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4-H After-School Program: Bloco Drum and Dance!

Part 5: Planning Activities and Performances

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Curriculum Overview

This is part 5 of an 11-part series on planning, developing, and coordinating a 4-H drum and dance after-school program. The series is based on the successes of the Sonoma County 4-H Drum and Dance Program, an experiential (hands-on, learn-by-doing) education effort sponsored by Sonoma County 4-H in partnership with the Windsor School District. The program capitalizes on the positive group experiences of Brazilian Bloco drumming and dance to help youth build self-esteem, embrace personal discipline, develop commitment to their community, and build musical skills. Besides attending regular practices and 4-H meetings, the Sonoma County group performs in local and regional parades and cultural festivals.

The overall positive experience and sense of belonging also have important side-benefits for participating youth, helping to improve their academic performance, reduce teen pregnancy and high school drop-out rates in the group, and discourage gang participation. The program is open to all youth: both boys and girls of all ethnic backgrounds, economic status, and abilities participate.

Each publication in the series covers an important component of the program, with useful tips and tools for making it work for youth in your area. At the end of many of the publications are ready-to-use handouts, forms, and flyers that you can customize for your local use.

Publications in the Curriculum:

Part 1. Introduction to 4-H Youth Bloco Drum and Dance (8427)
Part 2. Developmental Characteristics of Participating Youth: Age-Based Programs (8428)
Part 3. Fundraising for Your Program (8429)
Part 4. Developing Positive Relationships (8430)
Part 5. Planning Activities and Performances (8431)
Part 6. Planning a Successful Field Trip (8432)
Part 7. Effective Strategies for Management and Staffing (8433)
Part 8. Developing a Schedule for Group Activities (8434)
Part 9. Planning: Steps to Success (8435)
Part 10. Making Good Nutrition and Exercise Part of the Program (8436)
Part 11. Developing and Implementing an Evaluation Plan (8437)

Visit http://www.windsorbloco.org for a recruitment video and PowerPoint presentation to help promote and start a program of your own.

Planning Activities and Performances

Providing planned activities and performances for teens can be challenging, but it is also very rewarding. The program staff's job is to plan effective ways to bring the youth together after school in a fun and organized manner.

If you want to fulfill the goals and objectives of the your program, your first steps have to be to identify those goals and objectives and develop criteria for how to judge your success. From these criteria, you can establish your program's basic philosophy. When working collaboratively with after-school programs and using the targeting life skills model, it also helps to establish program guides. Please note that when preparing the activities for this section, we aligned this program with the current California Public Schools Content Standards for physical education, with emphasis on dance in grades 6 through 8, as well as high school content standards 1, 2, and 3 and high school courses 3D and 4D.

We also aligned the activities with the Visual and Performing Arts Content Standards, specifically the Dance Content Standards, grade 6 through high school, and with the Visual and Performing Arts Content Standards, specifically the Music Content Standards. These content areas served as a guide for the authors, helping us to provide activities that correlate well with what is being taught in the school classroom. Content standards are available at the California Board of Education Web site, www.cde.ca.gov/be/st/ss/.

When developing the program for your own community, consider the following:

- The drum and dance activities you develop should be accessible to teens with all levels of ability and developmental life skills, including physical, mental, social, and emotional skills. When you design the class structure, develop written guidelines and a schedule of activities and then give a copy of these to each participating youth. (See publication 8434, Developing a Schedule for Group Activities, for scheduling ideas.) Help your participants understand what outcome you expect to have from each of the classes. Make sure that the class you present reflects, and is able to meet, your teens' needs to interact with on another (see publication 8428, Developmental Characteristics of Participating Youth).
- The activities are meant to enhance learning, not only according to the style of the specific lesson of the day but in terms of how the daily activities coordinate into the whole program. Some teens may need extra help building their skills in drumming or dancing and in learning to work well with the larger group.
- Include an activity plan that will let you work with teens who may need extra help building their skills so they can be included and a positive part of the group. This may involve meeting earlier with newer drum and dance participants to practice and then having the more experienced youth join the practice later in the session. As a second option, you may want to offer classes for new teens on certain days and classes for more experienced teens on other days. Instructors could bring the two groups together one day a week for an inclusive practice to reinforce the cooperative learning process. This approach allows individuals a greater sense of success, since each group receives an appropriate level of instruction oriented toward common goals and

objectives that both groups share, and that they can then achieve during the joint practice.

