

CD 517

Feelin' Free

By Hap Palmer

A personalized approach to Vocabulary and language development

The activities on this record combine music, movement, and language skills. Opportunities for individual oral language expression are provided during the songs and/or the follow-up activities described in the guide. While there is much vocabulary introduced in the songs, a great deal is "organic" — coming from the children themselves. Keep in mind that the variations and follow-ups given are not the only possibilities. Feel free to adapt the activities to your own class and to create your own variations and follow-ups.

SIDE A

Band 1 IT'S JUST FUN

1st Verse

*Jumping up and down, jumping up and down
Bouncing up and down like a basket ball
When somebody says "Why you jumping up and down?"
I just can't think of any reason at all*

*It's just fun-jumping up and down
It's just fun-jumping up and down.
Simple things can be so fine
Like the fun you can have just jumping up and down*

*Now can you think of something else
That goes up and down?*

2nd Verse

*Turning around, turning around
'Round and 'round like a carousel
When somebody says "Why you turning around?"
I just smile 'cause there's nothing to tell*

*It's just fun-turning around
It's just fun-turning around
Simple things can be so fine
Like the fun you can have just turning around*

*Now can you think of something else
That turns 'round and 'round?*

3rd Verse

*Falling down, falling down
Like a big tree that's just been cut through
When somebody says "Why you falling down?"
I tell 'em it's something I'm wantin' to do*

*'Cause it's fun-falling down
It's just fun-falling down
Simple things can be so fine
Like the fun you can have just falling down*

*Now can you think of something else
That might be falling down?*

Children do the actions described in each verse — jumping, turning, falling. At the end of each verse the children are asked, "Can you think of something else that goes up and down, goes round and round, might be falling down?" Just before this question the teacher may ring a bell or give some other signal to tell the children to stop moving and answer the question. At the sound of the bell the children can turn, face a partner, and share answers to the questions.

Band 2 ROCKIN' HULA

*Oo-la boo-la boo-la, do the rockin' hula
Oo-la boo-la, do the rockin' hula
Use you hips and hands to
Help us understand you
Oo-la boo-la, do the rockin' hula
Sun is rising in the sky
Oo-la boo-la, do the rockin' hula
Silver fish go swimming by
Oo-la boo-la, do the rockin' hula
Raindrops splash upon the sea
Rainbow colors light the sky.
Oo-la boo-la boo-la, do the rockin' hula
Oo-la boo-la, do the rockin' hula*

*Can you let your hips move very slowly
Like a palm tree swayin' as the wind blows softly
Like a gentle wave rolling into Wai-ki-ki
Let your hips move slowly.*

*Can you make up a story
And tell it with your body?
Oo-la boo-la, do the rockin' hula
Use your hips and hands to
Help us understand you
Oo-la boo-la, do the rockin' hula*

*Oo-la boo-la boo-la, do the rockin' hula
Oo-la boo-la, do the rockin' hula*

*Oo-la boo-la boo-la, do the rockin' hula
Oo-la boo-la, do the rockin' hula*

In this activity children tell a story using the motions of their bodies, as a hula dancer does. At the beginning there is a short example of a "hula story." During this portion the children act out the suggested situations.

The next verse is a challenge to the children to create their own stories. Some children may have difficulty making up a story and prefer to create fragments or just move freely. This is quite acceptable. Pressure to create a story can inhibit movement. When allowed to move freely, a child may spontaneously create a story.

The teacher may want to explain the sequence of this activity to the children before beginning.

Follow-up: After the activity, one child at a time could act out his story while the others watch and try to interpret his movements. Children can tell the group their hula story, or write it down and illustrate it.



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Band 3

FEELIN' FREE

*Do you feel free to move your hands (2-legs) (3-whole body)
It's up to you what you choose to do
When nobody's tellin you how you should
Can you take the time to find a way that feels good?*

*Feelin' free — you and me
Nobody tells the birds what to do
They just fly in the sky so freely.*

This activity gives the child an opportunity to discover and explore based on his internal feelings or motivation. It should be made clear that in this activity there is no right or wrong way to move. Acceptance is the key: accepting how your body moves, and how you feel about it. Moving — accepting "what is" without evaluation.

Each participant creates movements with his (1) hands, (2)-legs (3)-whole body) in any way that feels comfortable and fun.

Follow-up: Children can tell how they moved. Examples: light and quickly, slowly, nervously, loose and floppy, fast, stiff and jerky, or did not feel like moving at all.

