

## 542 Guide

# AROUND THE WORLD IN DANCE

## New Folk Dances for Early Childhood (K-3)

### INTRODUCTION

AROUND THE WORLD IN DANCE includes a variety of dance experiences for the young child. The material is appropriate for the primary grades, kindergarten through grade three.

You'll enjoy the dances. They're fresh, lively, and easy to teach. Your children will enjoy them too, even your hard-to-reach students and inner-city children. A special point has been made to emphasize masculine qualities in movement, so that boys will readily enter into the activities, such as "Bingo" and the "Rabbit Dance."

Doesn't the variety of dances look appealing? Notice that they're not the "same old ones" that have appeared year after year in collections of primary folk dances. There are a few traditional dances in response to requests by teachers for some staple "bread-and-butter" numbers still enjoyed by children, but there are many "new" dances also, reflecting the educational and cultural changes that have taken place in the United States in recent years.

Clearly, times have changed. Many materials once apropos are no longer so today. Of course, the sturdy European qualities in the simple dances that we have inherited are fine—as long as they represent a living heritage. But today we are also conscious of the other elements that make up our cultural amalgam, and we are challenged to include ALL THAT IS AMERICAN. . . the Black, the Brown or Chicano, and the American Indian, as well as reflections of European and Asian cultures. The "sweet little dance" with its antiseptic lines are not enough to tell the American story. To be honest, one must include different accents and different vibrations that tell of a more meaningful America in its pulsations.

Here, then, you will find a wide sampling of classroom-tested material ranging from couple dances to dances that are freely done without partners to dances with a creative or movement exploration content. Some of the dances are authentic and have been passed on as traditional. Others have used a pattern of national identity and have been arranged purposely for American children. Still others provide a vehicle that allows children to bring their own ideas, impressions, and expressions into the world of dance. The dance directions are simple and clear, and the recording includes a separate band of directions for each dance.

Today's children are dancing people. The shrinking of the world and the access of all to communications media has made dance, more than ever, an international language.

Come dance with us!

### ABBREVIATIONS

B . . . . .	Boy	LF . . . . .	Left foot
CCW . . . . .	Counterclockwise	LH . . . . .	Left hand
Ct . . . . .	Count	LOD . . . . .	Line of direction (CCW)
Cts . . . . .	Counts	Opp. LOD . . . . .	Opposite line of direction (CW)
CW . . . . .	Clockwise	R . . . . .	Right
Fwd . . . . .	Forward	RF . . . . .	Right foot
G . . . . .	Girl	RH . . . . .	Right hand
L . . . . .	Left	Twd . . . . .	Toward



## 1-2: HORNPIPE (English: Sailor's Hornpipe)

### VERSION I—SITTING

#### Formation:

Sitting in single circle, all facing center, arms folded across chest. No partners.

#### Basic Movements:

Clap, slap thighs, sway, pantomime (hauling sails, rowing, looking in spyglass, pulling anchor, winding rope)

#### Perceptual-Motor Skills:

Directionality: Looking upward, reaching up and down, swaying L and R

Laterality: Reaching alternately with LH and RH, "pushing off" body with LH and RH

---

### DANCE DESCRIPTION, VERSION I (sitting)

---

Measures	Actions
	1. <u>Slap, clap, and haul sails</u>
1-2	Slap thighs 3 times, clap hands 3 times.
3-4	Look upward at sails, reach up and down alternately with LH and RH 4 times, as if hauling sails.
5-8	Repeat all.
	2. <u>Over the waves</u>
1-7	Place hands on floor at sides, LH beside L knee and RH beside R knee. Push off with LH, swaying body sideward to the R. Reverse. Continue swaying alternately for 7 measures.
8	Fold arms across chest and say "Yo ho ho!" Repeat entire dance.

