

ARTS TO GO

RESOURCES FOR MUSIC, DANCE,
DRAMA & CRAFTS





FOREWORD

The original *Arts to Go toolbox* was produced by the BC Training Committee to encourage the Arts: music, dance, drama and crafts.

Elaine Hayden, Provincial Commissioner for BC, requested that the Arts Trainers attending the 2001 Trainer's Conference make suggestions of how to promote the Arts in BC. The Arts Trainers agreed that a toolbox representing all of the Arts should be created. They decided that girls should record a compact disk containing Guiding songs both old and new, and that the toolbox should include drama activity cards, dance instructions and craft ideas.

BC Council approved the *Arts to Go* proposal. In the summer of 2002, ten Guiders gathered for a weekend to create the basis of the toolbox. They produced sample campfires, new dances, drama ideas, and suggested that crafts complement the other Arts in the toolbox. They felt that the toolbox should also include information for Guiders on where to find the Arts in each Guiding program.

Girls from all parts of BC gathered for *Expressions 2002*, a week long summer camp celebrating the Arts. We wish to thank the girls and Guiders for their efforts in learning the songs in just three days before recording them. The CD will be an excellent resource for Districts throughout the province.

BC Council then provided each District, and Area in BC with an *Arts to Go toolbox* to encourage the use of the Arts at the Unit level.

In 2012 responsibility for the Arts was given to the BC Program Committee. The committee recognized the value of the *Arts to Go toolbox* in helping bring the Arts to Guiding and felt there would be value in updating the resources, creating new links, suggesting new ideas and detailing where these Arts fit into each branch of the Guiding program.

The Program Committee also felt that they would wish every Guider to have access to the toolbox so their aim became to make the booklet available online; the Arts are then just a click away, waiting to introduce a whole new generation of girls to the wonder of music, dance, drama and crafts!



DANCE INDEX

How to Introduce Dance.....	1
Resources for Dancing / Ribbon Dancing.....	2
Dance in the Spark Program.....	3
Dance in the Brownie Program.....	4
Dance in the Guide Program.....	5
Dance in the Pathfinder Program.....	6
Dances for Sparks and Brownies.....	7
Dances for Guides and Pathfinders.....	8

Dance instructions to accompany compact disk recording:

My Brownie Windows (B).....	9
I'se the B'y That Builds the Boat (B G P R).....	10
Sing and Shout (B G).....	11
Tzena (B G P R).....	12

Related Articles from the Canadian Guider:

The Dancer and the Dance (May/June 1997).....	13
Tips on Teaching Dance (May/June 1997).....	15





HOW TO INTRODUCE DANCE

The simple dances included in the *Arts to Go* Toolbox were designed to encourage Guiders to include dancing as part of their program. Dances can be performed while singing or while playing the CD.

Before Introducing a Dance:

1. Select a dance that suits your purpose and age group.
2. Familiarize yourself with the dance. Read through the steps. Read the steps again while listening to the music. Try the steps. When you have practiced a few times and feel you know the dance well, you will be ready to teach others.

Introducing a Dance:

3. If you are singing while dancing, introduce the song before teaching the dance. (See *“How to Introduce a Song”* in the music section of the *Arts to Go toolbox*)
4. Walk the group through sections of the dance without the music, step by step.
5. Walk through the whole dance without music.
6. Try the dance with the music. Be prepared to stop the music and clarify the steps. Try it again.
7. Review areas the participants had difficulty with.
8. Enjoy the dance once you have learned it. Feel free to perform at special occasions in Guiding or for visitors. It’s also a great way to burn off steam any time.

Guiding Resources:

Recorded Music

- *Arts to Go CD* *Included in Arts to Go toolbox*
- *Dance, Dance, Dance*
- *Let’s Dance*

Song Books

- *Celebrate with Song*
- *Jubilee Song Book*
- *Sing a Song With Sparks and Brownies*
- *Musical Fun With the Brownie Pack*
- *Sing a Song, Dance With Me*

These books and CDs are not currently in the online Guide store; you may be able to borrow copies from your District or from your Area Training Contact. Arts Trainers can also teach dance at trainings or at Unit meetings.



