little Jerry finds

NINE rocks, nine rocks;

Jumping little Jerry finds

TEN rocks, ten rocks.

Jumping little Jerry is

All jumped out, so

Everybody rest and

Everybody shout —

1 - 2 - 3 - 4 - 5 - 6 - 7 - 3 - 9 - 10!

Aerobic additions:

- Jump different ways—fwd & bwd, swd, turning, etc.
- On each number (E.g.: one rock), bend down and touch the floor as if picking up a rock. Then resume jumping.

Variation: Instead of counting in English, count in other languages, e.g.,

SPANISH

- 1 Uno (oo-no)
- 2 dos (dohs)
- 3 tres (trehs)
- 4 cuatro (quah-troh)
- 5 cinco (seen-ko)
- 6 seis (say-ss)
- 7 siete (see-eh-teh)
- 8 ocho (oh-choh)
- 9 nueve (new-eh-veh)
- 10 diez (dee-ehz)

GERMAN

- eins (eye-nz)
- zwei (zv-eye)
- drei (dr-eye)
- vier (fear)
- fünf (fimff)
- sechs (sex)
- sieben (see-b'n)
- acht (ahkt)
- neun (noyn)
- zehn (zain)

FRENCH

- un (uhn)
- deux (duh)
- trois (twah)
- quatre (cah-truh)
- cinq (sahng)
- six (sees)
- sept (seht)
- huit (weet)
- neuf (nurf)
- dix (dees)

ACTIONS

Wait in place 16 cts.

Jump in place 4 times,
hands down at sides.

Hold up one finger while jumping 4 times.

Continue as above, jumping in place and holding up the number of fingers indicated by the words.

Pause to catch your breath, feet comfortably astride, leaning fwd and placing hands on knees.

Stand up and point with index finger of either hand to fingers of other hand, from thumb to little finger, 1-5.

Continue as before, jumping in place and holding up the number of fingers indicated by the words.

Rest as before, leaning fwd, feet astride, hands on knees.

Stand up and point to all fingers in turn (one hand and then the other), 1-10:

Teaching suggestions:

- Prepractice counting and lifting the correct number of fingers at the same time, and counting while pointing to fingers in turn.
- A less mature class may stop after counting from 1 to 5, doing the rest of the song later in the term.

LITTLE MAN FROM MARS

The electronic music “Little Man from Mars” by Gershon Kingsley is a marvelous inspiration for dancing and dramatization—and also for art work and creative writing! Show how you think a little man or woman from Mars would move!

Formation: Informally scattered at the edges of the dance area or at the sides of the room or stage

DANCE DESCRIPTION

Counts

Introduction

- 1-16** Stand in place, feet astride and hands on knees, looking around.
- 1. HERE THEY COME! (Toe-heel)**
- 1-32** Move toward the center of the room doing 16 toe-heel steps. (Place toes of one foot on floor, then the heel. Repeat with other foot. Continue.) Move your head, arms, and torso the way you think a little man/woman from Mars would move. Make soft “eep eep” sounds if desired.

2. SLIDE & TOUCH

- 1 and 2 and 3-4** Move swd L with 3 sliding steps starting L (L swd, R together beside L; L swd, R together; R together; L swd), touch R beside L.
- 5 and 6 and 7-8** Reverse—move swd R with 3 sliding steps starting R (side/together; side/together; side), touch L beside R.
- 9-16** Repeat actions of cts 1-8.

3. SLOUCH

- 1-2** “Slouch” to the L twice (bend knees, placing body weight over L foot, letting arms, head, and upper body hang loosely, and bounce.)
- 3-4** Slouch to the R twice.
- 5-16** Repeat actions of cts 1-4 three more times.

4. HEEL, HEEL, 1-2-3

- 1-2** Extend L heel fwd and touch it on the floor twice.
- 3 and 4** Step or stamp in place LRL, lifting knees high.
- 5-8** Reverse—touch R heel to floor twice and stamp in place RLR.
- 9-32** Repeat actions of cts 1-8 three more times.

Repeat whole dance twice. Then when you hear the music fading away, do toe-heel steps (as in Part 1) and “disappear.” (E.g.: to your own chair, or off the stage).

Styling:

Do the dance with zest and gusto! Make your little man or woman from Mars have spirit and personality!

