



# 4-H Dancefit





# 4-H Dancefit

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## 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 "dances 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.



# Kentucky 4-H Dancefit

## Lesson 1 Heart Health

### Essential Elements:

- ☒ Positive relationship with a caring adult
- ☒ Inclusive environment
- ☒ Safe environment
- ☐ Engagement in learning
- ☒ Opportunity for mastery
- ☐ Opportunity to see oneself as an active participant in the future
- ☐ Opportunity for self-determination
- ☐ Opportunity to value and practice service for others

### Core Curriculum:

- ☐ Animal Sciences
- ☐ Communication & Expressive Arts
- ☐ Family & Consumer Sciences
- ☒ Health
- ☐ Leadership
- ☐ Natural Resources
- ☐ SET

**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 .

**Life Skills:**

Self Esteem

Healthy Lifestyle

Choices

Disease Prevention

Stress Management

**Delivery Mode:**

\_\_\_ Club

\_\_\_ Special Interest

\_\_\_ Camp

\_\_\_ School Enrichment

**Grade Level: K-8****Educational****Standards:**

See Appendix D.

**Time: 1 Hour****Materials needed:**

Portable sound system

iPod or CD with songs

(Need more supplies  
for 4-H Dance Creation)

**Evaluation Tool:**

\_\_\_ End of Meeting

Questionnaire

\_x\_ Pre/Post Survey

\_\_\_ Open Ended

Questions

\_\_\_ Activities & Games

\_\_\_ Checklist

\_\_\_ Show of hands

\_\_\_ Interview

\_\_\_ Quotes

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 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



# Kentucky 4-H Dancefit

## Lesson 2 Flexibility

### Essential Elements:

- ☒ Positive relationship with a caring adult
- ☒ Inclusive environment
- ☒ Safe environment
- ☐ Engagement in learning
- ☒ Opportunity for mastery
- ☐ Opportunity to see Oneself as an active participant in the future
- ☐ Opportunity for self-determination
- ☐ Opportunity to value and practice service for others

### Core Curriculum:

- ☐ Animal Sciences
- ☐ Communication & Expressive Arts
- ☐ Family & Consumer Sciences
- ☒ Health
- ☐ Leadership
- ☐ Natural Resources
- ☐ SET

**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).



**Life Skills:**

Self Esteem  
Healthy Lifestyle  
Choices  
Disease Prevention  
Stress Management

**Delivery Mode:**

\_\_\_ Club  
\_\_\_ Special Interest  
\_\_\_ Camp  
\_\_\_ School Enrichment

**Grade Level: K-8****Educational Standards:**

See Appendix D.

**Time: 1 Hour****Materials needed:**

Portable sound system  
iPod or CD with songs  
(Need more supplies  
for 4-H Dance Creation)

**Evaluation Tool:**

\_\_\_ End of Meeting  
Questionnaire  
\_x\_ Pre/Post Survey  
\_\_\_ Open Ended  
Questions  
\_\_\_ Activities & Games  
\_\_\_ Checklist  
\_\_\_ Show of hands  
\_\_\_ Interview  
\_\_\_ Quotes

- 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

# Kentucky 4-H Dancefit

## Lesson 3 Balance

### Essential Elements:

- ☒ Positive relationship with a caring adult
- ☒ Inclusive environment
- ☒ Safe environment
- ☐ Engagement in learning
- ☒ Opportunity for mastery
- ☐ Opportunity to see oneself as an active participant in the future
- ☐ Opportunity for self-determination
- ☐ Opportunity to value and practice service for others

### Core Curriculum:

- ☐ Animal Sciences
- ☐ Communication & Expressive Arts
- ☐ Family & Consumer Sciences
- ☒ Health
- ☐ Leadership
- ☐ Natural Resources
- ☐ SET

**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.

**Life Skills:**

Self Esteem  
Healthy Lifestyle  
Choices  
Disease Prevention  
Stress Management

**Delivery Mode:**

☐ Club  
☐ Special Interest  
☐ Camp  
☐ School Enrichment

**Grade Level: K-8****Educational****Standards:**

See Appendix D.

