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| **“Peanut Butter Jelly Time is Exercise Time!"** |

**Suggested Grade Level:** 4-8

**Materials Needed:** Music player

**Recommended music:** “Peanut Butter Jelly Time” Radio Version. The song can be purchased on Itunes for $0.99.

**Beginning dance formation:** Students are randomly spaced on the gym floor. The dance can also be done in a large circle if no turns are added.

**Description of Idea**

Introduction – Hold during the words “Its peanut butter jelly time”. Start the dance when the music starts. The introduction is 12 counts.

STEP 1  
1-16 – 8 criss-cross jumps (jump crossing R foot in front, jump with feet apart, counts 1-2 – repeat for a total of 8 times, 16 counts, reversing front foot each time) This movement is done during the verse (Where ya at?... There you go…) of the song.

STEP 2  
1-16 – Moving to the R – Step R, close L, step R, Tap L. Reverse, moving to the L – Step L, close R, Step L, Tap R. Repeat both R and L movements. This movement is done during the chorus with the words: “Peanut butter/jelly”.

STEP 3  
1-16 – Scissors jumps-Jump and place one foot forward and the other foot back (1-2), jump reversing feet (3-4), jump and reverse feet again (5-6), jump with feet together, hold (7-8). Repeat the scissor jumps and hold. This movement is done during the words: “Peanut butter & jelly with a baseball bat…”

STEP 4  
1-16 – Stomp on R foot to the front, slide the R foot back and step R (1-2), stomp on the L foot to the front, slide the L foot back and step L (3-4), Stomp on the R foot to the front, slide the R foot back and step R, repeat with another stomp on the R foot to the front, slide the R foot back and step R (5-8). Repeat the entire combination starting on the L side with L foot stomping forward first. This is done during the words:“Where ya at”… A good way to cue this step is single, single, double or RLRR, LRLL since that is the pattern of the stomps and slides.

REPEAT STEP 2

REPEAT STEP 3

STEP 5 – The words will tell you what to do. These steps are only performed once in the dance:  
1-4 - Flex knees and gradually lower body and freeze at that spot.  
5-8 – Continue to lower body till lower or kneeling and freeze  
1-4 – Lean entire body slightly back and freeze  
5-8 – Get back up and freeze

REPEAT STEP 1, REPEAT STEP 2, REPEAT STEP 3, REPEAT STEP 4

REPEAT STEP 1, REPEAT STEP 2, REPEAT STEP 3, REPEAT STEP 4

The following steps are only performed once:  
1-8 Lower hands to the feet as if stretching hamstrings  
1-8 Raise hands from the feet to the above the head

The following step is done to a special musical phrase at this point in the song. It is not repeated again.

STEP 6   
1-32 Step RLR, raise the L knee (1-4), step LRL, raise the R knee (5-8) Repeat for a total of 7 times. On the last 4 counts twist the hips while standing in place.  
1-4 Run in place with fast feet.

Start the dance again and repeat steps 1-4 until the end of the song.

**Variations:**

Feel free to make this a 4 wall line dance by adding a ¼ turn to the L each time step 4 is performed. Before the turns are added, students will need to know the “special steps” (those that are only listed as being performed once) of the dance that go with the instructions in the music.

**Teaching Suggestions:**

This dance focuses on the locomotor skills of jumping and sliding. It is a good way to present to students different ways (criss-cross, scissors) to do a basic jump and different ways to slide (sliding R and L as well as placing a foot forward and sliding it back into place). If the class has discussed the target heart rate zone a beginning and ending pulse could be taken so that students can document the raising of the heart rate during exercise.

**Adaptations for Students with Disabilities:**

Students who have cognitive disabilities can do simple jumps and slides and still experience the cardio-respiratory and rhythmic effects of the dance. Students who are in wheel chairs can do the jumping movement with short pushes to the front and back. The slides can be done with arm motions to the R and L or forward and back.

PE Central. (2010a). Dance lesson ideas.Retrieved from http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=10309

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| **“Get Ready to Bounce” Dance** |

**Purpose of Activity:** To be able to correctly perform the 32 count “Bounce” line dance, staying with the music and raising the heart rate.