Teaching suggestions:

- In Part 2, if the slides are too difficult for a young class, substitute the following:



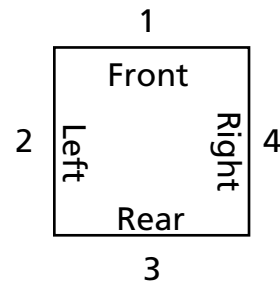
Lift arms in a “holdup” position (see illustration) and do “bend-straighten,” i.e., bend knees and step L (ct 1), straighten up (2), bend knees and step R (3), straighten (4), etc. Upper torso can alternately bend fwd and straighten. Arms can move creatively.

- In Part 1 a young class could substitute tiptoe steps.

WALKING THE SQUARE

This little dance will help students learn to face different walls as they move —

- 1 = Front wall
- 2 = Left wall
- 3 = Rear wall
- 4 = Right wall



After learning the dance to this music, students will enjoy doing it to their favorite current Top 40 record.

Formation: Parallel lines, all facing fwd

DANCE DESCRIPTION

Counts

Introduction

- 1 -16** Wait in place.
- 1. WALK FWD & BWD, FACING EACH WALL**
- 1 -8** Facing the front wall (#1), walk fwd 4 steps (LRLR) and bwd 4 steps (LRLR).
- 9-16** Make a 1/4 turn (90°CCW) to face the L wall (#2) and repeat actions of cts 1-8.
- 17-24** Make another 1/4 turn L (90°CCW) to face rear wall (#3) and repeat actions of cts 1-8.
- 25-32** Make another 1/4 turn L (90°CCW) to face the R wall (#4) and repeat actions of cts 1-8. (You've "walked the square.")
- 2. SLIDE & STOMP**
- 1 and** Step L swd (ct 1) and step R together beside L (and).
- 2 and** Again step L swd, step R beside L.
- 3-4** Step L swd, lift R knee and stomp R beside L.
- 5-8** Reverse actions of cts 1-4: step R swd, L together; R swd, L together; R swd, lift L knee and stomp L beside R.
- 9-16** Repeat actions of cts 1-8.
- 3. BOUNCY JUMPS & FREEZE**
- 1-12** Do 12 bouncy "pogo" jumps on both feet, moving swd L and then swd R alternately — LR LR LR LR LR LR .
- 13-16** Freeze in place (a whistle in the recording signals this), not moving.
- Repeat whole dance. (A cowbell signals "unfreezing" and begin to walk fwd.)

Aerobic additions:

- VARY Part 1 each time, for example:
Substitute other LOCOMOTOR MOVEMENTS, such as

Jog	Skip	Hop
Run	Gallop	Slide
- Make COMBINATIONS OF MOVEMENTS, such as
Walk fwd 4 steps & jump bwd 4 times.
Skip fwd 4 cts & hop bwd 4 cts.
- Use different BODY LEVELS—e.g., moving while
On tiptoe.
Squatting down.
Bent over.
- VARY the jumps in Part 3, such as
Fwd & bwd.
Zigzag/curved line.
In a circle/square/triangle/rectangle.

Variation:

In Part 1, instead of plain walking steps all the time, do a Hustle walk (walk LRL and touch R beside L, or reverse).

Teaching suggestion:

Integrate the activity with your MAP SKILLS work. Use a COMPASS to find out the directions of NORTH, SOUTH, EAST, and WEST as related to your classroom. LABEL the appropriate walls N, S, E, and W.

JELLO

This little chant is fun and also gives practice in rhythmic coordination (fitting your actions to the words) and mental concentration (doing two things at once). It's even valuable for socialization, encouraging pleasant interaction and helping develop a positive group feeling.

Formation: Informally scattered

DANCE DESCRIPTION

Counts

1 -16

1-32 (Chorus)

WORDS

Introduction

J-E-LLO!

J-E-LLO!

J-E-LLO!

SHAKING Jello on the go.

1-32 (Verse 1)

*SHAKE and shake and go and go,
Shake and shake and go and go,
Shake and shake and go and go,*

Jello, Jello, say "Hello!"

