

Magnet Song and Magnet Waltz

Excerpted from “Rediscovering and Exploring Science” workshop
By Wolf Trap Master Teaching Artist Jeanne Wall

Learning through experience, or *active learning*, is irreplaceable in generating an excitement for learning.

- **Exploring the properties of magnets hands-on is fun and facilitates critical thinking and reasoning skills.**

If magnets stick here, will they stick there? Why not?

- **Experiencing the force of polarity—attraction and repulsion—for the first time is an exciting mystery to a young observing mind.** Having children work with magnets and discover their properties is the beginning of any lesson on magnets. Let children discover which objects stick to a magnet and which don't.

*What happens when two magnets with poles marked **N** and **S** touch?*

This next lesson is an extension of that exploration using dramatic play, song, and dance.

LESSON OBJECTIVES

Children will be able to answer the questions:

- **What happens when opposite poles (N & S) touch?**
- **What happens when same poles (N and N) touch?**

VOCABULARY BUILDER

Attract: To pull toward

Repel: To push away

INTRODUCTION

Ask children about their magnets explorations.

- *What's so special about magnets?*
- *What is a magnetic pole?*
- *What does it mean when we say opposite poles attract?*
- *What does it mean when we say they repel?*
- *What does it feel like when the poles attract?*

Teach the following “Magnet Song” using gestures and clapping:

Magnet Song / Chant

By J. Wall

*Come here. Go away. Come here. Go away. (model gestures for lines)
That's what magnets say. That's what magnets say.
Come here. Go away. Come here. Go away.
That's what magnets say. That's what magnets say.*

*If you're the pole unlike me,
You're the one I want to see.
Opposites attract you know.
If we're the same then Go Go Go!*

*Come here. Go away. Come here. Go away.
That's what magnets say. That's what magnet's say.
Come here. Go away. Come here. Go away.
That's what magnets say. That's what magnets say.*

*Poles are picky end to end.
They need a certain kind of friend.
N and S attract and stick.
N and N repel real quick.*

*Come here. Go away. Come here. Go away.
That's what magnets say. That's what magnets say.
Come here. Go away. Come here. Go away.
That's what magnets say. That's what magnets say.*

Magnet Dance

Teacher: Explain to the children that we are going to pretend that we are magnets and we are going to do a magnet dance.
*We are going to do the **Magnet Waltz**.*

Children: Let the children listen briefly to the waltz music.

Teacher: Instead of teaching the traditional waltz steps, describe types of movements that can be used in our Magnet Waltz.

*In our waltz, we can make slow turns (demonstrate) and large side steps (demonstrate), our hands sticking out from our sides representing the different **N and S** poles. We are going to take turns dancing four at a time inside our circle.*

*Each dancer will get two colored mitts marked **N and S**. Dancers, remember that you are magnet dancers. You can move because you are repelled*

(pushed away) by like poles, or attracted (pulled) to opposite poles. You may start your dance when the music begins.

Children: Encourage the children who are sitting and watching to warn the dancers if two similar poles are close together.

Teacher: Start the music. After briefly exploring the space, the magnet dancers will be asked to find a partner by matching correct poles and dance with that partner. The dancers are told to separate and dance alone again. To end the Magnet Dance, have all the dancers connect and dance in one group. New magnet dancers take their turn.