- Give teens opportunities to develop their leadership skills. Teens who are more experienced may be able to take the lead in classes for less-experienced participants. By having more-experienced drummers and dancers work one-on-one with those who need assistance, you can strengthen the program and let everyone benefit from the teamwork experience.
- Offer opportunities for teens to learn about good nutrition and exercise. Provide healthy snacks at each class so teens can experience the taste and satisfaction of good, nutritious snacks. Monthly food demonstrations let teens participate in hands-on learning by getting involved in the food preparation process. During this time, talk with teens about the necessity of good exercise and how that relates to dance. One good practice is to write down the students' heart rate and weight from time to time and then to let each student record his or her own numbers each month and compare them to his or her starting numbers. This is an excellent way to let participants see the positive impact of regular exercise. (See Appendix for tips on how to take a heart rate.) You can also have the participants use the USDA Choose My Plate model as a basis for understanding good nutrition and snack preparation. When they make these guided choices, the youth will learn that improved eating habits, when combined with regular exercise, can lead to a healthier life-style. (See publication 8436, Making Good Nutrition and Exercise Part of the Program.)
- Provide opportunities for cultural appreciation through music, dance, and the preparation and consumption of nutritious food. By following the content standards as described above, the youth will gain a much clearer understanding of the benefits of cultural appreciation. To expand the participants' knowledge base and help teach them cultural awareness, it is imperative that you present some historical content at the beginning of each class. The history of drumming and dancing can be traced as far back as the cave drawings of early humans. Music, dance, and food all are part of our shared history and provide a positive place to begin communication between culturally different groups. The drum and dance material you will use in this program draws from many kinds of music and is not limited to just one ethnic group. Dancing and drumming are part of every culture in the world.

Develop Activities

The drum and dance activities you offer in your program should reflect the program's goals and objectives. Otherwise, you run the risk that the youth will perceive them as nothing more than a series of unconnected experiences.

Once you have hired your drum and dance

instructors (see publication 8433, Effective Strategies for Management and Staffing, for job descriptions and salaries), it is important that you get the instructors and associated staff together to plan how the activities will be delivered to let the teens gain as much as possible from their after-school experience and retain the skills they are learning. The 4-H Site Director should meet with the instructors and staff so they can carefully select music and drum equipment that best suits the program. During planning they must also decide what other supplies and resources the program will need and formulate a strategy for obtaining them.

The goals and objectives of the program must be made clear to the instructors and staff early on so they will have these key elements in mind as they develop the program activities. You will need to establish an overall plan for how to teach skills to the program participants and how to reach the program's goals and objectives, and you will need to share that plan with the program's Advisory Committee. If in the Advisory Committee's judgment the program is not meeting its goals and objectives, you will need to revise those goals and objectives, the program itself, or both. Once the instructors, staff, and Advisory Committee agree on a final set of goals and objectives, it is of utmost importance that you share this information with the teen participants' parents so everyone will understand what the program is really about.

Dance and Drum Practice Sessions

It is best if you can schedule drum and dance practices to take place on a regular, predictable basis. We suggest scheduling drum and dance classes three times a week with one-and-a-half- to two-hour sessions. You can schedule the dance and drum classes to meet at the same time, but the two groups should not meet together. Participants in the two elements of the program will learn much more if you keep most of their practices separate. Once a week, at the end of the last class, you can bring the two groups together so they can share what they have learned.

The drum and dance lessons are patterned on the Brazilian style of performance, so instructors need to have experience in this area of the arts. Teens are introduced to Brazilian, Afro-Cuban, West African, and Hip-Hop rhythms both in drumming and dance. (Please note how this aspect of the program aligns with the state standards.)