1-64

Chorus and verse 2:

*BOUNCING Jello
(as verse 1 above)*

1-64

Chorus/verse 3: SLIDING

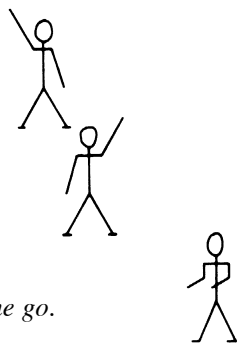
1-64

Chorus/verse 4: ROCK AND ROLL

1-64

Chorus/verse 5: MELTING

*. . . Melt and melt, it's
down below,
Melted Jello,
say "Hello!"*



ACTIONS

Wait in place.

In "cheerleader" style, stretch R arm up and L arm down on "J", L arm up and R down on "E". Thrust alternate arms up 3 times in succession RLR on "LLO."

Reverse above action: L R LRL.

Repeat original action: R L RLR.

Holding both hands at chest height, push them fwd quickly 7 times (as indicated by the marks over the words).

Do any type of shaking, quivering, or shimmying like Jello, moving either arms, head, shoulders, etc., or whole body at different levels (not only medium but also high and low). At the same time MOVE ABOUT or turn, not bumping others.

STOP where you are and say, "HELLO!" to a person close to you.

Bounce or jump freely—for example, Fwd, bwd, side to side, turning, squatting, standing tall (using one or both feet.) End by facing a new person and saying "Hello!"

Do a standard dance slide step or two-step (step R swd or fwd, step L together beside R, step R swd or fwd again. Reverse with LF.) or slide any way you wish.

Move body as you wish to express "rock and roll."

Pretend to melt (E.g.: lean swd, bend fwd and bwd, push hips in different directions, extend head/arms/hips) gradually lowering body down to the floor. Students may wiggle on the floor with "melting action," ending in a quiet pose.

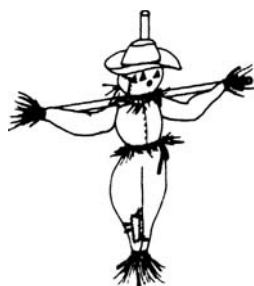
Aerobic additions:

- Add jumping in place on the chorus, jumping each time an arm is thrust upward.
- Do the chant to the tune of "Bingo" (available from many sources, such as *Songs to Grow On* by Beatrice Landeck, New York: Marks Music Corp.), adding *action words suggested by the students*, such as rolling, wiggling, slithering, etc.

Teaching suggestions:

- For VOCABULARY practice and COLOR reinforcement, adapt the words to include colors and flavors, e.g., Yellow/red/orange/green Jello. Lemon/strawberry/orange/lime/cherry Jello.
- Integrate the chant in your SCIENCE work. Make Jello and eat it. Use and discuss related VOCABULARY, such as mix, pour, mold, freeze, frozen, etc. Discuss the CONCEPT of changing states—liquid, solid, and frozen.

SCARECROWS



Have you ever seen scarecrows? What are they?

(Teacher's note: Establish if students know what scarecrows are and why farmers have them in their fields, as some students may connect them only with Halloween!)

Here's a dance about scarecrows on their wooden stands, with the wind blowing them. Have fun with it!

Formation: Informally scattered (as if in the farmer's field guarding the crops against birds and other predators)

Position: Standing up, arms outstretched to the sides; be slightly akimbo like a scarecrow, with head and/or shoulder, elbow, hip, or knee at a rakish angle.

DANCE DESCRIPTION

Counts

1-16

Introduction

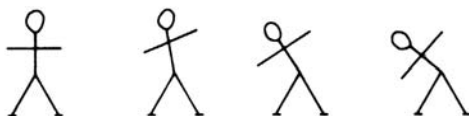
Wait in place.

1-4

1. SCARING THE BIRDS

(Scarecrows bend different ways trying to scare away birds.)

With arms stretched swd, BEND to the L four times, going a little farther down each time.



5-8

Bend to the R four times, a little farther down each time (see above).

9-12

Bend fwd four times, a little farther down each time.

13-16

Bend bwd four times similarly.

17-32

Repeat actions of cts 1-16.

2. BLOWN BY THE WIND

(As the scarecrows are working, they get blown by the wind! Their bodies are blown backward and their arms and knees upward. Finally the scarecrows are blown part way around on their stands.)

1 Swing arms fwd and up high, lifting L leg—a vigorous full body extension, making body lean slightly bwd.

2 Swing arms down and put L leg down.



Reverse actions of cts 1-2:

3 Swing arms up, lifting R leg.

4 Arms down, R leg down.



5-8 Repeat actions of cts 1-4.

