

# WALTER THE WALTZING WORM

by Hap Palmer

## Teacher's Guide

### INTRODUCTION

The use of these songs and activities is intended to increase the vocabulary and basic movement skills of the participants. The vocabulary consists of words from five basic areas: body parts, actions, space, qualities, and relationships. Although the vocabulary describes and defines movement, the words have a broader application and will enhance the child's general vocabulary. This is valuable because understanding word meanings is the first step in developing oral and written communication skills.

When students are moving as the recording plays, the teacher may structure the situation by:

1. **modeling the actions as the students follow along.** This method is most useful when students have not participated in lead-up activities and are not familiar with the vocabulary used in the song. By observing the hesitation or non-hesitation of students, the teacher can make decisions as to how many more times the actions should be modeled. This approach is effective when working with students in ESL programs as it is the first step in teaching another language through actions.
2. **having the student respond in his/her own way to what is heard.** Here the students demonstrate their understanding of the vocabulary and have the opportunity to respond in their own unique ways. For example, the student who is asked to move in curved pathways is free to choose the direction, duration, tempo, level and quality of the movement.

In addition to enhancing the understanding of language, active participation in the learning of a movement vocabulary also provides a foundation of basic movement skills which are common to all forms of physical activity such as recreational games, sports and dance. As a result, the child has the skills necessary to choose a movement specialization as he/she grows.

It should be emphasized that the songs are planned as tools to aid the teacher. They are not a movement program in themselves nor do they advocate one particular philosophy of education. The intent is to supplement and add variety to existing movement programs. It is hoped that teachers and parents with a variety of objectives and teaching styles will find the material useful.

Musically, many of the compositions on this recording employ the repetitive verse/chorus format which makes it easy for children to learn the song and sing along. Some of the songs, however, break away from this format using greater ranges in dynamics and tempi, and different modes or scales, in order to broaden the child's appreciation of music and stimulate the exploration of a greater range of movement possibilities.

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# WHAT A MIRACLE

## LYRIC

*I have hands, I have hands,  
Watch me clap, watch me clap.  
Oh, what a miracle am I.*

*I have feet, I have feet,  
Watch me stamp, watch me stamp.  
Oh, what a miracle am I.*

**Chorus:** *Oh, what a miracle, oh, what a miracle,  
Every little part of me.  
I'm something special, so very special,  
There's nobody quite like me.*

*I have arms, I have arms,  
Watch me swing, watch me swing.  
Oh, what a miracle am I.*

*I have legs, I have legs,  
They can bend and stretch, they can bend and stretch.  
Oh, what a miracle am I.*

### (Repeat Chorus)

*I have a spine, I have a spine,  
It can twist and bend, it can twist and bend.  
Oh, what a miracle am I.*

*I have one foot, I have one foot,  
Watch me balance, watch me balance.  
Oh, what a miracle am I.*

### (Repeat Chorus)

## VOCABULARY:

**Body Parts:** hands. feet. arms, legs, spine, foot

**Actions:** clap, stamp, swing, bend, stretch, twist, balance

## ACTION:

During the verses, children sing each “answer-back” phrase and move in the ways described. The chorus of the song is simple and repetitive. Have children sing as much as they can remember each time they hear it.

## FOLLOW-UP:

“What are some other ways you can move your hands? feet? arms? legs? spine?”

“Can you name a part of your body that was not used in this song?”

“What are some ways you could move this part?”

“Who can think of another part that was not named in this song?”

“Can you move two body parts at the same time?”

“Let’s list the body parts and actions you have suggested and sing the song again using your ideas.”

# WALTER THE WALTZING WORM

## LYRIC

**Chorus:** *Please don't scream when I show you my friend.  
Walter the waltzing worm.  
In three-quarter time he slithers and slimes.  
Wiggles and squiggles and squirms.*

**Verses:** *He crawls up my leg with a slippy slip slide.  
He slides over my shoulder and down to my side.  
  
In front of my tummy his head and tail meet.  
Then he falls to the floor and lands by my feet.  
  
Between my ankles he slides as I stand.  
Then he rolls up my leg and slips through my  
hands.  
  
He stretches his body across my chest.  
Then curls up on my back to take a short rest.*

### (Repeat Chorus)

*He slides under my chin and over my nose.  
Then he falls down beside me and circles my toes.  
  