#### Variations and Teaching Suggestions.

1. Sit in lines.
2. Sit spaced informally facing the front of the room.
3. Use steps 1 and 2 until they are "comfortable" and well-learned. Then add further variants as desired, e.g.,
  - a. Rowing (Slap 3 times and clap 3 times as before. Instead of hauling sails, pretend to row-bend fwd and stretch with arms, then pull back and straighten. Row 8 cts. in all. Repeat entire action.)
  - b. Looking through spyglass (Slap 3 times, clap 3 times. Lift both hands as if holding telescope, look L 2 cts., R 2 cts., L 2 cts., R 2 cts. Repeat entire action.)
  - c. Pulling anchor (Slap 3 times, clap 3 times. Bend fwd from waist as if grasping rope, pull and straighten up, do again. Repeat entire action.)
  - d. Winding rope (Slap 3 times, clap 3 times. Rotate hands around each other 4 times and tap fists 3 times as in traditional Shoemaker Dance. Repeat entire action.)

These variants may be alternated with "Over the Waves" to produce a rondo effect, i.e., Haul Sails, Over the Waves, Rowing, Over the Waves, Spyglass, Over the Waves, etc.

## VERSION I - STANDING

### Formation:

Single circle, all facing center. No partners needed. Feet astride, arms folded across chest.

### Basic Movements:

Stamp, clap, step-hop, patomime (hauling in sails, rowing, looking in spyglass, pulling up anchor, winding rope)

### Perceptual-Motor Skills:

Directionality: Moving CCW in circle, bending down and up when pulling up anchor

Laterality: Beginning stamps with LF, hauling sails L and R, looking in spyglass L and R, beginning step-hops with LF

Serial memory ability: Remembering order of actions

---

## DANCE DESCRIPTION, VERSION II (standing)

---

Measures	Actions
	1. <u>Stamp, clap, and haul</u>
1	With feet astride, stamp LRL in place, pause (arms folded across chest).
2	Clap 3 times, pause.
3-4	Haul in sails 7 times, then pause.
5-8	Repeat all.
	2. <u>Step-hop and "Yo ho ho"</u>
9-16	Step-hop 14 times CCW in large circle, starting R, then face the center and stamp 3 times RLR while saying "Yo ho ho!" and folding arms as before. (On the step-hop R, RH is in front of body and LH behind back; reverse for step-hop L)
	3. <u>Stamp, clap, row a boat</u>
1-2	Stamp LRL and clap 3 times as in step 1.
3-4	Row a boat 4 times, pause (to row, extend hands fwd and bend body fwd, pull arms inward and straighten body. Do 4 times).
5-8	Repeat all.
9-16	Repeat step-hop and "Yo ho ho" action (as in step 2).
	4. <u>Stamp, clap, look in spyglass</u>
1-2	Stamp LRL and clap 3 times.
3-4	Look in spyglass LRLR (pretend to hold spyglass at eye level with 2 hands, move spyglass alternately LRLR).
5-8	Repeat all.
9-16	Repeat step-hop and "Yo ho ho" action.
	5. <u>Stamp, clap, pull up anchor</u>
1-2	Stamp LRL and clap 3 times.
3-4	Pull up anchor 2 times (bend body fwd, extend both hands down by feet, straighten body and pull hands up to chest; repeat this action).
5-8	Repeat all.
9-16	Repeat step-hop and "Yo ho ho" action.

Measures	Actions
	6. <u>Stamp, clap, wind rope</u>
1-2	Stamp LRL and clap 3 times.
3-4	Wind rope (rotate hands over each other in winding action).
5-8	Repeat all.
9-16	Repeat step-hop and "Yo ho ho" action.

Variations and Teaching Suggestions:

1. Use a line formation.
2. Use a scattered, informal placement.
3. Instead of step-hop, use one of the following: run, run in place, jump or hop.

**3-4: MOWRAH CAWKAH (Nigerian Folk Song)**

Formation:

Single circle, hands not joined

Basic Movements:

Walk, pantomime (train wheels, train whistle, wagon wheels, boat paddles, wheels and whistle of fading train).

