4-H Dancefit
4-H Dancefit

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References
Introduction

Dancefit has been created to get youth moving! It teaches youth that physical activity can be fun. Youth learn easy dances, have fun and improve their health.

Here is a note from one of our pilot counties:

“I used DanceFit as a class at 4-H Camp this summer, and the campers loved it. They picked up on the dances well and asked to do them again. Even the youth that claimed they “don’t dance” were MOVING when the music came on. That’s what it’s all about—encouraging kids to move, be healthy and make positive lifestyle choices.”

Benefits of Dance

Dancing isn’t just about doing right the steps at the right time. It’s a great combination of physical activity, social interaction, and mental stimulation. According to the Centers for Disease Control and Prevention, when you dance, your cardiovascular system improves, your muscle tone increases and you burn calories. Dance also helps to increase flexibility, strength, and balance. Dancing can also help a person gain confidence. Dance allows you to be creative, and helps to give you motivation and energy. Developing self-confidence in your dancing abilities will transfer to other aspects of your life as well. Dancing lessons or dance groups are an easy, low-pressure way to meet people. Dancing also provides an enjoyable escape from your normal daily routine, plus a chance to relax, relieve stress, and concentrate on the joys of life (CDC, 2011).

Dance History

Unlike musical instruments or visual arts, dance doesn’t have artifacts or wall etchings that show us the development and history of dance. What is known about the history of dance has
come from other forms of history such as sculptures, writings, and traditions passed down through generations. Dance is known to have been an important part of many cultures and societies for thousands of years. In fact, some of the oldest records of dance come from paintings in Indian and Egyptian tombs. They showed dancing figures, from as early as 3300 BC (Guenther, 1975).

The early Greeks made the art of dancing into a type of language. They used dance to express feelings and share new ideas. In European culture, one of the earliest records of dancing is by Homer, who wrote about complex dances in his tale, "The Iliad." The Greek philosopher Aristotle described dancing as a type of visual poetry because dance combined rhythm and gesture. The most prominent Greek sculptors studied dancers for their art. They often used dancers’ facial expressions in their sculptures (Comte, 2004).

Dance also played an important role in healing rituals in many cultures, from tribes in the Brazilian rainforest to the Kalahari Desert. Medieval European cultures included special dances called “danses macabres” which were thought to have protected people from disease (Guenther, 1975).

By the 18th century, ballet became popular. Ballet was performed in the courts of royalty all across Europe. At the Paris Opera, commoners could pay to see shows. Ballet was inspired by early romantics who thought that art should try to be like nature. That is why the ballet has so many fluid motions with a light and airy feel (Wallace, 1986).

It was during an outburst of new thinking and exploration in the early 20th century that dance was more about the individual. Dancers found that they could be more creative in their dancing. By the 1980s, dance had come full circle. Dance technique has moved towards greater strength and flexibility than ever before in history (Wallace, 1986).

**Safety Tips**

(Solomon, 2005)

The majority of injuries that happen as a result of dancing are from overuse, or putting too much stress on one part of the body too long, too many times. These injuries tend to occur on the person’s feet, ankles, lower legs, low back, and hips (Howse, 2000). It is extremely important to prevent possible injuries by asking that your students do the following:

- Wear properly fitting clothing and shoes.
- Drink plenty of fluids.
- Pay close attention to which direction you are going.
- Do the proper warm-up and cool-down stretches.
Tips for Leading Dance Programs

Dance can be a great way to engage young people in physical activity. These tips can help you to have a great class!

- Please take the time to make sure that you have the appropriate music and player.
- This class also needs space for the group to move around and spread out. Gyms and large cafeterias would be suitable spaces.
- For the dance pieces that are more complex – start by teaching a small piece and adding onto it. Allow participants to practice the steps several times before adding onto the dance.
- If you are facing the group, try the mirror method. You should be their mirror. For example if the steps require the students to do a grapevine to the right, you should do a grapevine to the left facing them.
- If you notice that the group is having trouble with a certain step – first focus on the movement of the feet and then add the arms.
- Discuss the rules with the group before starting the session.
- You may need to remind the group
  - Stay within your personal space (arms stretched out to sides without touching anyone around you).
  - Listen to directions and pay attention to the dance.
  - Respect others and their feelings.
    - Everyone has the right to move and dance without being teased.
    - We want everyone to have a good time.
Objective: For students to learn that dancing makes your heart stronger and physical fitness can be fun.

Curriculum to Use:
Title: Dancefit

Background Information:
Please review Benefits of Dance, Dance History, Safety Tips and Tips for Leading Dance Programs.

Introduction:
Welcome to Dancefit! Today we are going to learn a few dances and have fun while being physically active! Dance benefits us in many ways. Today we will focus on how it benefits our heart.

Everyone show me your arm muscle. What do you do to make your arm muscles stronger? You exercise and lift weights. Our heart is a muscle. It needs to be exercised as well. Dancing makes your heart stronger.

Do the Activity(s):
Activity 1: Dance.
Now it is time to dance!
Let’s review our rules!

- Wear appropriate clothes and shoes.
- Take plenty of water breaks.
- Stay within your personal space (arms stretched out to sides without touching anyone around you).
- Listen to directions and pay attention to the dance.
- Respect others and their feelings.
Choose three songs from Appendix B
1.) Warm up song
2.) Review steps to song 1
3.) Perform song 1
4.) Play game from Appendix C
5.) Review steps to song 2
6.) Perform song 2
7.) Review steps to song 3
8.) Perform song 3
9.) Cool sown song

Activity 2: (Optional) Nutritious snack.
Review MyPlate and have youth create one snack from Appendix F.

Reflect:
Share:
How do you feel after dancing today?
Was it easy to be physically active?

Process:
Did anyone have any issues with any of the dances today?
How did you handle it?

Generalize:
Why is being physically active important?
Why is exercising our heart important?

Apply:
How can you be more physically active?
What are other ways to make our heart stronger?

Extended Learning: May include a nutrition lesson.

Potential Partners: After school groups, YMCA, FRYCS, Girl Scouts, Schools, PE teachers.

Volunteer Involvement: Volunteers could lead dances or provide a healthy snack.

Teen Involvement: Teens could lead dances.

Supporting Multi-County/District/State Events: 4-H
Health Month
Lesson 2 Flexibility

**Objective:** For students to learn that dance can increase their flexibility and demonstrate proper ways to be physically active.

**Curriculum to Use:**
Title: Dancefit

**Background Information:**
Please review Benefits of Dance, Dance History, Safety Tips and Tips for Leading Dance Programs.

**Introduction:**
Welcome to Dancefit! Today we are going to learn a few dances and have fun while being physically active! Dance benefits us in many ways. Today we will focus on flexibility.

Flexibility is being able to bend down and tie your shoes. How many can touch your toes now? (Allow youth to try to touch their toes.) We often do not do enough activities that increase our flexibility. Dancing can help us reach our toes and tie our shoes. It can also help us from getting hurt when we are doing other physical activities.

**Do the Activity(s):**
**Activity 1:** Dance
Let’s Review our Rules!
- Wear appropriate clothes and shoes.
- Take plenty of water breaks.
- Stay within your personal space (arms stretched out to sides without touching anyone around you).
Listen to directions and pay attention to the dance.
Respect others and their feelings.