He hangs on my elbow and scratches my knee.  
Then he tickles my tummy it's funny to see.*

### (Repeat Chorus)

## LEAD-UP:

"You're going to pretend that your rope is a worm.  
His name is Walter and he loves to crawl all over  
your body."  
"Can you help Walter crawl up your leg?"  
"Now let him slide over your shoulder and down to  
your side."  
"Find a way to make Walter's head and tail meet in  
front of your tummy."  
"Now let him fall to the floor and land by your feet."  
"Stand up and help Walter slide between your ankles."  
"Now make him roll up your leg and slide through  
your hand."  
"See if Walter can stretch his body across your chest."  
"Now find a body shape that makes it easy for Walter  
to curl up on your back and rest."  
"Can you help Walter crawl under your chin and over  
you nose?"  
"Now let him fall down beside you and circle your toes."  
"Find a way to help Walter both hang on your elbow  
and scratch your knee at the same time."  
"What happens when Walter tickles your tummy? Does  
it make you feel like laughing?"

## VOCABULARY:

**Body Parts:** leg, shoulder, side, tummy, feet, ankles, hand,  
chest, back, chin, nose, toes, elbow, knee

**Actions:** crawl, slide, fall, land, roll, slip, stretch, curl,  
circle, hang, scratch, tickle

**Space:** up, down

**Relationships:** over, under, in front, by, between, through,  
across, on, beside, meet

## MATERIALS:

A short (18" -2') piece of heavy yarn or flexible rope for  
each participant

## ACTION:

"Now we're going to try these movements with a song."

"During the chorus, help Walter to dance with the music.  
What are some of the different ways Walter could dance  
with the music?"

"Can you make Walter wiggle? twist? bend? swing?  
shake? dangle? stretch?"

"During the verses, help Walter move in the ways the  
words suggest"

## VARIATION:

"Find a partner and move your worm over your partner's  
body in the ways the song describes. You and your partner  
can move your worms over each other's bodies at the  
same time or take turns."

"Pretend you are a worm and move over your partner's  
body in the ways the song describes"

## FOLLOW UP:

"Can you make Walter circle five different parts of your  
body?"

"Can you make Walter go over a part that is low on your  
body?" (knee, foot, toe, etc )

"Could he slide under a part that is high on your body?"  
(chin, arm, nose, etc )

"Can Walter find a way to hang on two different joints of  
your body at the same time?" (elbow and knee, neck and  
shoulder, ankle and wrist)

# A GENIUS, OF COURSE

## LYRIC

*I got a horse, he's a genius, of course,  
He moves at least a hundred different ways.  
He's a dancer, he's a prancer,  
He can move any way you can say.*

*He can take steps light as a bird,  
The kind of steps that can't be heard.  
He can take steps like an elephant stomps,  
Hear his hard and heavy hooves clomp.*

*He knows how to draw circles and squares,  
By waving his tail in the air.  
He can collapse and jump up from the fall,  
And hardly make a sound at all.*

*I got a horse, he's a genius, of course.  
He moves at least a hundred different ways.  
He's a dancer, he's a prancer,  
He can move any way you can say.*

*He can run straight right on a line,  
And suddenly stop on a dime.  
He can run curves flowing with ease,  
And circle wherever you please.*

*Just when you think he's sound asleep,  
He suddenly jumps or leaps.  
But ring the old bell and he'll move about,  
Smoothly and easily 'til the sound dies out.*

*(Bell rings)*

*I got a horse, he's a genius, of course,  
He's astoundin': . . .  
.... Gather 'round him,  
And see this wonder horse who's a genius, of  
course.*

## VOCABULARY:

**Actions:** prance, stomp, fall, collapse, jump, leap

**Qualities:** light, heavy, sudden, smooth

**Space:** circle, square, straight, curved

## SETTING:

participants in pairs moving freely around the room

## LEAD-UP:

In this activity, one person is the horse, and the other is the rider. Rather than talking through all the vocabulary, when a child is not familiar with the words used in this song, pair him/her up with a more advanced child. The more advanced person is the horse; the other person follows in the role of the rider. In this way, the teacher need only go through a small part of the vocabulary to assess the students' general understanding; then pair them accordingly.

## ACTION:

"All the people who are moving like horses, move in the ways you hear described in this song. All the people playing the role of the rider, stay right behind your horse."