Perceptual-Motor Skills:

Form perception:	Moving in a circle
Laterality:	Moving to the R, starting with RF; pulling train whistle with RH; alternating moving to R and L (see variation 1)

**DANCE DESCRIPTION**

This is a Nigerian folk song about "how we move." The parts with sound effects describe how different vehicles sound. Children should sing while they do the dance. (The words are spelled phonetically.)

Measures	Words and Actions
1-8	<ol style="list-style-type: none"> <li>1. Mowrah cawkah, cawkah, cawkah, Mowrah cawkah, toola loojahreen. Mowrah cawkah, cawkah, cawkah, Mowrah cawkah, toola loojahreen.</li> </ol> <p>Move fwd, CCW, with 32 short accented walking steps on <u>flat</u> feet. (Mature class may start with RF. May use arm motion with walking steps.)</p>
9-16	<p>Chhh . . . chhh . . . chhh . . . chhh . . . Chhh . . . chhh . . . chhh . . . chhh . . . (Train wheels sound)</p> <p>Stand in place, facing center. Move arms like train wheels 16 times. (Children may march in place at the same time if desired)</p>
17-18	<p><u>Interlude</u> (no words)</p> <p>Turn to face LOD (CCW) during the interlude, marking time if desired.</p>

Measures	Words and Actions
1-8	2. Repeat "Mowrah cawkah" verse and action as above
9-16	Too . . . too, too . . . too, too . . . too, too . . . too, Too . . . too, too . . . too, too . . . too, too . . . too. (Train whistle sound)  Facing center, pull train whistle with RH 16 times. (May alternate hands.)
17-18	<u>Interlude</u> (no words)  Turn to face LOD as above.
1-8	3. Repeat "Mowrah cawkah" verse and action.
9-16	Jagga jiggy, jagga jiggy, jagga jiggy, jagga jiggy, Jagga jiggy, jagga jiggy, jagga jiggy, jagga jiggy, Jagga jiggy, jagga jiggy, jagga jiggy, jagga jiggy, Jagga jiggy, jagga jiggy, jagga jiggy, jagga jiggy. (Wagon wheels sound)  Stand in place, pantomime lurching wheels of a wagon by moving LH down at L side of body as body tilts L and RH goes up; reverse, with RH down and LH up. Do 16 complete patterns (less mature class can do 8 or 4).
17-18	<u>Interlude</u> (no words)  Turn to face LOD as above.
1-8	4. Repeat "Mowrah cawkah" verse and action.
9-16	O-sumbo, o-sumbo, o-sumbo, o-sumbo, O-sumbo, o-sumbo, o-sumbo, o-sumbo, O-sumbo, o-sumbo, o-sumbo, o-sumbo, O-sumbo, o-sumbo, o-sumbo, o-sumbo. (Paddling sound)  Stand in place facing center. Paddle boat alternately L and R 16 times. (Hold paddle with two hands and move hands downward past hip and back up.)
17-18	<u>Interlude</u> (no words)  Turn to face LOD as above.
1-8	5. Repeat "Mowrah cawkah" verse and action.
9-16	Choo-pah, choo-pah, choo-pah, choo-pah, too-too, Choo-pah, choo-pah, choo-pah, choo-pah, too-too, Choo-pah, choo-pah, choo-pah, choo-pah, too-too, Choo-pah. choo-pah, choo-pah, choo-pah, too-too. (Train wheels and train whistle sound)  For each line of "Choo-pah" etc., rotate arms as train wheels 4 times. On "too-too," pull train whistle twice with the RH.

Variations and Teaching Suggestions:

1. In the "Mowrah cawkah" verse, instead of walking, face the center of the circle, join hands and do 16 step-close patterns moving sideward L, starting with the LF. (Step-close: Step L to L, close R to L, continue.)
2. In the verse, instead of walking, stand in place and clap. Add body styling as desired.
3. Substitute other sounds and sound effects.