9-10 Wave ARMS akimbo, as if they're blown by the wind.

11-12 Wiggle KNEES as if they're windblown.

13-16 Repeat actions of cts 9-12.

17-32 Repeat **whole step** (step 2), the only change being that on the last 4 cts, instead of waving arms and wiggling knees, TURN to L wall (90° CCW, 1/4 turn L), as if BLOWN AROUND ON YOUR STAND—you'll hear the wind sound effects in the music.

Repeat whole dance 3 more times, finishing in original position. When the wind blows hard at the end, toss head, arms, torso, and legs as desired, ending in your own special scarecrow pose.

Style:

Let yourself go! Have fun with the dance and be a floppy scarecrow.

Variation:

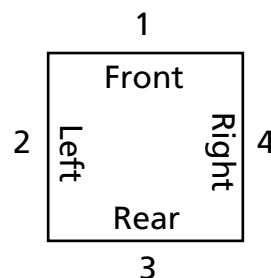
In cts 1-8 of Part 2, a less mature class can place L heel fwd, lifting forearms to a "holdup" position (ct 1), step L beside R and lower arms (ct 2), etc.



FOUR WALLS GAME

This rhythmic movement game is very popular with students. Learn it **after** “Walking the Square” so that children will already know the numbers of the walls:

- 1 = Front wall
- 2 = Left wall
- 3 = Rear wall
- 4 = Right wall



Formation: Informally scattered or parallel lines

DANCE DESCRIPTION

- Learn the rules of the game **before playing the recording**

A. When you hear number 1, 2, 3, or 4 being called out, you must **FACE THAT WALL** and **DO THE PROPER MOTION** for that wall, namely:

1. Face front wall and do **HEAD & SHOULDERS** movements;

E.g.: Shake/bob/sway/turn/rotate head, etc.

Move one or both shoulders up and down/fwd and bwd/circling, etc.

2. Face L wall and do **ARM** movements;

E.g.: Swing/stretch/punch/push/pull/circle arms, etc.

Raise one arm and lower the other, etc.

3. Face rear wall and do **HIP & KNEE** movements;

E.g.: Rock hips L & R/fwd & bwd/circling, etc.

Bend and straighten/lift/circle one or both knees, etc.

4. Face R wall and do **JUMPING & BOUNCING** movements;

E.g.: Jump fwd/bwd/swd/zigzag/turning/in a triangle, etc.

Jump feet apart & together/alternate feet fwd, etc.

B. When you hear the whistle, that means **FREEZE**. Immediately **stop** and don't move.

Hold still until you hear the next command.

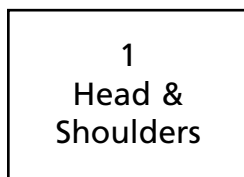
- Follow the commands given in the recording.

Aerobic additions:

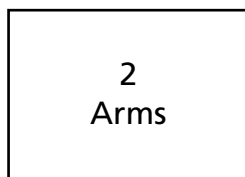
- Choose 3 or 4 judges. Anyone not facing the correct wall/doing the proper motion/freezing is sent to the “Stewpot,” a predesignated area of the room. Students jog in place there, as if “cooking” in the stew, and are returned to the game shortly.
- Play the game using the instrumental track of the record without voice cues. Teacher or student leader may give the commands.

Teaching suggestion:

- Prepare four signs and post them on the appropriate walls:



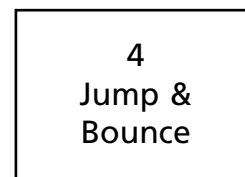
On front wall



On L wall



On rear wall



On R wall

FIDDLE AROUND

This happy little dance is a good introduction to American country dancing.

