

“DANCE....MORE than a Unit!”

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“The right angle to try something new is the TRY-angle!” (Unknown)

DANCE (rhythm) may be to music or it may create its own music. Dance is a tremendous complimentary activity to any sport. AND....just about any activity/sport can be dance-able. Dance helps develop body control, balance, and transfer of weight just to name a few reasons to teach it. It is one of the true lifetime activities and typically most enjoyable! Here are some success-oriented, non-traditional dances to add to the various parts of your physical education lessons.

Outcomes: Participants will be able to....

- Explain how dance can be easily incorporated in most any part of a physical education lesson,
- Perform 2 dances and name the part of a lesson each can be utilized,
- Explain how dance can be accomplished without music, &
- Describe 2 dance assessments.

GREETING DANCE:

“Yea, Yea, Yea” by Georgie Porgi – as they enter, all students gather in a small group and do the group “rock” to the rhythm of the music (some football teams do this prior to running on the field). Students scatter on the signal to whatever locomotor move and/or handshake you have created/displayed. Can use signs for moves/handshakes.

Note: A similar activity can be used with your “kinders” and “firsties” using different music such as “Whole Lotta Shakin’ Goin’ On” or “William Tell Overture.”

DEVELOPMENTAL EXERCISE DANCES:

“BIRD/CHICKEN DANCE”-Do this classic in curl, push-up, crab, plank, &/or squat position. Have students create their “break activity” with a partner OR how they will CHANGE partners during the breaks. CO-OP Bird: Hook inside elbows; 2 feet only. Use outside hands/arms.

“GREEN EGGS & HAM”(music is progressively faster)—do rhythmical curls until the words say “flip'em....flop'em.” Turn over and then do rhythmical push-ups or hold a plank until the words say “flip'em..flop'em” then turn back over and do rhythmical curls. Continue to switch on the words. Challenge students to do the push-up/plank that is most challenging to them. (Note: I’m not sure of the origin of this activity, but think it’s great—especially if students/you have been reading the book!)

“ROLLER COASTER RIDE” – Students stand beside their partners in a column of partners. This activity promotes students jogging rhythmically as well as doing abdominal/core work AND working cooperatively. For the first part of the song, have students follow YOU as you move through curving patterns in the activity space, simulating a roller coaster’s path. On your signal, all students sit (by their partner as if they were in a real roller coaster) and follow your moves. First, fasten safety belts. To simulate “ascending,” students lean back. To simulate “descending,” students lean forward. Encourage hands in the air, lateral leaning as they “take a corner,” as well as yelling (optional☺☺). Part B. Students lead a small group, perhaps even single seat roller coasters. Song: “Palisades Park” (an oldie from the 50s)

KNOW-BRAINer CROSS-OVER DANCE:

Research seems to indicate that activities crossing the midline of the body MAY improve hemispheric connections in the brain. Therefore.....

“Down-Up CROSS-OVER” Dance – arms move in a cross-over pattern as they go “ear, ear, shoulder, shoulder, hip, hip, knee, knee, ankle, ankle, knee, knee, hip, hip, shoulder, shoulder, ear, ear. Differing positions to do this activity are standing, lean-back curl (seated), push-up, crab...just to name a few. You could also do this in partners, creating new positions as well as cooperative moves + extra dance beats. Possible songs might include: “Funky Monkey,” “Bumble Boogie,” or “Little Bird” (Kim Sozzi)

TRANSITION TIME:

Tune up “Hernando’s Hideaway” while students do lunges to another part of the teaching area for the next part of the lesson. Add high chest, staccato arm movements, and directional head changes to kick it up a notch on the fun meter! **ALSO**, how about forming a conga line and doing the “Conga” at the end of class/exit time?

CREATING A NEW DANCE FROM AN OLD ONE:

Bunny Hop (“Bonnie Hop”-style) - utilize this oldie but goodie, but allow for student creations. The bunny hop can be changed to the “crab hop,” the “bear hop,” the “penguin hop,” etc. for your primary students. Also, for the older students, have them do the B. Hop in student-created formations. Just to get them started, how about in two-sies, can-can style, including a half-turn on the last “jump,” or 90, 180, 270 degree directional turns. Great way to promote **LISTENING SKILLS** as well as a little math mixed in!! A great song to use is from the “Honeymoon in Las Vegas” soundtrack called “All Shook Up.”

CARDIO DANCE

Use cardio dance routines as warm-ups, a segment of your physical education lesson, in the classroom, parent night, shows, before school activity, and the like. Teach the characteristics and the benefits and you have students that know/understand cardio activities and will most likely value and participate in such for a healthier lifestyle, possibly for a lifetime.

TEACH.....

Characteristics of Aerobic/Cardio Activity: Physical activity can be considered aerobic if it is **MODERATE** in intensity (it’s somewhat easy to talk when doing cardio activities), is non-stop, and the largest muscles of the body (legs) are moving.

Teach the **BENEFITS** of non-stop activity to your students so they know “what’s in it for them!”