**Time: 1 Hour****Materials needed:**

Portable sound system  
iPod or CD with songs  
(Need more supplies  
for 4-H Dance Creation)

**Evaluation Tool:**

☐ End of Meeting  
Questionnaire  
☒ Pre/Post Survey  
☐ Open Ended  
Questions  
☐ Activities & Games  
Checklist  
☐ Show of hands  
☐ Interview  
☐ Quotes

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

# Kentucky 4-H Dancefit

## Lesson 4 Strength

### Essential Elements:

- ☒ Positive relationship with a caring adult
- ☒ Inclusive environment
- ☒ Safe environment
- ☐ Engagement in learning
- ☒ Opportunity for mastery
- ☐ Opportunity to see oneself as an active participant in the future
- ☐ Opportunity for self-determination
- ☐ Opportunity to value and practice service for others

### Core Curriculum:

- ☐ Animal Sciences
- ☐ Communication & Expressive Arts
- ☐ Family & Consumer Sciences
- ☒ Health
- ☐ Leadership
- ☐ Natural Resources
- ☐ SET

**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 benefits 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 we 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.

**Life Skills:**

Self Esteem  
Healthy Lifestyle  
Choices  
Disease Prevention  
Stress Management

**Delivery Mode:**

☐ Club  
☐ Special Interest  
☐ Camp  
☐ School Enrichment

**Grade Level: K-8****Educational****Standards:**

See Appendix D.

**Time: 1 Hour****Materials needed:**

Portable sound system  
iPod or CD with songs  
(Need more supplies  
for 4-H Dance Creation)

**Evaluation Tool:**

☐ End of Meeting  
Questionnaire  
☒ Pre/Post Survey  
☐ Open Ended  
Questions  
☐ Activities & Games  
☐ Checklist  
☐ Show of hands  
☐ Interview  
☐ Quotes

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

# Kentucky 4-H Dancefit

## Lesson 5 Endurance

### Essential Elements:

- ☒ Positive relationship with a caring adult
- ☒ Inclusive environment
- ☒ Safe environment
- ☐ Engagement in learning
- ☒ Opportunity for mastery
- ☐ Opportunity to see oneself as an active participant in the future
- ☐ Opportunity for self-determination
- ☐ Opportunity to value and practice service for others

### Core Curriculum:

- ☐ Animal Sciences
- ☐ Communication & Expressive Arts
- ☐ Family & Consumer Sciences
- ☒ Health
- ☐ Leadership
- ☐ Natural Resources
- ☐ SET

**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.



**Life Skills:**

Self Esteem  
Healthy Lifestyle  
Choices  
Disease Prevention  
Stress Management

**Delivery Mode:**

☐ Club  
☐ Special Interest  
☐ Camp  
☐ School Enrichment

**Grade Level: K-8**

**Educational****Standards:**

See Appendix D.

**Time: 1 Hour**

**Materials needed:**

Portable sound system  
iPod or CD with songs  
(Need more supplies  
for 4-H Dance Creation)

**Evaluation Tool:**

☐ End of Meeting  
Questionnaire  
☒ Pre/Post Survey  
☐ Open Ended  
Questions  
☐ Activities & Games  
☐ Checklist  
☐ Show of hands  
☐ Interview  
☐ Quotes

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

# Kentucky 4-H Dancefit

## Lesson 6 Calorie Burning

### Essential Elements:

- ☒ Positive relationship with a caring adult
- ☒ Inclusive environment
- ☒ Safe environment
- ☐ Engagement in learning
- ☒ Opportunity for mastery
- ☐ Opportunity to see oneself as an active participant in the future
- ☐ Opportunity for self-determination
- ☐ Opportunity to value and practice service for others

### Core Curriculum:

- ☐ Animal Sciences
- ☐ Communication & Expressive Arts
- ☐ Family & Consumer Sciences
- ☒ Health
- ☐ Leadership
- ☐ Natural Resources
- ☐ SET

**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.

**Life Skills:**

Self Esteem  
Healthy Lifestyle  
Choices  
Disease Prevention  
Stress Management

**Delivery Mode:**

☐ Club  
☐ Special Interest  
☐ Camp  
☐ School Enrichment

**Grade Level: K-8****Educational****Standards:**

See Appendix D.

