

I SEE

The leader says "I See" and the group responds with "What do you see?". Then the leader tells what he or she sees, which can be any movement, exercise or skill challenge such as "I see everyone jogging clockwise". The group begins jogging and continues until the leader says "I See", which starts the process over.

This is an excellent and positive attention getter. If you choose to add various types of equipment such as balls, jump ropes, or juggling scarves there is no end to the activities the group may be guided through.

Whether you use equipment or just bodies and minds this activity provides immediate success and sets a method of class management into motion with simply saying "I See".

SUCCESSFUL GROUP MOVEMENT

The leader will use verbal commands to take the group through a series of movements such as sitting, standing, tuck, pike, long sitting, hook sitting, touch your head, touch your toes, etc..

As the group goes through the movements the leader should point out successes with positive phrases such as "I like the way you are working", "That's excellent", "Fantastic", "Thank you for helping", and other phrases that may serve as encouragement.

A variation would be to add counting after the commands and continue the counting until the task is completed by the entire group. You will find the group speeding up their efforts and this becomes an excellent time to thank them for wanting to work hard to do their best.

ATTENTION

This is a great attention getter that I learned from Rudy Benton and it has proven to be a crowd pleaser. The leader gives the command "Attention" and the group comes to attention as they would if they were in the military.

The leader now makes a statement such as "Buckle Up" and the group says "Buckle Up" and follows it with a salute and a loud "Yes Sir". Some other commands may be "Brush Your Teeth", "Eat Your Vegetables", "Exercise Daily", or "Do Your Homework".

Use commands to relate to health information, body parts, math problems, and other subjects that your group may identify with. I sometimes throw in "We love you (your name)". This is a really fun exercise and once again you have control.

FOLLOW THE LEADER (PAPER SHAKE)

Either as one large group or several small groups have one person be the leader and the rest of the group simply mirrors the leader's movements.

On a designated signal the leader chooses someone to become the new leader or set an order in which you will change leaders. Sometimes it is best to ask for volunteers to be leaders if some group members are reluctant to be in front.

This activity encourages group members to use leadership skills and gives the instructor a chance to enjoy the natural creativity of the children.

LINE DANCING

Line dancing is a non threatening, success oriented activity that is fun and easy to do. This section will contain some basic steps and a few dances to get you started.

Basic Steps

1. Step touch - step to the side with one foot and close with the opposite foot which will take 2 counts. These can be done to the right or the left.
2. Hustle - this is 2 step touches in the same direction - 4 counts.
3. Grapevine - step to the side with one foot, step behind this foot with and opposite foot, uncross your feet by bringing the first foot you out to the side while moving in the same direction, and close the second foot to the first - 4 counts.
4. Toe touch - simply touch your toe in front, back, or to the side depending on the routine. These are done as singles, doubles, triples and sometimes for 4 counts.
5. Heel touch - same routine as the toe touches.
6. Walking - walk forward and back for the desired number of beats.
7. Rock - with knees slightly bent, you shift your weight from side to side and let your hips sway with the motion.
8. Pivot - the pivot foot stays on the floor. Step forward with the opposite foot, do a quarter turn toward the pivot foot and close (put feet together). If you do 4 pivot steps without closing on the first three you should make a complete circle.
9. Butterfly - raise up on your toes and click your heels for the number of desired counts.
10. Step Ball Change - shift your weight to one foot, then to the opposite foot and then back to the original foot. (Rt. to Lft. to Rt. or Lft. to Rt. to Lft.) This can be used with varying tempos and is the same as what is called the Cha Cha step.

Pick some slow to moderate music and practice these basic steps. Try to do each step for 4 or 8 counts. The line dances in this section will be written for 4-4 time.

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"The N.J. Wave" (Pre K through Adult)

Both hands wave high right (4 counts)

Both hands wave low left (4 counts)

Both hands wave high left (4 counts)

Both hands wave low right (4 counts)

Repeat each wave above for 2 counts each

Place right hand on left shoulder (1 count)

Place left hand on right shoulder (1 count)

Place right hand on right hip (1 count)

Place left hand on left hip (1 count)

Jump forward (2 feet to 2 feet) (2 counts)

Do a 1/4 turn right jumping 2 feet to 2 feet.(2 counts) For Pre K through 1st grade just jump backwards instead of doing the turn.

Repeat the dance!

When first teaching the N.J. Wave, start with the 4 count waves but as the dance is learned you can skip the 4 count waves and start the dance with the 2 count waves. The jumps may also be done by just jumping forward and the back. It is easier to learn dances without turns and add the turns later.