**Suggested Grade Level:** 4-12

**Materials Needed:** CD player

**Recommended music:** “Get Ready to Bounce” by the Brooklyn Bounce from the Jock Jams volume 4 CD

**Beginning dance formation:** Students are randomly spaced on the gym floor.

**Description of Idea**

Introduction: 7 sets of 8 counts - Standing with feet together, flex the knees and bounce with the music. (Down on odd counts and up on even counts)

Hold for the words: “Get ready to bounce.”

Counts 1-8 – (counts 1-4) Step R, touch L toe behind the R foot, Step L, touch R toe behind the L foot. Repeat for counts 5-8. Push both arms above the head whenever the toe is placed behind the foot.

Counts 1-8 – (Counts 1-4) Step R, Kick L to the front, Step L, touch R foot to the back (This is a basic Charleston step) Repeat for counts 5-8. Both arms are pushed straight forward on the front kick L and pushed down to the side on touch back R.

Counts 1-8 –Jump on counts 1,3,5,7. Push the arms above the head on counts 2,4,6,8. Cue words “jump-push, jump-push,” etc. Jump #1 faces the starting wall. On each jump (2, 3, 4) make a ¼ turn to the R and end facing the wall to the L of the original wall.

Counts 1-8 – Front Grapevine (see description) R (counts 1-4) and L (counts 5-8). (Front grapevine - Step R to the side, cross L in front of R, step R to the side and tap L toe next to R foot. Reverse stepping L to the side, crossing R over L in front of L, step L to the side and tap R toe next to L foot)

Repeat the dance to a new wall.

Repeat the dance 6 times. The music will slow for 6 counts of 8. Bounce to the beat as described in the introduction. Hold for the words “Get ready to bounce.” Repeat the combination 2 more times. Pause for the words “Brooklyn Bounce” and repeat the dance to the end of the song.

**Variations:**

This dance makea an excellent aerobic activity. It is written as low impact movements, but by making each movement a hop (add some bounce!), the heart rate will rise.

**Teaching Suggestions:**

This dance focuses on the bouncing movement. It can be used to teach the location of the quadriceps and gastrocnemius muscles as they are the muscles most involved in the bouncing movement. The arms should always push above the head or in front of the body. The location of the deltoid muscle can be taught, as it is a muscle involved in these movements.

**Adaptations for Students with Disabilities:**

This dance could easily be taught to younger children by taking the turn out of the jumps and continuing to face the same wall for the entire dance.

The grapevines can be modified to traditional grapevines or even substitute a simple step touch step touch R and L. The arm movements can be modified by substituting claps for movements.

PE Central. (2010b). Dance lesson ideas.Retrieved from http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=10195

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| **March Madness** |

**Purpose of Activity:** To perform dance combinations that combine rhythmic movement with basketball skills -- to develop rhythm, learn patterns and utilize their hand-eye coordination.

**Suggested Grade Level:** 6-12

**Materials Needed:** one basketball for each student (other types of balls may be used, just as successfully)

**Recommended music:** Songs 1 & 2 (Let’s Get Ready to Rumble and Get Ready 4 This) from Jock Jams CD - Volume 1

**Beginning dance formation:** Students can be arranged in rows, in a large circle or spread randomly around the gym. The teacher might consider assigning each student to a “poly spot” or something that could signify the “home spot” for each portion of the dance.

**Description of Idea**

This music is nicely arranged in sets of 32 counts. The 4 movements listed below can be used once for 8 counts, repeated twice for 16 counts, or repeated 4 times for 32 counts.

The dance begins with the basketball at the right side under the right arm and feet about shoulder width apart. This is held during the opening of the song until the words, “Let’s get ready to rumble!” There are 32 counts of music that can be used for the dance, or students can continue to hold this position. The main part of the music beings when "You all ready for this?” is heard.

Step #1 – Hold ball in both hands above the head and to the L (1), bring it down to the R shoulder (2), bring it down to the L armpit (3), bring it down to the R side of the waist. (4). Move ball to the L of the waist (5), to the R armpit (6), to the L shoulder, and to the R above the head. (The ball moves in a zig-zag pattern.) Each movement can be given 2 counts if it is easier for the students to move the ball more slowly. This step can be repeated for up to a total of 32 counts.

