

PE 352
10 Lesson Unit Plan
Swing Dance



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Philosophy:

We believe that Physical Education and activity should be life long. Encouraging students to be leaders of active health within their homes and in their communities. Promoting the idea of a healthy mind, body and soul.

Entry level:

- Grade 10 mixed gender class. There is one blind student and a student with ADHD in a class of 30.
 - Ability of the students range from moderate to advanced knowledge of the skill.
 - The ability will be determined through the warm-up. Incorporation of music and dance moves will provide the teacher with their entry level ability.
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Expected outcomes:

- understand the basic ideas/concepts of swing dance.
- Students will be able to cooperate in a social environment.
- Promote participation and encourage others that the idea of swing dance is fun.

Learning Outcomes:

- Cognitive outcomes:
- determine the rhythm and beat of the song.
 - To understand and be able to describe the steps taught in a class, to each other, and display skill to teacher.
 - To understand timing (slow, slow, quick, quick)
 - Name steps such as basic step, turn, etc.
 - Learn about their special orientation
 - Know the timing to the music
 - Being able to learn from criteria sheets, and task cards (diagrams).
 - Develop an appreciation for dance.
- Affective Outcomes:
- being able to cooperate with other people
 - Being able to perform in front of others
 - Timing with partner
 - Using different styles such as reciprocal and self-check to teach each other.
 - Being able to give and accept constructive feedback from others.
 - Come prepared to swing dance

Psychomotor Outcomes: -understanding the movements of swing dance such as, the box formation, basic step, etc.
 -Understanding patterns and direction to enable one's spatial awareness.
 -Developing an understanding of proper posture and how each position relates to a certain dance or music.

Organization and Management:

<p>1) Attendance</p>	<ul style="list-style-type: none"> • Attendance is mandatory. A student in correct gym strip receives 3 marks. Those who are not lose one mark. Marks are calculated as part of participation. • Before warm-up, teacher asks students to give him/her their names before grabbing the necessary equipment (balls, pinnies, etc.) • parental permission.
<p>2) Equipment</p>	<ul style="list-style-type: none"> • Equipment maintained in closed containers (hula hoops, baskets, etc.) • Ensure equipment is in one central location. To avoid wasting valuable time and as a safety precaution. • To avoid clustering, at beginning of lesson, number students so one can grab a ball and the other can grab pinnies. • responsible to return equipment to central location (hula hoops, etc.).
<p>3) Groupings</p>	<ul style="list-style-type: none"> • Students are responsible to remain in assigned groups unless told differently. • every different activity. To increase social interaction among lesser and highly skilled students.

<p>4) Class Rules (Teacher's Expectations)</p>	<ul style="list-style-type: none"> • Students to maintain composure during class. Raise hands if a student has a question. • Students responsible to respect teacher's desires and to show sportsmanship with classmates. • Jewelry is not permitted on students during participation. Teacher can provide a safe-keeping area for all jewelry. • Gym strip is mandatory, those who do not have the required strip can participate as well as they can. Strip consists of athletic shorts, joggers, athletic shoes, T-shirts and/or sweat shirts. • Students must ask for permission to use the washroom. Must return immediately after use.
<p>5) Student Behavior</p>	<ul style="list-style-type: none"> • To participate in a mature manner. • Respect classmates and teacher(s). • No talking while lesson is being taught. • Full attention to rules and explanations.
<p>6) Dismissal</p>	<ul style="list-style-type: none"> • Five minutes before the end of each class, students are gathered and a review and reflection period occurs. • Equipment must be returned before class can be dismissed.
<p>7) Teaching Coordination</p>	<ul style="list-style-type: none"> • Teacher ensures that all the students are in front of him/her. • Make sure students' backs are turned away from any distractions (construction, sun, other class). • Stand at a right angle, so students can hear all instructions. • Use of students in demonstrations is encouraged.