WIPE OUT

Fast punches reaching high for 4 counts, left 4 counts, right 4 counts. Repeat this pattern for first part of the drum segment of the song.

For the first musical portion pretend to jog.

For the next set of drums do muscle poses for 4 counts each.

Pretend to jump rope for the next musical portion.

Drums – muscle poses.

Music – close with slow punches reaching high right 2counts, high left 2 counts, right cross 2 counts, left cross 2 counts.

Continue until the end of the music.

I LIKE IT LIKE THAT

Arms extended in front....Pull Rt. Arm to chest, Pull Lft. Arm to chest and then push arms forward and back Lft, Rt, Lft and repeat while song says "come on, come on let me show you where it's at"....then point Rt. Arm forward and lunge on Rt. Leg, point Lft. Arm forward and lunge on Lft. Leg, lean backwards, shake your shoulders and "yell" "I like it like that".....make up arm movements for the other verses, but repeat the above each time you hear "Come on Come on let me show you where it's at"

"Whoomp It Up" (2nd grade through Adult)

Hustle right (4 counts)

Hustle left (4 counts)

Step forward right and pump as if you are pushing a bicycle pump (2 counts)

Step forward left and pump (2 counts)

Step forward right and pump (2 counts)

Step forward left and pump (2 counts)

1/4 jump turn to the right (2 counts)

180 degree jump turn to the left (2 counts)

Do three jumps to complete a 3/4 turn and end up facing opposite of original front. You will land on both feet and clap. This turn and clap will take 4 counts.

Repeat the dance moving opposite of original front.

"The Alley Cat" (K through Adult)

Point the right toe forward and close 2x (2 counts)

Point the left toe forward and close 2x (2 counts)

Point the right toe back and close 2x (2 counts)

Point the left toe back and close 2x (2 counts)

Lift the right knee across left thigh and back down 2x (2 counts)

Lift left knee across right thigh and back down 2x (2 counts)

Lift the right knee across left thigh and back down 1x (1 count)

Lift the left knee across the right thigh and back down 1x (1 count)

Clap (1 count)

1/4 jump turn to the right

Repeat the dance!

"Super Freak" (2nd grade through Adult)

Part 1 (The Egyptian)

Point the right arm, palm down 2x to the right side
Point the left arm, palm down 2x to the left side
Point the right arm, palm up 2x to the right side
Point the left arm, palm up 2x to the left side

Part 2 (Hitchhike)

Point the right thumb over the right shoulder 2x like your are hitchhiking
Point the left thumb over the left shoulder 2x

Part 3 (Roll)

As you lean forward and bend at the waist, roll your hands around one another and return to an upright position. (4 counts)

Part 4 (Disco Point)

Point the right hand across the left thigh (2 counts)
Point the left hand across the right thigh (2 counts)

Part 5 (The Slap)

Slap right hand on the left thigh and leave it (1count)
Slap left hand on right thigh and leave it - Hands are crossed (1count)
Slap right hand on right hip (1 count)
Slap left hand on left hip (1 count)

Part 6 (Jump)

Jump forward 2 feet to 2 feet three times and on the third jump cross your right foot behind the left foot. As you uncross your legs you will do a 1/4 turn right. This sequence takes 4 counts.(Jump, Jump, Cross, Turn)

Part 7 (Reach)

Reach high with the right hand (1 count)
Reach high with the left hand (1 count)
Reach low with the right hand (1 count)
Reach low with the left hand (1 count) REPEAT THE ENTIRE DANCE!

"The Hully Gully" (modified) (3rd grade through Adult)

Grapevine right (4 counts)

Grapevine left (4 counts)

Moving forward - step on right foot and hop, step on the left foot and hop and then walk right, left, right. As your right foot comes down in the walking steps do a 1/4 turn right and swing the left foot out in front keeping it in the air. The step hops, walking, and turn will take 8 counts.(step, hop- step, hop- walk, walk, walk, turn)

Walk backwards starting with the left foot that is still in the air. Walk left, right, left, right (4 counts)

Repeat the dance!

"The 3 Kick Continental" (3rd grade through Adult)

Grapevine right (4 counts)

Grapevine left (4 counts)

Moving forward - Step ball change leading with the right foot, Step ball change leading with the left foot (4 counts)

Jump and kick right foot forward (1 count)

Jump and kick left foot forward (1 count)

Jump and kick right foot forward and lift the right knee in front (2 counts). When the right foot comes down it will be the first step in the grapevine right to start the dance over.