**Time: 1 Hour****Materials needed:**

Portable sound system  
iPod or CD with songs  
(Need more supplies  
for 4-H Dance Creation)

**Evaluation Tool:**

☐ End of Meeting  
Questionnaire  
☒ Pre/Post Survey  
☐ Open Ended  
Questions  
☐ Activities & Games  
☐ Checklist  
☐ Show of hands  
☐ Interview  
☐ Quotes

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

#### Stronger



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



## Starships

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



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



Intro	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
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



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



## Despicable Me

Chorus	Snake hands, single, single, double 3 x Arms down Brush off each shoulder
Verse 1	Right foot front and back 4 x Left foot front and back 4 x Repeat
Chorus	Snake hands, single, single, double 3 x Arms down Brush off each shoulder
Verse 2	Right foot front and back 4 x Left foot front and back 4 x Repeat
Chorus	Snake hands, single, single, double 3 x Arms down Brush off each shoulder
Breakdown	Bounce left and right with arm pump
Chorus	Snake Hands, single, single, double 3 x Arms down Brush off each shoulder
Breakdown	Bounce left and right with arm pump
Chorus	Snake hands, single, single, double 3 x Arms down Brush off each shoulder
Breakdown	Bounce left and right with arm pump
Chorus (music only)	Snake hands, single, single, double 3 x Arms down Brush off each shoulder

## 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



Intro	Clap and March
Verse	Windmill right arm back for 16 counts Windmill left arm back for 16 counts Right elbow back for 4 counts Left elbow back for 4 counts Repeat 4 x
Chorus	Prayer hands elbow out, side to side for 4 counts Prayer hands forward for 2 counts Goal arms for 2 counts Repeat
Music break	Step together
Verse	Windmill right arm back for 16 counts Windmill left arm back for 16 counts Right elbow back for 4 counts Left elbow back for 4 counts Repeat 4 x
Chorus	Prayer hands elbow out, side to side for 4 counts Prayer hands forward for 2 counts Goal arms for 2 counts Repeat
Verse 3	Step together
Breakdown	Step to right arm out (make it big) come together 4 x Step to left arm out 4x
Chorus	Prayer hands elbow out, side to side for 4 counts Prayer hands forward for 2 counts Goal arms for 2 counts Repeat
End	Step together



## Dance, Dance, Dance

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





## Footloose

Introduction	Step touch right and left
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 2 <sup>nd</sup> 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

Verse 1	Box step 7 x
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 Twist for 16 counts
Breakdown	Freestyle

## Dynamite



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
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 Roll arms down for 4, side to side for 4 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
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 Punch down right with left arm 2 x Punch across right with left arm 2 x
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## Celebration



Intro	March for 16 counts Step behind right, step behind left for 4 counts Jump and fist pump right hand for 2 counts (woohoo) Step behind right, step behind left for 8 counts Jump and fist pump left hand for 2 counts Step behind right, step behind left for 4 counts
Chorus (Celebrate)	Wave hands side to side over head for 4 counts Wave hands side to side at waist for 4 counts Step right foot out, right hand over head Step left foot out, left hand over head Step right foot out, right hand over head Step left foot out, left hand over head Repeat
Verse	Grapevine to right for 4 counts Grapevine to left for 4 counts Walk up for 4 counts Walk back for 4 counts Repeat 1 x Arms up for 4 counts (celebration) Arms down for 4 counts Scoop and walk to right for 2 counts Scoop and walk to left for 2 counts Repeat
Breakdown (It's time)	Step touch for 8 counts Arms up for 4 counts Turn to right in circle for 4 counts Step behind right, step behind left for 4 counts Jump and fist pump right hand for 2 counts (woohoo) Step behind right, step behind left for 8 counts Jump and fist pump left hand for 2 counts Step behind right, step behind left for 4 counts
Chorus	Wave hands side to side over head for 4 counts Wave hands side to side at waist for 4 counts Step right foot out, right hand over head Step left foot out, left hand over head Step right foot out, right hand over head Step left foot out, left hand over head Repeat



## La Bamba

Intro	Step together and play air guitar for 8 counts
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)

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>Two steps right, hands up like monster  Knee lift right, left  Two steps left, hands up like monster  Knee lift left, right</p> <p>Shimmy 4 counts</p> <p>Right foot push in ¼ circle for 4 counts  Start next side</p> <p>5 x</p>
Bridge	<p>Step together to right 8 x  Step together left 8 x  (zombie arms and body)  March in place 8 counts</p>
	Repeat main dance 2 more times
	Free style zombie until the end of the song

### Locomotion – Warm up



Verse	<p>Right foot  Rock step forward  Rock step Back  Rock step forward  Cha cha step</p> <p>Left foot  Rock step forward  Rock step Back  Rock step forward  Cha cha step</p> <p>Grape vine right  Grape vine left  ¼ turn to the left shoulder  Grape vine right  Grape vine left</p> <p>Repeat through the song</p>
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## We Will Rock You