Choose three songs from Appendix B
1.) Warm up song
2.) Review steps to song 1
3.) Perform song 1
4.) Play game from Appendix C
5.) Review steps to song 2
6.) Perform song 2
7.) Review steps to song 3
8.) Perform song 3
9.) Cool down song

Activity 2: Nutritious snack. (Optional)
Review MyPlate and have youth create one snack from Appendix F.

Reflect:
Share:
How do you feel after dancing today?
Was it easy to be physically active?

Process:
Did anyone have any issues with any of the dances today?
How did you handle it?

Generalize:
Why is being physically active important?
Why is increasing our flexibility important?

Apply:
How can you be more physically active?
What are other ways we can increase our flexibility?

Extended Learning: May include a nutrition lesson.

Potential Partners: After school groups, YMCA, FRYCS, Girl Scouts, schools, PE teachers.

Volunteer Involvement: Volunteers could lead dances or provide a healthy snack.

Teen Involvement: Teens could lead dances.

Supporting Multi-County/District/State Events: 4-H Health Month
Objective: For students to learn that dancing can help us maintain better balance and physical fitness can be fun.

Curriculum to Use:
Title: Dancefit

Background Information:
Please review Benefits of Dance, Dance History, Safety Tips and Tips for Leading Dance Programs.

Introduction:
Welcome to Dancefit! Today we are going to learn a few dances and have fun while being physically active! Dance benefits us in many ways. Today we will focus on balance. Balance is the state of being steady in body or mind. Everyone stand in a straight line. Lift your right leg forward with toes pointed up. Try to hold for 10 seconds. Repeat this process on other leg. Did anyone have problems balancing? Was one side worse than the other? Dancing helps us maintain better balance, which helps us do many other physical activities.

Do the Activity(s):
Activity 1: Dance.
Now it is time to dance!
Let’s review our rules!

- Wear appropriate clothes and shoes.
- Take plenty of water breaks.
- Stay within your personal space (arms stretched out to sides without touching anyone around you).
- Listen to directions and pay attention to the dance.
- Respect others and their feelings.
Choose three songs from Appendix B
1.) Warm up song
2.) Review steps to song 1
3.) Perform song 1
4.) Play game from Appendix C
5.) Review steps to song 2
6.) Perform song 2
7.) Review steps to song 3
8.) Perform song 3
9.) Cool down song

Activity 2: (Optional) Nutritious snack.
Review MyPlate and have youth create one snack from Appendix F.

Reflect:
Share:
How do you feel after dancing today?
Was it easy to be physically active?

Process:
Did anyone have any issues with any of the dances today?
How did you handle it?

Generalize:
Why is being physically active important?
Why is being able to balance important?

Apply:
How can you be more physically active?
What are other ways to improve your balance?

Extended Learning: May include a nutrition lesson.

Potential Partners: After school groups, YMCA, FRYCS, Girl Scouts, schools, PE teachers.

Volunteer Involvement: Volunteers could lead dances or provide a healthy snack.

Teen Involvement: Teens could lead dances.

Supporting Multi-County/District/State Events:
4-H Health Month
Objective: For students to learn that dancing can increase their strength and physical fitness can be fun.

Curriculum to Use:
Title: Dancefit

Background Information:
Please review Benefits of Dance, Dance History, Safety Tips and Tips for Leading Dance Programs.

Introduction:
Welcome to Dancefit! Today we are going to learn a few dances and have fun while being physically active! Dance brings us in many ways. Today we will focus on how dance increases your strength. Strength is being able to lift things and move things around that may be heavier than you are used to carrying. How many of you have carried something that was heavy? What are some other times when you have used your strength? Let's do some pushups to demonstrate strength! Dancing helps us increase our strength through moving and working our muscles.

Do the Activity(s):
Activity 1: Dance.
Now it is time to dance! Let's review our rules!

- Wear appropriate clothes and shoes.
- Take plenty of water breaks.
- Stay within your personal space (arms stretched out to sides without touching anyone around you).
- Listen to directions and pay attention to the dance.
- Respect others and their feelings.
Choose three songs from Appendix B
1.) Warm up song
2.) Review steps to song 1
3.) Perform song 1
4.) Play game from Appendix C
5.) Review steps to song 2
6.) Perform song 2
7.) Review steps to song 3
8.) Perform song 3
9.) Cool down song

Activity 2: (Optional) Nutritious snack.
Review MyPlate and have youth create one snack from Appendix F.

Reflect:
Share:
How do you feel after dancing today?
Was it easy to be physically active?
Process:
Did anyone have any issues with any of the dances today?
How did you handle it?

Generalize:
Why is being physically active important?
Why is being strong important?

Apply:
How can you be more physically active?
What are some other ways you can increase your strength?

Extended Learning: May include a nutrition lesson.

Potential Partners: After school groups, YMCA, FRYCS, Girl Scouts, schools, PE teachers.

Volunteer Involvement: Volunteers could lead dances or provide a healthy snack.

Teen Involvement: Teens could lead dances.

Supporting Multi-County/District/State Events:
4-H Health Month
Objective: For students to learn that dancing can increase their endurance and physical fitness can be fun.

Curriculum to Use:
Title: Dancefit

Background Information:
Please review Benefits of Dance, Dance History, Safety Tips and Tips for Leading Dance Programs.

Introduction:
Welcome to Dancefit! Today we are going to learn a few dances and have fun while being physically active! Dance benefits us in many ways. Today we will focus on how dance increases your endurance. Endurance is when you can move for long periods of time. Give me some examples of when you need endurance (playing tag, walking to school, running a race).

Do the Activity(s):
Activity 1: Dance.
Now it is time to Dance!

Let’s review our rules!

- Wear appropriate clothes and shoes.
- Take plenty of water breaks.
- Stay within your personal space (arms stretched out to sides without touching anyone around you).
- Listen to directions and pay attention to the dance.
- Respect others and their feelings.
Choose three songs from Appendix B
1.) Warm up song
2.) Review steps to song 1
3.) Perform song 1
4.) Play game from Appendix C
5.) Review steps to song 2
6.) Perform song 2
7.) Review steps to song 3
8.) Perform song 3
9.) Cool down song

Activity 2: (Optional) Nutritious snack. Review MyPlate and have youth create one snack from Appendix F.

Reflect:
Share:
How do you feel after dancing today? Was it easy to be physically active?
Process:
Did anyone have any issues with any of the dances today? How did you handle it?
Generalize:
Why is being physically active important? Why is having endurance important?

Apply:
How can you be more physically active? What are other ways to increase your endurance?

Extended Learning: May include a nutrition lesson.

Potential Partners: After school groups, YMCA, FRYCS, Girl Scouts, schools, PE teachers.

Volunteer Involvement: Volunteers could lead dances or provide a healthy snack.

Teen Involvement: Teens could lead dances.

Supporting Multi-County/District/State Events: 4-H Health Month
Objective: For students to learn that dancing burns calories and physical fitness can be fun.

Curriculum to Use:
Title: Dancefit

Background Information:
Please review Benefits of Dance, Dance History, Safety Tips and Tips for Leading Dance Programs.

Introduction:
Welcome to Dancefit! Today we are going to learn a few dances and have fun while being physically active! Dance benefits us in many ways. Today we will focus on how dance burns calories. Calories are units of energy. When we exercise we burn calories. We should be taking in enough calories for our bodies to use. What happens if we take in too many calories? Most of us consume more calories than we really need. That is why it is important to do activities like dancing to burn off those extra calories.