"Rise" (3rd grade through Adult)

Hustle right (4 counts)

Hustle left (4 counts)

Hustle forward diagonally right (4 counts)

Hustle forward diagonally left (4 counts)

Step touch right (2 counts)

Step touch left (2 counts)

Step touch right (2 counts)

Step touch left (2 counts)

Hustle backwards diagonally right (4 counts)

Hustle backwards diagonally left (4 counts)

8 rock steps (side to side in place 8 counts)

4 pivot steps turning to the left (4 counts)

Repeat the dance!

"Jekyll Island Stomp" (3rd grade through Adult)

Touch the right heel forward 2x (2 counts)

Touch the left heel forward 2x (2 counts)

Touch right foot in front, behind, to the right side, and lift in front (4 counts)

When the right foot comes down it will be the first step in the grapevine right (4 counts)

Grapevine left (4 counts)

Walk forward and do a 1/4 turn right - (Right, close left, step right and turn keeping the left foot in the air) (4 counts) (Right, together, Right, Turn)

Walk backwards starting with the left foot - (Left, right, left and stomp the right foot) (4 counts)

Keep the right heel on the floor and fan your right foot out, in, out, and in (4 counts)

Repeat the dance!

"The Medford Shuffle" (3rd grade through Adult)

Hustle right (4 counts)

Hustle left (4 counts)

8 step pattern (8 counts)

1 Place right foot in front

2 Right foot behind

3 Right foot in front and turn the toe to point to the right wall

4 Step out with the left foot (you are now facing the right wall)

5 Cross left foot in front of right

6 Step to the right with the right foot (feet are now shoulder width apart)

7 Bring the right foot to the closed position with the left foot

8 Jump in place and clap Repeat the dance!

5,6,7,8

8 cts. - Grapevine Right and Grapevine Left

8 cts. – Moving forward: Angle step right and clap, angle step left and clap, angle step right and clap and angle step left and clap.

8 cts. – Slap right hand on right thigh, slap left hand on left thigh, slap right hand on right hip, slap left hand on left hip, clap 2 times and point at head and then toes.

8 cts. – Walk backwards 4 steps (Rt, Lft, Rt, Lft) and jump in place 4 times (the songs says 5,6,7, 8)

Repeat

*Start the dance after the initial count in the song: "It's time to begin 5,6,7,8".

"MEN IN BLACK"

Walk forward R,L,R,L

Walk backwards L,R,L,R

Repeat Walking Steps

Bounce in place 8 counts

Slide step right (Step r and touch l to r)

Slide step left (Step l and touch r to l)

Repeat Slide Steps

Touch Right Heel forward and back 2x

Touch Left Heel forward and back 1x

Touch Left Heel forward and do a quarter turn right

Do Alien Head Bobs for 4 counts

Freeze or wave your arms for 4 counts

START OVER!

CUPID SHUFFLE - Song used – Cupid Shuffle by Cupid

During the first part of the song just loosen up and get the beat.

Start when you hear – "Down, Down, Do Your Dance"

8 cts Right – rt, close lft, rt, close lft, rt, close lft, rt, close lft.

8 cts. Left – lft, close rt, lft, close rt, lft, close rt, lft, close rt.

8 cts. Kicks – kick rt front and back, kick lft front and back, kick rt front and back, kick lft front and back.

8 cts. Quarter turn Right – Do a funky bob and jive as you do a quarter turn to the right using 8 cts.

Start over!

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Charleston Line Dance

Charleston step with rt foot moving forward, Charleston step moving backwards with lft foot moving backwards.
Repeat the Charleston steps.
Touch rt foot to the side 2X and grapevine left
Touch lft foot to the side 2X and grapevine right and do a quarter turn to the rt ending with weight on lft foot
(start the dance over)

LOUISIANA SATURDAY NIGHT

(TOUCH AND HOP STEPS)

Touch rt. 2X, Hop on Rt., Hop on Lft, Land on both feet and clap
Touch lft. 2X, Hop on Lft, Hop on Rt, Land on both feet and clap
Repeat touch and hop steps

(GRAPEVINE STEPS)

Grapevine Rt, at the end of the grapevine, hop on rt., hop on lft, hop on rt
Grapevine Lft at the end of the grapevine, hop on Lft, hop on Rt, hop on Lft
Repeat grapevine steps

(SLIDE STEPS)

Step wide with the Rt and close with the Lft bringing arms and hands together and clap
Repeat going to the Rt.
Step wide with the Lft and close with the Rt bringing arms and hands together and clap
Repeat going to the Lft

(WALKING STEPS)

Walk forward Rt, Lft, Rt and lift and kick Lft slightly forward and clap.
Bring Lft down and start walking steps backwards Lft, Rt, Lft and lift Rt slightly upward and clap.
Repeat all of the walking steps.