Intro	Stomp right, stomp left, clap (8x)
Verse	<p>Pump right arm up 2x Pump left arm up 2 x Repeat</p> <p>Stomp right, stomp left, clap 4 x</p>
Chorus	<p>Arms above head, swing right 2 x Swing left 2 x, left 2 x, left 2 x</p> <p>Stomp right, stomp left, clap 4 x</p>
Verse	<p>Step right together right together moving forward arms make swim motion</p> <p>Left together left together moving forward arms make swim motion</p> <p>March back 8 steps ( slow with tough face)</p>
Chorus	<p>Arms above head, swing right 2 x Swing left 2 x, right 2 x, left 2 x</p> <p>Stomp right, stomp left, clap 4 x</p>
Verse	<p>Pump right arm 2 x Pump left arm up 2 x Repeat</p> <p>Stomp R, stomp L, clap 4 x</p>
Chorus	<p>Arms above head, swing right 2 x Swing left 2 x, right 2 x, left 2 x</p> <p>Stomp R, stomp L Clap 4 x</p>
Bridge	<p>Step together step touch, right Step together step touch, left Repeat</p> <p>Air Guitar Solos</p> <p>(fade out song)</p>



## 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



# 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.



## 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

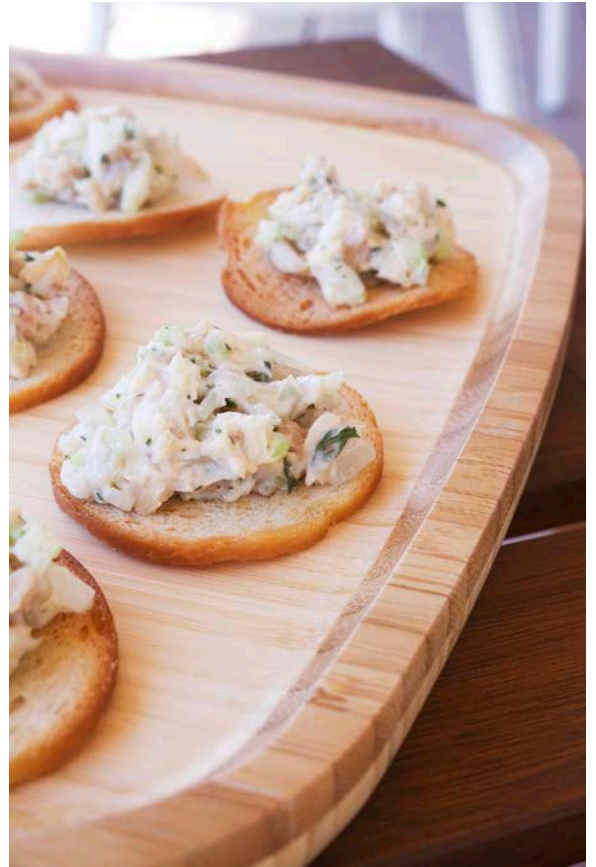
4 thin crackers

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

F M Y H N S L O O C T S Y J G  
C G G O K U M M S Z F N Z F N  
X E D C P Q F V R O S B Y G M  
J M A P O Z P H L V S R B A Q  
M N I G P L Q K E X O A R B M  
S I R T A D R G Z K V G W Q Y  
H T Y T H Q E Q M S X O V Q Q  
H Y E D G T H V A T F V C E K  
Q E V K A N G R A I N S K P H  
M E A B T Q I D K U X F Q J W  
B I L L C J K E O R R D Y U T  
Y E T Z T K H X T F I I C C Z  
S X V Q J H B Q P O L Y X K L  
Z B K Q I M U O J Z R Y N M A  
N O I T I R T U N V Y P G U Q

COOL  
DAIRY  
FRUITS  
FUN  
GRAINS  
HEALTH  
NUTRITION  
PLATE  
PROTEIN  
SNACKS  
VEGETABLES

## **References:**

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<http://www.choosemyplate.gov/food-groups/>  
[www.kraftfoods.com](http://www.kraftfoods.com)  
[www.puzzlemaker.com](http://www.puzzlemaker.com)

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## **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:**

Unsalaries; 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."*

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Signature of Volunteer

Date

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Signature of Extension Professional

Date

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

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