

ACTIVITY CARDS

Pop See Ko

Conversation Sheet

Partner 1: Hey (name of person)!

Partner 2: Hey what?!

Partner 1: Are you ready?!

Partner 2: For what?!

Partner 1: To POP!

Partner 2: POP what?!

Partner 1: POP SEE KO!!!

Partner 2: My hands are high, my feet are low, and this is how I Pop See Ko!

Partner 2 makes up a dance and both partners (or group) sing: "Pop See Ko, Pop Pop See Ko, Pop See Ko, Pop Pop See Ko!"

ACTIVITY CARDS

Moving 8s

Upper Body Movements:

- ✓ Clap Hands Together
- ✓ Snap Fingers
- ✓ Head Nods
- ✓ Shoulder Shrugs
- ✓ Wave Arms Above Your Head
- ✓ Sway from Side to Side

Lower Body Movements:

- ✓ Stomp
- ✓ March
- ✓ Jump
- ✓ Hop
- ✓ Lift Alternating Knees
- ✓ High Knees
- ✓ Kick

Combination Movements:

- ✓ March, Moving Arms and Legs
- ✓ Clap your Hands and Stomp your Feet
- ✓ Jump Up and Down with Your Hands in the Air
- ✓ Stomp Your Feet and Wave Your Arms
- ✓ Lift Alternating Knees and Snap Your Fingers with the Same Hands

Pathways:

- ✓ Straight
- ✓ Curved
- ✓ Zigzagged

Directions:

- ✓ Forward
- ✓ Back
- ✓ Clockwise in a Circle
- ✓ Counterclockwise in a Circle
- ✓ Right
- ✓ Left

Levels:

- ✓ High
- ✓ Medium
- ✓ Low

ACTIVITY CARDS

Simple Little Dance

Music Cues	Student Response
“First clap your hands..”	Students clap 3 times.
“Then stomp your feet...”	Students stomp 3 times.
“Turn around...”	Students turn around 1 time.
“And touch your toes...”	Students bend and touch their toes.
“Pull your ears...”	Students pull their ears with their hands 3 times.
“And flap your arms...”	Students flap their arms 3 times.
“Stretch up high...”	Students stretch their arms high above.
“And all fall down...”	Students fall down to the floor (gently).
“Clap your hands, stomp your feet, turn around, touch your toes, pull your ears, flap your arms, stretch up high, and all fall down. It’s a very simple dance to do!”	Students end the song by doing all eight cued movements (as directed by the song).

ACTIVITY CARDS

The Dancing Duke of York

Music Cues	Student Response
"There was a Duke of York, he had ten thousand men."	Students march in place in a slightly crouched position.
"He marched them up the hill..."	Students begin to march around the designated area, lifting their heads/bodies so they are fully erect.
"...and he march them down again."	Students march in a slightly crouched position again.
"And when you're up, you're up,"	Students quickly march in an erect position again.
"...and when you're down, you're down,"	Students quickly march in a fully crouched position.
"...and when you're only halfway up..."	Students march with their bodies halfway between erect and fully crouched.
"...you're neither up nor down!"	Students quickly move to the full erect position and then back down to the fully crouched position.

ACTIVITY CARDS

The Hokey Pokey

Music Cues	Student Response
Right/left [body part] in	Put right/left [body part] inside of the circle.
Right/left [body part] out	Put right/left [body part] outside of the circle.
Right/left [body part] in and shake it all about	Put right/left [body part] inside the circle and shake it for 3 counts (counts 5-6-7, to the rhythm of "shake it all about").
Do the hokey pokey and turn yourself about	Raise your hands and index fingers by your head and move them side to side as you turn all the way around.
That's what it's all about	Clap your hands to the rhythm as you repeat, "That's what it's all about."

Note: Most versions of the Hokey Pokey include these body parts: feet, hands, hips, shoulder, head, bottoms, and whole body.