Content Analysis:

PSYCOMOTOR TACTICAL:	AFFECTIVE/SOCIAL CONCEPT OF SKILL:	COGNITIVE CONCEPT OF SKILL:
<i>BASIC STEP:</i>		
<i>Positioning:</i>	<p>-It is important that both of the participants are taking controlled steps, because they do not want to take up half the dance floor (Make others angry) (Handout, from Hopper).</p> <p>-A mirroring drill works well in developing proper partner positioning/ a rhythm.</p>	<p>-Think about your area, you do not want to leave the area (box).</p>
<i>Timing:</i>	<p>-Can use the mirroring drill to develop proper timing with your partner.</p> <p>-Synchronized</p> <p>-Can develop teamwork through the learning of the timing (i.e., both counting or assisting each other).</p> <p>-Respect for your partner's learning pace. Need to respect that some people may not be quick at developing a skill (Can assist them).</p>	<p>Understanding the beat of music to the steps. Slow, slow, quick, quick (say that out loud or in their heads)</p> <p>-Count: one & two & three, four.</p> <p>-To simplify the task, the students can imagine the steps, by using their fingers on their hands.</p> <p>-Actual steps: Imagine themselves dancing in a closed box.</p>
<i>Posture:</i>	<p>-Establish a comfortable dancing position that suits both you and your partner.</p>	<p>-Relaxing your legs and letting your body flow to the music.</p> <p>-Hand placement, whatever is comfortable to them.</p>
<i>TURNS:</i>		
<i>Woman's underarm Turn:</i>	<p>-Students will learn how to work with their peers.</p> <p>-Students will learn to cooperate with each other while assisting them (reciprocal style).</p>	<p>-Leaders have to remember to do the normal basic step.</p> <p>- The leaders initiate the turn by raising their left hand up.</p> <p>- The follower follows the leader's lead.</p> <p>-Followers have to remember to turn to the beat (ie. spin 1/2 on the second count).</p>
<i>Wrap:</i>	<p>-Students will demonstrate positive social interaction.</p> <p>-Will develop a general appreciation for dance.</p>	<p>-Both the leader and the follower need to focus on the technique.</p> <p>-They also need to focus on which hand gets used for the spin.</p>

	-Respect for partners special comfort. For example, need to be aware that not everyone is comfortable with the closeness of the wrap.	
Reverse Turn:	-Students will learn how to critically analyze their performance and correct errors (self-check) -This is a fun turn, so having a partner that appreciates dance and is willing to go all out.	-Partners should focus and analyze ways to simplify the skill. For example, break the spin into two parts. - Technique is important to remember.

SEQUENCE OF EVENTS

	Monday	Tuesday	Wednesday	Thursday	Friday
WEEK 1	-Entry level assessment -Teaching basic step	-Woman's underarm turn -Review basic step	-Wrap -Review underarm turn.	-Hand Jive -Review Wrap	-Dip -Mid-unit assessment
WEEK 2	-Skin the Cat -Review the Dip	-Reverse Spin -Review Skin the Cat.	Discovery Dance	Discovery Dance	Final Assessment

Teaching Styles:

We are using the command style, practice style, reciprocal, self-check, and divergent discovery in our unit plan.

Command Style:

The main characteristic of the Command style is precision performance. This occurs when the teacher demonstrates something and the student reproduces the same response or performance. The teacher makes all the decisions and the learner either directly follows the decision or does it with the teacher (i.e. aerobics). This style is used through out our unit plan. However, it is never the only teaching style used. Dance requires some initial direction and demonstration. Plus, if the students have never danced before, a general understanding of the skill is needed. Command style allows the teacher

to give the command (i.e., 'slow, slow, quick, quick) or demonstrate and the students can follow their lead. Later on, once the students have had some practice with dancing, we incorporate other styles.

Since the whole class follows the teacher's movements or commands both of the unique children may have a problem keeping up with the rest of the class. This style, for dance, may not be the best single style for these students.

Strengths (for dance): - When used either at the beginning of the lesson or at the beginning of the unit, the Command styles allows the student to have a visual demonstration of how to do the skill.

- This style is useful for dance because it allows uniformity, which is important when dancing in pairs.

Weaknesses: - Does not allow the teacher to give individual feedback
- Students are unable to work at their own level. In dance, some students may pick up the steps quicker than others. Therefore, some of the students will not be able to work at their own pace, which could lead to embarrassment (because they cannot do the steps) or to drop out.