Formation: Parallel lines, all facing fwd

DANCE DESCRIPTION

Counts	WORDS	ACTIONS
1-8	Introduction	Wait in place.
	1. HEEL & TOE, TWO-STEP	
1-4	<i>Heel and toe, away you go,</i>	Place L heel on floor, L toe on floor, do two-step L (step L swd, R together beside L, L swd).
5-8	<i>Heel and toe, don't be slow.</i>	Reverse actions of cts 1-4: R heel and toe, two-step RLR.
9-16	<i>Heel and toe, away you go, Heel and toe with an E-I-O!</i>	Repeat actions of cts 1-8.
	2. LASSO & KICK	
1-4	<i>E-I, E-I, E-I-O,</i>	Bouncing in place with feet on floor and knees flexing, pretend to circle lasso overhead.
5-8	<i>Kicking like a buffalo.</i>	Kick alternate feet fwd (RLR or LRL) and jump in place (both feet flat on floor).
9-32	Repeat three more times.	Repeat actions of cts 1-8 three more times.
	3. FWD & BACK, PLAY THE FIDDLE	
1-4	<i>Hey diddle diddle, walk up to the middle,</i>	Walk fwd 4 steps LRLR.
5-8	<i>Go right back to the tune of the fiddle.</i>	Walk bwd 4 steps LRLR.
9-16	<i>Play that fiddle, fiddle dee dee, Play that fiddle, hi ho hee.</i>	Stomp L foot and pretend to play the fiddle.
17-32	<i>Hey diddle diddle, walk up to the middle, Go right back to the tune of the fiddle. Play that fiddle, stomp on the floor, Play that fiddle, start once more.</i>	Repeat actions of cts 1-16.
	Repeat whole dance.	
	4. ENDING	
1-8	<i>Play it out, do it right, That's all, and say, "good night."</i>	Continue pretending to play fiddle.

Aerobic additions:

- Add a HOP before each action in Part 1:
Hop R (ct and) and place L heel on floor (ct 1).
Hop R (ct and) and place L toe on floor (ct 2).
Hop R (ct and) and do two-step LRL (cts 3 and 4).
Reverse to other side.
- In Part 2, JUMP in place 4 times while lassoing.
- In Part 3, HOP on R foot (the supporting foot) and STOMP L in place, lifting L each time and not putting weight on it.

Teaching suggestions:

- If students are interested, follow up this activity with other square dances (E.g.: **Get Ready to Square Dance**, Educational Activities, Inc. CD/AC 68)
- Integrate this dance with your LANGUAGE work. Discuss SYNONYMS. What is a synonym for the word "fiddle"? What other synonyms do you know?

POPCORN

The exciting electronic music makes an inspiring background for acting out these verses about making popcorn.

Formation: Students are scattered, huddled close to the floor, representing kernels of popcorn filled with latent energy and waiting for the heat to transform them. One student is “IT”, making the popcorn.

DANCE DESCRIPTION

Counts	WORDS	ACTIONS
1- 6	Introduction	Wait in place.
1-32	1. THE BEGINNING <i>I put the popcorn in, I mix the oil about, I listen and I wait a while Until the corn wants out. (Repeat)</i>	“IT” walks or skips in between the popcorn kernels, pantomiming putting the kernels and oil in the popcorn popper and mixing the oil.
1-32	2. COOKING <i>Listen to the sizzling, The kernels are in motion; See them start to grow and rise, They’re feeling locomotion. (Repeat)</i>	Kernels make a sizzling sound and start to move — a head pokes, shoulders move, feet twitch, arms go out, the body rocks. Everything moves as the kernels start to rise with asymmetrical, off-beat motions.
1-48	3. POPPING <i>Ping ping ping ping, Pop pop pop! Jumping, hopping, bouncing now, The popcorn cannot stop! (Repeat two more times)</i>	The popcorn explodes! All move “full-out” — jump, turn, kick, twist, expand, hop, stretch, punch, roll, run. Use low to high body levels, from rolling and crouching to leaping.
1-32	4. SLOWING DOWN <i>Eep opp, eep opp, The action’s slowing down; Eep opp, eep opp, Hear the different sound. (Repeat)</i>	The popcorn is losing energy and slowing down. Movements become fewer and shorter—a head, shoulder, hip or other part thrusts, while the whole body moves less often.
1-32	5. QUIET <i>See the popcorn settle down, It doesn’t have a choice; See it spreading in a mound, It’s lost its lusty voice. (Repeat, more slowly)</i>	The action is stopping; the popcorn quietly settles down to a state of rest.

Teaching suggestions:

- Integrate with your SCIENCE work. MAKE popcorn and eat it. Discuss the concept of *transformation*. What caused the transformation of the popcorn?
- Involve your ART work. Use popcorn (both kernels and popped) in collages, e.g., to make clouds, snow, snowmen, etc.

SCRITCHY SCRATCHY

Just watch your kids enjoy the strong rhythm and alliteration of these verses!