During the instruction time, participants are exposed to basic concepts of music theory, including rhythm, counting, scales, ear training, tonal differences, and some basic aspects of harmony, but this is just for basic informational purposes, to familiarize participants with common concepts and terms that will be used to describe music within the program. The program's real emphasis is not on music theory, but on teaching drum and dance. We have aligned the curriculum to certain specific California Public Schools Content Standards, but the standards we chose do not include music theory.

Instead, the kind of music learning that participants experience could probably be described best as a sort of mimicry. They listen to the beats and other elements of music and then replicate them with their own drums and beats. After they master this phase, participants may advance to incorporating their own rhythms and beats. We should note here that this type of mimicry teaching follows the historical tradition by which Brazilian-style dance and music have been handed down in their native culture. Program participants also are introduced to conga, surdos, repeniquè, dejembrè, shekere, bell, tambourim, and cuica techniques, and they learn to assimilate these into their performance. Those students in

the dance side of the program learn basic dance movements and choreography.

Adornments (Costume Making)

Costume making is an integral part of the program and offers opportunities for volunteers from the community to help construct the costumes. As they learn the dances, music, and rhythms, participating teens are encouraged to think about costumes that might complement their performance. Then they work together to decide as a group on visual themes they will use during performances. The performances also require the use of theater-style props, large-scale visuals for parades, and coordinated costume elements, and all of these need to share the same visual themes in order to look good together. All of these design pieces are created in the after-school classes by youth participants and volunteers, and the teens gain more insight into life skills as they make their own costumes and props.

The Nutrition Component

Another important part of the program involves sharing information about how to make healthy food choices and showing teens that these healthy foods taste good. You can accomplish this through monthly food demonstrations and by providing healthy snacks before each class. The USDA's MyPyramid (see publication 8436, Making Good Nutrition and Exercise Part of the Program) is used as a nutritional guide. You can find recipes and more detailed information through 5 A Day and California Project Lean resources online (www.5aday.gov and www.californiaprojectlean.org). Leaders can share snack ideas with students by including healthy recipes on the back of school newsletters and on promotional flyers that participants can take home to share with their parents. Leaders can also give participants a collection of snack recipes to take home at the end of the year during the family awards program. Nutritional education serves as one of the major instructional components within the program's learning model. Because we are focusing on both nutrition and exercise, it is important that the instructors present the drum and dance instruction as a way that encourages exercise in the youths' daily lives.

Performances

Teens will participate in performances at various school and community functions once they have developed their dancing and drumming skills. Performances are organized through the Advisory Committee and on-site staff. The performances help build the participants' positive self-esteem by letting them showcase what they have learned in the program. These performances also are part of the targeting life skills model and are aligned with California Public Schools Content Standards. There is almost no limit to the possible opportunities for staging performances. For instance, the group could perform at a Parent, Teacher, and Youth Association (PTYA) function, a local 4-H community function, or local parades.

One other possible performance opportunity would be to partner with Loco Bloco, the organization on which we have patterned the whole 4-H Bloco Drum and Dance Program. This group participates in the San Francisco Carnaval Parade each year in May and includes more than 200 participants from various communities throughout California.

Those 4-H after-school programs that wish to participate in the San Francisco Carnaval Parade with Loco Bloco must contact Loco Bloco, fill out a registration form, and pay the parade entry fees. Applications are available in March and April, either

from the Loco Bloco headquarters in San Francisco or via the Internet at www.locobloco.org.

It is important to note that the focus of the drum and dance after-school program changes in April if the group is planning to participate in the Carnaval Parade. Beginning in April, the weekly group classes in both dance and drum will start to focus on the dances and drumming they will perform in the parade. In May the groups will carpool to San Francisco once a week to practice together with the rest of the Loco Bloco groups so everyone can learn the music and drum routines together.

Through this kind of group performance, the teens experience the excitement of team building as they work together in a large group to celebrate California's diversity through music, exercise, and cultural appreciation.