Step 2 - Holding the ball about eye level toss the ball from the R hand to the L on each count of the music. Emphasize keeping the tosses under control and staying with the music. Add hip movements to the R and L as the ball is tossed from hand to hand. Again this movement can be repeated for up to 32 counts.

Step 3 – While the feet are doing a grapevine to the R (step to R with R foot, step behind R foot with L, step to R with R foot, touch L toe next to R) and to the L (step to L with L foot, step behind L foot with R, step to L with L foot, touch R toe next to L) the basketball is tossed on counts 1, 3, 5, 7. It is caught on the even numbers. Emphasize that tosses sould be no higher than the eyes.

Step 4 – Fake a chest pass to the R by pushing the basketball to the front and bringing it back in. (2 counts). Repeat faking the pass to the L. Using the pivot movement from basketball, keep one foot stationary and use the other foot to pivot in a complete circle. (4 counts). Either foot can be used for this step. Again this movement can be repeated for up to 32 counts.

**Variations:**

The sequence of this dance is totally up to the teacher and each class. Some classes may be able to do each step, one time (8 counts) for a 32 count combination. Others may prefer to repeat each step 2 times for 16 counts thus making a 64 count combination. Each step can even be repeated 4 times for 32 counts.

**Teaching Suggestions:**

Anticipatory set: This is a great way to use the “March Madness” theme to challenge students to use sports skills with dance skills. You can relate the theme to universities in your area that might be in one of the tournaments, or ask students to list their favorite teams.

After teaching the 4 steps, challenge students to create another variation to add to the dance. Tell them to try to incorporate their knowledge and skill in basketball with dance and rhythms.

**Adaptations for Students with Disabilities:**

Students in wheelchairs can do all of the ball movements and can turn the wheelchair in a circle during the pivot step. Different types of balls or bean bags could be used for those with other disabilities.

PE Central. (2011a). Dance lesson ideas. Retrieved from http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=10595

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| **Stuck Like Glue 4-Wall Line Dance** |

**Purpose of Activity:** To perform a 4-wall country themed line dance, staying with the music and remembering the sequence of the steps.

**Suggested Grade Level:** 4-12

**Materials Needed:** None

**Recommended music:** Stuck Like Glue by Sugarland

**Beginning dance formation:** Students can be arranged in rows, in a large circle, or spread randomly around the gym.

**Description of Idea**

This dance is 32 counts and can be taught with or without the turns.

Step 1: Twist Step – Cue with: heels-toes-heels-toes-R heel, toe- heel-toe.  
With both feet together swivel both heels to the L (1), followed by the toes to the L (2), repeat heels to the L followed by toes to the L (3-4).   
Place R heel to the front (5), touch the R toe next to L foot (6), repeat placing the R heel forward (7), and touching R toes back next to L foot (8).

Step 2: Grapevines R and L with scuff at end of each grapevine.  
Adding a turn: Grapevine to the R ending with a scuff of the L foot (1-4); Grapevine to the L ending with a scuff on the R foot and a ¼ turn to the L (5-8). The dancer is now facing a new wall.

Step 3: Advanced step – Cue with: Shuffle R- Rock step – Shuffle L-Rock step.  
Shuffle step - step on the R foot (1), step on the ball of the L foot (&), step on the R foot (2)- (also called a step-ball-change or chasse).   
Rock forward by stepping forward on L foot (3) and rock back by stepping back on R foot (4).   
Reverse the step by doing a shuffle step moving backwards stepping on the L foot (5), step on the ball of the R foot (&), step on L foot (6).   
The rock step is done by stepping back on the R foot (7) and forward on the L foot (8).

OR

Step 3: Easier step – Glue step: Feet slide as if “stuck like glue.”  
Step forward on the R foot and slowly drag L foot up to R (counts 1-4).   
Step back on L foot and slowly drag R foot to the back to the R foot (counts 5-8).

Step 4: Twist and Shout  
Step on the R foot to the R side (1), bring L foot in and stomp L (2).   
Step on the L foot to the L side (3), bring the R foot in and stomp R (4).   
Keeping feet together, twist hips to the R (5), L (6) and 2 times to the R (7-8) while shouting “yahoo.”  
Repeat the dance to a new wall.

