

## Got Juggling Scarves? I've Got Some New Ideas for You!

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### Introduction:

-Anna Casey, M.Ed.  
-teacher  
-professional workshop presenter  
-fitness instructor  
-youth sports coach  
-mother and wife

### Dance:

**Name/Title:** Hey Baby

**Purpose of Event:** Students will learn an upbeat and easy to follow dance that will increase their heart rates. Students will be able to follow eight count sequences cued with: shake, clap, jump, grapevine, jumping jacks and march for a total of 32 counts.

**Prerequisites:** Grapevine, slide, march

**Suggested Grade Level:** 3-5

**Materials Needed:** Two scarves per student

**Recommended music:** Hey Baby on Crazy Frogs CD #2, (green cover - check iTunes store) or use any song with a good, steady, easy to follow beat.

**Beginning dance formation:** Line

**Dance source:** Adapted from a dance created by Greg Montgomery, NJ and Susan Flynn, SC.

The Hey Baby Line Dance can be done with many grade levels but works best with 3rd-5th graders.

Students are in lines or in self-space. Each student has one scarf in each hand, but is not necessary. For the younger children it is recommended they do not use scarves. They may simply shake their hands on the scarf counts.

Stand with legs shoulder width apart facing the teacher.

Cts 1-8 Counts 1-4 shake hands up to right 2x then left 2x; counts 5-8 shake hands down by knees to right 2x then left 2xCts 9-10 Clap 2x (it's a light clap because students are holding scarves but it works).

Cts 11-12 (2 cts) Jump forward 1x & say ooh, pause on count 12 Cts 13-14 (2 cts) Jump backward 1x & say aah, pause on count 14

Cts 15-16 Clap 2x

17-20 Right grapevine (step R to R side, cross L foot behind R, step R to R side, touch L toe next to R foot)

21-24 Left grapevine (step L foot to L side, cross R foot behind L, step L to L side, touch R toe next to L foot)

25-28 2 criss cross jumps (jump crossing feet, jump landing with feet apart, jump crossing feet, jump landing with feet apart.) Arms are crossing overhead or students can perform 4 vertical jumps.

29-32 March in place

Repeat throughout the song

**Variations:** 1. During the grapevine steps, cts 17-24, ask students to try a 4 ct. turn in each direction. 2. For younger students, sliding 4 cts. each direction instead of the grapevine works well. 3. During the march, have students' count 1-4 in different languages. I use Spanish, German, or Japanese. (This would be teacher directed so everyone calls out the same numbers.) 4. During the march students can turn and face a different wall and perform the dance facing a new direction.

**Assessment Ideas:** 1. Ask students to create a different move they can perform during counts 25-28. Instead of the criss cross jumps students can perform a different dance step. (i.e 4 cts jump around in a circle for 4 cts; heel jacks for 4 cts etc.) Students can share their dance step ideas with a classmate and during the dance try the new dance moves. 2. Ask students to feel their pulse both before and after the dance. They can be asked to share one benefit that dance has on the cardio-respiratory system.

**Teaching Suggestions:** Students who have difficulty following the steps are encouraged to jump, slide and march during the more difficult steps in the dance.

**Adaptations for Students with Disabilities:**

Providing scarves helps to engage students with limited mobility.

## **Imaginative Play (Pre-K- 2<sup>nd</sup>)**

**Alphabet** - Students each get a scarf. Students first practice swaying and manipulating the scarf. Students then write in the air the alphabet with their scarf. Students then write out their first name, last name, city etc. Gross Motor skill: Swaying, Stretching, Twisting  
*Song suggestion*: ABC by the Jackson Five

**Horse Tail** –Students hold the scarf on their back near the top of their pants, like a horsetail. Students gallop around the room. Gross motor skill: Galloping/Leaping *Song suggestion*: William Tell’s Overture.

**Lasso**- Students hold scarf above their heads and make lasso motions while galloping. Gross motor skill: Galloping/Leaping/Running *Music Suggestion*: William Tell’s Overture.

**Superman**- Students hold the scarf on the like a cape behind them. Gross motor skill: running *Music suggestion*: Superman theme

**Jasmine**- Students hold the scarf up to their face and cover the lower half of their face while they twist up and down. Gross motor skill: twisting and swiveling *Music choice*: ‘Arabian’ music or music from the Disney movie ‘Aladdin’.

**Red Riding Hood**- Students hold the scarf over their head like a hood and skip around the room. **Gross motor skill**: Skipping *Musical selection*: Skip to My Lou

**Just for fun**: Lay the scarf over the stomach and spread out. Run fast and try to keep the scarf on the stomach without falling down. **Gross motor skill**: Running *Music Suggestion*: Anything fun and fast!

## **Fitness and Pre-Sports Skills Activities**

### **Scarf Tag**

1. Divide the group into four even teams.
2. Each person on the team gets a scarf.
3. Each group should have a ‘home hoop’ in some corner of the gym.
4. Players tuck about 1/3 of the scarf into the back of their waistband.
5. Students try to take a scarf from another teammate and bring it back to their home hoop.
6. When students have their scarf pulled, they go back to their home hoop, get an extra scarf, put in their waistband and go back into the game.
7. If there are no extra scarves when they get to their home hoop, the person waiting the longest gets the first incoming scarf.  
NO Scarf in the waistband- NO Play!

Variation: Everyone is out for himself or herself! Everyone starts with a scarf, if your gets pulled, you are still in the game. You can collect up to three scarves. If you collect your fourth, give it to someone who doesn't have one!

Sport Skills: Athletic position, head on a swivel, agility, coordination, reaction time and sportsmanship

### **Toss-Wall- Catch**

1. Each student gets his or her own scarf.
2. Each student finds an open space near a wall.
3. Students then start about one step away from the wall with one shoulder towards the wall.
4. Students toss the scarf, slide to touch the wall and catch the scarf before it hits the floor.
5. Students challenge themselves by moving further from the wall.

Sport Skills: Sliding, catching, peripheral vision, agility and coordination

### **Partner Face-to-Face Challenge**

1. Each partner gets a scarf. The scarves should not match colors.
2. Partners have some type of cue to know when to toss the scarf up.
3. Students throw their scarf in the air and run across the way to grab their partner's scarf before it hits the floor.
4. If successful, students takes a step back, if the students is not successful, student takes a step closer to their partner.

**Sport Skills:** Communication, reaction time

### **Group Scarf Toss**

1. All students have a scarf in their right hand.
2. All students form a circle and facing in the same direction.
3. The scarf should be in the 'outside' hand.
4. Students start walking or jogging at a slow pace.
5. On the teachers cue, students toss up their scarf and try to catch the scarf of the person ahead of them.

**Sport Skills:** Communication, listening, reaction time

### **Cooperative Group Scarf Toss**

1. All students form a circle facing counter clockwise direction. Students should be about one 'Frankenstein arms' length away from the person in front of them.
2. Students face counter clockwise with the scarf in their outside hand.
3. Students start jogging at a slow pace in CCW direction.
4. On the teacher's call, students throw their scarf up in the air and try to catch the scarf in front of them before it touches the ground.

**Sport skills:** Communication, listening, reaction time, hand-eye coordination

### **Scarf Juggling**

-Hold the scarves in the middle before tossing them into the air .

-Toss the scarves with the back of the hand pointing toward the ceiling

-Toss the scarves so they cross the midline of the body

-Catch the scarves using a clawing movement. It is like a cat trying

to catch a rolling ball with its front paws .