I tried several things that worked REALLY well today. You could use the ideas with any song, but I used them with "A Shepherd's Carol."

1) Teach the song with “My Turn, Your Turn” (i.e., you sing a line with actions, then they do it). (Sharla Dance's actions under Idea #1 work well: <http://teachingprimarymusic.com/christmas-songs-the-shepherds-carol-for-younger-children/>)

2) After a few rounds of “My Turn, Your Turn,” use Denise Petersen's stick puppets (the last half of this PowerPoint: <https://www.facebook.com/groups/ldsprimarychoristers/890978317580101/>) to go through the whole song several times. I made a version of this with squares instead of circles (b/c they are easier to cut out fast, even though I prefer the look of the circles).

3) In Senior Primary, assign boys to be green and girls to be red. When they see their color, they have to stand up and sing the words in that color with strong voices. Use Denise’s flipchart (the first half of this PowerPoint: <https://www.facebook.com/groups/ldsprimarychoristers/890978317580101/>) to manage this. She has formatted it so beautifully that the children saw instantly what they were supposed to do. They end up looking kind of like one of those colored fountains that move with the music. In fact, next year, I am going to give them all colored flashlights to hold and turn most of the lights off so they can do that.

4) Now that they know how to follow the words that match their color, you can do a 3-part round. Have them randomly choose to be blue, red, or green. Have each group stand up so you can make sure the size of each group is more or less evenly distributed. They sing all the way through both verses of the song by following their color on the flipchart. I reformatted Janine Clayson’s flipchart for this so that the kids who are not good readers could follow the pictures and those who are could read the words. It worked BEAUTIFULLY!

5) Once they knew how to do these two things, we invited people in to do the reverse caroling that others have talked about, but they sang the song in one of these two ways. We only learned the song last week, but the kids really knew the song well by the end of Primary today and asked to keep doing it when it was time to stop for Sharing Time.

I just wanted to take a minute to thank the creator of this page, and all of you who participate, for the fabulous ideas you share every week. I am a teacher by trade, and consider myself to be a pretty creative person, but the hundreds of children in my Primary are having a MUCH more powerful experience every week than I could possibly give them on my own because of your willingness to share your best ideas and materials so freely. Your work means that instead of only having time to make an engaging activity for one or two songs each week, I am able to have a fun choosing game, a different hands-on activity for each song, and can teach twice as many songs each week in ways that keep their attention for the entire Singing Time. What’s more, I am finding that I can spend more time thinking about how to connect Singing & Sharing Time and how to help them internalize doctrine in meaningful ways through the choosing games and activities. The kids and I love coming to Primary, and our joy has been expanded immeasurably because of the love and effort each of you have shared with me as you have magnified your own callings. As I pondered this today, it gave me a little glimpse of what the Lord’s storehouse really consists of and of just how much power we have to change the world when we combine our individual efforts. Thank you!