**Variations:**

After teaching the 4 steps, challenge students to create another variation to add to the dance. Arms can also be added to each step.

**Teaching Suggestions:**

Anticipatory Set: Country music has long been associated with line dancing. Ask students if they can name a country singer, group or song. There have been many popular line dances through the years, including “Boot Scooting Boogie” and “Copperhead Road.” Both of these dances go with a specific song. There are some line dances that can go with any song.

**Adaptations for Students with Disabilities:**

Students in wheelchairs can do all of the twisting movements with the hands and arms and can move the wheelchair side to side during the grapevines and forward and back on the “glue step.” The dance can be done facing the same wall without doing any turns for students with cognitive disabilities. The dance can also be done to a song with a slower tempo.

PE Central. (2011b). Dance lesson ideas*.* Retrieved from http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=10704

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| **Crazy Frog Dance** |

**Purpose of Activity:** Students will demonstrate the ability to use basic walking steps in several body directions while demonstrating rhythmic accuracy with their steps. Students will state that dancing makes their heart go faster and is good exercise. This lesson will satisfy National Dance Content Standards 1 and 6.

**Prerequisites:** \* Prior experience in basic line dance steps is helpful.   
\* Students should have had experience moving to a steady beat and understand their basic body directions: forward, backward, right (side), and left (other side).

**Suggested Grade Level:** K-2

**Recommended music:** "Axel-F" by the Bass Bumpers, a German dance music duo featuring Crazy Frog ringtone sounds. Music may be found at: <http://gprime.net/video.php/bassbumpers>

**Beginning dance formation:** Students can be either in line dance formation or scattered in personal space. Either way, they should face the teacher who should be prepared to mirror the actions of the dance with the students.

**Description of Idea**

This is a simple 1-wall or 4-wall line dance. There are 4 counts in each part of the dance. The dance starts just after you hear "what's going on" and Axel F music starts.

**Counts 1 - 4**: Walk forward 4 steps (can add a clap on beat 4)  
**Counts 5 - 8**: Walk backward 4 steps (can add a clap)  
**Counts 9 - 16**: Repeat counts 1 - 8.  
**Counts 17 - 24**: Step Touch right, Step Touch left 2x  
**Counts 25 - 28**: 3-step turn right (3 steps in place, marching or a partial grapevine step could also be used. There is a pause for the 4th count in this part of the sequence).   
**Counts 29 - 32** : 3-step turn left (see above)  
Repeat entire dance counts 1 - 32

There are then 32 Counts of Freestyle. Students pretend to ride a motorcycle in personal space, moving around on curved or straight pathways. At the end of 32 counts students can face wall 2 or just face wall 1 again to begin the dance again. They can be encouraged to be in a different place each time the dance repeats.

The "frog ringtones" come at the end of the 32 counts and may be used as an audible cue to begin the dance again.

After the dance has been learned and performed, be sure to ask the students how their bodies feel. Ask them questions to elicit an understanding about heart rate elevation and relate this to the fact that dancing is good exercise for their heart, body and mind.

**Assessment Ideas:**

After the dance is learned, use a simple assessment sheet with all the names on it to assess each student by giving a plus, check or needs improvement on performing the line dance with rhythmic accuracy and in the correct sequence. A videotape may be used to enable evaluation to take place after the class is over or for students to self-assess at a later time.

**Teaching Suggestions:**

For this age group, it is not necessary to worry about right and left feet during the dance. The focus is on rhythmic accuracy and body directions. They can step forward and backward with either foot leading and they can step touch to whichever side they wish. If students begin in scattered formation, they will not interfere with each other when they go side to side with the step touches.

**Adaptations for Students with Disabilities:**

Students with disabilities can do grapevines instead of 3-step turn or step in place. Students in wheelchairs can roll forward and back, clap hands overhead for step touches and wave hands overhead for the 3-step turn. Students could be given a simple scarf or ribbon as a prop to manipulate during the "freestyle" portion of the dance. They may be encouraged to wave the prop at a variety of levels and/or pathways.