RESOURCES FOR DANCING

Resources outside of Guiding:

Sparks and Brownies:

Children's party music suitable for dancing is available at music and party stores. Some compilations can include the Hokey Pokey, Bird Dance, Macarena, Bunny Hop, The Twist, etc.

Classical music including marches and waltzes are suitable for ribbon dancing. Use short portions of the music and change the beat often for variety. Ideas for ribbons are included in the craft section of the *Arts to Go Toolbox*.

Jazz music can be used for interpretive dance. Let the girls make up their own dance.

Folk music from other countries can be used for follow the leader activities such as skipping, marching, walking, hopping etc.

Guides and Pathfinders:

Many girls are skilled in various dance types such as Country Line Dance, Jazz, Irish, or Scottish; give them the opportunity to teach their peers and develop leadership and presentation skills.

Girls enjoy new country music for line dancing. There are instructional videos available from some video stores or a resource person may be available in your Area.

Invite a resource person from your community to teach Greek or Belly Dancing.

Have a 50's theme for a camp or party and let the girls enjoy the Bunny Hop, Twist, and Jive.

MOVEMENTS FOR RIBBON DANCING:

- Make rainbows by touching the ribbon to the floor on your right, then making an arch over your head and touching the ribbon to the floor on your left.
- Spin your body as you hold the ribbon with your arm straight in front of you.
- (Change directions often to avoid dizziness)
- Turn your wrist quickly to twirl the ribbon.
- Make giant figure eights.
- Make big circles with your right arm on your right side, switch to make big circles in front of you, then switch hands and try it on your left side.
- Make zigzags with the ribbon in front of you, reaching up high then slowly bringing the ribbon to the floor and back up again.

Wrist ribbons, scarves or bells on your ankles or shoes add fun to dancing.



DANCE IN THE SPARK PROGRAM

“Dance for Sparks and Brownies” included in the *Arts to Go toolbox* has the sources for the dances listed below.

PROGRAM AREA

Being a Spark Keeper

Enrolment

- Dance while singing at enrolment

Friends

- Sing and dance “Hey There Neighbour”

Additional activities: Getting to Know you

- Three Blind Mice
- If You Should Meet an Elephant

The World Around Me Keeper

Birthdays Around the World

- Singing games
- Punchinello
- Muffin Man

Diversity Meeting

- I Let Her Go, Go
- Caimarussa
- Ak Shav
- Ribbon dancing to music.





DANCE IN THE BROWNIE PROGRAM

“*Dance for Sparks and Brownies*” included in the *Arts to Go toolbox* has the sources for any dances listed below. However, using the internet or library can reward you with greater choice in developing dance to use in the program.

PROGRAM AREA

Key to Brownies

Getting to Know You

A: Sing a welcoming song

- Caimarussa
- Danish Dance of Greeting

B: Play a “getting to know you” game

- Friendship Dance

Key to My Community

Proud to be Canadian

B: Learn a song about Canada

- (Dance to a song from Newfoundland) I’se the B’y That Builds the Boat

Celebrations

- Learn about different types of celebrations by dancing to music from that country.

Israel (Hanukkah):	Ak Shav
Mexico (Los Posadas):	La Raspa
Brazil (Carnaval):	I Let Her Go Go
United States (Mardi Gras):	Play jazz music, dance and wear beads.

The above can also can be used for ***Key to the Arts***

Around the World in song and Dance

Canada Sings

Key to Active Living

Feel the Pulse

- Use a fast dance to compare pulse before and after the activity

Good Health

- Take part in dancing at your Unit or camp.
- Ribbon dance to music.

Interest Badges

Dance can be used to meet the objectives of the following Interest Badges:

- **Key to My Community:** Aboriginal People in Canada and Your Day
- **Key to the Arts:** Share Your Talent for Dance



DANCE IN THE GUIDE PROGRAM

“Dance for Guides and Pathfinders” in this section of the *Arts to Go toolbox* lists the source for any dances listed below.