## 5-6: CHERKESSIA (Israeli: Tscherkessia)

### Formation:

Single circle, all facing center, hands joined

### Basic Movements:

Accented step fwd and back in place, fwd kick, backward kick. Also skip or step-hop, move toes and heels, walk and clap, squatting walk, grapevine (see variations).

### Perceptual-Motor Skills:

Directionality: Stepping, leaning, and kicking fwd and back

Laterality: Stepping fwd and back with RF, moving to R in circle (CCW)

---

## DANCE DESCRIPTION

---

This originally was a dance for expert horsemen, and the dance suggests movements of the horses and their riders.

Measures	Actions
1-8	1. <u>Fwd and back</u> (chorus, music A) Keeping LF in place, step fwd R, step L in place, step back R, step L in place. Body leans fwd and back, hands accent action by pushing fwd and back. Continue, doing 4 patterns in all. L knee may bend for flexibility.
9-16	2. <u>Kick fwd</u> (music B) Step R in place and at the same time extend L fwd. Reverse. Continue doing total of 16 kicks.
1-8	3. <u>Fwd and back</u> (chorus, music A) Repeat step 1.
9-16	4. <u>Kick back</u> (music B) Step R in place and at the same time extend L back. Reverse. Continue, doing total of 16 kicks.

### Variations and Teaching Suggestions.

1. The chorus step may be done moving sideward L in the circle.
2. To simplify step I for kindergartners, use no foot movements. Stand in place, leaning fwd and back, moving hands down and up. Hands may be held or not.
3. After the dance is learned, variations may be used for the second 8 measures of music. Characteristic ones include the following:
  - a. Combination of front and back kicks (8 in front, 8 in back)
  - b. 8 slow skips or step-hops moving R (one step-hop per measure) as in a "horse trot."
  - c. Shuffle step in a crouch, i.e., duck walk squatting down.
  - d. Keeping feet together, move toes R, move heels R (the old "Suzie-Q") continuously, 8 times.

## 7-8: BINGO (American: Bingo)

### Formation:

Circle or line or scattered

### Basic Movements:

Slide, clap, jump

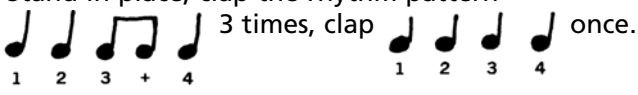
### Perceptual-Motor Skills:

Directionality: Moving L and R  
Movement control: Clapping and jumping in time with the music

---

## DANCE DESCRIPTION

---

Measures	Words and Actions
1-4	A friendly dog sat on the back porch And Bingo was his name, A friendly dog sat on the back porch And Bingo was his name,
5-8	B-I-N-G-O, B-I-N-G-O, B-I-N-G-O,  And Bingo was his name-O.
9-10	B . . . I . . . N . . . G . . . O!
1-4	1. <u>Slide and clap, jump</u>  8 slides moving L (CW), starting with LF (step sideward on L, close R to L; continue), 8 slides moving R starting with RF.
5-8	Stand in place, clap the rhythm pattern  1 2 3 + 4                      1 2 3 4
9-10	Jump in place 4 times, twisting body alternately L and R on each jump. On the final "O," jump high up once, extending arms upward.

Repeat entire dance.

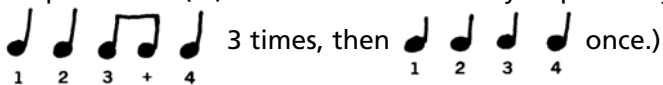
### Variations and Teaching Suggestions:

1. Do the dance in a single circle, holding hands, walking to L 16 steps, skipping to L 16 times. Make a different statue on each letter. On "O" jump up high.
2. Change the words to "A funny dog," etc. Move in a funny manner. Do stamps instead of claps. On the letters, make light jumps in place, hands on hips, bending torso side to side. On "O" jump up high and throw arms up and out.
3. Use different words for different seasons of the year (see versions below).