Requirements for Participation in San Francisco Carnaval (Optional)

If your 4-H Drum and Dance Program decides to participate in the San Francisco Carnaval Parade, your group should do the following:

- Select a person to be your group's contact with the San Francisco Loco Bloco Program.
- Coordinate your group's schedule with San Francisco Loco Bloco's practices so your local program will be able to attend one practice a week with San Francisco Loco Bloco.
- Secure a commitment from the participants' parents that they will support the practice schedules by having their teens at the carpool site for drop-off and pick-up times.
- Organize parent carpools.
- Coordinate meals for the participants when they traveling to San Francisco. Practices usually start at 7:00 p.m., and groups generally stop for something to eat before practice.
- Supervise and keep the teens focused on their task while participating in San Francisco practices with other groups.
- Make sure your group's costume development stays on schedule and follows the theme for the parade. Securing volunteers for this aspect of the program is vital.
- Conduct fundraising activities to cover parade fees and transportation costs for practices and the day of the parade.
- Keep in mind that organization on the day of the Carnaval event includes transportation, costumes, music equipment, communication with the parade director, parade line up, instructions for parents and participants, and reserved seating arrangements for family members.
- Evaluate the parade experiences afterward with participants' families.

End of the Year

At the end of the school year you can hold a family potluck and invite participating families to bring dishes from a variety of cultures. Use this event to

- celebrate the youths' accomplishments
- highlight the healthy nutrition component of the program
- evaluate the program (see publication 8437, Developing and Implementing an Evaluation Plan, for a sample evaluation)

Make recognition planning a part of the overall program. Invite key members from the community to the potluck dinner, and celebrate your success!

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Inquiry and Experiential Learning

The activities in this curriculum were designed around inquiry and experiential learning. Inquiry is a learner-centered approach in which individuals are problem solvers investigating questions through active engagement, observing and manipulating objects and phenomena, and acquiring or discovering knowledge. Experiential learning (EL) is a foundational educational strategy used in 4-H. In it, the learner has an experience phase of engagement in an activity, a reflection phase in which observations and reactions are shared and discussed, and an application phase in which new knowledge and skills are applied to real-life settings. In 4-H, an EL model that uses a five-step learning cycle is most commonly used. These five steps—Experiencing, Sharing, Processing, Generalizing, and Application—are part of a recurring process that helps build learner understanding over time.

For more information on inquiry, EL, and the five-step learning cycle, please visit the University of California Science, Technology, and Environmental Literacy Workgroup's Experiential Learning Web site, http://www.experientiallearning.ucdavis.edu/.

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This publication has been anonymously peer reviewed for technical accuracy by University of California scientists and other qualified professionals. This review process was managed by the ANR Associate Editor for Human and Community Development–Youth Development, Lynn Schmitt-McQuitty.
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Appendix

Forms and informational booklets published by the California State 4-H Office are available free of charge at www.ca4h.org/Resources/Publications/. Look for the "Project Leader's Digest" for guidelines on setting up 4-H activities.

Many counties now offer or require online enrollment in 4-H programs. Contact your local UC Cooperative Extension County Office for information.

If your 4-H program is outside of California, please contact your state's 4-H office to obtain correct, current information.

Handouts

- Recruitment fliers in English and Spanish
- Sign-up sheet
- Information Sheet for Carnaval
- Sponsorship Sheet for Carnaval
- How to Take a Heart Rate
- Heart Rate Chart
- California Department of Education Curriculum and Instruction Standards (download from www.cde.ca.gov/be/st/ss/)

Flyer, Program, and Certificate

- Sample Flyer for Recognition Night Potluck Dinner
- Sample Program for Recognition and Awards Night
- Sample Participation Certificate

Lesson Plan

- Sample Lesson Plan Based on the Experiential Learning Model

WINDSOR BLOCO

Sonoma County's premier after school program, Windsor Bloco, is celebrating 6 years of the drum and dance experience for youth! Classes are designed for young people ages 10–19, with hands-on lessons in Afro, Brazilian, Cuban, Hip-Hop, and Reggaeton!

Dance Classes

Coming in September. Explore the world of dance, costume, and movement. Dance lessons twice weekly, Mondays at Windsor High School, and Thursdays at Windsor Middle School. Cost is $60.00 per semester. Sign-ups will be Monday, 9/26, at WHS, Room E103, and Thursday at WMS, Multi Use Room, at 4:00. Bring a check and be ready to move! WMS and Cali students need to arrange bus transportation (permission slips etc. for bus).