Do the Activity(s):
Activity 1: Dance
Now it is time to dance! Let’s review our rules!

- Wear appropriate clothes and shoes.
- Take plenty of water breaks.
- Stay within your personal space (arms stretched out to sides without touching anyone around you).
- Listen to directions and pay attention to the dance.
- Respect others and their feelings.
Choose 3 songs from Appendix B
1.) Warm up song
2.) Review steps to song 1
3.) Perform song 1
4.) Play game from Appendix C
5.) Review steps to song 2
6.) Perform song 2
7.) Review steps to song 3
8.) Perform song 3
9.) Cool down song

Activity 2: (Optional) Nutritious snack
Review MyPlate and have youth create one snack from Appendix F.

Reflect:
Share:
How do you feel after dancing today?
Was it easy to be physically active?

Process:
Did anyone have any issues with any of the dances today?
How did you handle it?

Generalize:
Why is being physically active important?
Why do we need to burn calories?

Apply:
How can you be more physically active?
What are other ways you can burn calories?

Extended Learning: May include a nutrition lesson with this program.

Potential Partners: After school groups, YMCA, FRYCS, Girl Scouts, schools, PE teachers.

Volunteer Involvement: Volunteers could lead dances or provide a healthy snack.

Teen Involvement: Teens could lead dances.

Supporting Multi-County/District/State Events:
4-H Health Month
Appendix A

Sample Class Template

1. Warm up
2. Review Dance 1
3. Perform Dance 1
4. Activity
5. Review Dance 2
6. Perform Dance 2
7. Review Dance 3
8. Perform Dance 3
9. Cool down

Most of these dances are designed for music found on the following CD:

Kidz Bop 22 (2012). Label: Razor & Tie
# Appendix B

## 4-H Dancefit Choreography Notes

### Warm Up

**Intro music**

16 counts before the start of movement

**Verse 1**

- Marching 16 counts
- Step touch starting to the right for 16 count (8 sets)
- Step touch adding arms - pulling motion for 8 counts (the arms reach out as you step and pull in when you touch)

**Chorus**

- Step side with leg extending back, arms continue pulling motion 8 counts
- Side step with knee bend, arm in “L” shape 8 counts (arms out to the side as you step, pull elbows together as the knee bends)
- Repeat

**Verse 2**

- Walking forward for 4 counts, clap
- Walking back for 4 counts, clap
- Grapevine right
- Grapevine left
- Repeat

**Chorus**

- Step side with leg extending back, arms continue pulling motion for 8 counts
- Side step with knee bend, arm in “L” shape for 8 counts (arms out to the side as you step, pull elbows together as the knee bends)
- Repeat

**Breakdown**

- Step legs apart, a little wider than shoulders
- 4 squats with arms raising out to the side
- 4 toe raises, arms reaching up
- Bend down into a squat, stay down, hands on knees, press right shoulder in and back
- Press left shoulder in and back
- Roll up and jump together and jump out

**Chorus**

- Step side with leg extending back, arms continue pulling motion for 8 counts
- Side step with knee bend, arm in “L” shape for 8 counts (arms out to the side as you step, pull elbows together as the knee bends)
- Repeat

**Cool down**

- Raise arms up above head as you inhale for 4 counts
- Lower arms as you exhale for 4 counts
- Repeat 2 more times
<table>
<thead>
<tr>
<th>Starships</th>
<th></th>
</tr>
</thead>
</table>
| **Verse 1**    | Right fist pump down front, left fist pump down front, right fist pump back, left pump back 16 counts  
|                | Lunge out right leg, right fist punch down to left  
|                | Lunge out left leg, left fist punch down to right 8 counts |
| **Chorus (get on the floor)** | Kick out with left leg, right arm up,  
|                | Kick out with right leg, left arm up 2 counts  
|                | Shake hips side to side 2 counts |
| **Chorus (starships)** | Hands roll up 4 counts  
|                | Wave side to side 4 counts  
|                | Hands roll down 4 counts  
|                | Wave side to side 4 counts  
|                | Repeat |
| **Breakdown**  | Palms down pump side to side 32 counts |
| **Verse**      | Right fist pump down front, left fist pump down front, right fist pump back, left pump back 28 counts  
|                | Lunge out right leg, right fist punch down to left  
|                | Lunge out left leg, left fist punch down to right 8 counts |
| **Chorus (get on the floor)** | Kick out with left leg, right arm up,  
|                | Kick out with right leg, left arm up 2 counts  
|                | Shake hips side to side 2 counts |
| **Chorus (Starships)** | Hands roll up 4 counts  
|                | Wave side to side 4 counts  
|                | Hands roll down 4 counts  
|                | Wave side to side 4 counts  
|                | Repeat |
| **Breakdown**  | Palms down pump side to side 32 counts |
| **Chorus (Starships)** | Hands roll up 4 counts  
|                | Wave side to side 4 counts  
|                | Hands roll down 4 counts  
|                | Wave side to side 4 counts  
|                | Repeat |
| **Breakdown**  | Jump and fist pump |
### Part of Me

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
</table>
| **Verse** | Box Step Slow 16 counts  
             | Box step fast 32 counts  |
| **Chorus** | Single, single double arms 32 counts  
                 | Step behind pull down  
                  | right left 8 counts  
                 | Single, single, double arms 16 counts  |
| **Verse** | Box step slow 16 counts  
             | Box step fast 32 counts  |
| **Breakdown** | Squats (slow) 8 counts  
                      | Rock step right, 123, rock step left 8 counts (4 x)  |
| **Chorus** | Single, single double arms 32 counts  
                 | Step behind pull down  
                  | right left 8 counts  
                 | Single, single, double arms 16 counts  
                 | Repeat  |

### Dance Again

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Intro</strong></td>
<td>Bounce left and right with arm pump 8 counts</td>
</tr>
</tbody>
</table>
| **Verse** | Stomp right foot hip out 8 counts  
             | Turn in circle stomping 8 counts  
             | Repeat on left  
             | March and clap 16 counts  |
| **Chorus** | Rock step right, 123, rock step left 8 counts  
                      | Bounce left and right with arm pump 8 counts  |
| **Verse** | Stomp right foot hip out 8 counts  
             | Turn in circle stomping 8 counts  
             | Repeat on left  
             | March and clap 16 counts  |
| **Chorus** | Rock step right, 123, rock step left 8 counts  
                      | Bounce left and right with arm pump 8 counts  |
| **Breakdown** | Salsa out right, then left 8 counts  
                      | March and clap 16 counts  |
| **Chorus** | Rock step right, 123, rock step left 8 counts  
                      | Repeat until end  |
## Cool Down