When one engages in non-stop activity, most days of the week (5), and on a regular basis, one can typically enjoy the following (but not limited to) benefits:

- Look better, feel better
- Increased energy
- Improved concentration/focus
- Less stress
- Better sleep
- Improved self esteem/confidence/self efficacy

“Call Me, Maybe” Cardio Routine (sung by Carly Rae Jepsen)

1. Intro: (8 cts) steps in place
2. Main: (48 cts) double side steps + jump/ 1 direction then other...do 4 times (16 cts) 3 forward steps + jump/repeat backward.....do 2 times
3. Chorus: (64 cts) march in place + 1 arm up, 2nd arm up, cross both arms, down...do 3 times. Then, ski jump with L ‘n R “phone” hands....repeat all parts of #3, 4 times
4. Break: (8 cts) Step F 1 step, make quick 180 turn & hold 1 ct; repeat completing turn
5. Main: Repeat #2 above
6. Chorus: Repeat #3 above
7. Main: Repeat #2 above doing side movements 2 times, then do F/B moves 2 times
8. Break: (16 cts) Repeat # 4 above but only make 90 turns with 1 ct “holds”
9. Chorus: Repeat #3 above doing only 3 complete times
10. Main: Repeat #7 above ending with 1 “phone” hand.

“Walk the Dinosaur” Music by: Queen Latifah, soundtrack of “Ice Age, Dawn of the Dinosaurs” movie

Intro & Break: Walk in place-32 counts from the moment music begins; move hands/arms like playing a drum

Part 1: Hustle w/ Jump: R foot taps front, then B, then F, then jump feet together. Switch feet.

Repeat 8 x’s

Part 2: Walk F 2 steps, then jump back 2 times. Repeat a total of 4 times.

Part 3: Open door by taking large steps & arms coming F, then to sides opening the door (2 F, 2 B) Rep. 4 x’s

Part 4: Swizzle hips moving shoulders/arms up and down at sides – 4 times

Repeat parts 1-4 again.

Break: Do just 16 cts. of walking in place/drum playing.....

Part 1: Hustle step, just 4 times

Part 2 4 times

Part 3: Open door....4 x’s

Part 4: Swizzle hips/shoulders/arms

Part 1: ‘Til end....Hustle steps Ending: FREEZE hips to one side!

OTHER DANCES:

Christy Lane’s DVD “Steppin’ & Stompin’” (1 section of a 5 section dance)We’ve got rhythm but no music!! Say whaaaaat?!!!

>This requires NO music as the hands and feet create the rhythm/music.

>“Ready Position” = knees slightly bent and hands on thighs

>Signal to stop/listen = teacher’s arms slightly out at sides; hands hyper- extended

Section 1..... Each part is completed 4 x’s Part a: Stomp, stomp, clap, clap (repeat 2 more times), then (alternate) stomp, stomp, stomp (hold). Repeat beginning with opposite foot. Part b: Stomp, stomp, clap, touch (hands slap top of lifted leg) (repeat 2 more times), then (alternate) stomp, stomp, stomp, (hold). Repeat beginning with opposite foot. Part c: Stomp, stomp, clap, lift (clap is underneath lifted leg), then (alternate) stomp, stomp, stomp, (hold). Repeat beginning with opposite foot.

Zooomba-like “All My Partners” – Each activity requires a NEW partner, so students will, most likely, run out of their “best friends” as partners. Plus, students continue to go back to their former partner(s), as you progress through the activities. Write activities on poster board so students can read them as well. Music includes “Good Feeling” (Flo Rida) or “On the Floor” (Jennifer Lopez)

1st partner: **Z-upper body with squat** 4th partner: **Alt. 4 hip “figure 8s” with 4 ski jumps**

2nd partner: **Double side-steps with arm/pec pushes** 5th partner: **Student creation**

3rd partner: **Alternate 4 side leg lifts w/ 4 chest circles**

ASSESSING Dance:

- Create a simple pre/post self-assessment regarding attitude toward dance using a smiley face, plain face, and sad face.
- Teach students 2 parts of a dance, doing each part 8 times. Each student then creates 1 more part, to be repeated 8 times. Repeat from the beginning.
- In pairs, have students create & diagram 1 dance move/step for a station. LAMINATE and use.
- In 4-somes, have 2 students explain & demo their created 2 or 3-part dance to the other 2. Turn on the music and let them lead that small group. Switch leaders.
- Do the same as above, but only one partner leads as the other partner has a pretend mic and moderates/explains the dance to another group of 4.
- Singing a simple tune (like Row-Row-Row Your Boat), have a small group of students sing the song as they do a simple, 2 part cardio routine (refer to aerobic characteristics to create rubrics)
- Create rubrics for all of the above.
- Once students understand rubrics, facilitate THEIR creation of rubrics for activity assessment. This creates student “ownership” and they (students) typically respond positively!

Rhythm/Dance Tips:

- Rope skipping and juggling are highly rhythmical activities. If a student is challenged by either activity, rhythmical counting (1-2-3-4, 1-2-3-4, etc.) may help.
- Teach the difference between a foot TOUCH and a STEP. It will make a big difference in agility, reaction time, as well as balance. PERFECT dance to do this is the “Bunny Hop.”
- If YOU, the teacher, don’t feel rhythmical, ask (students) who takes music or dance lessons. Or, ask your music teacher for names of rhythmical students. Teach a dance by “cue-ing” the rhythm off those students. Have them stand to the front or side-front of the teaching area.
- Adding scarves to any dance adds an interesting dimension.
- Utilize a variety of music so students’ ears become “well-tuned” to many types of music.
- Listen to music students bring BEFORE you play it in class so you are aware of any inappropriate lyrics. To be certain, “GOOGLE” lyrics to a tune, as well.
- AFTER using traditional music for a dance, use non-traditional music for that same dance. The quality of the movements typically align with the music. Example: Use classical music (with a strong beat, like the “Can Can”) for your Zooomba-like moves. How about a country tune?
- Dances can be easily videoed and uploaded to your school website for family fitness fun.

**THANK YOU FOR
GROWING PROFESSIONALLY WITH ME TODAY!!!**