## VARIATION:

There are several ways the rider can move with the horse:

1. Move behind the horse.
2. Ride "piggyback" on the horse. (This is particularly effective when adults are available to carry the children. It's a great way to teach the vocabulary.)
3. Hold imaginary reins and make directional and qualitative gestures as the horse moves.

Participants can also work individually without partners. In this variation everybody plays the role of the horse.

## FOLLOW UP:

"What other ways could a smart horse move?"

"What other animals could you move like?"

"How would your animal move differently from a horse?"

"How would an elephant (monkey, giraffe, bear, chipmunk, etc ) jump? leap? fall? run?"

# SLIDE WHISTLE SUITE

## 1. Walk 2. Run 3. Jump 4. Skip 5. Gallop 6. Slide 7. Walk

This song is an instrumental and consists of seven separate musical sections listed above.

### VOCABULARY:

walk, run, jump, hop, skip, gallop, slide

### SETTING:

participants moving in a circle or freely around the room

### LEAD-UP:

"When I play the drum, wiggle your hands. When I stop playing, freeze." (Teacher plays basic 4/4 rhythm - ♪♪♪♪ )

"Everyone stand up"

"This time when I play the drum walk around the room in any direction you wish. Travel without bumping into anyone and freeze when I stop playing."

"I'm going to play the drum again. Can you find another way to move around the room? Freeze when I stop playing."

"Listen to this rhythm" (Teacher plays dotted eighth-sixteenth rhythm ♪♪♪♪♪ )

"Can you find a way to move around the room to this rhythm? "

At this time the teacher may want to go through each of the basic traveling movements covered in this suite.

### ACTION:

"Everyone sit down."

"We're going to try moving with a recording."

I'll call out a way to move When you hear the sound of a slide whistle rising in pitch, stand up. When the music starts, move around the room."

"When the music stops, freeze."

"Sit down when you hear the sound of the slide whistle dropping in pitch."

This song consists of six short musical segments, each beginning and ending with the sound of the slide whistle. Between each segment there is a ten to twelve second pause During these pauses, the teacher calls out the next movement The basic action for each segment is 1. walk; 2. run; 3. jump (or hop); 4. skip; 5.gallop; 6. slide. The song ends with a repeat of section 1, walking. This gives everyone a chance to

cool down and calm down after the vigorous activity.

### VARIATION:

1. In addition to the basic actions listed above, the teacher can call out other ways of traveling across the room, e.g.,

Section 1 - Crawl, step, hop.

Section 2 - Fast walk, fast hop, fast jump, etc.

Section 3 - Leap.

Section 4 or 5 - Alternate 4 beats of gallop with 4 beats of skip.

Section 6 - Roll, turn.

2. Rather than calling out an action before each section, have the students stand at the sound of the slide whistle, listen to the music, and choose their own way to move.

3. Questions and instructions given by the teacher as the recording plays can help students add variety to their movement, such as:

"Can you walk backward? forward? sideways? Find another direction you could walk."

"Can you turn as you walk?"

"Run a path that is the shape of the first letter of your name"

"What other shapes can you run?"

"Who could take big, giant jumps?"

"Jump sideways to the left, then to the right."

"Find another direction you could jump"

"Can you change levels as you skip?"

"Show me the highest level you can skip at."

"Show me the lowest level you can skip at."

"Who can show me skipping at a middle level?"

"Show me the loudest noise your feet can make as they slide on the floor."

"Can you slide your feet without making a sound?"

"What other parts of your body can you slide on?"

"Show me how a big, heavy horse would gallop, a small, light horse; a tired horse; a proud, show horse."

# FLICK A FLY

## LYRIC

*Out in the barnyard forkin' up hay,  
Bzzz, bzzz, flies get away!  
When flies in your eyes drive you crazy,  
flick those flies away.*

*Flick a fly off of your shoulder.  
Flick a fly off of your nose.  
Flick a fly off of your tummy.  
Flick a fly off of your toes.*

*A flick is quick, sharp and light.  
A flick can git those flies all right!*

*Flick a fly off of your finger.  
Flick a fly off of your neck.  
Flick a fly off of your ankle.  
Flick a fly off of your head.*

*Out in the barnyard forkin' up hay,  
Bzzz, bzzz, flies get away!  
When flies in your eyes drive you crazy,  
Flick those flies away.*

### VOCABULARY:

shoulder, nose, tummy, toes, finger, neck, ankle, head, sharp and light

### SETTING:

students sitting in seats, sitting on floor, or moving freely around the room

### LEAD-UP:

"If a fly lands on your body, how do you 'shoo' it away?"