Formation: Informally scattered

DANCE DESCRIPTION

Counts	WORDS	ACTIONS
1-16	Introduction	Wait in place.
(Chorus) 1-32	<i>Scritchy scratchy dooby doo,</i> <i>Scritchy scratchy dooby doo,</i> <i>Scritchy scratchy dooby doo,</i> <i>Scritchy scratchy, I TOUCH YOU!</i>	Walk around the room in any direction desired.* Touch the hand of someone close to you.**
(Verse 1) 1-32	<i>TURN, turn, around you go,</i> <i>Turn, turn, don't be slow,</i> <i>JUMP, jump, is what you do,</i> <i>FOLD YOUR ARMS and start anew.</i>	Maintaining this point of contact, take short marching steps around in a circle (CW) in place. Drop hands and jump in place. Fold arms in front of body, ready to start the dance again.
	Repeat chorus. Verses 2-4: <i>KICK</i>	Unfold arms and walk around room again.
	Repeat chorus. <i>TWIST</i>	Do the action named.
	Repeat chorus. <i>DANCE</i>	
(Ending)	<i>FOLD YOUR ARMS and you're all through.</i>	Fold arms and remain in place.

Teaching suggestions:

*• PREPRACTICE walking different ways:

1. In place.
2. In a circle.
3. Finally, in any direction without bumping others.

**• Discuss and practice touching another person's hand gently.

- Use the chant in your LANGUAGE work, e.g., notice the alliteration, action words, and repeated words and phrases.
- A more mature class can be challenged by adding variations, for example:

1. IN THE CHORUS

- Substitute other movements instead of walking—tiptoe, step-hop, gallop, jump or jog.
- Scratch self on the words “Scritchy scratchy” and twinkle fingers up in the air on “dooby doo.” (See Glossary for definition of twinkle.)
- Discuss and prepractice OTHER appropriate points of contact, such as fingers touching elbow, shoulder to shoulder, toe to heel, etc. Touch someone using a DIFFERENT appropriate point of contact each time.

2. IN THE VERSES

- Do the JUMP in different ways—moving fwd and bwd, jumping apart—together, placing alternate feet fwd, etc.

3. THROUGHOUT

- Choose volunteers to provide accompaniment with SANDPAPER BLOCKS, making scritchy scratchy sounds.

THE CHILD IS DOWN

(Swedish singing game)

Children will be able to do this singing game right away by following the directions given by the words of the song. It's challenging to see how *QUICKLY* you can get up and lie down!

Formation: Informally scattered

DANCE DESCRIPTION

	WORDS	ACTIONS
(Chorus)	Introduction <i>The child is down Upon the ground And sleeps so sound Like a lazy hound. Ohh . . .</i>	Wait in place. Lie down and pretend to sleep.
(Verse)	<i>GET UP and do some CHOPPING, Get up and chop around, Get up and do some chopping Get up and chop around, Get up and do some chopping, Get up and chop around, Get up and do some chopping, Oh no . . . the child is DOWN . . .</i>	Get up as quickly as possible and pretend to "chop." (Use your imagination to chop several different ways.) Lie down as quickly as possible.
	Repeat chorus. Verses 2-5: <i>SWEEPING</i> Repeat chorus. <i>SCRUBBING</i> Repeat chorus. <i>RAKING</i> Repeat chorus. <i>PAINTING</i>	Pretend to sleep. Get up quickly and pretend to do the action named.
	Repeat chorus.	Pretend to sleep.
(Ending)	<i>Yes, FAST ASLEEP.</i>	Remain down and pretend to sleep.

Aerobic additions:

- Besides doing the work actions (sweeping, etc.) in place, MOVE AROUND and do them in DIFFERENT PLACES, exploring space.
- Do the song without the record, adapting the words —
 - Use other work actions—hammering, dusting, etc.
 - Use locomotor movements—jumping, hopping, skipping, sliding, galloping, trotting, leaping, running, etc.
 - Use axial movements—reaching, twisting, pushing, pulling, etc.