For safety purposes, please arrive promptly at 5:30 to pick up your children!

Drum & Latin Percussion Classes

For boys & girls

Let the rhythm in you break on out! Twice weekly lessons (Mondays & Thursdays)! Sign-ups (beginners welcome) September 26 and 29 at WMS Room D114 or Multi-Use Room at 3:45. Be ready to play or come and watch to check it out! Cost is $60.00 per semester. Be there!!

Dance lessons start promptly at 4 PM at both sites (Mondays WHS & Thursdays WMS)
Drummers start at 3:45. Cost of lessons includes insurance, light refreshments, and use of equipment. Don't be shy, give it a try!

Please make checks payable to: 4-H Bloco.
Contact us at 837-7737 x 128 or E-mail us at Windsorbloco2005@yahoo.com

Scholarships Available

The 4-H Youth
Development Program

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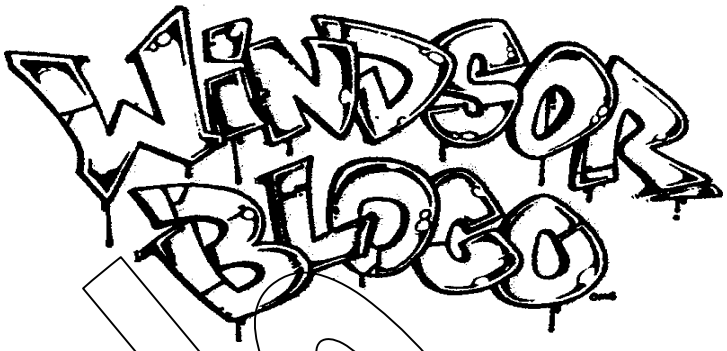

Windsor Bloco, el programa despues de escuela del Condado de Sonoma celebra seis años de la experiencia de tambor y baile para juventud. ¡Clases para jovenes 10–19 Lecciones en Afro, Brazilian, Cuban, Hip-Hop y Reggaeton!

Clases de Baile

En septiembre vengan a explorer el mundo de baile, los disfrazes y los movimientos Lecciones será dos veces por semana. lunes, en la Preparatoria de Windsor (WHS) y jueves en la Secundaria de Windsor (WMS) Costo – $60.00 por semestre. Matriculación de baile sera el lunes, 26 de septiembre en WHS, salon E103 3:30 – 4:00

Clases de Tambores y Percusión

Tambores y baile el jueves, 29 de septiembre WMS salon D114, 3:30 – 4:00. Favor de hacer los cheques a 4-H Bloco y tragan su ritmo! Los estudiantes de WMS y Cali necesitan obtener permiso de padres para el transporte del autobus.

Lecciones de baile empezará inmediatamente a las 4:00 en los dos lugares. (lunes – WHS / jueves WMS) La batariá de tambores empezará a las 3:45 en la WMS

Costo de lecciones incluye, aseguranza para los estudiantes, refrescos y tambores. ¡No sea timido, darle la prueba!

Para la serguridad de los estudiantes favor de llegar inmediatamente a de las 5:30 a recoger su niño

Favor de hacer cheques a 4-H Bloco.
Si tiene preguntas favor de llamar a 837-7737 x 128 o por correo electronio a Windsorbloco2005@yahoo.com

Algunas becas disponibles

Programa de 4-H
Desarollo de Juventud

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4-H BLOCO DRUM AND DANCE AFTER-SCHOOL PROGRAM

SIGN-UP SHEET

Boys and girls, are the drums calling you? Drum lessons with 4-H Bloco Drum and Dance start Tuesday, October 23, 2012 at Windsor Middle School. Cost is $45.00 for 8 weeks. Make checks payable to UC Regents. Lessons are on Tuesdays and Thursdays from 3:30 pm to 5:00 pm. Payment is due the week of November 5.