PROGRAM AREA

Discovering You

Discover Your Creativity

5. Explore the performing arts with dance, music and drama. Look into a career in that field.

Stay Fit and Healthy

4. or 6. Group Program Activity: Try a group dance that promotes fun and fitness.

Sing and Shout

Norwegian Number Game

I'se the B'y

Three Blind Mice

The Big Ship

The Snail

La Bastringue

Maple Leaf Stomp

Girls Creating Interest Badge - Dancing

1. Explore dance of another country:

Israel:

Ak Shav

South America:

Caimarussa

Tzena

I Let her Go Go

Denmark:

Seven Jumps

Czechoslovakia:

The Wheat

Phillipines:

Tinikling

Mexico:

La Raspa

United States:

Alley Cat

Ding Dong Daddy

You in Guiding

Be Involved in Your Community

3. Get involved in a service project by entertaining at a senior's home

- Folk Dancing:

I'se the B'y

Maple Leaf Stomp

Ak Shav

La Raspa

Tzena

The Wheat

La Bastringue

Danish Dance of Greeting

You and Others

Build Skills in Communication

5. Explore dance, music, drama or mime as a way to communicate. Select music and then create a dance to communicate an idea or emotion.

Dance can be used to meet one or more of the objectives of the following **Interest Badges**: Dancing, Fitness Fun, High on Life, Music Fan, Performing Arts, Body Works



DANCE IN THE PATHFINDER PROGRAM

“*Dance for Guides and Pathfinders*” in this section of the *Arts to Go toolbox* lists the source for the dances listed below.

PROGRAM AREA

Living Well

Active Living

6. Bring in music and have a weekly dance-a-thon.

A World to Discover

What’s Up Around the World

11. Through mime, song, dance, art or drama, present the kind of world you want for future generations of children around the globe. Decide what you can do to make that world possible.

Around the World at Home

1. How much do you know about international dances? Learn a form of dancing from another country (there are lots to choose from!). Teach the dance to the other Members of your unit and hold a dance-off.

Israel:	Ak Shav Tzena	South America:	Caimarussa I Let her Go Go
Denmark:	Seven Jumps	Czechoslovakia:	The Wheat
Phillipines:	Tinikling	Mexico:	La Raspa
United States:	Alley Cat Ding Dong Daddy		

My Music, Movies and More

The Arts from A to Z

5. Invite a dance instructor to your next meeting and get inspired. Or, if someone in your unit is taking dance lessons, you could ask her to teach the group. Another option is to invite a family member who loves to dance to come in and teach you some steps. Learn about the origins of famous dance steps and how to do them. Be adventurous. Try something you’ve never done before.





DANCES FOR SPARKS AND BROWNIES

Dancing is a great way to burn off energy, learn about different cultures, and develop co-ordination and balance. Some dances may be simplified for Sparks or they could enjoy the music and dance freely. Contact your District Commissioner or your Area Training Contact for the names of resource people or Trainers who can assist you with learning dances. The following are Guiding resources, see the “*Music for Dancing*” section for other sources.

Singing Games and Dances:

Source:

I'se the B'y That Builds the Boat	<i>Arts to Go CD</i>	<i>Celebrate With Song</i>
My Brownie Windows	<i>Arts to Go CD</i>	<i>Arts to Go toolbox</i>
Sing and Shout	<i>Arts to Go CD</i>	<i>Celebrate With Song</i>
Tzena	<i>Arts to Go CD</i>	<i>Our Chalet Song Book</i>
Ak Shav	<i>Celebrate With Song</i>	
Hey There Neighbour	<i>Celebrate With Song</i>	
John Kanaka	<i>Celebrate With Song</i>	
Weavily Wheat	<i>Celebrate With Song</i>	
Shoo Fly	<i>Songs to Sing and Sing Again</i>	
Simmons	<i>Songs to Sing and Sing Again</i>	

The following resources are no longer available on the online Guide store; check with your District Commissioner or Area Training Contact to see if copies may be borrowed.