### Set Fire to the Rain

<table>
<thead>
<tr>
<th>Intro music</th>
<th>(2 breaths) raise arms on the inhale 4 counts lower arms on the exhale 4 counts Repeat 2 x</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verse 1</td>
<td>Reach right 8 counts Reach left 8 counts Right arm reach up 8 counts Left arm reach up 8 counts</td>
</tr>
<tr>
<td>Chorus Lead In</td>
<td>March forward 8 counts, clap March back 8 counts, clap 1 deep breath Step legs apart, a little wider than shoulders</td>
</tr>
<tr>
<td>Chorus (So I set fire)</td>
<td>4 squats, arms raise out to the sides 5th squat, stay down, hands on knees, press right shoulder in and back Press left shoulder in and back</td>
</tr>
<tr>
<td>Verse</td>
<td>Grapevine right, clap Grapevine left, clap Repeat set 4 x</td>
</tr>
<tr>
<td>Chorus Lead In</td>
<td>March forward 8 counts, clap March back 8 counts, clap 1 deep breath Step legs apart, a little wider than shoulders</td>
</tr>
<tr>
<td>Chorus (so I set fire)</td>
<td>4 squats, arms raise out to the sides 5th squat, stay down, hands on knees, press right shoulder in and back Press left shoulder in and back Repeat 2 x</td>
</tr>
<tr>
<td>Bridge</td>
<td>Flat back leaning forward 4 counts Roll up 4 counts Repeat set 2 times Grapevine right Grapevine left Deep breath</td>
</tr>
<tr>
<td>Chorus (So I set fire)</td>
<td>4 squats, arms raise out to the sides 5th squat, stay down, hands on knees, press right shoulder in and back Press left shoulder in and back Deep breaths with arms until the song fades out</td>
</tr>
</tbody>
</table>
### Despicable Me

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Chorus</td>
<td>Snake hands, single, single, double 3 x</td>
</tr>
<tr>
<td></td>
<td>Arms down</td>
</tr>
<tr>
<td></td>
<td>Brush off each shoulder</td>
</tr>
<tr>
<td>Verse 1</td>
<td>Right foot front and back 4 x</td>
</tr>
<tr>
<td></td>
<td>Left foot front and back 4 x</td>
</tr>
<tr>
<td></td>
<td>Repeat</td>
</tr>
<tr>
<td>Chorus</td>
<td>Snake hands, single, single, double 3 x</td>
</tr>
<tr>
<td></td>
<td>Arms down</td>
</tr>
<tr>
<td></td>
<td>Brush off each shoulder</td>
</tr>
<tr>
<td>Verse 2</td>
<td>Right foot front and back 4 x</td>
</tr>
<tr>
<td></td>
<td>Left foot front and back 4 x</td>
</tr>
<tr>
<td></td>
<td>Repeat</td>
</tr>
<tr>
<td>Chorus</td>
<td>Snake hands, single, single, double 3 x</td>
</tr>
<tr>
<td></td>
<td>Arms down</td>
</tr>
<tr>
<td></td>
<td>Brush off each shoulder</td>
</tr>
<tr>
<td>Breakdown</td>
<td>Bounce left and right with arm pump</td>
</tr>
<tr>
<td>Chorus</td>
<td>Snake Hands, single, single, double 3 x</td>
</tr>
<tr>
<td></td>
<td>Arms down</td>
</tr>
<tr>
<td></td>
<td>Brush off each shoulder</td>
</tr>
<tr>
<td>Breakdown</td>
<td>Bounce left and right with arm pump</td>
</tr>
<tr>
<td>Chorus</td>
<td>Snake hands, single, single, double 3 x</td>
</tr>
<tr>
<td></td>
<td>Arms down</td>
</tr>
<tr>
<td></td>
<td>Brush off each shoulder</td>
</tr>
<tr>
<td>Breakdown</td>
<td>Bounce left and right with arm pump</td>
</tr>
<tr>
<td>Chorus (music only)</td>
<td>Snake hands, single, single, double 3 x</td>
</tr>
<tr>
<td></td>
<td>Arms down</td>
</tr>
<tr>
<td></td>
<td>Brush off each shoulder</td>
</tr>
</tbody>
</table>
**Kung Fu Fighting**

| **Intro (start at Ohs)**                  | Lunge to right with kung fu hands  
|                                          | Lunge to left with kung fu hands  |
| **Chorus**                                | Right elbow out then back        |
|                                          | Kung fu move                     |
|                                          | Feet together                    |
|                                          | Left elbow out then back         |
|                                          | Kung fu move                     |
|                                          | Feet together                    |
|                                          | Repeat                           |
| **Verse**                                 | Grapevine (4 counts right, left, up, back) 2 x |
| **Chorus**                                | Right elbow out then back        |
|                                          | Kung fu move                     |
|                                          | Feet together                    |
|                                          | Left elbow out then back         |
|                                          | Kung fu move                     |
|                                          | Feet together                    |
|                                          | Repeat                           |
| **Verse**                                 | Grapevine (4 counts right, left, up, back) 2 x |
| **Chorus**                                | Right elbow out then back        |
|                                          | Kung fu move                     |
|                                          | Feet together                    |
|                                          | Left elbow out then back         |
|                                          | Kung fu move                     |
|                                          | Feet together                    |
|                                          | Repeat                           |
| **Verse**                                 | Grapevine (4 counts right, left, up, back)  
| **Chorus**                                | Right elbow out then back        |
|                                          | Kung fu move                     |
|                                          | Feet together                    |
|                                          | Left elbow out then back         |
|                                          | Kung fu move                     |
|                                          | Feet together                    |
|                                          | Repeat                           |
### Waka Waka

<table>
<thead>
<tr>
<th>Section</th>
<th>Lyrics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro</td>
<td>Clap and March</td>
</tr>
<tr>
<td>Verse</td>
<td>Windmill right arm back for 16 counts</td>
</tr>
<tr>
<td></td>
<td>Windmill left arm back for 16 counts</td>
</tr>
<tr>
<td></td>
<td>Right elbow back for 4 counts</td>
</tr>
<tr>
<td></td>
<td>Left elbow back for 4 counts</td>
</tr>
<tr>
<td></td>
<td>Repeat 4 x</td>
</tr>
<tr>
<td>Chorus</td>
<td>Prayer hands elbow out, side to side for 4 counts</td>
</tr>
<tr>
<td></td>
<td>Prayer hands forward for 2 counts</td>
</tr>
<tr>
<td></td>
<td>Goal arms for 2 counts</td>
</tr>
<tr>
<td></td>
<td>Repeat</td>
</tr>
<tr>
<td>Music break</td>
<td>Step together</td>
</tr>
<tr>
<td>Verse</td>
<td>Windmill right arm back for 16 counts</td>
</tr>
<tr>
<td></td>
<td>Windmill left arm back for 16 counts</td>
</tr>
<tr>
<td></td>
<td>Right elbow back for 4 counts</td>
</tr>
<tr>
<td></td>
<td>Left elbow back for 4 counts</td>
</tr>
<tr>
<td></td>
<td>Repeat 4 x</td>
</tr>
<tr>
<td>Chorus</td>
<td>Prayer hands elbow out, side to side for 4 counts</td>
</tr>
<tr>
<td></td>
<td>Prayer hands forward for 2 counts</td>
</tr>
<tr>
<td></td>
<td>Goal arms for 2 counts</td>
</tr>
<tr>
<td></td>
<td>Repeat</td>
</tr>
<tr>
<td>Verse 3</td>
<td>Step together</td>
</tr>
<tr>
<td>Breakdown</td>
<td>Step to right arm out (make it big) come together 4 x</td>
</tr>
<tr>
<td></td>
<td>Step to left arm out 4x</td>
</tr>
<tr>
<td>Chorus</td>
<td>Prayer hands elbow out, side to side for 4 counts</td>
</tr>
<tr>
<td></td>
<td>Prayer hands forward for 2 counts</td>
</tr>
<tr>
<td></td>
<td>Goal arms for 2 counts</td>
</tr>
<tr>
<td></td>
<td>Repeat</td>
</tr>
<tr>
<td>End</td>
<td>Step together</td>
</tr>
</tbody>
</table>