"You can also get rid of a fly with a flick of your hand. A flick is a light, quick movement."

"Can you flick a fly off your shoulder? nose? finger? toes?"

### ACTION:

"Listen to this song and flick flies off the parts of your body that are named."

"In the last verse, there are no words. Each time you hear a buzzing sound, flick a fly off any part of your body you choose."

### VARIATION:

"Find a partner."

"Flick flies off parts of your partner's body as they are named. You can both do it at the same time or take turns."

### FOLLOW-UP:

"What other parts of your body could a fly land on?"

"Let's write your ideas on the board and try the song again, singing the body parts you have suggested."

"We have been flicking flies with our hands. Find another part of your body you could flick flies with."

"Let's flick flies in the air. Flick a fly in front of you, behind you, to the right side, left side, high, low."

"Who can flick a fly in slow motion?"

"What other ways could you make a fly go away?"

# SONG ABOUT SLOW, SONG ABOUT FAST

## LYRIC

*This is a song about slow.  
How slowly can you go?  
As slow as the oak tree grows in the meadow,  
How slowly can you go?*

*This is a song about fast,  
Soon it will be in the past.  
We're in an awful hurry to sing and get through.  
There's so many other things that we want to do.*

*This is a song about fast.  
It's almost over at last.  
We're so glad it's ending 'cause we got to fly.  
It's been great to know you, hello and goodbye!*

## VOCABULARY:

slow and fast

## SETTING:

participants sitting or standing - moving in place or freely around the room

## ACTION:

This song can be used in many ways. Listening for the changes in tempo, participants move slowly with the slow music and quickly with the fast music. The moving may be done in place, or traveling through space; with isolated body parts or the whole body. The teacher may want to encourage children to explore other movement qualities in addition to tempo as well as spatial concepts, with questions. such as:

“Each time you change speed can you also change your level?”

“Can you move slowly in a tight and tense way and quickly in a loose and floppy way?”

“Try moving slowly in straight pathways and quickly in curved pathways.”

“What else can you do as you move slowly? quickly?”

“Can you move your arms quickly as you move slowly?”

“Can you move your arms slowly as you move quickly?”

“What other body parts can you move as you travel slowly and quickly?”

“Can you travel slow and fast without using your legs?”

## VARIATION:

“Can you listen for tempo changes and move in opposition to the music? In other words. move quickly with the slow music and slowly with the fast music.”

## FOLLOW-UP:

“One at a time. walk across the room. When you get to the middle of the floor, change the speed of your movement. You can walk faster or slower, whichever you choose. I'll play the drum and match the rhythm to the tempo you choose as you move.”

“What is another way you could move across the room?” (Examples: run, hop, jump, skip, gallop, slide, roll, etc.)

“Moving in any way you choose, cross the room and change speed at least three times before you get to the other side.”

“Do this several times until you find a series of movements you like and can remember.”

“Find a starting shape that goes into you movements; then find an ending shape.”

# SWING, SHAKE, TWIST, AND STRETCH

## LYRIC

*What body part can you swing?  
Like a branch in the breeze or a flying trapeze,  
Anything that you swing will be fine as we sing,  
What body part can you swing?*

*What body part can you shake?  
Like a rattle on a snake or the kind babies shake,  
Like a gypsy tambourine or a skeleton's bones on Halloween.  
What body part can you shake?*

*What body part can you twist?  
Like a cap that you twist on a jar.  
Like a steering wheel on a car,  
Anything you can twist we will add to the list,  
Oh, what body part can you twist?*

*What body part can you stretch?  
Like a giraffe reaching high to munch leaves,  
Like the arms of a chimpanzee  
As he swings through the jungle trees,  
Oh, what body part can you stretch?*

*Swing, shake, twist, or stretch,  
Which of the four do you like the best?  
Choose one to do, it's all up to you,  
Swing, shake, twist, or stretch.*

## VOCABULARY:

swing, shake, twist, stretch

## SETTING:

Students work individually or in partners. This activity can be done standing in place or moving around the room.

