

EXERCISE: GO, CLASS. GO!

GRADES: K and up

TIME: 15–30 minutes

SET-UP: This exercise works best in an open space.

SUPPLIES: Six sheets of paper, a marker, a hat or bin to draw paper from.

In *Go, Dog. Go!*, the dogs go on a variety of colorful adventures. From dogs-at-work to dogs-at-play, they explore opposites, colors and movement. In this exercise students will learn about movement and gesture while building movement vocabularies.

INSTRUCTIONS:

Have students sit in a circle together. On each of the six sheets of paper, draw a large symbol, like a star or circle. Symbols can be preselected before the activity or can be suggested from the circle. If you would like to use things seen in *Go, Dog. Go!*, try sun, moon, car, tree, whistle, baseball or hat.

As a group, decide what movement each symbol will represent. For example, the star will mean hopping, or the circle will mean marching in place. You can write what the action is at the bottom of the paper. If you would like to use movements seen in *Go, Dog. Go!*, try sitting, waking up, sleeping, sawing, throwing, shaking, driving, skating or swimming.

Select a student to pick three out of the six symbols. Have the students stand up and perform all three movements in the order they were picked. These are called movement chains.

THE LUCK OF THE DRAW: Fold the papers and place them in a hat. Randomly draw as many symbols as you would like and create a new movement chain. Try acting out the chain as slowly as possible. Then try it again as fast as possible. How many different speeds can you try? How do they change the chain?

DOUBLE UP, DOUBLE UP: Create a movement chain where each section uses two symbols at the same time. What was challenging about doubling up? What could make it easier?

READY, SET, GO: Create a pathway clear of any safety concerns. Using as many symbols as you like for the movement chain, pick a number for how many times students have to move through the pathway repeating the chain. The focus of this activity is for students to remember the movement chain in the correct order. You may also make a guideline to have students restart at the beginning of the pathway if they forget a symbol. Intermittently call out “STOP!” and “GO!” to add the challenge of staying still and picking up where they left off.

MOVERS AND SHAKERS: Create a movement chain and perform it to music. Try doing the same chain to different styles of music. How does that change the movements?

4 - FOLD UP, THEN TURN OVER

I LIKE MY HAT!

A hat doesn't have to be big to be fancy.
Follow the directions from 1 to 5 to fold the page along the lines and
make your hat. Then decorate it any way you like. Have a tiny hat party
with a tiny hat parade!

3 - FOLD IN

2 - FOLD IN

1 - FOLD BACK

5 - FOLD UP, DECORATE, THEN OPEN YOUR HAT!