If children are having trouble verbalizing, the teacher could ask questions to stimulate response, such as:

- Who felt like jumping? Wiggling? Swaying? etc.
- Who felt like moving a lot?
- Who did not feel like moving?
- Who felt tired?
- Did you feel like staying in one place and moving, or did you want to move around the room?
- Did you feel that you wanted to move in your own space or did you want to relate to others as you moved?

Band 4

MAKE UP A NAME

1st Verse

*Look at your partner and make up a name
Imagine what it is your partner's called
Though you never have met, there's a feelin' that you get
Imagine what it is your partner's called*

2nd Verse

*Look at your partner and make up a place
Imagine where it is your partner lives
Though you never have met, there's a feeling that you get
Imagine where it is your partner lives*

*Picture your partner away in the day
Imagine what it is your partner does
Picture your partner away in the day
Imagine what it is your partner does*

3rd Verse

*Guess how your partner is feeling today
Imagine how it is your partner feels
Though you never have met, there's a feeling that you get
Imagine how it is your partner feels*

For this activity each participant needs a partner, preferably someone he doesn't know. During each verse the partners create some rhythmic movements together or individually. During the instrumental portion following each verse partners tell what they have made up about each other, then give each other the real information about themselves. In a classroom where the children all know each other they can pretend that they have not met.

Variations: The teacher needs two sound signals i.e., drum and bell. The drum means to move from one person to another, responding to each challenge. This signal would be given after each vocal section. The bell means to stop moving and listen to the next challenge. This signal is given after each instrumental section.

Follow-up: Each child could write a paragraph about himself using the pretend information his partner gave him. Children should feel free to make their own additions to their stories as well.

Band 5

QUESTIONS I

Chorus

*Questions, questions, askin' me endlessly
How many more must I answer today?
Questions, questions, don't drive me crazy please
How much more can I say?*

1st Verse

*What would you take for going to the beach?
What would you take if you were going to the moon?
What would you do if you wanted to scare someone?
What's the meanest thing someone could do to you?*

Chorus

2nd Verse

*What if you were the strongest person in the world?
What would you do if you had a million dollars?
What would you do if you were chased by a monster?
If you could be anything, what would you be?*

Chorus

Children work in partners taking turns answering the questions posed in the song.

Follow up: Children can share answers given to a particular question with the whole group.



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SIDE B

Band 1 **BUMPITY BUMP**

1st Verse

We like bumpity bump 'cause it feels so good, Yeah
We like bumpity bump 'cause it feels so good

Bump with a part of your body that's high
Bump with a part of your body that's low
Bump with a part on the back of your body
We like bumpity bump 'cause it feels so good

2nd Verse

Bump with a part of your body that's big
Bump with a part of your body that's small
Bump with a part on the side of your body
We like bumpity bump 'cause it feels so good

3rd Verse

Bump with a part of your body that's hard
Bump with a part of your body that's soft
Bump with any part that you want to bump
We like bumpity bump 'cause it feels so good, Yeah
We like bumpity bump 'cause it feels so good

For this activity each participant gently bumps parts of his body against parts of his partner's body. Participants are given descriptions of body parts (high, low, soft, hard, etc.) and they bump with a part that fits each description.

Follow-up: After the activity children can discuss the choices they made:

- Which part did you like best?
- Which part did you like the least?
- What part of your body was the most fun to bump with?
- What part of your body was the least fun to bump with?
- What part of your partner's body did you think was the most fun to bump with? The least fun?
- Which part of your body did you decide was hard? soft? high? low? etc.
- Which part did your partner decide was big? little? etc.

Band 2 **WHO WANTS TO TOUCH AND BE TOUCHED**

1st Verse

Who wants to touch and be touched
In a soft and gentle way?
Who wants to touch and be touched
In a soft and gentle way?
It's all right, it's all right
To want to be touched
In a soft and gentle way.

2nd Verse

Who wants to touch and be touched
With a little light bumping and bouncing?
Who wants to touch and be touched
With a little light bumping and bouncing?
It's all right, it's all right
To want to be touched
With a little light bumping and bouncing.

And who doesn't want to be touched
By anyone anywhere?
It's all right to not want to be touched
by anyone anywhere.

3rd Verse

Who wants to touch and be touched
In a smooth and flowing way?
Who wants to touch and be touched
In a smooth and flowing way?
It's all right, it's all right
To want to be touched
In a smooth and flowing way.