## LEAD- UP:

- "Find a part of your body you can swing."
- "Find another part."
- "Can you swing two parts at once?"
- "What part of your body can you shake?"
- "What is the fastest speed you can shake?"
- "Can you shake in slow motion?"
- "Find a part of your body you can twist."
- "Find another part."
- "What is the difference between twisting and turning?"
- "Stretch a part of your body high in the air."
- "In what other directions could you stretch parts of your body?"
- "What levels could you stretch into?"
- "What is the opposite of stretching?"
- "Show me how many different parts of your body you can bend and stretch."

## ACTION:

Many of the lead-up challenges can be used during the rhythmic segments to stimulate exploration and variety of movement.

"This song is actually four short songs. Each one is about a different way you can move parts of your body."

"A rhythmic segment, with no melody, follows each song. The rhythms are random - not even or regular. This gives you a chance to explore moving in your own time."

## FOLLOW UP:

- "What other ways can you move parts of your body?"
- "Can you move two body parts at the same time, each in a different way?" (e.g. swing your arm and shake your head, stretch your leg and twist your spine.)

If rhythm instruments are available, small groups of children can create their own rhythmic compositions as the rest of the class moves.

# ALL THE WAYS OF JUMPING UP AND DOWN

## LYRIC

**Chorus:** *If you got the time come on and help us find,  
All the ways of jumping up and down.  
There's a million ways or more for bouncin' off  
the floor,  
Here's a few my friends and I have found.*

**Verses:** *You can jump a little higher, jump a little higher,  
You can jump a little lower, jump a little lower,  
You can jump a little faster, jump a little faster,  
You can jump a little slower than you've ever  
jumped before.  
You can jump and turn around, jump and turn  
around.  
You can jump and tumble down, jump and tumble  
down.  
You can jump and stay in one place, jump and  
stay in one place.  
You can jump and make a funny shape while  
sailin' through the air!*

### (Repeat Chorus)

*You can jump and do it loosely, jump and do it  
loosely,  
You can jump and do it tightly, jump and do it  
tightly.  
You can jump and do it smoothly, jump and do it  
smoothly.  
You can jump with sharp and sudden bursts,  
exploding through the air!  
You can do it with a partner, jump with a partner,  
You can do it all alone, jump all alone.  
You can jump in little groups, jump in little groups.  
You can jump in one big, jolly group and all hold  
hands!  
If you got the time come on and help us find,  
All the ways of jumping up and down.*

## VOCABULARY:

higher, lower, faster, slower, turn around, tumble down, through the air, shape, loosely, tightly, smoothly, sharp and sudden, with a partner, all alone, little groups, one big group

## SETTING:

participants standing in one place or moving freely around the room

## ACTION:

"This song begins with a simple chorus we can all sing together."

"It goes like this." (Teacher sings chorus.)

"Now let's put on this recording and see who can jump in the ways described in the song."

"If you get tired, you can stop jumping and rest during

the chorus. Be sure to sing along, though!"

## LEAD-UP:

"How high can you jump in the air? Let's see your highest jump. Now let's see your lowest jump."

"Jump ten times as fast as you can. Ready, go."

"Jump three times as slowly as you can. Ready, go"

"Can you jump and turn around at the same time?"

"Can you jump in the air and fall on the ground as you land? Look down and notice exactly where you are on the floor. Can you jump up and land on the same spot?"

"Let your muscles relax and move your arms and legs loosely. Now move your spine in a loose and floppy way."

"Could you jump up and down while letting your whole body be loose and floppy?"

"Tighten the muscles in your arms; legs; stomach; back; tighten your whole body"

"Can you jump up and down while keeping all the muscles in your body tight and tense?"

"Which way makes it harder to jump, loose or tense? Can you jump and land without making a sound?"

"In order to jump quietly, you must move smoothly and evenly with no sudden or jerky movements"

"On your own time, alternate between sudden explosive movements and stillness"

"Find a partner. Hold hands with your partner and jump up and down. Now let go of your partner's hands and jump all by yourself"

"Form yourselves into little groups and jump up and down. Now let's all form one big group"

"Everyone hold hands and jump up and down."

## FOLLOW UP:

"What ways of jumping did you like the best?"

"What are some other ways you could jump up and down?"

"What way of jumping makes you get tired the fastest?"

"Which do you like best, jumping by yourself or jumping with other people?"

"We have tried many different ways of jumping up and down. How many ways can you skip? hop? run? leap? etc."