Teaching suggestions:

- Integrate the game with your SOCIAL STUDIES program. Talk about WORK — what type of work does your father/mother do? What work do you do to help at home? READ books about work from your classroom/school libraries.
- Correlate the game with your LANGUAGE work. Talk about OPPOSITES. What are they? What opposites do you find in this game? (E.g.: slow-fast, quiet-active) What are PATTERNS? Is there a pattern in this game? (E.g.: chorus-verse, down-up) What are the ACTION words in the verses? (E.g.: chopping, sweeping, etc.) Add other verses of your own with ACTION WORDS that you like to act out.
- Volunteers may choose appropriate RHYTHM INSTRUMENTS and make sounds to "fit" each section — chopping, sweeping, etc.

REACH FOR IT

(Cooldown)

This cooldown routine will help your body “come down” gradually to a lower level of activity, tapering off with movements such as stretching and reaching, more relaxed and slower than the other routines.

DANCE DESCRIPTION

Counts

Introduction

1-16

Wait in place.

1. STRETCH DOWN & UP

1-4

With legs straight, bend fwd at waist and touch the floor (ct 1), raise body and clap thighs (ct 2), stand up straight and stretch both arms high overhead twice (cts 3-4).

5-8

Repeat actions of cts 1-4.

9-16

Stretch alternate arms high overhead LRLRLRLR, looking upward.

17-32

Repeat actions of cts 1-16.

2. TWIST

1-8

With weight on balls of feet, twist heels LRL (cts 1-3) then bounce or pause in place (ct 4), twist heels RLR (cts 5-7) and bounce in place (ct 8). Notice the Q/Q/S Q/Q/S rhythm.

9-16

Repeat actions of cts 1-8.

3. REACH FOR IT

1-16

Do your own thing—do large stretching, reaching movements in any direction you want, as if reaching to grab something.

E.g.:

Bend fwd and reach down as if digging.

Reach swd.

Reach far fwd.

Bend bwd and reach back.

Stretch alternate arms downward at your sides.



Repeat whole dance. Every time you come to “Reach For It,” do it a DIFFERENT WAY!

Teaching suggestions

- Simplify the dance, if needed, for a less mature class. (E.g.: In Part 2, do continuous twists LRLR, etc)

ABOUT THE AUTHORS

Both authors are professional educators and dancers with a lifelong interest and participation in exercise and athletics, especially dance and running. Together they have co-authored nine educational dance records and give teacher-training workshops at schools, colleges, and universities.

HENRY “BUZZ” GLASS

HENRY “BUZZ” GLASS has been active in physical education and movement education for over 40 years. Formerly a Consultant in Special Education and a Supervisor of Elementary Physical Education in Oakland, California, he now works as a national Consultant in Movement Education. He has taught on all levels from preschool through university and has covered many aspects of dance from ethnic to creative. Buzz has studied with Jose Limon, Rivka Sturman, Katherine Dunham, Huig Hoffman, to name a few, and received a Ford Foundation Fellowship to study dance in Mexico. He was the founder and first president of the Folk Dance Federation of California, Inc.

Buzz is the author of several records and a book of movement, dance, and creative activities, and also two volumes of poetry, rhyme, and chant call *Action Time*.

ROSEMARY HALLUM

DR. ROSEMARY HALLUM is an elementary school teacher, dance and exercise teacher, consultant, teacher-training clinician, and writer. She earned her Ph.D. in dance education and has taught all ages from preschool through college. Noted as a master teacher, she has given over 200 national, state, and local teacher training workshops.

Rosemary teaches dance exercise, disco and social dance classes, with students from 4 to 77 years old. Her dance background include ballroom, soul, exercise, dance studio accompanying and teaching (ballet, tap, jazz, character, and acrobatic), and educational dance.

She has over 50 other publications including records, books, textbooks, multimedia kits, filmstrips, monographs, and magazine articles.

A PARTING NOTE

Is this the “one and only” aerobic exercise and dance program for kids? Naturally not. But it is an effective, varied, and classroom-tested one to get you and your students on your way.

ADAPT and change it to fit your needs! For example, do the dances to other records (E.g.: Try “Jello” to a disco record), use the music for other activities (E.g.: Use “Fiddle Around” for other square dances), and change any dance steps that are too hard or too easy for your particular class.

ADD TO the activities—do other active, open-ended dances, games, and chants. Supplement them with enjoyable aerobic exercises like traditional Jumping Jacks.

Encourage your kids to MAKE THEIR OWN aerobic exercises and dances.

And most of all, HAVE FUN while you KEEP FIT!

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