---

## DANCE DESCRIPTION, VERSION II

---

Measures	Words and Actions
1-4	1. A jolly pumpkin rolled in the field, And Jack-o-was his name, A jolly pumpkin rolled in the field, And Jack-o was his name,
5-8	2. J-A-C-K-O, J-A-C-K-O, J-A-C-K-O, And Jack-o was his name—O.
9-10	J . . . A . . . C . . . K . . . <u>O</u> !
1-4	1. Sit crosslegged, fold arms in front of body, sway L and R 8 times.
5-8	2. Clap 16 times (or, more mature class may clap the rhythm pattern  3 times, then 1 2 3 4 once.)
9-10	On J-A-C-K-O, instead of clapping, substitute making different (a) facial expressions, or (b) body poses, or (c) hand and arm positions.

Variation:

1. Instead of sitting, stand in place, doing same actions.

---

## DANCE DESCRIPTION, VERSION III

---

Measures	Words and Actions
1-4	1. There was a jolly, jolly man, And Santa was his name, There was a jolly, jolly man, And Santa was his name.
5-8	2. S-A-N-T-A, S-A-N-T-A, S-A-N-T-A, And Santa was his name-O
9-10	S . . . A . . . N . . . T . . . <u>A</u> !
1-4	1. Stand in circle, with feet astride, hands on sides of tummy. Walk in circle CW 16 steps starting L.
5-8	2. Stand in place, lean back, clap stomach with LH, then RH (8 times total)
9-10	On S . . . A . . . N . . . T . . . A, clap stomach on each letter.

Variation:

1. Instead of clapping stomach, pretend to reach into sack and pull out a toy.



---

## DANCE DESCRIPTION, VERSION IV

---

Measures	Words and Actions
1-4	1. A big black cat sat on the back porch, And Bingo was his name, A big black cat sat on the back porch, And Bingo was his name.
5-8	2. B-I-N-G-O, B-I-N-G-O, B-I-N-G-O, And Bingo was his name—o.
9-10	3. B . . . I . . . N . . . G . . . <u>O</u> !
1-4	1. Walk "cat style" (bent over slightly, elbows bent, fingers extended) 16 steps L.
5-8	2. Skip "cat style" 16 times.
9-10	3. Make cat pose on each letter, crouching down more on each letter, then springing up on final O.

### 9-10: HOKEY POKEY (American: Hokey Pokey)

Formation:

Circle, all facing center

Basic Movements:

Extend arm (foot, elbow, hip, head, back, whole self) in and out of circle, clap, turn in place

Perceptual-Motor Skills:

Laterality:	Extend R and L body parts, make R turn
Directionality:	In and out of circle
Form perception:	Circle
Body imagery:	Moving arm, foot, elbow, hip, head, back, whole self

---

## DANCE DESCRIPTION

---

Measures	Words and Actions
1-8	1. You put your right hand in, you put your right hand out, You put your right hand in, and you shake it all about, You do the Hokey Pokey and your turn yourself around, That's what it's all about, hey!
1-4	Extend RH in twd center of circle, out, and in; shake RH in front of body.
5-8	Turn in place with 4 strut steps RLRL (elbows bent and hands held at face level) face center and clap 4 times.
9-16	2. You put your left hand in, etc. Repeat step 1, using LH.
1-8	3. You put your right foot in, etc. Repeat step 1, using RF.
9-15	4. You put your left foot in, etc. Repeat step 1, using LF.
1-8	5. You put your right elbow in, etc. Repeat step 1, using 4 elbow.
9-16	6. You put your left elbow in, etc. Repeat step 1, using L elbow.
1-8	7. You put your right hip in, etc. Repeat step 1, using R hip.
9-16	8. You put your left hip in, etc. Repeat step 1, using L hip.
1-8	9. You put your head in, etc. Repeat step 1, using head.
9-16	10. You put your back side in, etc. Repeat step 1, using back of body.
1-8	11. You put your whole self in, etc. Repeat step 1, using whole body.
9-16	12. You do the Hokey Pokey, You do the Hokey Pokey, You do the Hokey Pokey, That's what it's all about - HEY!  Bend at waist down and up 4 times, arms in "hold-up" position and hands "twinkling" (shaking) L and R as quickly as possible. Face center, clap 4 times, shout "Hey!"