# SURPRISE SONG

## 1.Introduction

## 2.Straight Paths 3.Curved Paths 4.Quick and Sudden 5.Slow and Smooth 6.Tight and Tense 7.Loose and Floppy

### LYRIC

*You never know how this song will go;  
It may go high, it may go low.  
It might be fast or maybe slow.  
It might suddenly rise, it's a surprise song!  
The melody moves along and then it's gone.  
You move just as long as the music goes on.  
Can you react to the fact it's a surprise song?*

### VOCABULARY:

high, low, fast, slow, straight, curved, smooth, sudden, quick, tight, tense, loose, floppy

### SETTING:

students moving in place or freely around the room

### MATERIALS:

for variation only, short pieces of rope or yarn as used in "Walter the Waltzing Worm"

### LEAD- UP:

"When I play the drum, wiggle your hands. When I stop playing, freeze." (Teacher can also play tambourine, guitar, piano, etc.)

"Can you think of another part of your body you could wiggle as I play, and stop moving when I stop playing?"

"This time when I play, move around the room without bumping into anyone, and freeze when the music stops."

### ACTION:

This song is made up of seven short musical sections. Each one suggests a different spatial concept or quality of movement. What follows are some challenges the teacher can give the students. These challenges are only suggestions and are a small fraction of the many possible ways this song can be used. Between each musical section is silent time to present one or two of the challenges listed below. Others can be used as the students are moving or as follow-up activities.

#### SECTION ONE - INTRODUCTION

"I'm going to play a song that starts and stops many times."

"When you hear the music, move around the room. When the music stops, freeze."

"Can you move in the ways suggested by the lyric of the song?"

"Go high; go low; move fast; move slowly; suddenly rise; stop when the music stops."

#### SECTION TWO - STRAIGHT PATHS

"When you hear the music, move around the room in straight pathways. Does this remind you of traveling streets? following a map? What else does it remind you of?"

"Each time you turn, can you make a sharp angle and continue moving straight in the new direction?"

"Using straight lines only, what shapes or patterns can you walk on the floor?"

"Using straight lines only, what letters can you walk? hop? jump? skip?"

"Staying in one place, can you make shapes with your whole body that are made up of straight lines? Notice that these straight lines make angles where they meet."

"Can you make angular shapes with your body as you walk straight angular patterns?"

### **SECTION THREE - CURVED PATHS**

“Explore moving around the room in curved paths. Are your curved paths large or small?”

“What shapes or patterns can you walk in curved paths?”

“Can you make curved shapes with your body as you walk curved patterns on the floor?”

“Can you make curved paths in the air with your hand?”

“With what other body parts can you make curved paths in the air?”

### **SECTION FOUR - QUICK AND SUDDEN**

“What is the opposite of slow and smooth?”

“Who can move with quick, sudden bursts of energy?”

“Have you ever seen anything that moves this way?”

“Can you jump (fall, turn) quickly and suddenly?”

“Can you make your whole body explode like a firecracker?”

“What else can you do quickly and suddenly?”

“What sort of paths do you seem to take most of the time?”

### **SECTION FIVE - SLOW AND SMOOTH**

“When you hear the music, move around the room slowly and smoothly.”

“What is the biggest space you can cover as you move slowly and smoothly?”

“Can you change levels (go high and low) as you move slowly and smoothly?”

“In how many different directions can you travel as you move slowly and smoothly?”

“Do you move in curved or straight paths while moving slowly and smoothly?”

### **SECTION SIX - TIGHT AND TENSE**

“Tighten the muscles in your arms as tightly as you can - tighter, tighter, tighter! Now let go and let your arms flop to your sides. Take a deep breath”

“What other parts of your body can you tense and tighten?”

“Can you make all the muscles in your body tight?”

“How do you feel when your body is tight and tense?”

“Can you move around the room while holding your body this tensely and tightly?”

“Curl up in a tight little ball like a tightly wound spring in a music box.”

“Now stretch your arms and legs tightly like the strings on a guitar. What else does this remind you of?”

### **SECTION SEVEN - LOOSE AND FLOPPY**

“Does anyone know what the opposite of tense and tight is?”

“Let your arms flop; pretend they are ropes or pieces of cooked spaghetti.”

“What other parts of your body could you make loose and floppy?”

“Can you make your whole body loose and floppy like a rag doll?”

“Can you move around the room while keeping your body loose and floppy?”

“Can you turn (jump, skip) in a loose and floppy way?”

“Can you fall down and get back up in a loose and floppy way?”

“What else can you do in a loose and floppy way?”