Brownie Stomp	<i>Sing a Song With Sparks and Brownies</i>
Friendship Dance	<i>Sing a Song With Sparks and Brownies</i>
If you Should Meet an Elephant	<i>Sing a Song With Sparks and Brownies</i>
Jingle Bells	<i>Sing a Song With Sparks and Brownies</i>
I Let Her Go Go	<i>Canciones de Nuestra Cabana</i>
Caimarussa	<i>Musical Fun With the Brownie Pack</i>
Norwegian Number Game	<i>Musical Fun With the Brownie Pack</i>
Punchinello	<i>Musical Fun With the Brownie Pack</i>
Rig a Jig Jig	<i>Musical Fun With the Brownie Pack</i>
The Seven Capers	<i>Musical Fun With the Brownie Pack</i>
Three Blind Mice	<i>Musical Fun With the Brownie Pack</i>
A Hunting We Will Go	<i>Sing a Song, Dance With Me</i>
Big Ship	<i>Sing a Song, Dance With Me</i>
Jingle at the Window	<i>Sing a Song, Dance With Me</i>
The Muffin Man	<i>Sing a Song, Dance With Me</i>
Oats and Beans and Barley Grow	<i>Sing a Song, Dance With Me</i>
The Snail	<i>Sing a Song, Dance With Me</i>
Danish Dance of Greeting	<i>Let's Dance (music CDs)</i>
Seven Jumps	<i>Let's Dance (music CDs)</i>
St. Lawrence Jig (skip, march etc)	<i>Dance, Dance, Dance (music CDs)</i>
The Wheat	<i>Dance, Dance, Dance (music CDs)</i>
La Raspa	<i>Dance, Dance, Dance (music CDs)</i>



DANCES FOR GUIDES AND PATHFINDERS

Dancing is a great way to burn off energy, learn about different cultures, and to develop co-ordination and balance. Contact your District Commissioner or your Area Training Contact for the names of resource people or Trainers who can teach dancing. The following are Guiding resources, see the “Music for Dancing” section of the Arts to Go Toolbox for other sources.

Singing Games and Dances:

Source:

I'se the B'y That Builds the Boat	<i>Arts to Go CD</i>	<i>Celebrate With Song</i>
Sing and Shout	<i>Arts to Go CD</i>	<i>Celebrate With Song</i>
Tzena	<i>Arts to Go CD</i>	<i>Our Chalet Song Book</i>
Ak Shav	<i>Celebrate With Song</i>	
Hey There Neighbour	<i>Celebrate With Song</i>	
John Kanaka	<i>Celebrate With Song</i>	
Weavily Wheat	<i>Celebrate With Song</i>	
Four Jolly Blacksmiths	<i>Jubilee Song Book</i>	
Norwegian Number Game	<i>Jubilee Song Book</i>	

The following resources are no longer available on the online Guide store; check with your District Commissioner or Area Training Contact to see if copies may be borrowed.

I Let Her Go Go	<i>Canciones de Nuestra Cabana</i>
Caimarussa	<i>Musical Fun With the Brownie Pack</i>
Norwegian Number Game	<i>Musical Fun With the Brownie Pack</i>
Igloo	<i>Musical Fun With the Brownie Pack</i>
The Seven Capers	<i>Musical Fun With the Brownie Pack</i>
Three Blind Mice	<i>Musical Fun With the Brownie Pack</i>
Big Ship	<i>Sing a Song, Dance With Me</i>
Jingle at the Window	<i>Sing a Song, Dance With Me</i>
The Snail	<i>Sing a Song, Dance With Me</i>
Danish Dance of Greeting	<i>Let's Dance (music CDs)</i>
Seven Jumps	<i>Let's Dance (music CDs)</i>
Ding Dong Daddy	<i>Let's Dance (music CDs)</i>
Take a Little Peek	<i>Let's Dance (music CDs)</i>
Dip for the Oyster	<i>Let's Dance (music CDs)</i>
Tinikling	<i>Let's Dance (music CDs)</i>
Alley Cat	<i>Dance, Dance, Dance (music CDs)</i>
La Bastringue	<i>Dance, Dance, Dance (music CDs)</i>
La Raspa	<i>Dance, Dance, Dance (music CDs)</i>
Maple Leaf Stomp	<i>Dance, Dance, Dance (music CDs)</i>
St. Lawrence Jig (skip, march etc)	<i>Dance, Dance, Dance (music CDs)</i>
The Wheat	<i>Dance, Dance, Dance (music CDs)</i>