Practice Style:

The Practice Style of teaching is very similar to the Command style. Some exceptions are that the students get the chance to practice at their own pace and without teacher pressure. In this style there is a shift of nine decisions (location, order, starting time, pace, stopping time, interval, posture, initiating questions, and attire) from the teacher to the learner. So, in dance, the students still get a demonstration and cues from the teacher, except now they can choose their own space, pace themselves and start when they feel fit (i.e. if music is playing, they can find the beat and start then).

We do use practice style in our unit plan. Mostly, it is used early in the unit. Again, like command, this is more a directional and learning aid for the students (just to get them into dance). Also, when the skills are more difficult such as skin the cat this style is best.

The unique students (blind, ADHD) could participate in this teaching style. The teacher would have to call out the cues while they are demonstrating, so the blind student can visualize. The student with ADHD will have the teacher directly involved (through feedback and demonstration) and therefore, will be kept focused.

Strengths (for dance): -Allowing students to work at their own pace is important in dance.
-Individual feedback is important in any skill development (not just dance).
-Letting the students make the nine decisions allows a more comfortable dance experience.

Weaknesses: -The student may not have the dance ability to perform task.

-The students may not challenge themselves at learning the task.

Reciprocal Style:

The Reciprocal style is characterized by social interactions, reciprocation and giving feedback. The teacher still makes the initial decisions, but they do not directly teach the students (use criteria card). The learner works in pairs and there is a doer and an observer. The observer uses the criteria sheet and gives learning cues and feedback to the doer. The teacher observes the feedback given by the observer and if, a question is asked or the observer is not giving the right feedback, the teacher can give directions to the observer.

Dance is a very social skill; therefore the reciprocal style is best suited to meet this element. In our unit, we brought the reciprocal teaching style in quite early. This is in the hope that the students can develop good social relationships and learn how to give great feedback.

The reciprocal style is beneficial for both of the unique students. Both require guidance and therefore, by working with a partner can get that. The blind student will have the observer shouting out cues, and when they are the observer they could use a Walkman to listen to the cues and then tell the doer. Feedback would be the only problem, because they cannot see what they are doing wrong. The student with ADHD would need to have a very interesting criteria card (colorful, something to keep them focused).

Strengths: -Continuous feedback

-Learning how to give proper feedback.

-The observer can carry what they observed to their skill development.

-Great social interaction (important for dance)

-No pressure from teacher

Weaknesses: -Some partners may be too critical or too advanced. In dance, there needs to be a peaceful and non pressured relationship amongst partners

Self-Check Style:

This style is similar to the reciprocal. The teacher still makes up the criteria sheet, however the learner is checking his or her own performance against it. This allows the learner to develop personal feedback. This style allows the students to work independently. In our unit we only use self-check once. The skill, the reverse spin, comes in the middle of our unit and follows some important basic steps. This is a great skill to incorporate the self-check style (because already know the lead up moves). The students can work in pairs (which is view as the self) and they check their performance on the task card.

This style, if done individually, may possess some difficulties for the blind child. One alternative is to have an auditory task card, such as a tape of cues. If working in pairs, then their partner can guide the student and call out the cues. For the ADHD student could use the same ideas that were mentioned in the reciprocal style.

Strengths: -Can develop and correct the skill on their own (pairs)

-Learns how to recognize their own errors.

Weaknesses: -The self (pairs) not working well together.

-Task is too easy and therefore, the students are not challenging themselves.

Divergent Style:

The characteristics of this style are to discover divergent (multiple) responses to a single question/situation. The teacher's role is to make the decisions about the subject matter and the question/situation that will be delivered by the learner. The learner then discovers multiple designs/responses. Dance provides a great opportunity to discover new combinations of movements.

In our unit, we used this style twice. First, we used it as a way for the students to discover or invent the Hand Jive. We will have given them a visual (the video section of the hand jive from Grease) and they will have to come up with their own design. The other time we use this style was at the end of our unit. We chose to have the students create their own dance, using the moves and steps from throughout the entire lesson (and adding in some of their own). This allows them to work together in groups and cognitively (using the cognitive operations of; interpreting, designing, and problem solving).

This style is also a great way to include both of our unique students. The blind student has the opportunity to suggest and demonstrate new dances and by working with partners/groups they always have someone to guide them. The student with ADHD may have a problem focusing but if the group gets them actively involved (i.e. The demonstrator), then they could become interested and focus better. Also, there will be a partner or group to keep them focused.