### Dance, Dance, Dance

<table>
<thead>
<tr>
<th>Section</th>
<th>Lyrics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro</td>
<td>Clap and March</td>
</tr>
<tr>
<td>Chorus</td>
<td>Wave right arm back and forth</td>
</tr>
<tr>
<td></td>
<td>Wave left arm back and forth</td>
</tr>
<tr>
<td></td>
<td>Wave both arms back and forth</td>
</tr>
<tr>
<td></td>
<td>Slide to right pump twice</td>
</tr>
<tr>
<td></td>
<td>Slide to left pump twice</td>
</tr>
<tr>
<td></td>
<td>Slide forward pump twice</td>
</tr>
<tr>
<td></td>
<td>Walk back</td>
</tr>
<tr>
<td></td>
<td>Repeat</td>
</tr>
<tr>
<td><strong>Breakdown</strong></td>
<td>March and clap</td>
</tr>
<tr>
<td>--------------</td>
<td>---------------</td>
</tr>
</tbody>
</table>
| **Dance, Dance, Dance** | Grapevine right and left  
Stop when he says stop  
Arm wave |
| **Freestyle** | Freestyle dance |
| **Chorus** | Wave right arm back and forth  
Wave left arm back and forth  
Wave both arms back and forth  
Slide to right pump twice  
Slide to left pump twice  
Slide forward pump twice  
Walk back  
Repeat |
| **Breakdown** | March and clap |
| **Dance, Dance, Dance** | Pull up palms down side to side  
Stop when he says stop  
Robot (tic, toc)  
Arm wave |
| **Freestyle** | Freestyle dance |
| **Chorus** | Wave right arm back and forth  
Wave left arm back and forth  
Wave both arms back and forth  
Slide to right pump twice  
Slide to left pump twice  
Slide forward pump twice  
Walk back  
Repeat |

**Eye of the Tiger**

| **Instrumental** | Punch right then left on beats  
Sway back and forth in boxer stance |
| **Introduction** | 16 slow squats |
| **Verse 1** | Grapevine for 4 counts right then left 5 x  
Boxer stance 8 counts |
| **Chorus** | 8 lunges on right leg |
| **Verse 2** | Grapevine for 4 counts right then left 5 x  
Boxer stance 8 counts |
| **Verse 3** | 8 lunges on left leg |
| **Break until end** | Punch right then left on beats  
Sway back and forth in boxer stance |
**Footloose**

<table>
<thead>
<tr>
<th>Introduction</th>
<th>Step touch right and left</th>
</tr>
</thead>
</table>
| Verse 1                       | Step together right then left then right for three  
|                               | Step together left then right then left for three  
|                               | Repeat above 5 x          |
| Chorus                        | Kick right, kick left, repeat  
|                               | Twist and raise arms up for 4 and down for 4 counts  
|                               | Repeat above 3 x          
|                               | Step touch right and left until 2nd verse |
| Verse 2                       | Step together right then left then right for 3 counts  
|                               | Step together left then right then left for 3 counts  
|                               | Repeat above 5 x          |
| Chorus                        | Kick right, kick left, repeat  
|                               | Twist and raise arms up for 4 and down for 4 counts  
|                               | Repeat above 3 x          |
| Breakdown                     | Monkey arms on right for 8 counts  
|                               | Monkey arms on left for 8 counts  
|                               | Clap up on right, up on left, down on right, down on left 3x  
|                               | Run in place until chorus |
| Chorus                        | Kick right, kick left, repeat  
|                               | Twist and raise arms up for 4 and down for 4 counts  
|                               | Repeat above 3 x          
|                               | Monkey Arms 4 counts on each side  
|                               | Step touch right and left until end |