MY BROWNIE WINDOWS

The words and music to the song “*My Brownie Windows*” can be found in the *Arts to Go toolbox*.

1. Learn the song “*My Brownie Windows*”

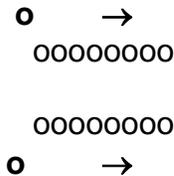
2. Form two lines facing each other: oooooooooo
 Leave a two-meter space between the lines.
 The person facing you is your partner. oooooooooo

3. Join hands with the people next to you in line.
 Raise your hands high to form “windows”



4. The top couple drops hands and stands at the top of the line.

5. Begin singing. The top couple dances down the outside of their line, peeking through each window as they make their way to the bottom of the line.
 The two lines keep their hands joined and raised high.



6. When the top couple reaches the bottom of the line they join hands and skip down the middle of the two lines to the top and back again while everyone sings the chorus “People, outdoors, today and tomorrow...”



7. The couple then joins the end of the line and a new couple starts the dance at the top. Continue until all couples have had a turn.

* Optional: when the top couple is dancing up and down the center of the line the other participants clap in time during the chorus.



I'SE THE B'Y THAT BUILDS THE BOAT

This is a traditional folk song from Newfoundland. The simple dance can be done while listening to the *Arts to Go* CD or by singing as you dance. The words and music are found on page 73 in the Guiding book "*Celebrate With Song*".

Circle formation, holding hands:

Verse: Begin at "I'se the b'y".

1. Two slide steps to the left, stomp once.
2. Two slide steps to the right, stomp once.
3. Start on right foot, walk three steps forward – right, left, right, stomp left foot.
4. Start on left foot, walk three steps back – left, right, left, stomp right foot.

Chorus:

5. Let go of hands, on the word "**hip**" rock right hip into center of circle, slap right hip with right hand, rock back on "**Sally Tibbo**"
6. Repeat # 5 for "**hip your partner Sally Brown**"
7. At "**Fogo, Twillingate**" - Join hands and walk to the left, raising and lowering hands like a wave.

*Alternate # 7 – At "**Fogo, Twinlingate**" partners hook right elbows and skip in a circle, at "**all around the circle**", switch to left elbows and skip in a circle.

* If using the alternate ending for # 7 the leader should indicate who will be partners before starting. An easy way to do this is to start with one girl – the person to her right is her partner, continue around the circle until everyone has a partner.

Repeat entire dance for subsequent verses.

Cue words to call while the group is learning:

Verse: Left – slide – step – stomp
 Right – slide – step – stomp
 In – two – three – stomp
 Out – two – three – stomp

Chorus: Hip – slap – rock / out
 Hip – slap – rock / out
 Wave, or * alternate #7:
 swing your partner, swing to the left





SING AND SHOUT!

Judy Barker, of Nanaimo, British Columbia, composed this song. The dance can be done while listening to the Arts to Go CD or by singing as you dance. Look for the words and music on page 49 in the Guiding publication “Celebrate With Song”.

Circle formation, everyone facing clockwise, not holding hands.