### Variations and Teaching Suggestions:

1. To help small children remember their R and L, place a rubber band on their R wrist and R ankle.  
Later, use only the wrist rubber band. Dispense with that when children know R and L.
2. Let children choose own actions to do on "You do the Hokey Pokey and you turn yourself around,  
that's what it's all about."
3. On the last step, children may kneel down and do the actions. Clap on the floor.

## 11-12: RABBIT AND THE FOX (American Indian: Traditional steps adapted)

### Formation:

Informal, scattered

### Basic Movements:

Move heels, jump, stoop down, look L and R.

### Perceptual-Motor Skills:

Movement control:	Moving heels L and R accurately and in rhythm
Balance:	Maintaining balance during heel movements, jumps, stooping down, and rising slowly
Laterality:	Moving heels L and R, looking L and R; using LH when looking L, RH when looking R
Directionality:	Stooping down, rising up
Vocal-motor coordination:	Chanting while doing the movements

---

## DANCE DESCRIPTION

---

The recording for this dance is done by Simon Williams, full-blooded Chippewa Indian, chanting and playing authentic Chippewa instruments (drums, shaker, and bells).

Measures	Words and Actions
1-8	(Wah Boos, Chippewa for "rabbit")  1. <u>Move heels</u>  Assume semi-crouched position, hold hands up by head to represent rabbit ears. Keeping toes on floor, pick up heels and move them L, then R, coming down on the accents ( <u>Wah</u> Boos, <u>Wah</u> Boos). Continue for 8 measures, the word "Ho!" being a signal to end this part. Chant throughout while doing the movements.
9-16	(Gwah shkwah nin geh, Chippewa for "jumping")  2. <u>Jumps</u>  Keeping hands up to represent ears, jump in place on each drumbeat (Gwah shkwah nin geh), for 8 measures. If desired, children may twist body a little to the R and L. Stop on the word "Ho!"
1-8	(Wah Boos)  3. <u>Move heels</u>  Repeat step 1 (affording a rest after the jumping)
1-4	(Eeeee! Wah Gash!, Chippewa for "fox")  4. <u>Go down, rise and look</u>  On the drum roll, say "Eeeee!" and stoop down (as if hiding in rabbit hole to elude fox).
5-8	(Ee nah bin, Chippewa for "look")  On each slow drum beat say "Ee nah bin" looking alternately to L (with LH above eyes) and R (RH above eyes) and rising a little on each drumbeat.
9-16	Repeat all.
Repeat entire dance.	

Variations and Teaching Suggestions:

1. Let half the class sit and play rhythm instrument accompaniment while other half dances. (All chant.)  
Reverse parts.
  2. Substitute toe-heels for the heel movements. Place toe down on "Wah—" and heel on "—Boos."  
Stay in place, or move about if desired, not touching others.
  3. When the class knows the dance, let them do it without the record, a volunteer being the drummer caller.
  4. A less mature class may move their heels as wished on step 1, if they cannot manage the L and R.
- 
- 

**13-14: CISSY (American: Cissy in the Bond)**

Formation:

Couples with inside hands joined, in double circle formation facing CCW in LOD. Boy is on the inside (Teacher's note: Explain to the boys that traditionally the man in dance was given the position of honor closest to the fire in the center of the circle.)