Repeat the entire dance!

Modified Slappin Leather

Grapevine Rt (4cts)

Grapevine Lft (4cts)

Walk backwards (4cts) rt, lft, rt, lft

Step forward with the Rt and close with the Lft. and do 2 heel clicks (Just like Dorothy in the Wizard of Oz...be careful and don't do too many...you may end up in Kansas!)

(Balancing on the Lft foot....touch Rt foot 2X in front, 2X in back, 1X front, 1X back, 1X to the side and lift the Rt foot....at this point a quarter turn counterclockwise is optional....it easier to teach it without the turn and add it later)

When teaching the turn, have the students do the turn as they are lifting the Rt foot after the single side touch and pivoting on the Lft foot.

When the Rt foot comes down it is the first Grapevine to the Rt to start the dance over. (With or without the turn)

LOWBALL

This game may be played with teams or as individual players against all others. If playing in teams, divide the group into two teams and use pinnies to designate the teams. The object of the game is to strike the foam balls with an open hand and make them hit players from the other team below the knees.

All players start inside the playing area and as they get hit they move to the sidelines that have been designated for their team. The sidelined players may hit balls that come to them on the sideline but they do not reenter the game.

Continue play until one team has eliminated the players from the other team. If you are playing as individuals, continue play until only one player is left.

BODY KEEP AWAY

Each small group will join hands making a ring. One player will be outside of the ring and one player in the ring will put the flag in the back of their belt.

The player outside of the ring will be trying to pull the flag or tag that person on the back as the ring moves clockwise and counterclockwise to block the tagger's moves.

This is a very active game and is best taught with groups of 4 and 5. The action is very much like basketball players boxing out for rebounds. The tagger must go around the outside of the ring. They cannot go over or under. You will need to change taggers about every 30 seconds. This is a 5 minute game tops.

LINE TAG

Arrange the group into lines of 3 to 5 players. Each line will have its own game of tag going on inside the playing area. All players will line up behind the starting line in their groups.

The first player in line will start in the playing area and on a signal the second player will walk into the playing area trying to tag player number one. This game of tag goes on for 20 seconds. If player one gets tagged during that 20 seconds he/she is it and walks to try and tag player number two. These two players continue that game until the 20 seconds is up and the instructor sounds a signal for player number three to enter the playing area.

When player number three enters, player number one returns to the back of the line. The player who enters the game from the waiting line is it at the beginning of the new 20 seconds.

This rotation continues until the time allotted for the game is over. This activity is good for periods of 5 to 7 minutes. This takes a little while to teach, but it is a lot of fun and will provide active and cooperative participation.

SMART DICE

2 to 4 seated in a circle with one set of dice, 1 pen or pencil and sheet of paper for each player. (Lay the pen or pencil on the floor in the center of the playing area)

One player starts the game by rolling the dice and this continues with players taking their turn until someone rolls a double (both dice showing the same number).

The player who rolls the double gets to take the pen and start writing numbers starting at 1 and continuing in numerical order until another player rolls a double. The players who do not have the pen continue rolling until one of them gets a double. That person says "Double" and the person who has the pen gives it to them. Do not let players grab the pen from one another.

You may pick a certain number to write to such as 100 to end a game or just see who can get the most numbers during the entire time you play.

Having students write names of states, days of the week, months of the year and their spelling lists are other things to do when they get a double.

When a player loses the pen and then regains it with another double he/she simply continues from the last number they recorded. They do not start over at 1 each time.

You may also play a roll and spell game. You may have a predetermined word list or have students choose their own words to spell. If a player rolls an odd number they may put down one letter. If a player rolls an even number they may put down two letters. Play in groups of two or three and the players take turns rolling. No player rolls two times in a row. Give points for completing the words based on the number of letters they have. You can make up your own scoring table.

FINE MOTOR TUNING

Equipment: Pencils, lummi sticks, poker chips, nuts and bolts, playing cards, beanbags and small balls, clothespins, cups, coins, marbles, and any other item that will require using fine motor skills.

Fine motor development is often ignored, but is definitely an important part of physical education and the academic success of our students. Tired muscles in the fingers and wrist make it difficult for students to complete those writing assignments late in the school day and at night during homework sessions.

The following activity suggestions are just a few ways to help students be aware of the need for fine motor development.