PE Central. (2007a). Dance lesson ideas.Retrieved from http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=7616

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| **Skip to My Lou** |

**Purpose of Activity:** To provide maximum participation and fun while teaching skipping.

**Prerequisites:** To be able to perform the skills of hopping and walking.

**Suggested Grade Level:** K-2

**Materials Needed:** a cone for each student, music: "Skip To My Lou"

**Description of Idea**

Set up cones in pairs about 20 feet between: C----20ft-----C. Students stand by a cone and learn how to skip to the classic American song, "Skip To My Lou."

Describe skipping, using the cues "step-hop, step-hop." Let them know that this is a popular song in which one traditionally trades off partners and that they will be learning a variation of this song.

Without the music, ask students to skip in a straight line towards their partner, reciting “step-hop, step-hop" until they have reached their partner. When they are facing each other, tell them to “freeze.” Have students link arms and skip, turning clockwise in a circle. Let the students practice until they feel comfortable, and, thereafter, skip back in a straight line to their cone.

There are two parts to the song:  
#1: On the words “Skip to My Lou”, the students will skip towards their partner.

#2: When the students reach their partner, they will hear: “Flies in the buttermilk, cows in the corn, little red wagon," etc. During these parts, link arms and turn in a clockwise circle. (option: walk or skip)

Before the students begin the activity, teach them the customary practice in folk dancing to acknowledge their partner by bowing (for boys) or performing a curtsey (for girls).

**Assessment Ideas:**

Ask the questions,   
\* What cues did we learn for skipping today? (step-hop, step-hop)  
\* What was the most difficult part of the day’s lesson?  
\* Did anyone discover that when the music got faster, they moved faster? Why do you think that is? (Rhythm)

**Adaptations for Students with Disabilities:**

Learning and physical disabilities can be incorporated by walking instead of skipping.

PE Central. (2010c). Dance lesson ideas*.* Retrieved from http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=10093

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| |  | | --- | | **Scattered Square Dance** |   **Purpose of Activity:** To get the students active and moving, as well as give them ideas on how to work well with small groups.  **Suggested Grade Level:** K-2  **Materials Needed:** CD player  **Recommended music:** Any country or square dance music without lyrics or words.  **Beginning dance formation:** Have the students spread out all over the gym in self space. It helps if there are X's or spots on the floor.  **Dance source:** Dance was taken from Dr. Kristin Carlson, professor at Illinois State University.  **Description of Idea**  Before performing the dance with music, have the students practice each dance move. Each dance move has a specific "call" that the students should remember.  "Lasso" - Students stand in place and pretend they are spinning a rope.  "Cactus" - Students stand on one leg and balance.  "Twister" - Students spin in a circle.  "Tumbleweed" - Students sit on floor and spin.  "Join Hands and Circle Two" - Students join hands with a partner and turn slowly in a circle.  "Join Hands and Circle Four" - Four students join hands and turn slowly.  "Horse and Jockey" - One student has hands on other student's shoulders and walk around self or general space.  "Change Jockeys" - Student in back now switches to the front.  "2 Person Star" - Two people put right hands up to center and turn.  "4 Person Star" - Four people put right hands in center and turn.  "Shoot That Star" - All students say "yee-ha" and separate from group.  "Walk the Trail" or "Hit the Lonesome Trail" - Students walk/skip/jog/jump/slide, etc. (as called by the teacher) in self or general space.  "Giddy-Up" - Students gallop in self or general space.  "Join Hands and Circle All" - All students join hands and circle to right.  "Hit the Hay" - Students fall down (safely) and pretend they are sleeping.  \*It is a good idea to call "Walk ( skip/jump etc.) the Trail" or "Hit the Lonesome Trail" between all or most calls. Any type of locomotor skill could be called.  Once the students have done each move successfully, turn on music and have them do the moves to the beat.  **Variations:**  There are many different individual square dance moves that could be added. Teachers can also add directional cues: left, right, clockwise, counter-clockwise, etc., to reinforce these concepts.  **Assessment Ideas:**  Once students learn all the moves, this can be done as an instant activity. In addition, older students could be put into groups and each group can create a series of calls or create a new call. Allow each group to present their patterns and/or new calls to the class.  **Adaptations for Students with Disabilities:**  Students in wheelchair can perform most moves in chair. Some students with behavior problems can demonstrate moves with the teacher to minimize disruptions. |

PE Central. (2008a). Dance lesson ideas. Retrieved from http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=9694

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| **Walking on Sunshine Fitness Dance** |

**Purpose of Activity:** To improve cardiovascular fitness.

**Prerequisites:** Review some of the exercises of this lesson idea, such as jumping jacks and knee slaps and have them practice walking and jogging in place.