Strengths: -Discovering a new element.

-Realization that there is a relationship between cognitive operations and performance.

-Teamwork, group reinforcement, group tolerance and multiple suggestions.

Weaknesses: -Not recognizing the validity of the discovery process.

-There may be issues with in a group setting.

BLOCK PLAN

LESSON	REVEIW SKILLS/ CONCEPTS	NEW SKILLS/ CONCEPTS	MAJOR TEACHING POINTS	ORGANIZATION /TEACHING STRATEGIES/STYLES
ONE		1. BASIC STEP	<p><i>Positioning:</i></p> <ul style="list-style-type: none"> -Without a partner, want to pretend that you are moving around a box. - With a partner, depending on whether open or closed position, want to stay close to them and follow the box analogy. <p><i>Timing:</i></p> <ul style="list-style-type: none"> - To the beat of six - slow (one, two), slow (three, four), quick (five), quick (six) - Leader's- On the first slow they move their left foot, second slow on the three, four beat, move their right, first quick step (rock) back with left foot, and then the last quick move right into place. -Follower's cues are the opposite (i.e., they would start with their right foot). <p><i>Posture:</i></p> <p>Leader's posture: 1) Left hand holds the follower's right. 2) Palm to palm in an upper-hand clasp. The fingers and</p>	<p><u><i>WARM -UP:</i></u></p> <ul style="list-style-type: none"> -LINK TAG <p><u><i>SKILL DEVELOPMENT:</i></u> <u>POSITIONING:</u></p> <ul style="list-style-type: none"> -Think about your area, you do not want to leave the area (box). <p><u>TIMING:</u></p> <ul style="list-style-type: none"> - Understanding the beat of music to the steps. Slow, slow, quick, quick (say that out loud or in their heads) -Count: one & two & three, four. -To simplify the task, the students can imagine the steps, by using their fingers on their hands. -Actual steps: Imagine themselves dancing in a closed box. <p><u>POSTURE:</u></p> <ul style="list-style-type: none"> -Relaxing your legs and letting your body flow to the music. -Hand placement, whatever is comfortable to them.

			<p>thumbs are closed around the partner's hand.</p> <p>3) Right hand is on the follower's back, and is cupped to the shape of the back (finger's and thumb's together not spread).</p> <p>4) Right hand can be placed anywhere on lower back.</p> <p>-Follower's cues are the opposite (i.e., they would start with their right foot).</p> <p>-Follower's Posture: Everything is opposite and similar, except the follower's left hand is on the leader's right shoulder.</p> <p>Source: ballroomdancers.com</p>	<p>REFINEMENTS:</p> <p>-START OFF WITHOUT MUSIC.</p> <p>-PROGRESS WITH MUSIC, CHANGE SPEEDS.</p> <p>-WITHOUT PARTNERS OR WITH PARTNERS.</p> <p>-SWITCHING PARTNERS, DEPENDING ON SKILL LEVEL.</p> <p><u>TEACHING STYLES:</u></p> <p>-USE COMMAND AND PRACTICE STYLES.</p>
<p>TWO</p>	<p>1. BASIC STEP WITH MUSIC</p>	<p>2. WOMAN'S UNDERARM TURN</p>	<p><u>LEADERS PART:</u></p> <p>-Move left foot forward and to the right of your partner on the 1st count. (S)</p> <p>- Left foot turns ¼ to the left, on the 2 count. (S)</p> <p>-Right foot moves to the side on count 3 and Holds on count 4 (S).</p> <p>-Left foot forward on count 5 (Q)</p> <p>-Right foot forward in place on count 6 (Q).</p> <p><u>FOLLOWERS PART:</u></p> <p>-Everything is opposite</p>	<p><u>INTRODUCTION:</u></p> <p>-PROVIDE CRITERIA CARDS.</p> <p><u>WARM-UP:</u></p> <p>THE SHIP GAME</p> <p><u>SKILL DEVELOPMENT:</u></p> <p>-Men have to remember to do the normal basic step.</p> <p>-Men are the leaders; therefore they initiate the turn by raising their left hand up.</p> <p>-Women follow the men's lead.</p> <p>-Women have to remember</p>