Basic Movements:

Walk, skip, swing, clap, strut, shake finger

Perceptual-Motor Skills:

Directionality: Circling L, moving away and together

Laterality: Shaking R index finger

---

**DANCE DESCRIPTION**

---

This American play party game is also called, in some areas, "Cissy in the Barn." The word "bond" probably refers to girls who traveled in bond to the new land to pay their passage.

Measures	Actions
1-4	1. <u>Walk Fwd in LOD</u> With inside hands joined, cpls walk fwd CCW in LOD 16 steps. End with B facing G.
5-8	2. <u>Swing Partner and Clap Hands</u> Joining both hands, partners face each other and swing around in place with 8 skipping steps. Then face partner, stand in place and clap own hands 8 times.
9-16	3. <u>Step Away (Strut) and Shake Finger/Return and Swing Arms</u> Partners separate, stepping away from each other with 4 strut steps (B: LRLR, and G: RLRL). Placing LH on hip, partners shake R index finger twd partner in a scolding manner 7 times, then hold for I count. Partners return with 4 strut steps (B: LRLR, and G: RLRL). Facing partner, swing arms down and up 4 times (snapping on the down motion)

Repeat whole dance.

Variations and Teaching Suggestions:

1. To make the dance progressive, each person could walk fwd to his own L (while swinging arms at the end) to meet a new partner.
  2. Clapping may be done with hands moving vertically instead of horizontally, or in the student's own individual style.
  3. The strut step can be done by simply taking a step and holding l ct, or it can be done with a toe-heel action. Many little children can do the strut pattern naturally and easily.
  4. Swinging a partner may be done with RH joined, or both hands joined, or R elbows hooked.
  5. To do this dance as a no-partner dance, in step 1, all walk in single circle. In step 2, turn in place with 4 strut steps, stand in place and clap 8 times. In step 3, take 4 strut steps backward and "scold" 7 times as before; then strut fwd 4 steps and swing arms 4 times as before.
- 
- 

**15-16: COME DANCE WITH ME (Flemish: Tant Hessie)**

Formation:

Standing, scattered

Basic Steps:

Swing arms, clap, step-hop, stamp, strut

Perceptual-Motor Skills:

Directionality:	Swinging arms down and up, swinging legs sideward, strutting backward and forward
Form Perception:	(See variation 5): Circle formation; moving fwd toward center of circle, then back to place

---


## DANCE DESCRIPTION

---

Measures	Actions
	1. <u>Swing arms and clap</u>
1-2	Swing arms down-up 2 times and clap 2 times.
3-8	Repeat 3 more times.
1-8	2. <u>Step-hops done bell fashion</u>  Step-hop on LF, allowing RF to swing sideward R; step-hop on RF, allowing LF to swing sideward L, etc. Do 14 of these step-hops, then step-hop L in place and stamp RF by L and shout "Hey! "
1-8	3. <u>Strut steps bwd and fwd</u>  Moving back, take 8 strut steps L and R alternately, twisting body slightly L and R. Hands may be extended sideways, snapping in time with the rhythm. Advance fwd with 7 strut steps done in similar fashion. Stamp RF beside L and shout "Hey!"

Repeat entire dance.

Variations and Teaching Suggestions:

1. A less mature class may do an ordinary step-hop in place on step 2.
2. Add body styling throughout.
3. Instead of 2 plain claps, clap a syncopated rhythm pattern such as 
4. Do the dance as a line dance.
5. Do the dance in circle formation. In step 3, strut back out of the center, then fwd to the center.
6. Do the dance with a partner. Do the same step 1, facing partner. Do the following step 2:

Measures	1-4	Making a RH star, step-hop 8 times CW.
	5-8	Make LH star, step-hop 7 times CCW, say "Hey!"
	9-12	Take 6 strut steps away from partner, clap 2 times.
	13-16	Take 6 strut steps twd partner, clap 2 times.

©1972, 2006 EAProdux, Ltd.

*All rights reserved. No part of this book may be reproduced or utilized in any form  
or by any means without permission in writing from the publisher.*

*Printed in the U.S.A.*