4th Verse

Can anyone find another way
Another way to touch and be touched?
Can anyone find another way
Another way to touch and be touched?
It's all right, it's all right
To want to be touched
In a new and different way.

Children move freely around the room touching others in the ways suggested in the song. Those who do not wish to touch and be touched sit down on the floor. Only those standing and moving are to be touched. During the verse that begins "Who doesn't want to be touched...?" those not wishing to be touched can stand and move around without touching.

In the last verse children are challenged to find another way to touch.

Follow-up: After the activity children can list all the ways they can think of to "touch and be touched."

These ways can be written on large cards and used with any instrumental music. The teacher can hold up a card and the children touch in the way the card says. A pause in the music, or the ringing of a bell, can be used to signal a change to the next card.

Band 3 **NUMBERS CAN TELL A LOT ABOUT YOU**

Chorus

Numbers all around
Do you see it's true?
Numbers can tell a lot about you.

5

3

1st Verse

Show me how old you are
How many pets do you have?
How many people are in your family?
Do you have a favorite number?
How many times do you eat each day?
Do you remember your phone number?

2

2

2

Chorus

2nd Verse

What time do you get up?
What time do you go to bed?
What age would you like to be?
What age would you not like to be?
When do you get home from school each day?
Do you know the street number of your house?

4

8

6

Chorus

3

Band 5

QUESTIONS II



*Questions, questions, askin' me endlessly
How many more must I answer today?
Questions, questions, don't drive me crazy please
How much more can I say?*

This activity is intended for use after Questions I. In this version there are no questions recorded. This gives a group the opportunity to make up their own questions. There is a signal bell in the recording so children will know when to begin asking each question.

Variation: Using a classroom recorder, the teacher could record the children asking their questions along with the record.

ABOUT THE AUTHOR

Mr. Palmer began his teaching career working with the mentally retarded at McDonnell Avenue School in East Los Angeles. During this period he stated developing materials for integrating and correlating subject matter — combining music, movement, and learning. His materials utilize a variety of teaching styles from specific tasks to problem solving, discovery, and open creativity. The activities involve movement in a non-competitive setting. He writes music and lyrics, creates activities, produces, sings, and plays on his records.

Mr. Palmer regularly conducts workshops throughout the nation and has taught extension courses at California State University at Long Beach and Fresno. He has worked as a camp counselor, swimming instructor, recreation leader, and is currently teaching music and movement, grades K-3.

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This song can be done in partners with each pair having a set of number cards, 0-10 arranged in a line on the floor with one person on either side. Children move to the number that answers each question. If a child wants to show a number higher than 10 he can multiply and add up to the number - say 34 - by jumping 10 three times and then running to the numeral 4.

Children tell their phone number and address by showing the number in sequence during the chorus.

Variation: Working individually, participants can use their fingers to show the answers. For a number higher than 10 the participants open and close their hands: 2 times for twenty, four times followed by two fingers raised for 42, etc.

Follow-up: Have children think of other questions that relate numbers to their lives. Examples:

- How many pounds do you weigh?
- How many pounds would you like to weigh?
- What is the number of the month you were born?
- How many hot dogs can you eat?

Band 4

PAT PAT

1st Verse

*Show me something big with a pat, pat, pat
Show me something little with a tap, tap, tap
Show me something smooth with a knock, knock, knock
Show me something rough with a slap, slap, slap*

2nd Verse

*Show me something hard with a pat, pat, pat
Show me something soft with a tap, tap, tap
Show me something thin with a knock, knock, knock
Show me something thick with a slap, slap, slap*

*Now pat anything that you want to pat
Anything at all just pat, pat, pat*

3rd Verse

*Show me something that's under something else
Show me something that's on top of something else
Show me something that's beside something else
Show me something that you like very much*

*Now pat anything that you want to pat
Anything at all just pat, pat, pat*

Children move freely around the room touching objects that fit the descriptions given in the lyric in the way that the lyric suggests.

Follow-up:

1. Children can take turns telling what object they "like very much" and why.
2. Individually, or in groups, children can make lists of objects under the appropriate headings: Hard, soft, thin, etc.
3. Another group discussion might be centered around defining the kinds of touching used in the activity:
 - What is the difference between slap and pat?
 - What is the difference between tap and knock?
 - Which of these ways do we usually touch a door?
 - Which of these ways do we usually touch dogs and cats?