			<p>except: Count 1- Right foot moves forward and diagonal.</p> <p>-Right foot pivots ½ to the right on count 2.</p> <p>-Left pivots ¼ turn on count 4.</p> <p>-Men should try to keep his left hand high, so that the women can push up and form an arch over her head.</p> <p>Source: dancetv.com</p>	<p>to turn to the beat (ie. spin 1/2 on the second count).</p> <p><u>REFINEMENT:</u></p> <p>-WITH OUT MUSIC. -WITH MUSIC. -SPEED OF MUSIC. -PARTNER SKILL LEVEL, CHANGE PARTNERS.</p> <p><u>TEACHING STYLES:</u></p> <p>-COMMAND AND RECIPRICAL.</p>
THREE	BASIC STEP & WOMAN'S UNDERARM TURN	3. WRAP	<p>-LEADERRaises left hand high enough for women to go under it.</p> <p>- She turns to place beside him; both are facing the same direction.</p> <p>- Both take small steps forward and back; count 1,2 and 3,4 and then a rock step on 5,6.</p>	<p><u>WARM-UP:</u></p> <p>THE SHADOW GAME</p> <p><u>SKILL DEVELOPMENT:</u></p> <p>-MEN LEAD TO INITIATE THE WRAP.</p> <p>-PLACEMENT AND POSTURE ARE IMPORTANT.</p> <p>-TIMING IS ESSENTIAL.</p> <p><u>REFINEMENTS:</u></p> <p>-WITH OR WITHOUT MUSIC.</p> <p>-ADD TO COMPLEXITY OR REMOVE COMPLEXITY THROUGH THE ADDITION OF SPINS.</p> <p><u>TEACHING STYLES:</u></p> <p>COMMAND & PRACTICE.</p>
				<p><u>INTRODUCTION:</u></p> <p>-VIDEO (CLIP FROM GREASE)</p> <p><u>WARM-UP:</u></p> <p>-SIMON SAYS</p> <p><u>SKILL DEVELOPMENT:</u></p>

<p>FOUR</p>	<p>BASIC STEP & WRAP</p>	<p>4. HAND JIVE</p>	<p>-QUESTIONS -THEY DEVELOPE OWN FORM OF HAND JIVE</p>	<p>-THEY ARE MAKING OWN SKILL.</p> <p>-HAS TO BE INCORPORATED WITH AT LEAST TWO OTHER STEPS.</p> <p>-HAS TO BE UNDER A MINUTE.</p> <p><u>TEACHING STYLE:</u></p> <p>-DIVERGENT DISCOVERY</p>
<p>FIVE</p>	<p>HAND JIVE</p>	<p>5. DIP</p>	<p>*Extension of Wrap Leader</p> <p>1. Draw LH up and to the right, lifting up over your partners head as she turns counterclockwise.</p> <p>2. Lower LH back down in front of partner.</p> <p>3. Both hands are held throughout the movement.</p>	<p><u>WARM-UP</u> RED ROVER</p> <p><u>SKILL DEVELOPMENT:</u></p> <p>-MEN LEAD TO INITIATE THE WRAP.</p> <p>-PLACEMENT AND POSTURE ARE IMPORTANT.</p> <p>-TIMING IS ESSENTIAL.</p> <p><u>TEACHING STYLE:</u> COMMAND & PRACTICE</p>
<p>SIX</p>	<p>BASIC STEP & DIP</p>	<p>6. SKIN THE CAT</p>	<p>- Start facing each other holding hands</p> <p>-Raise arms up over the head.</p> <p>-Each of partners turns opposite.</p> <p>-On the back step, the arms cross in the middle.</p> <p>-Swings out wide on one, continuing to reach behind his head with left hand so, it is resting on the right shoulder.</p>	<p><u>WARM-UP:</u></p> <p>MUSICAL MATS</p> <p><u>SKILL DEVELOPMENT:</u></p> <p>-BODY POSITION</p> <p>-PARTNER COMMUNICATION</p> <p>-TIMING</p> <p><u>TEACHING STYLE:</u></p> <p>PRACTICE AND COMMAND.</p>