**I'm a Believer**

<table>
<thead>
<tr>
<th>Verse 1</th>
<th>Box step 7 x</th>
</tr>
</thead>
</table>
| Chorus                        | Pony right then left, repeat  
|                               | Kick right and left for 4 counts  
|                               | Pony right then left, repeat  
|                               | Kick right and left for 4 counts  
|                               | Arms up with hand flick 4 counts  
|                               | Arms down with hand flick for 4 counts  
|                               | Twist for 16 counts |
| Verse 2                       | Box step 7x                 |
| Chorus                        | Pony right then left, repeat  
|                               | Kick right and left for 4 counts  
|                               | Pony right then left, repeat  
|                               | Kick right and left for 4 counts  
|                               | Arms up with hand flick 4 counts  
|                               | Arms down with hand flick for 4 counts  
<p>|                               | Twist for 16 counts |
| Breakdown                     | Freestyle                  |</p>
<table>
<thead>
<tr>
<th><strong>Dynamite</strong></th>
<th></th>
</tr>
</thead>
</table>
| **Intro (I throw my hands up)** | Roll arms up for 4, side to side for 4 counts  
Roll arms down for 4, side to side for 4 counts |
| **Verse**        | Right heel up for 2 counts  
Right heel back for 2 counts  
Right heel up then back  
Turn clap  
Left heel up for 2 counts  
Left heel back for 2 counts  
Left heel up then back  
Turn clap  
Repeat 2 x |
| **Chorus**       | Roll arms up for 4, side to side for 4 counts  
Roll arms down for 4, side to side for 4 counts  
Punch upper left with right arm 2 x  
Punch across left with right arm 2 x  
Punch down left with right arm 2 x  
Punch across left with right arm 2 x  
Punch upper right with left arm 2 x  
Punch across right with left arm 2 x  
Punch down right with left arm 2 x  
Punch across right with left arm 2 x  
Repeat 2 x |
| **Verse**        | Right heel up for 2 counts  
Right heel back for 2 counts  
Right heel up then back  
Turn clap  
Left heel up for 2 counts  
Left heel back for 2 counts  
Left heel up then back  
Turn Clap  
Repeat 2 x |
| **Chorus**       | Roll arms up for 4, side to side for 4 counts  
Roll arms down for 4, side to side for 4 counts  
Punch upper left with right arm 2 x  
Punch across left with right arm 2 x  
Punch down left with right arm 2 x  
Punch across left with right arm 2 x  
Punch upper right with left arm 2 x  
Punch across right with left arm 2 x  
Punch down right with left arm 2 x  
Punch across right with left arm 2 x  
Repeat 2 x |
| **Breakdown**    | Freestyle |
| **Chorus**       | Roll arms up for 4, side to side for 4 counts  
Roll arms down for 4, side to side for 4 counts  
Punch upper left with right arm 2 x  
Punch across left with right arm 2 x  
Punch down left with right arm 2 x  
Punch across left with right arm 2 x  
Punch upper right with left arm 2 x  
Punch across right with left arm 2 x  
Repeat 2 x |
<table>
<thead>
<tr>
<th>Operation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Punch</strong></td>
<td>across right with left arm 2 x</td>
</tr>
<tr>
<td></td>
<td>down right with left arm 2 x</td>
</tr>
<tr>
<td></td>
<td>across right with left arm 2 x</td>
</tr>
<tr>
<td><strong>Celebration</strong></td>
<td>March for 16 counts</td>
</tr>
<tr>
<td><strong>Intro</strong></td>
<td>Step behind right, step behind left for 4 counts</td>
</tr>
<tr>
<td></td>
<td>Jump and fist pump right hand for 2 counts (woohoo)</td>
</tr>
<tr>
<td></td>
<td>Step behind right, step behind left for 8 counts</td>
</tr>
<tr>
<td></td>
<td>Jump and fist pump left hand for 2 counts</td>
</tr>
<tr>
<td></td>
<td>Step behind right, step behind left for 4 counts</td>
</tr>
<tr>
<td><strong>Chorus (Celebrate)</strong></td>
<td>Wave hands side to side over head for 4 counts</td>
</tr>
<tr>
<td></td>
<td>Wave hands side to side at waist for 4 counts</td>
</tr>
<tr>
<td></td>
<td>Step right foot out, right hand over head</td>
</tr>
<tr>
<td></td>
<td>Step left foot out, left hand over head</td>
</tr>
<tr>
<td></td>
<td>Step right foot out, right hand over head</td>
</tr>
<tr>
<td></td>
<td>Step left foot out, left hand over head</td>
</tr>
<tr>
<td></td>
<td>Repeat</td>
</tr>
<tr>
<td><strong>Verse</strong></td>
<td>Grapevine to right for 4 counts</td>
</tr>
<tr>
<td></td>
<td>Grapevine to left for 4 counts</td>
</tr>
<tr>
<td></td>
<td>Walk up for 4 counts</td>
</tr>
<tr>
<td></td>
<td>Walk back for 4 counts</td>
</tr>
<tr>
<td></td>
<td>Repeat 1 x</td>
</tr>
<tr>
<td></td>
<td>Arms up for 4 counts (celebration)</td>
</tr>
<tr>
<td></td>
<td>Arms down for 4 counts</td>
</tr>
<tr>
<td></td>
<td>Scoop and walk to right for 2 counts</td>
</tr>
<tr>
<td></td>
<td>Scoop and walk to left for 2 counts</td>
</tr>
<tr>
<td></td>
<td>Repeat</td>
</tr>
<tr>
<td><strong>Breakdown (It's time)</strong></td>
<td>Step touch for 8 counts</td>
</tr>
<tr>
<td></td>
<td>Arms up for 4 counts</td>
</tr>
<tr>
<td></td>
<td>Turn to right in circle for 4 counts</td>
</tr>
<tr>
<td></td>
<td>Step behind right, step behind left for 4 counts</td>
</tr>
<tr>
<td></td>
<td>Jump and fist pump right hand for 2 counts (woohoo)</td>
</tr>
<tr>
<td></td>
<td>Step behind right, step behind left for 8 counts</td>
</tr>
<tr>
<td></td>
<td>Jump and fist pump left hand for 2 counts</td>
</tr>
<tr>
<td></td>
<td>Step behind right, step behind left for 4 counts</td>
</tr>
<tr>
<td><strong>Chorus</strong></td>
<td>Wave hands side to side over head for 4 counts</td>
</tr>
<tr>
<td></td>
<td>Wave hands side to side at waist for 4 counts</td>
</tr>
<tr>
<td></td>
<td>Step right foot out, right hand over head</td>
</tr>
<tr>
<td></td>
<td>Step left foot out, left hand over head</td>
</tr>
<tr>
<td></td>
<td>Step right foot out, right hand over head</td>
</tr>
<tr>
<td></td>
<td>Step left foot out, left hand over head</td>
</tr>
<tr>
<td></td>
<td>Repeat</td>
</tr>
</tbody>
</table>
### La Bamba

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Intro</strong></td>
<td>Step together and play air guitar for 8 counts</td>
</tr>
</tbody>
</table>
| **Verse** | Rock forward on right then back, 3 quick steps, rock forward on left, 3 quick steps  
Repeat 7 x  
Rock to right then back, 3 quick steps, rock to left then back, 3 quick steps  
Repeat 3 x |
| **Chorus** | Step together to right for 4 counts  
Step together to left for 4 counts  
Repeat 1 x |
| **Verse** | Tap right foot forward then left for 16 counts |
| **Instrumental Bridge** | Freestyle |
| **Verse** | Rock forward on right then back, 3 quick steps, rock forward on left, 3 quick steps  
Repeat 7 x |
| **Chorus** | Step together to right for 4 counts  
Step together to left for 4 counts  
Repeat 1 x |

### Thriller (In the round)

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
</table>
| **Start (creaky sounds)** | All on floor, slowly rise up like zombies  
Walk into lines  
16 counts  
March in place 8 double count |
| **Basic dance** | Step right together right together moving forward  
arms make swim motion  
Left together left together moving forward  
arms make swim motion  
Feet together, arms clap above head  
Large step right, shimmy shoulders, bring feet together  
Shoulder lift  
Head looks left  
Feet together, arms clap above head  
Large step left, shimmy shoulders, bring feet together  
Shoulder lift  
Head looks right |
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Two steps right, hands up like monster</td>
<td></td>
</tr>
<tr>
<td>Knee lift right, left</td>
<td></td>
</tr>
<tr>
<td>Two steps left, hands up like monster</td>
<td></td>
</tr>
<tr>
<td>Knee lift left, right</td>
<td></td>
</tr>
<tr>
<td>Shimmy 4 counts</td>
<td></td>
</tr>
<tr>
<td>Right foot push in ¼ circle for 4 counts</td>
<td></td>
</tr>
<tr>
<td>Start next side</td>
<td></td>
</tr>
<tr>
<td>5 x</td>
<td></td>
</tr>
<tr>
<td><strong>Bridge</strong></td>
<td></td>
</tr>
<tr>
<td>Step together to right 8 x</td>
<td></td>
</tr>
<tr>
<td>Step together left 8 x</td>
<td></td>
</tr>
<tr>
<td>(zombie arms and body)</td>
<td></td>
</tr>
<tr>
<td>March in place 8 counts</td>
<td></td>
</tr>
<tr>
<td>Repeat main dance 2 more times</td>
<td></td>
</tr>
<tr>
<td>Free style zombie until the end of the song</td>
<td></td>
</tr>
</tbody>
</table>