**Suggested Grade Level:** K-2

**Recommended music:** "Walking on Sunshine" by Katrina & The Waves

**Beginning dance formation:** have the students start in a circle or line formation - making sure they have enough room to do the moves

**Description of Idea**

\* 8 counts knee bends (flex and extend knees 4x for a total of 8 counts)  
\* 16 counts arm stretches (above the head or straight out)  
\* 16 counts twisting (twist side, front, side, front - 4x or allow children to do the "twist" moving the hips for 16 counts)  
\* 16 counts knee bends (flex and extend knees 8x for a total of 16 counts)  
\* 16 counts jumping jacks (8 jumping jacks)  
\* 16 counts arm circles  
\* When the songs begins with "I'm walking on sunshine", start walking in place. When she sings "Whoa-ho" raise your arms up and over your head (like a rainbow)  
\* When it says "And don't it feel good?" jump in place for 16 counts(for younger children jump for 1 count and hold for one count for a total of 8 jumps, older children can jump 16x  
\* 16 counts twist (twist side, front, side, front - 4x or allow children to do the "twist" moving hips fo 16 counts)  
\* 16 counts knee slaps (raise R knee and slap with L hand, step R - raise L knee and slap with R hand, step L - 4 counts) Repeat for 16 counts  
\* 16 counts jumping jacks (8 jumping jacks)  
\* 16 counts arm circles  
\* "Walking on sunshine" walk in place (4 counts). Raise arms up and over on the "whoa-ho" (4 counts).  
\* 16 counts jumping in place on "Don't it feel good?" or 8 jumping jacks  
\* Jog in place 32 counts  
\* 16 counts arms stretches to the top  
\* 16 counts arms stretches to the front  
\* Walk in place on "Walking on sunshine". Raise arms just like before.  
\* 16 counts jump in place (for younger children jump for 1 count and hold for one count for a total of 8 jumps, older children can jump 16x  
\* 16 counts twisting (twist side, front, side, front for 4 counts, repeat for a total of 4x or 16 counts or allow students to do the "twist" moving hips for 16 counts)  
\* 16 counts knee slaps (raise R knee and slap with L hand, step R - raise L knee and slap with R hand, step L - 4 counts) Repeat for 16 counts  
\* 16 counts jumping jacks (8 jumping jacks)  
\* 16 counts arm circles  
\* 16 counts jumping in place (for younger children jump for 1 count and hold for one count for a total of 8 jumps, older children can jump 16x

**Assessment Ideas:**

Ask the students to feel their heartbeat before the dance and after the dance to see if their heart beats faster. They will immediately know they have done some aerobic movement!

PE Central. (2008b). Dance lesson ideas*.* Retrieved from http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=8734

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| **Dancing Letters** |

**Purpose of Activity:** Used in the elementary setting, this combination can help students learn letters by incorporating their shapes into a dance. Used in the middle/high school setting, this combination can be a good warm-up for more vigorous activity.

**Suggested Grade Level:** K-12

**Materials Needed:** A CD player and music that is between 115-125 beats per minute. A portable microphone is almost a necessity in order to protect your vocal cords and still be able to cue above the music.

**Recommended music:** Elementary Age Children: “You’ve Got a Friend in Me” by Randy Newman; Middle/High School: “You Give Love a Bad Name” by Bon Jovi

**Beginning dance formation:** scattered or line dance formation

**Description of Idea**

These moves will be easy to cue and will gradually raise the heart rate, preparing the body for a vigorous workout. In addition, elementary children will learn letters while doing the movements. Try cueing by calling out the letters.

1-8 Grapevine R (step R to right, step L foot behind R, step R foot to R, and touch L foot next to R). “V” step (Step L forward and wide, Step R forward and wide, step back on L and back on R, feet should be together).

1-8 Repeat the V step leading with L foot. Grapevine to the L (step L to left, step R foot behind L, step L to L, touch R foot next to L).

1-8 “I” step – March two steps forward, jump out and in (like a jumping jack), March two steps back and jump out and in.