Start with Chorus:

1. **Sing and Shout** – Step into the circle with your right foot.
Arms stretched wide – right hand into the circle, left hand out.
(like you’re showing off “ta-da”)
2. **Voices ring out** – turn facing opposite way (counter-clockwise)
Same as #1 stepping into circle with left foot, left hand in the center.
3. **Gonna sing our song all over the land** – turn in place for a count of eight while you swing your hips and shimmy your hands high in the air.
(similar to the Hokey Pokey)
4. **Guides join hands** – face into the circle and join hands.
5. **Here we all stand** – raise joined hands high in the air, step out onto right foot so your legs are in a straddle position.



6. **Singing our song all over the land** – same as # 3.

Verse:

7. **We’re on our way to a better tomorrow** – facing into the circle, join hands and take 8 small steps into the middle gradually raising your joined hands.
8. **We hold the world in our hands** – reverse # 7 walking 8 small steps backward.
Gradually lower hands, on the word “hands” jump into the straddle position with arms raised.



9. **We are the future the hope of tomorrow** – same as # 6.
10. **Singing united we stand** – same as # 7 straddle position on the word “stand”

Repeat dance for the next chorus and verse.



TZENA

1. Form a circle with an even number of participants.
2. Number off 1-2 to form partners.
3. Hold hands and raise to shoulder height with elbows bent.
4. Turn left and walk 8 steps to the beat of the music.
5. Walk 4 steps into the circle and four steps back on the words **“in the village square”**
6. Turn right and walk 8 steps to the beat of the music.
7. Walk 4 steps into the circle and four steps back on the words **“in the village square”**
8. Drop arms, still holding hands take 7 sliding steps to the left, stopping on the eighth step.
9. Take 7 sliding steps to the right, stopping on the eighth step.
10. Link right elbows with partner and skip for 8 beats on the words **“dawn will find us dancing in the sunlight”**
11. Link left elbows with partner and skip for 8 beats on the words **“dancing in the village square”**

For an extra challenge:

- a. Dance a grapevine during #4 and #8.
- b. Do a grand chain during #10

Grapevine: Going left – cross right foot in front of left, step out on left, cross right foot behind left, step out on left. Start on left foot when travelling to the right.

Grand Chain: Partners face each other – take each other’s right hand as you walk forward and pass to the next person, switch to left hand and pass forward, repeat until you come to your original partner or until it is time to dance #11.





THE DANCER AND THE DANCE

By Jacqui Davis and Gail Williams

(Originally published in the Canadian Guider Magazine, May/June 1997)

Dance Activities for Your Unit

Too often we leave dancing out of our Guiding program because we feel we lack experience or time to prepare. So we miss out on all the wonderful aspects of dance. Dance is an excellent form of exercise that tones the muscles and relieves stress. It provides an outlet for creative expression and an opportunity to build on leadership and co-operative skills. Best of all, the girls love to dance because it's just plain fun!

Include dance in your ceremonies and celebrations. Dance when you need an Active Living break. Dance to tell a story. Dance for a team-building activity.

Dance can take many forms, from simple repetitive steps, such as in the "Alley Cat," to complex choreography. Some dances, such as the "Hokey Pokey" and "Three Blind Mice," have their own songs and can be done spontaneously.

Your girls might like to make up their own dance steps and patterns and teach them to each other. However, they can also dance without having to learn a single step; just give them some music and let them move to the rhythm, possibly using ribbons, streamers, scarves, balls, hoops or other props. Alternatively, especially for older girls and adults, folk dances and line dances provide interesting and fun challenges.

Instruments to accompany or provide all the music can enhance a dance, especially for younger girls. Rhythm sticks, pop can shakers, rain sticks, drums and bells can really bring your dance to life.

Selecting the Appropriate Dance

Sparks

Sparks work well with rhythm sticks, ribbons, scarves, hoops, balls and other "props" that help them improvise and learn simple movements. These girls love to make up their own dance steps and patterns. They can also make their own props and musical instruments, such as pop can shakers or coffee can drums, which tie crafts in nicely with your dance activities. Sparks also enjoy simple singing games and action songs.

Resources:

- Sandra Beech, Sharon, Lois & Bram, Raffi tapes, or any strong rhythmic music
- Kimbo ball, hoop and ribbon activities that include instructions and music
- Singing games in books such as *Sing a Song and Dance with Me*, *Sing a Song for Sparks and Brownies* and *Campfire Activities*.