ACTIVITY CARDS

The Birdie Dance

Music Cues	Response
Counts 1-4 (Cheep) "I don't want to be a chicken"	The teacher leads the students by shaping her/his hands into bird beaks and "cheeping" (opening and closing her/his fingers and thumbs) 4 times with the rhythm of the song.
Counts 5-8 (Flap) "I don't want to be a duck"	The teacher leads the students by shaping her/his arms into bird wings and flapping them 4 times with the rhythm of the song.
Counts 9-12 (Wiggle) "So I shake my rump"	The teacher leads the students by bringing her/his arms to the body with elbows bent at a 90-degree angle and then wiggling from side to side as the body is lowered (like "the twist").
Counts 13-16 (Clap)	The teacher leads the students by standing back up straight and clapping her/his hands 4 times to the rhythm of the song.
<i>This 16-count sequence is repeated 3 times.</i>	
Bridge (first 16 counts)	Students skip around the room, moving as a large circle to the right. They clap on the 16th count.
Bridge (second 16 counts)	Students turn to face the opposite direction (left) and skip around the room, moving in a large circle to the left.
<i>The entire routine repeats from the beginning.</i>	

Note: If the group is small enough, students can make a "hand star" (place their hands into the middle of a circle, one on top of the other) while they skip in a circle.

ACTIVITY CARDS

Sitting Square Dance

Teacher Says:	Student Response
“Everybody clap your hands...”	Students clap their hands to the rhythm of the music.
“Everybody tap your knees...”	Students tap their knees with their hands to the rhythm of the music.
“Make your shoulder go up and down...”	Students move their shoulders in an up and down motion to the rhythm of the music.
“Make your shoulder go forward – around and around...”	Students move their shoulders in a forward circular motion to the rhythm of the music.
“Now go backward – the other way back.”	Students move their shoulders in a backward circular motion to the rhythm of the music.
“Shake hands with a neighbor...”	Students shake a neighbor’s hand.
“Shake hands with another neighbor...”	Students shake another neighbor’s hand.
“All join hands and circle right...”	Students join hands with their neighbors and move their arms as if they were circling to the right.
“Now circle left, go the other way back.”	Students pretend to circle to the left.
“Go into the center with a whoop and a shout.”	Students raise their arms and pretend to move into the center and shout.
“Now come back out!”	Students lower their arms and pretend to move back out from the center.

Additional Movements

Swing your Lasso – Right Hand	Students raise their right hand in the air and pretend they are swinging a lasso above their heads in a circular motion.
Swing your Lasso – Left Hand	Students raise their left hand in the air and pretend they are swinging a lasso above their heads in a circular motion.
“Ride your horse.”	The students sit in a “v-sit” and move both their hands and feet up and down together like they are holding the reigns.

ACTIVITY CARDS

Kinderpolka Activity Card

German Polka Dance
Music by Denise Gagne & Carmen Bryant [[iTunes Link](#)]

Movement Name	Movement Description	Counts
Slide and Stomp (1st Time)	Step and slide in (toward the center of the circle)	1-2
	Stomp feet L R L	3-&-4
	Step and slide out (away from the center of the circle)	5-6
	Stomp feet R L R	7-&-8
	Repeat.	1-2-3-&-4-5-6-7-&-8
Pat Your Thighs	Pat your thighs 3 times with both hands	1-&-2
	Clap both hands with your partner	3-&-4
	Repeat	5-&-6-7-&-8
Wave your finger and turn around	Wave your finger at your partner with your R hand and say "Nya Nya Nya"	1-&-2
	Wave your finger at your partner with your L hand and say "Nya Nya Nya"	3-&-4
	Turn around once	5-6
	Join hands with your partner	7-8
SUPERCHARGE THE MOVES!		
Slide and Jump (1st Time)	Step and slide in (toward the center of the circle)	1-2
	Jump 3x	3-&-4
	Step and slide out (away from the center of the circle)	5-6
	Jump 3x	7-&-8
	Repeat.	1-2-3-&-4-5-6-7-&-8
Pat Pat Pat Jumping Jack	Jumping Jacks (Arms up on 1 & Down on 2)	1-2
	Clap both hands with your partner: palm, back of your hand, palm	3-&-4
	Repeat	5-6-7-&-8
Wave your finger and join new partner	Wave your finger at your partner with your R hand and say, "You are awesome!"	1-&-2
	Wave your finger at your partner with your L hand and say, "You are awesome!"	3-&-4
	Pass your partner on your right shoulder side	5-6
	Join hands with your partner	7-8