**Children below 6th grade must be accompanied by a parent/guardian.

Estimodos jovenes, ¿Los tambores te están llamando? Las lecciones para aprender a tocar tambores con Windsor Bloco empiezan el martes, 23 de Octubre de 2003 en la escuela de Windsor Middle School. ¿Cuando? Las lecciones son los martes y jueves desde las 3:30 PM hasta las 5:00 PM. Costo: $45.00 por 8 semanas. La fecha límite para pagar es el 5 de noviembre. Favor de escribir su cheque a: UC Regents.

**Los jovenes menores del sexton grado deben ser acompañados por uno de sus padres o guardián.

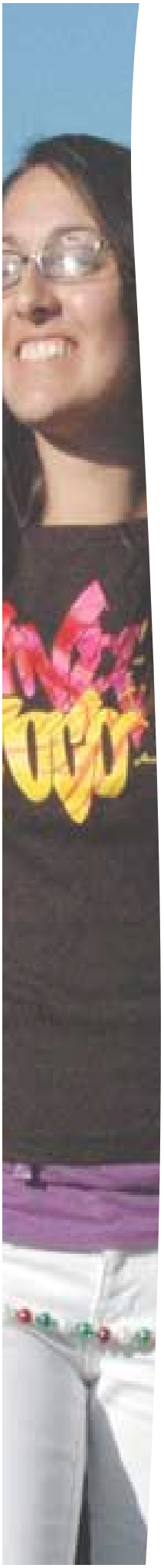
Student's name *Nombre del estudiante*	*Parent signature* *Firma de su padre*
Phone number (between 3:30 and 5:00 pm) *Número de teléfono durante el día*	*Home number* *Número de teléfono por la tarde*
E-mail	*Alternate emergency number* *Número en caso de emergencia*

☐ *Check enclosed / Pago adjunto*

Participant payment / Pago del participante: _____

☐ *Scholarship application needed / Se necesita la solicitud para la beca*

Limited scholarships are available. / Hay un límite de becas desponibles.



4-H BLOCO DRUM AND DANCE

This after-school program targets middle school and high school students. It was modeled after the Loco Bloco Program in the Mission District of city of San Francisco.

The program engages boys and girls of diverse nationalities and ethnic backgrounds to share their love of music and dance in a safe after-school environment. Junior high and high school students perform at various events in and around Sonoma County.

Older high schools students, along with paid adult staff, serve as mentors and teachers sharing their drum and dance skills with younger teens. Our underlying purpose is to provide education on the health benefits of overall physical fitness. The drum and dance program provides excellent physical exercise combined with music appreciation. We provide healthy snacks at each practice as a way to expose the youth to fruits and vegetables as part of healthy nutrition.

At the end of the year, the youth perform in the San Francisco Carnaval with other youth from throughout California. They march in a 4-hour parade to celebrate cultural dance and drumming. The parade is bright, colorful, and exciting for the teens, as they become a part of a larger group in heart-stopping, feet-moving sounds of music.

In May in 2003, we received a 5-year grant from *Children, Youth, and Families at Risk* (CYFAR) to strengthen and expand the program into other areas of Windsor and extend our existing drum and dance lessons to twice a week for 30 weeks. The 4-H Bloco Drum and Dance Program is a joint venture between Windsor Middle School, Migrant Education, the Town of Windsor, and the Sonoma County 4-H Program. For more information Contact Evelyn Conklin-Ginop, 4-H Youth Development Advisor _____, or the Site Director at _____.

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Sponsorship Form

Dear Community Supporter:

After a great deal of hard work and practice, I have earned the privilege of participating in the 2002 Carnaval in San Francisco on _____. In order to participate each person must raise $100 to cover the cost of entry fees, float, costume, gas for transportation, and snacks. Your financial support is important to help me make the trip. This program is part of the Sonoma County 4-H After-School Program and is therefore tax deductible. Thank you for your support!

Name of Participant_____

Name of sponsor	**Address/phone**	**Amount**

Make your check payable to UC Regents.

