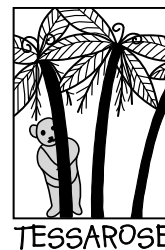


WAMMA JAM JIVE ACTIVITY IDEAS



- 1 ABC** (Millang)
This song has the obvious ABC but the strong beat means it is excellent as a rhythm activity. Have the children tap sticks or play an instrument.
- 2 ALBERT ROSS** (Ralph McTell)
A great song to be a bird flying. Scarves and balloon activities are also fun with this song.
Scarves: (light fabric, e.g. silk, chiffon) Encourage the student to hold the scarf and swish it from side to side, move it in circles, hide underneath it, throw it up in the air.
Balloons: throw the balloons up, kick the balloons, etc. Fly swats are great when used to bat the balloons. Students can often use a fly swat well as it is light and easy for them to manoeuvre.
Also excellent music for a larger group with a parachute that has feathers or scarves placed on the top.
- 3 BEAN BAG ALPHABET RAG** (Palmer)
Place the beanbag on the body parts as indicated in the words of the song.
Note: Undulate means to go up and down, so go up and down under the bag!!
- 4 BEAN BAG ROCK** (Grigg/Ringrose)
Follow the actions as indicated in the words of the song. Each student will need a bean bag.
This song has an excellent range of skills that include throwing and catching, balancing, muscle control in the neck and body awareness. Also, the head has to go down towards the ground to pick up the bean bag and this stimulates the vestibular system.
- 5 BIG RED CAR** (Field/Page)
This has a great beat. It could also be used with students in wheelchairs, they drive around not banging into one another or they are driven around. A great spatial awareness exercise.
- 6 BODY BUMPS** (Connell/Ringrose)
Make the body into different shapes etc. as indicated in the words of the song. These types of songs are good for body awareness, body control and body image.
- 7 BODY PARTS** (Ringrose)
Verse: Move the body parts as indicated in the words of the song
Chorus: Touch the parts of the body as indicated in the words of the song.
The order of the body parts starts at the feet so that the head hangs down and thus stimulates the vestibular system
Body awareness is essential for many physical skills and student are advantaged when they know their body parts through naming them, pointing to them and being able to make an isolated body part move.
- 8 CAN YOU SHAKE** (Grigg/Ringrose)
Shakers. Do this standing up or sitting in a chair. Put the shakers on the ground in the middle for the first verse. Form a circle back from the shakers for the first verse (clapping)
Then when it tells them to take four steps in they pick up the shakers. They stay where they are, do the actions and then move back as indicated in the song.
- 9 DAY AND NIGHT** (Ringrose)
This is a slow song about day/night. Movements could be opposites, big small, high low etc. Or use scarves as the sun going up and down.
- 10 DIFFERENT DIRECTIONS** (Trad/Ringrose)
This song requires students to listen and follow the instructions as well as moving in different directions, thus requiring good muscle control, especially when the moving changes to jumping etc..
The verbal instructions are as follows:
Hand under foot, thumb beside your ankle,
elbow on top of your thigh, knuckles on your calf,
heel on your knee, chin on your shoulder.
These body parts are the lesser known ones, thus increasing body awareness.
Chorus: Move forwards, move back,
Move left move right
Move forwards, move back,
Move left move right
The moving section can be steps, jumps, hops etc. depending on the age and skill level of the student.
- 11 FEET** (Ringrose)
Student could do a sitting down dance with their feet. Move the feet all about, lie on their backs and dance the feet in the air.
It is also a good rhythm song.
- 12 FOLLOW ME** (Grigg/Ringrose)
This song is great for anything like beanbags or balls where you would like the student to copy what you are doing - and they need a reasonable length of time to practice/master the skill.
- 13 GO FOR A WALK** (Fine/Irwig)
Good to do free walking as suggested in the words of the song. Change directions as indicated if appropriate.
- 14 HAMMER IN THE NAILS** (Combe)
This is a great song to use with rhythm sticks. Use one stick as the hammer and the other as the nail.
Verse: tap sticks or tap them end to end. If the student have established an ability to keep the beat then add a simple rhythm for the verse, e.g. bang = tap legs, tap = tap sticks- Bang, bang, tap.
Chorus: Hammer your 'nails'.