**Brownies**

Brownies are good at singing games and easy dances. They also like making their own props, which might be a little more sophisticated than those done by Sparks and, of course, they enjoy improvising, as well.

Resources:

- Singing games and dances from *Sing a Song and Dance with Me*, *Sing a Song for Sparks and Brownies* and *Campfire Activities*.
- *Dance, Dance, Dance* and *Let's Dance*, both of which are sets of taped dance music with clear instructions, produced by Ontario council.

Guides/Pathfinders/Senior Branches/Adults

Guides, Pathfinders, Senior Branches and adults will enjoy most of the dances their younger sisters are learning, especially if they are part of a bridging meeting or session. Otherwise, they like all forms of dance, including folk dances, rhythmic exercises and line dances. Older adults especially like line dancing, and often make great teachers!

Resources:

- *Dance, Dance, Dance* and *Let's Dance*, both of which are sets of taped dance music with clear instructions, produced by Ontario council.
- Lessons from Arts Instructors/Trainers who have a dance specialty, or from line dancing enthusiasts.

Remember, in Guiding, it's not how the dancer dances or what dance is being danced that matters most. It's how much fun the girls and their Guiders have while they move to the music. Experiment; take chances; be creative. There's a dancer and a dance in all of us. Sometimes they just need an opportunity and some encouragement to come out!

Jacqui Davis, of St. Mary's, has been a long-time Dance Instructor in southern Ontario. Gail Williams, of Scarborough, Ontario, is Chairwoman of the Canadian Guider Editorial Committee.



TIPS ON TEACHING DANCE

By Jacqui Davis and Lynda Nahirniak

(Originally published in the Canadian Guider Magazine, May/June 1997)

As with action songs and singing games, it's important that your girls know the music well before attempting a dance. This means you need to review it with them a number of times before moving on to introduce the steps and actions. Below are some simple steps that will help you prepare yourself and your girls to have a lot of fun with this active and exciting art form.

Preparation

- Research the dance and learn about its background. Listen to the music; read and review the instructions; and walk through the steps yourself until you are familiar and comfortable with it.
- Practice the dance before you take it to the girls.

Introduction

- Tell the girls the name and national or cultural origin of the dance. Talk about that country or culture, its people and the significance of the dance, especially if it tells a story.
- Explain how the dance ties in with the program.
- Have the girls listen to and learn the music on its own.

Demonstration

- Demonstrate the steps and dance pattern part by part. Do this with or without a partner, as appropriate.

Teach

- Break the actions, steps or pattern into “teachable” units. Try to use natural breaks, such as the verse, chorus or phrase of the music.
- Teach with enjoyment. If the girls see you having fun, they'll be eager to join in.

Practice

- With the girls, walk through the steps and pattern without the music. Do this part by part, slowly at first, then building up to the correct tempo for the music.
- Allow the girls time to practice and to have fun, even with their mistakes.

Coach

- Give instruction cues, rather than counting the beats. Use cue words, such as, left, side, clap, etc. Call the cues slightly in advance of each movement.
- Identify problem area. Go back one by one to fix them. When necessary, put an adult or older girl partner with a girl who is having problems.



- Dance with the music and enjoy!

Review

- Whenever possible, review the dance while it is fresh in the girls' minds.
- Keep the dance fun. Mistakes are not problems, they are challenges. Make correcting them fun.

Some dances require very little teaching or coaching. A brief explanation or demonstration will be sufficient for the girls to catch on. Others are quite complex and may require a good deal of work. Whichever dances you choose, don't worry about getting them perfect. Everyone makes mistakes. Laugh a lot. Enjoy yourself and your girls will too. Happy dancing!

Jacqui Davis, of St. Mary's, has been a long-time Dance Instructor in southern Ontario. Lynda Nahirniak, of Mississauga, is a former Ontario Dance Adviser.