**Locomotion – Warm up**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Verse</strong></td>
<td></td>
</tr>
<tr>
<td>Right foot</td>
<td></td>
</tr>
<tr>
<td>Rock step forward</td>
<td></td>
</tr>
<tr>
<td>Rock step Back</td>
<td></td>
</tr>
<tr>
<td>Rock step forward</td>
<td></td>
</tr>
<tr>
<td>Cha cha step</td>
<td></td>
</tr>
<tr>
<td>Left foot</td>
<td></td>
</tr>
<tr>
<td>Rock step forward</td>
<td></td>
</tr>
<tr>
<td>Rock step Back</td>
<td></td>
</tr>
<tr>
<td>Rock step forward</td>
<td></td>
</tr>
<tr>
<td>Cha cha step</td>
<td></td>
</tr>
<tr>
<td>Grape vine right</td>
<td></td>
</tr>
<tr>
<td>Grape vine left</td>
<td></td>
</tr>
<tr>
<td>¼ turn to the left shoulder</td>
<td></td>
</tr>
<tr>
<td>Grape vine right</td>
<td></td>
</tr>
<tr>
<td>Grape vine left</td>
<td></td>
</tr>
<tr>
<td>Repeat through the song</td>
<td></td>
</tr>
<tr>
<td>Section</td>
<td>Instructions</td>
</tr>
<tr>
<td>---------</td>
<td>-------------</td>
</tr>
<tr>
<td>Intro</td>
<td>Stomp right, stomp left, clap (8x)</td>
</tr>
</tbody>
</table>
| Verse   | Pump right arm up 2x  
|         | Pump left arm up 2 x  
|         | Repeat  
|         | Stomp right, stomp left, clap 4 x |
| Chorus  | Arms above head, swing right 2 x  
|         | Swing left 2 x, left 2 x, left 2 x  
|         | Stomp right, stomp left, clap 4 x |
| Verse   | Step right together right together moving forward  
|         | arms make swim motion  
|         | Left together left together moving forward  
|         | arms make swim motion  
|         | March back 8 steps ( slow with tough face) |
| Chorus  | Arms above head, swing right 2 x  
|         | Swing left 2 x, right 2 x, left 2 x  
|         | Stomp right, stomp left, clap 4 x |
| Verse   | Pump right arm 2 x  
|         | Pump left arm up 2 x  
|         | Repeat  
|         | Stomp R, stomp L, clap 4 x |
| Chorus  | Arms above head, swing right 2 x  
|         | Swing left 2 x, right 2 x, left 2 x  
|         | Stomp R, stomp L Clap 4 x |
| Bridge  | Step together step touch, right  
|         | Step together step touch, left  
|         | Repeat  
|         | Air Guitar Solos  
|         | (fade out song) |
**YMCA**

| Verse 1                                      | Feet apart (hips loose)  
|                                              | 8 counts right arm pointing from left to right  
|                                              | 8 counts left arm pointing right to left  
|                                              | 8 counts right arm pointing from left to right  
|                                              | V step (right, left, right, left)  
|                                              | Clap clap  
| Verse 2                                      | Feet apart (hips loose)  
|                                              | 8 counts left arm pointing from left to right  
|                                              | 8 counts right arm pointing right to left  
|                                              | 8 counts left arm pointing from left to right  
|                                              | V step (left, right, left, right)  
|                                              | Clap clap  
|                                              | 8 Quick jumps  
| Chorus                                      | March in place, arms YMCA  
|                                              | Repeat  
|                                              | Grapevine right  
|                                              | Grapevine left  
|                                              | Grapevine right  
|                                              | Grapevine left  
|                                              | Repeat  

---

[Image of children dancing]
Appendix C

Activity Ideas

These activities can be used in between dances and enable youth to show their creativity.

4-H Freeze

*Materials:* Music

In this activity, youth will show you their moves. Play a song and allow youth to freestyle dance. Tell them that if the music stops, they have to freeze in whatever dance pose they were doing. Stop the music at different intervals. You may have to set some ground rules for freestyle (i.e. no break dancing).

4-H Star

*Materials:* Music

In this activity, youth will showcase their star power. Tell them that you will be looking for volunteers to come up and lead the class in a dance. The class will be mirroring whatever they do. They will be teaching the dance! Play a song and allow youth to come up and take turns.

4-H Dance Creation

*Materials:* Music, song lyrics, paper, pencils

In this activity, youth will create a dance. There are a couple of ways you can implement this activity, depending on your group or how much time you have. Put youth in groups of three or more.

1.) You can break down a song into chorus, verse 1, verse 2, etc., and give each group a different portion of the song to choreograph.

2.) You can give each group a different song to choreograph.

3.) You can have one song and have each group choreograph the same song.

After all groups are finished, have them perform their dances for the class.
Appendix D

Kentucky Common Core Standards
Primary: Practical Living
Big Idea: Psychomotor Skills (Physical Education)

Cognitive information can be used to understand and enhance the development of motor skills such as movement sequences and patterns. Individuals who understand their bodies and how to perform various movements will be safer and more productive in recreation and work activities. Development of psychomotor skills contributes to the development of social and cognitive skills.

Academic Expectations

2.29 Students demonstrate skills that promote individual well-being and healthy family relationships.

2.31 Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.

2.32 Students demonstrate strategies for becoming and remaining mentally and emotionally healthy.

2.34 Students perform physical movement skills effectively in a variety of settings.

2.35 Students demonstrate knowledge and skills that promote physical activity and involvement in physical activity throughout lives.

3.1 Students demonstrate positive growth in self-concept through appropriate tasks or projects.

3.2 Students demonstrate the ability to maintain a healthy lifestyle.

3.3 Students demonstrate the ability to be adaptable and flexible through appropriate tasks or projects.

3.4 Students demonstrate the ability to be resourceful and creative.

3.5 Students demonstrate self-control and self-discipline.
3.7 Students demonstrate the ability to learn on one’s own.

4.1 Students effectively use interpersonal skills.

**Primary Enduring Knowledge - Understandings**

Students will understand that
- spatial awareness, motor skills and movement patterns are needed to perform a variety of physical activities.
- movement concepts, principles and strategies apply to the learning and performance of physical activities.

**Primary Skills and Concepts**

Students will
- demonstrate fundamental motor skills (e.g., locomotor, non-locomotor, object manipulation) and movement concepts (e.g., body control, space awareness)
- demonstrate fundamental motor skill aspects of performance
- utilize fundamental motor skills and movement concepts to create movement sequences
- demonstrate the contrast between slow and fast movements while traveling
- demonstrate relationships (e.g., over, under, front and back, side-by-side, leading and following) with other people and objects
- define the role personal and general space has in movement
- work in group settings without physically interfering with others
- develop basic manipulative skills (e.g., throwing, catching, kicking, striking)
Appendix E

Sample After School Program

Objective: For students to learn that physical fitness can be fun and to demonstrate how to make healthy snacks.

Session 1
2:45 p.m.  Introductions/Icebreaker
2:50 p.m.  Healthy Snack Time! Myplate review and MyPlate face
3:10 p.m.  Dance Warm-up- Stronger
3:15 p.m.  Dance- Starships
3:35 p.m.  Game-Freeze- Call Me Maybe
3:40 p.m.  Cool Down- Somebody That I Used to Know
3:45 p.m.  Dismissal

Session 2
2:45 p.m.  Icebreaker
2:50 p.m.  Healthy Snack Time! Vegetable Group: Ants on a Log
3:10 p.m.  Warm-up- Stronger
3:15 p.m.  Dance- Part of Me
3:35 p.m.  Game-Freeze- Tonight Is the Night
3:40 p.m.  Cool Down- Somebody That I Used to Know
3:45 p.m.  Dismissal

Session 3
2:45 p.m.  Icebreaker
2:50 p.m.  Healthy Snack Time! Bread Group: Orange Crunch Grahams
3:10 p.m.  Warmup- Stronger
3:15 p.m.  Dance review- Starships and Part of Me
3:35 p.m.  Game-Freeze- Boyfriend
3:40 p.m.  Cool Down- Somebody That I Used to Know
3:45 p.m.  Dismissal

Session 4
2:45 p.m.  Icebreaker
2:50 p.m.  Healthy Snack Time! Fruit group: Fruit kabobs
3:10 p.m.  Warmup- Stronger
3:15 p.m.  Dance- Dance Again
3:35 p.m.  Game-Freeze- Wild Ones
3:40 p.m.  Cool Down- Somebody That I Used To Know
3:45 p.m.  Dismissal