PENCIL AND LUMMI STICK RACES

- A. Lay the item on a flat surface and spin it clockwise and counter clockwise using fingers only. Try it with each hand.
- B. Hold the item vertical and on the end. Move it through your hand quickly until your thumb is on the top.
- C. Roll the item through your fingers like a baton.

(The above activities may be timed but always emphasize self improvement and not beating someone else.)

POKER CHIPS AND COINS

- A. Use flash cards with numbers and math problems to get students to stack the correct number of items or put them into a designated space or container.
- B. Make task cards with different shapes and designs such as circles, squares, curved lines, zig zag line etc., and have the students place items on the outlines or have already marked spots for the items.
- C. Flip the items as in the matching game of heads and tails.

NUTS AND BOLTS

- A. Assemble as many matching pairs as you can in a given time.
- B. The math task cards used for poker chips and coins may be used for these also.
- C. Have a partner activity where one puts them together and the other takes them apart.

PLAYING CARDS

- A. The math task cards and verbal cues may serve to get students to deal certain numbers of card, different suits, colors, etc.
- B. Build castles and flip cards at targets.

CUPS (usually 6 to 10 cups per set)

- A. Stack cups into pyramids and take them down as quickly as possible.
- B. Stack cups according to a predetermined design
- C. If your cups are evenly divided by colors, make up task cards that show a sequence and design relating to those colors and stack them as teams.
- D. Create rhythm and passing games with the cups involving partners and large groups.

BEANBAGS AND SMALL BALLS

- A. While standing, you may place items from high to low surfaces, low to high, side to side, front to back, around, over, through, etc. (these movements may be done with a partner and will involve some bending and stretching)
- B. While sitting, you may do all of the above. If you move items side to side using the same hand you will get into some very good flexibility activities.
- C. Do sit ups and place the items behind your head on the mat, and when you sit up, place the item on the floor under your bent knees, or onto a bench or chair in front of you.

CLOTHES PINS

- A. Drop clothes pins into empty tennis ball cans or large mouth bottles.
- B. Play clothes pin tag by attaching 3 or 4 clothes pins to the back of your shirt and on go move around the area trying to get the clothes pins on the other players' backs. As you collect new clothes pins, add them to your back. Play for rounds of 30 seconds to 1 minute.
- C. Use math cards and in a relay fashion, have the student attach the number of clothes pins to a string, volleyball net, or a piece of elastic a distance away from the start that corresponds to the correct answer/

DICE

- A. Roll the dice to determine the number of finger push ups (place hands together with fingertips touching to give the appearance of your hand on a mirror. Press hands together and apart to complete the finger push ups.)
- B. Make math task sheets whose answers will be determined by rolling the dice and using the number on the dice to complete the chosen function. (4 plus the 6 that was rolled on the dice = 10 and the next line would be 10 plus what is rolled and so on.)

MARBLES

- A. Shoot at target such as dominoes or cups.
- B. Play regular circle and tracking marble games.

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TABLE TOP 2 SQUARE

Use ping pong tables with the net off or two folding tables side by side. Student desks can be group together to create a playing area.

In this activity you are taking the games of 2 square and 4 square and raising them from floor level to table tops.

Each game has a server and a receiver to start the game. There will be a waiting line for players to enter the game.

The server rolls the ball across the table slowly to put it into play. The ball must go end to end on the serve.

The receiver must let the ball bounce on the floor one time and then make an attempt to hit the ball back onto the top of the table. Hitting the side of the table results in that player leaving the game.

The receiver's return does not have to go end to end. After the serve hits the floor the ball may be hit onto the table top at any angle. When it is a player's turn to hit they must move to where the ball is coming off of the table. This becomes an aerobic game.

Players continue to play until one fails to get the ball back onto the top of the table. The winner stays to serve the next point and a new player enters from the waiting line.

Adding a third player during the point adds to the movement and increases participation. The player who fails to get the ball onto the top of table leaves. The player coming into the game automatically is third in the hitting rotation. The player who ended up with the ball in his/her hand when someone missed is the server, the other player left in is second and the player entering from the waiting line is third.

As skills improve players may bounce the ball one time on the floor and serve using two hands underhand. A ball served in this manner must touch the top of the table at least twice and still travel end to end.

**“Keeping Children First”
by Ambrose Brazelton**

**“I’m not concerned what’s best for me, or what’s in fashion or style.
I pledge to do with conscience free, what’s best for every child.**

**Even though problems, programs and people distract with eyes on the money purse,
I commit myself and my every act to KEEPING CHILDREN FIRST!**

C.L.U.E. for success:

**COMPASSION
LOVE
UNDERSTANDING
ENTHUSIASM**

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