Contact the Site Director at Windsor Middle School:
Phone _____ Email _____

The University of California Division of Agriculture & Natural Resources (ANR) prohibits discrimination against or harassment of any person participating in any of ANR's programs or activities on the basis of race, color, national origin, religion, sex, gender identity, pregnancy (which includes pregnancy, childbirth, and medical conditions related to pregnancy or childbirth), physical or mental disability, medical condition (cancer-related or genetic characteristics), genetic information (including family medical history), ancestry, marital status, age, sexual orientation, citizenship, or service in the uniformed services (as defined by the Uniformed Services Employment and Reemployment Rights Act of 1994: service in the uniformed services includes membership, application for membership, performance of service, application for service, or obligation for service in the uniformed services) or any person in any of its programs or activities.

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HOW TO TAKE A HEART RATE

There are several ways to monitor the intensity of exercise. The best way is to take your heart rate during the exercise, within the first 5 minutes of your cardiovascular exercise session, and again just before the cool-down.

Your heart rate is measured in beats per minute (BPM). Here are two ways to check your heart rate during exercise:

One way is to purchase a heart rate monitor that you can strap around your chest. The monitor attaches to a digital wristwatch display that tells you exactly what your heart rate is at a specific moment in the exercise session. A second way is to feel your pulse at either the carotid artery, the temporal artery, or the radial artery. The easiest sites to monitor are the carotid and radial arteries. To feel you carotid artery, gently place your index finger on your neck at a point in the middle of the space between your collarbone and your jaw line. To feel the radial artery, place your index and middle fingers on the thumb side of the underside (palm side) of your wrist. Using the second hand on a watch or clock, count the number of pulses in 6 seconds and multiply that number by 10. This gives you the number of times your heart is beating in one minute.

To easily get an idea of what your own maximum heart rate should be, just subtract your age from 220. For example, a 13-year-old would have a maximum heart rate of 207 BPM (220 − 13 = 207). A healthy heart rate under moderate exercise is about 70 percent of the maximum, or 145 BPM for that same 13-year-old (0.7 x 207 = 145).

Duration is the length of time the exercise activity is performed. A good minimum duration for moderate exercise is 30 minutes per day.

Frequency is how often the activity is performed. We recommend that adolescents exercise as many days a week as possible. This kind of regular exercise can improve the health and well being of adolescents. Personal goals such as weight gain may alter these numbers for an individual. Personal differences, such as an individual's athletic ability or medical conditions, may also affect how long or how often you want to exercise.

Basic physiology. When a body uses its muscles, it requires food to fuel the muscles. In order to burn that food and create energy, the body needs oxygen. The more activity, the more oxygen it requires, the faster the breathing (respiration), and the faster the heart pumps to deliver the blood, rich with oxygen and calories, to the muscle cells of the body. By measuring your heart rate and respiration rate, you can estimate how many calories your body is burning. An elevated heart rate is a sign that the body is using more calories than usual.

Adapted from Mountain States Health Alliance, How to take your heart rate, *retrieved on November 2, 2009, from www.msha.com/body_sibling02.cfm?id=684.*

HEART RATE CHART

Name	Age	Sex	Weight	Heart Rate

Keep track of students' heart rate after each class.
Heart rate during exercise indicates level of fitness and intensity of exercise.

Windsor Bloco After-School Drum and Dance Potluck

at

Windsor Middle School
Auditorium, Friday May 31
5:30 pm – 7:30 pm

RECOGNITION NIGHT POTLUCK

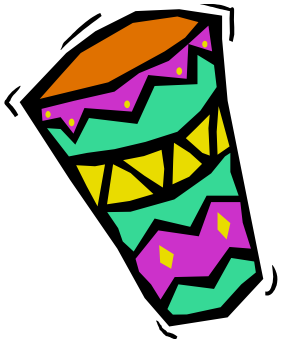
YOU ARE INVITED: Parents, family, and friends, please join us in honoring our drummers and dancers.

This is a family affair, so please bring your favorite native dish to share with others. We will talk about nutrition and see a short performance. The drummers and dancers will receive a certificate.

Please call (insert telephone number here) and let us know what you can bring. Hablamos español.