Session 5
2:45 p.m.  Icebreaker
2:50 p.m.  Healthy Snack Time! Milk Group: Ice cream in a bag
3:10 p.m  Warm-up- Stronger
3:15 p.m.  Dance review- Starships, Dance Again
3:35 p.m.  Game-Freeze-Kids choice!
3:40 p.m.  Cool Down- Somebody That I Used to Know
3:45 p.m.  Dismissal

Session 6
2:45 p.m.  Icebreaker
2:50 p.m.  Healthy Snack Time! Meat Group: Chicken Salad Snacks
3:10 p.m.  Warm-up- Stronger
3:15 p.m.  Dance review- Part of Me, Kids Choice
3:35 p.m.  Game-Freeze- Domino
3:40 p.m.  Cool Down- Somebody That I Used to Know
3:45 p.m.  Dismissal

Session 7
2:45 p.m.  Icebreaker
2:50 p.m.  Healthy Snack Time! Kids Choice!
3:10 p.m.  Dance Party
3:40 p.m.  Wrap up/Water break
3:45 p.m.  Dismissal

Session 8
2:45 p.m.  Icebreaker
2:50 p.m.  Practice for Performance
3:30 p.m.  Parent Performance and Recognition
Appendix F

Cool Snacks for Cool Kids

Everyone knows that as soon as you get home from school the first thing you want is a snack. Here are some great snacks that are fun to make, good for you, and taste great!!! Each snack represents one of the five food groups that are the building blocks of MyPlate.

Grains

Orange Crunch Grahams

Total Time: 5 minutes
Makes: 4

Ingredients:
2 Tbsp. of creamy peanut butter
1 Tbsp. of orange marmalade
¼ cup of grape-nuts cereal
2 graham crackers, broken in half.
¼ cup of raisins

Mix peanut butter, marmalade and cereal until well blended. Spread evenly onto graham squares, then sprinkle each with a tsp. of the raisins.

Vegetables

Ants on a Log

Total Time: 5 minutes
Makes: 4

Ingredients:
1 large celery stalk
1 heaping tbsp. of peanut butter or cream cheese

Wash and dry celery stalks and cut into four pieces. Take peanut butter or cream cheese and smooth into groove of celery. Then sprinkle ants (raisins) on log.
Fruits

**Banana Smoothie**  
**Total Time:** 5 minutes  
**Makes:** 4

**Ingredients:**  
1 small frozen banana  
½ cup plain low-fat yogurt  
¼ cup orange juice

Put all ingredients in the blender and whirl until smooth. These will be fairly thick. Add more liquid if you want them thinner.

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Dairy

**Ice Cream in a Bag**  
**Total Time:** 15 minutes  
**Makes:** 2 cups

**Ingredients:**  
½ cup milk  
1 tbsp of sugar  
1/8 tsp. of vanilla

Put all ingredients in a sandwich bag. Place bag of ingredients into quart size bag. Before sealing add 2 cups of crushed ice and ¼ cup of ice cream salt into the quart size bag. Seal quart size bag and shake for 10 minutes. Remove inner bag, rinse salt off, open and eat.
Protein

**Chicken Salad Snacks**  
*Time: 5 minutes  
Makes: 4*

**Ingredients:**  
½ cup of chicken from can  
4 thin crackers  
1 tbsp of low fat mayo  
1 tsp of pickle relish  
4 grapes

Mix chicken, mayo, and pickle relish. Spread onto crackers. Top each with a grape.
Cool Snacks for Cool Kids Word Search

References:
www.extension.iastate.edu/Pages/pubs/
http://www.choosemyplate.gov/food-groups/
www.kraftfoods.com
www.puzzlemaker.com
VOLUNTEER POSITION DESCRIPTION

Kentucky 4-H Youth Development Program
Kentucky Cooperative Extension Service
The University of Kentucky College of Agriculture, Food and Environment

POSITION TITLE:
4-H Dancefit Volunteer

TIME REQUIRED:
One to two hours per meeting
One meeting per month; September through April (excluding December)

LOCATION:
Elementary schools in county
Cooperative Extension Service Office

GENERAL PURPOSE:
The 4-H Dancefit Volunteer conducts meaningful educational experiences to help youth grow and reach their fullest potential utilizing the 4-H Dancefit curriculum. Volunteer leaders inform and encourage members, parents and other volunteers to actively participate in appropriate 4-H opportunities.

SPECIFIC RESPONSIBILITIES:
• Be committed to teaching and developing young people and their growth in all areas
• Be dedicated to young people and sensitive to their abilities and needs
• Prepare and conduct meetings and activities with input from agent and utilizing the Kentucky 4-H Dancefit Curriculum
• Attend all or make arrangements for all after school meetings and activities
• Advise 4-H members regarding their contributions to and participation in other 4-H activities
• Welcome parents’ ideas, activity and project assistance, cooperation, support and attendance at 4-H activities
• Follow all 4-H guidelines and policies of the University of Kentucky CES, the Kentucky 4-H program and the county 4-H program
• Recruit skilled teen assistants and adult volunteers to teach
• Participate in one or more volunteer development opportunities each year
• Continually provide feedback to members and praise members for the progress they make

QUALIFICATIONS:
• Must complete the Kentucky 4-H Volunteer Application processes and be accepted as a volunteer by the Youth Protection/Risk Management Committee
• Know how to do basic dance steps (grapevine, box step, etc.)
• Provide own transportation to meetings and activities
• Self starter; be able to work with minimal supervision from professional staff
• Interpersonal communication skills
• A sincere interest in working with extension staff, volunteers, schools, parents and youth
• Organizational skills; ability to organize information and materials in a timely manner
• Ability to work effectively with people

BENEFITS:
• The opportunity to work with youth and provide positive support and growth experiences
• To develop lifelong friendships with youth, parents and other volunteers
• To develop communication and leadership skills
• To learn organizational and time management skills
• Skills gained to expand career growth and potential
• Provide educational training opportunities that will help the volunteer meet the needs of members, advisors and parents; scholarship to state leadership forum
• Provide appropriate manuals, pamphlets, audio-visual aids, newsletters and other resource materials
• Have professionals available to consult with leaders on a one to one basis
• Provide appropriate recognition and awards to leaders

SALARY:
Unsalaried; volunteer. This position does not imply employment with the University of Kentucky

MENTOR/SUPERVISING PROFESSIONAL:
Name of mentor/supervisor
Address
City, State and Zip
Phone, Fax
Email

“I have read, understand and agree to fulfill the purpose and responsibilities of this volunteer position and further agree to accept guidance and direction from the supervisor. I am committing to involve individuals regardless of race, color, age, sex, religion, disability or national origin in educational experiences in cooperation with other Extension volunteers and Extension personnel. I also understand that failure to fulfill the purpose and responsibilities of the volunteer position and to accept guidance and direction from the supervisor could result in suspension of my position. I also understand that this volunteer position is renewable annually; I will notify the supervising professional if I am no longer interested in serving.”

Signature of Volunteer       Date

Signature of Extension Professional     Date
References


Authors:

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Extension Specialist for 4-H Youth Development

Nicole Peritore
Get Moving Kentucky Coordinator Health Education through Extension Leadership (HEEL)

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