- 15 HAPPY AS LARRY** (Combe)
Actions as per song, for the Happy as Larry bit they could move freely about.
- 16 HAPPY STICKS** (R Hallum/J Capon)
All students need a set of sticks for this song. Follow the words of the song.
- 17 I'D LIKE TO TEACH THE WORLD TO SING** (Backer, Greenway, Davis, Cook)
- 18 KEEP THE BEAT ALIVE** (Connell/Ringrose)
This song encourages the student to follow the beat in different styles of music. Each student needs an instrument or a set of Rhythm Sticks. The following tempos are used:
Rock, Waltz, March, Tango (Tap a tango beat, 3 crochets and 2 quavers at the end, 1 2 3 4 and 12 3 4 and), Rock
- 19 LETS ALL CLAP OUR HANDS TOGETHER** (Hap Palmer)
The words are indicated on the dance. Use the first few verses for the younger student and then all of the verses for the older student.
- 20 MUSIC MUSIC MUSIC** (Baum/Weiss)
Follow the actions as indicated in the words of the song.
For the more confident students add in extra movements during the verse so that they are having to do two things at once, e.g. up high and stand on one leg, down low and stand on the other leg, lean to the front with one leg out and the other leg behind as if about to throw a ball, lean back with the weight on one leg.
- 21 PASS THE BEAN BAG** (Trad/Ringrose)
Have two people facing each other. They each have a beanbag, which they hold in their right hand.
Verse 1: Raise the hands to just below shoulder height and when the instructions indicate the children change hands and then change beanbags with their partner. This makes the beanbag go round in a circle between the two children.
Chorus: Make the bean bag go around your waist or touch a part of the body with the bean bag, on the opposite side of the body, change hands and touch something on the other side.
Verse 2: Get the student to hold their hands up high above their head and repeat verse 1. It is a good idea if they can keep their eyes on their partner's bag so that the eyes are tracking side to side across the midline.
Chorus:
Verse 3: Pass the beanbag under something. A leg is possible, the arm of the wheelchair, the hand of a support person. Think of ways to increase the difficulty when one skill is mastered.
- 22 PERSON TO PERSON** (Florrie/ Palmer)
Follow the instructions in the words of the song. Shuffle means jiggling /dance
- 23 PUT A LITTLE COLOUR ON YOU** (Hap Palmer)
Give each student four things, one red, one blue, one green and one yellow. (Paper, sticks etc. work well).
For the chorus use some body percussion, knee patting etc. to keep the beat.
The words of the verses say which colour to pick up and where to put it. When doing this song for the first time it is a good idea to get the student to practice some of the colours before they start so that when the music is going they have a higher chance of success.
- 24 SEALS SWIM** (Ringrose)
Swimming actions, while lying on front or back and squiggling on tummies on the sand. Maybe they could lie still and be massaged
- 25 THE OLD MACMASSAGE** (Traditional)
This is a song that can be used as a massage. Work in pairs. Have one person lie on the ground, face down or sit with the back available to the other person doing the massage. They are a table in the restaurant and a restaurateur.
The restaurateur then does the massage on the table.
Smooth out the tablecloth with your hands flat on the person's back for the chorus part "Old MacDonald had a restaurant ..."
Chef: When the words "With a chop, chop ..." start, make a chopping action by using the sides of both hands and chopping one after another, lightly and quickly. Remember to chop the arms and the legs.
Chorus: repeat smoothing action on the back.
Baker: For the section "With a roll, roll ..." squeeze/knead the muscles over the shoulders.
Chorus: repeat smoothing action on the back.
Dishwasher: "With a swish, swish ..."
Dangle the hands over the persons back and swish them back and forth so that the fingertips lightly touch the person.
Cleaner: "With a wipe, wipe ..."
Use both hands together and wipe the person down the sides of the body, starting at the armpits and going down to the ankles.
Chorus: for the final chorus, lightly sweep the body from the head/shoulders to the ankles a couple of times.
- 26 TURN AROUND GAME** (Scruggs)
Have the students stand and turn themselves around. Encourage them to go one way and then the other.
While they are lying on the ground they can do the actions that are suggested in the words of the song.