1-8 Repeat the “I” step.

1-8 “X” step - Step forward and wide with the R foot, step forward and wide with the L foot, step back with the R foot, step back with the L foot (feet should be together), step back and wide with the R foot, step back and wide with the L feet, step forward with the R foot, step forward with the L foot (feet should be together).

1-8 Repeat the “X” step.

You can make these moves more complex by adding the arms to letter movements. As you step forward and wide on R foot of the “V” step raise the R arm up and at an angle, as you step forward with the L foot raise the L arm up and at an angle. The arms are now in a “V”. As you step back with the R foot bring the R hand in to the tummy. As you step back with the L foot bring the L hand in to the tummy. On the “I” step, raise the elbows to the side and down as you jump out and in. As you execute the “X” step raise the arms to the front and up as you step forward, bring them into your tummy as you step together, move them down and out at an angle as you step back and bring them to the tummy as you bring your feet together.  
You can also ask your students to “jump” the V. Jump forward with feet apart. Jump back with feet together. Jump to the back with feet apart and jump forward with feet together. (Does this sound like the “dot drill”?) The “jumping X” can be four counts or eight counts depending on the speed you do the jumps.

**Variations:**

You can make the moves easier by doing a simple slide to the R and L instead of a grapevine. When making the letters, you can allow two counts to every movement instead of just one. You can repeat the letters as many times as you want. Make four “V”s instead of just two or make four “I”s instead of two.

Can you think of ways to make other letters? Don’t be afraid to be creative and have fun!

PE Central. (2008c). Dance lesson ideas*.* Retrieved from httpv://www.pecentral.org/lessonideas/ViewLesson.asp?ID=8328

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| **Surfin' USA Lummi Stick Routine** |

**Purpose of Activity:** To be able to identify a rhythmical beat and perform a routine using lummi sticks.

**Prerequisites:** Students should be able to maintain their personal space in a circle and be able to demonstrate the locomotor skill of walking.

**Suggested Grade Level:** K-2

**Materials Needed:** 2 lummi sticks for each student, poster with each pattern of the song and lummi stick directions to Surfin’ USA, Surfin' USA by The Beach Boys - can be purchased on iTunes (2:49)

**Description of Idea**

Before the students enter the gym for this lesson, hang up several different pictures of surfers surfing - to motivate students to do their best and enjoy the activity. During the class have the students sit in front of the (homemade) Surfin’ USA poster and read the poster aloud, demonstrating what to do with the lummi sticks during each part of the song. Then, distribute the lummi sticks and arrange the students in a circle. Model the sequence of movements for the lummi stick routine and have the students follow along. After about 2-3 practices, the students are ready for assessment.

The poster:

“Surfin’ USA”

Pattern #1 (32 counts) -- music: “If everybody had an ocean…”  
\* Walk forward into the circle x8 counts, hitting the sticks in the air from a low level to a high level.   
\* March in place x8 counts, hitting the sticks together at a high level.   
\* Walk backwards out of the inner circle x8 counts, hitting the sticks in the air from a high level to a low level.  
\* March in place x8 counts, hitting the sticks together at a low level.

Repeat Pattern #1 (32 counts) -- music: “You see 'em wearing their baggies…”

Pattern #2 (64 counts) -- music: “Inside, outside, USA…”   
\* Walk CCW x16 counts, circling the sticks with one hand over the other.  
\* Walk CW x16 counts, circling the sticks with one hand over the other.   
\* March in place x16 counts, performing a crawl swim stroke with the right arm forward then the left arm forward – x8 strokes (RLRLRLRL)  
\* March in place x16 counts, performing a backstroke with the right arm backwards then the left arm backwards – x8 strokes (RLRLRLRL)  
  
Repeat Patterns #1 and #2 -- music: “We’ll all be planning…"/“Inside, outside, USA…”

Pattern #3 (64 counts) – instrumental for 48 counts plus 16 counts vocals: Everybody’s gone surfin’…   
\* Have the students perform their own creative routine while staying in their self-space.

Closure (32 counts) -- music: “Everybody’s gone surfin’…”  
\* Walk forward into the circle x8 counts, hitting the sticks in the air from a low level to a high level.   
\* March in place x8 counts, hitting the sticks together at a high level.   
\* Walk backwards out of the inner circle x8 counts, hitting the sticks in the air from a high level to a low level.  
\* Knees on the floor x8 counts, hitting the sticks on the floor.