Thank you to our

- *Community Sponsors*
- *Parents*
- *Teen Leader*
- *Instructors*
- *Sonoma Co. 4-H Council*
- *Sonoma Co. 4-H Foundation*



SAMPLE

4-H
Bloco Drum and Dance

Recognition
and
Awards Program

May 15, 2012

Windsor Middle School

Drummers and Dancers

Allilovich, Nathan
Bone, Anthony
Bone, Daniel
Bone, Peter
Clem, Spike
Emerson Skye
Flores, Rey
Garcia, Lucelina
Gaspar, Manuel
Goins, Joshua
Goins, Thomanesha
Hill, Wanice
Houle, Michael
Howell, Janea
James, Keith
Larsen, Gabrielle
Leas, Ruben
Lee, Anthony
Madrid, Christopher
Nunez, Alex
Palominos, Jessica Judith
Perez, Antonio
Pinell-Cruz, Mirena
Russell, Melanie
Scarboro, Jr., Kenneth

Advisory Committee

Dennis Bone', Project Coordinator
Peter Bone', Teen Leader
Robin Campbell, Siren Studio
Randy Chavez, Instructor
Evelyn Conklin-Ginop, 4-H Youth Advisor
Eric Lofchie, Town of Windsor Police Dept
Nicteha Martinez, Instructor
Vinny Ramsanny, Drum Instructor
Guillermo Rivas, Bilingual Services
Andrea Rodriguez, Instructor
Tammy Sakanash , Santa Rosa Jr College
Wanda Tapia, UCCE Human Resources

For more information contact us at (707) 565-2681

SAMPLE

Welcome!

Program:

- Dinner
- Introductions
  - Advisory Committee
  - Coordinator
  - Instructions
- Overview of the Program
- Nutrition Program
- Performance or Tape
- Awards

Have a Safe Trip Home!

This certificate recognizes the participation
of

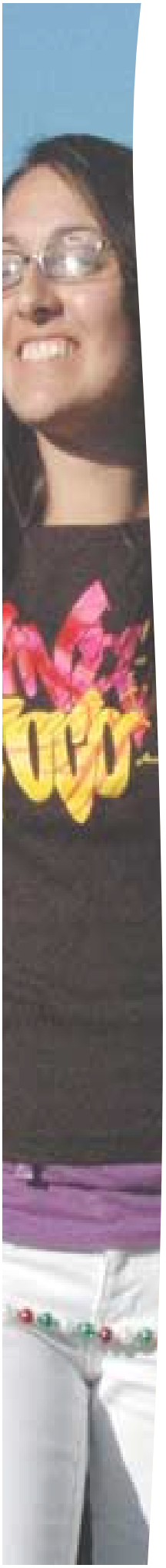
[Recipient Name]

in the _____ *County*

4-H Bloco
Drum and Dance Program

_____
Site Director

_____
4-H Youth Staff



4-H BLOCO DRUM AND DANCE PROGRAM

Sample lesson plan based on the experiential learning model

ETHNIC MUSIC: BRAZILIAN STYLE

Overall objectives
As a result of this lesson, youth will be able to:

- define the term *ethnic music*
- define the term *ethnic dancing*
- define the term *ethnic drumming*
- define *Brazilian-style dance and music*
- dance a simple Brazilian-style dance step
- drum a simple Brazilian-style drum beat

1. Snack time

2. Materials needed
   - Brazilian music
   - Brazilian instruments/drums/sticks
   - CD player

3. Procedure: **Experience, Share, and Process**
   - Open discussion to explain terms.
   - Open discussion to teach about equipment.
   - Open activity to use the equipment and practice.
   - Open activity to learn and practice the dance steps.
   - Open activity to learn and practice basic the drum rhythms.

4. Principal activity: Have students practice the drum rhythms and dance steps they have learned in this lesson, focusing on matching the dance steps to the drum rhythms.

5. Key terms
   - What is meant by Brazilian dance?
   - What is meant by Brazilian drum?

6. Evaluation: **Apply**
   - Be able to demonstrate basic dance steps.
   - Be able to demonstrate basic drum rhythms.