ACTIVITY CARDS

The Mexican Hat Dance Activity Card

Mexican Cultural Dance
Music

Movement Name	Movement Description	Counts
Part 1: Heel Jumps	Jump and touch heels to the ground inside hoop or spot L R L	1-2-3
	Clap hands twice	&-4
	Jump and touch heels to the ground inside hoop or spot R L R	5-6-7
	Clap hands twice	&-8
	Repeat.	1-2-3-&-4-5-6-7-&-8
Part 2: Skips, Gallops, or Slides	Skip, gallop, or slide to the L	1-2-3-4-5-6-7-8 1-2-3-4-5-6
	Turn around and prepare to move in the other direction.	7-8
	Skip, gallop, or slide to the R	1-2-3-4-5-6-7-8 1-2-3-4-5-6
	Turn to face your partner and prepare for the next movement.	7-8
SUPERCHARGE THE MOVES!		
Part 1: Squat Up and Down	Squat Down, Stand Up, Squat Down	1-2-3
	Clap hands twice	&-4
	Stand Up, Squat Down, Stand Up	5-6-7
	Clap hands twice	&-8
	Repeat	1-2-3-&-4-5-6-7-&-8
Part 2: Plank and Crab Kicks	Hold a Plank	1-2-3-4-5-6-7-8 1-2-3-4-5-6
	Transition to a crab kick position	7-8
	Crab kicks (stomach flat and bottom up)	1-2-3-4-5-6-7-8 1-2-3-4-5-6
	Stand up, turn to face your partner, and prepare for the next movement.	7-8

ACTIVITY CARDS

The Goldfish Dance

Lyrics:	Movements:
“Lots of little fish were sleeping on a rock in the bottom of the ocean.”	Students pretend to sleep on their own individual spots or on the edge of 1 large circle
“They lifted up their heads, and they shook out their tails, and they said, let’s go swimming...”	Students pick up their heads and sit up. When the music cues them to go swimming, they move around the room and move their arms to pretend to swim
“But then the little fish got so very, very tired that they came back to their rock. And they put down their heads, and they put down their tails, and they took a little nap.”	Students return to their spot or circle, lay down, and pretend to sleep.
“And when they woke up, they were a little bit dirty, so they decided to take a shower. So they washed...”	Follow lyrics of the song to pretend to wash different body parts.
“And then they said, ‘Wait a minute, we’re fish, we don’t take showers!’”	Students put their hands on their hips and repeat the lyrics with the music.
Let’s go swimming...	Students pretend to swim around the room.
“But then the little fish got so very, very tired that they came back to their rock. And they put down their heads, and they put down their tails, and they took a little nap.”	Students return to their spot or circle, lay down, and pretend to sleep.
“And when they woke up, they decided to brush their teeth.	Students stand up, put out their finger like a tooth brush, and follow the lyrics, pretending to brush their teeth.
“And then they said, ‘Wait a minute, we’re fish, we don’t brush our teeth!’”	Students put their hands on their hips and repeat the lyrics with the music.
Let’s go swimming...	Students pretend to swim around the room.
“But then the little fish got so very, very tired that they came back to their rock. And they put down their heads, and they put down their tails, and they took a little nap.”	Students return to their spot or circle, lay down, and pretend to sleep.
“And when they woke up, they decided to ride their bicycles. So they rode.”	Follow lyrics of the song, pretending to ride a stationary bicycle on their spot or on the circle.
“Let’s go swimming...”	Students pretend to swim around the room.
(Music slows down, which is a prompt for them to come back and have a seat at their spot or on the circle.)	Students sit down; the song is finished.