**Assessment Ideas:**

Use a check list assessment form to note which students know what to do when each pattern of the song is played and who can keep a rhythm.

**Adaptations for Students with Disabilities:**

Pair students who are able to perform the routine at a high level with students that have disabilities or are having difficulty performing the activity.

PE Central. (2007b). Dance lesson ideas*.* Retrieved from http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=7834

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| **Disney Mambo #5 Warm-up** |

**Purpose of Activity:** Students will demonstrate rhythmic accuracy and the ability to repeat a group of motions in a sequence.

**Prerequisites:** Students should have some previous experience with basic movement concepts such as directions (back, side, front), levels, and body shape. They should also have the ability to move to a rhythmic beat and follow directions.

**Suggested Grade Level:** K-2

**Materials Needed:** Radio Disney Jams Volume 2 -- Disney Mambo #5

**Description of Idea**

Disney Mambo #5 Dance  
\* Start after "Ladies and Gentleman, this is Mambo #5"  
2x8 counts (16 beats)– Clapping  
2x8 – Shake hips side-to-side  
2x8 – Walk forward 8 counts – Walk backwards 8 counts - total 16 cts.  
1x8 – Raise left leg and right hand up (raise the roof) - do 4 times  
1x8 – Raise right leg and left hand up (raise the roof) - do 4 times  
2x8 – Twist  
1x8 – Touch left heel in front of right foot, touch left toe to back  
- do 4 times  
1x8 - Touch right heel in front of left foot, touch right toe to back  
- do 4 times  
2x8 – Clapping  
2x8 – Shake hips-side-to-side

Following the words on the CD:   
"Jump Up  
And Down (squat down)  
Move it all around (Twist)  
Shake your hands to the sound (sway hands overhead)  
Put your hands on the ground (push hands toward ground)  
Take one step left, and one step right  
One to the front, one to the side  
Clap your hands once  
Clap your twice  
If it looks like this then you’re doing it right" (hokey pokey turn)

2x8 – Twist  
1x8 – Touch left heel in front of right foot, touch left toe to back   
- do 4 times  
1x8 - Touch right heel in front of left foot, touch right toe to back  
- do 4 times  
2x8 – Clapping  
2x8 – Shake hips-side-to-side  
1x8 – Clapping  
1x4 - Clapping  
2x8 – Shake hips side-to-side  
2x8 – Walk forward 8 counts / Walk backwards 8 counts  
2x8 - Repeat Walk forward 8 counts / Walk backwards 8 counts   
1x8 – Raise left leg and right hand up (raise the roof) - Do 4 times  
1x8 – Raise right leg and left hand up (raise the roof) - Do 4 times  
2x8 – Twist  
Last 2 beats hands up then down

**Variations:**

After the basic sequence is learned, students could be asked to create a pattern of different body places in which to do the claps. There are many claps and this section repeats. For instance: clap 2x to the left, 2x to the right, 2x over head, and 2x below the knees. Children should be given an opportunity to create their own patterns.

Students could also be given the opportunity to create arm gestures during the walks, change the direction they are facing in the room, mirror another student and on the walks one goes forward and one goes back, the dance could be done in a circle with all going in toward the center and out on the walks. Older students could be asked to create their own variation of the dance with specific criteria given to include.

**Teaching Suggestions:**

This dance may be used "as is" as a quick warm-up activity, but can be used as the jumping off point for students to add their own choreographic touches within a set structure. When giving students the freedom to be creative, they often need suggestions. For instance, ask them to vary their body levels during the clapping and change the way they are facing during the hip shaking parts.

**Adaptations for Students with Disabilities:**

Seated students (broken foot, wheelchair, etc.) could do all of the arm gestures and, if their feet are mobile, they can move them during the heel/toe parts, too. A wheelchair student could be wheeled forward and back for the walking parts. Students can lean right and left for the side steps. Highly disabled students, if they have a peer helper or adult helper, can clap the beat or have it clapped on their bodies.

PE Central. (2007c). Dance lesson ideas*.* Retrieved from http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=3885