			<p>-The right hand leads the woman's left hand behind her head.</p> <p>-Both release their left hands so the right hands slide down the partner's arm.</p> <p>-They end in a handshake hold.</p>	
SEVEN	BASIC STEP & SKIN THE CAT	7. REVERSE SPIN	<p>-Partners facing each other holding hands.</p> <p>-Male: Raises his right arm and the woman raises her left.</p> <p>-The woman spins under the raised arm and ends up to the rear of the male.</p> <p>-Male reaches back with free hand (left), and grabs the woman's left hand.</p> <p>-Woman returns back to the front of male by going under his left arm.</p> <p>-Couple returns to basic step.</p>	<p><u>INTRODUCTION:</u> -TASK CARD</p> <p><u>WARM -UP:</u> DANCE RELAY RACE</p> <p><u>SKILL DEVELOPMENT:</u> -TIMING -POSTURE -COMMUNICATION</p> <p><u>TEACHING STYLES:</u> -SELF CHECK</p>
EIGHT	BASIC STEP & REVERSE SPIN	DIVERGENT DISCOVERY	<p>-Questions to initiate the guided discovery process.</p> <p>-Draw on previous seven skills to develop dance.</p> <p>-Teacher provides feedback.</p>	<p><u>WARM-UP:</u> HOPPER'S DECK OF CARD GAME</p> <p><u>SKILL DEVELOPMENT:</u> -TEAM WORK & COOPERATION. -ORIGINALITY -SKILL PERFORMANCE IN FRONT PEERS.</p> <p><u>TEACHING STYLES:</u> DIVERGENT DISCOVERY</p>
			<p>-Continuation of last day.</p>	<p><u>WARM-UP:</u> ALPHABET GAME</p>

NINE	DIVERGENT DISCOVERY	DIVERGENT DISCOVERY	-Present their dance. *Required to have four technical elements*	<u>SKILL DEVELOPMENT:</u> -SAME AS LAST DAY. -ACTUAL DANCE PUT TOGETHER. <u>TEACHING STYLE:</u> DIVERGENT DISCOVERY
TEN		ASSESSMENT	-Getting students to assess the peer dance presentations. -Refer to activity sheet.	<u>WARM-UP:</u> BRITISH BULLDOG

Warm-Ups:

1. Link Tag – Good for both the blind and the student with ADHD
 - Pick two pairs to start off being it.
 - Object of the game is to get away from the people who are linked. You do not want to be linked.
 - If a pair tags a person, they are now a link of three.
 - If the link of three tags another person, they break off into to groups of two. Max or 3 and min of 2.
 - Play until all are linked or two are remaining.

2. Ship game – object is to make it to the other side with out being tagged. If you are tagged you become a pirate.
 - The captain of the ship calls out directional signals (ie. port, star board, stern and bow) to where the civilians should run.
 - Man over board you have to grab a partner and do the basic step.
 - Can't just run have to do the two-step or grapevine.
 - Modified version of battleship.

3. Shadow game- follows the leader.
 - The leader tries to loose their partner. While the follower tries to keep up with them.
 - Start of in a walking pace and then move to faster pace.
 - Changing lead on teachers command.
 - CUES:** -Stay low, to initiate greater power and balance.
 - Quick change of direction, also occurs because of low stance.
 - Keeping head up (spatial awareness)
 - Weight transfer for power generation.

-Change of speed to evade your partner.

4. Musical Mats- just like musical chairs, except instead of sitting down they have to do a balance on the mat.
 - Everyone grabs a mat and places it in the circle.
 - When music begins students begin walking around from mat to mat
 - Music stops, and the students must find a mat and perform a stork stand on it.
 - The odd person out becomes decision maker for next balancing move (locates them self in center of circle).
 - Music restarts and the process continues.
 - Increase speed from walking to running to extend warm-up.

5. Alphabet game- Put alphabet cards on the wall, and each group will be given a set of four letters. Each letter will have a dance step attached. They have to make their own dance up with those steps.
 - In teams of 4. One team mate per group runs to the first alphabet card and identifies task.
 - Whole group performs task.
 - All teammates must retrieve one alphabet card and complete task for objective to be met.
 - Race format.

6. Deck of Card (Hopper's game)- Throw a deck of cards (face down) in the middle of the gym and once the music starts each student grabs a card.
 - The symbol (ie. Hearts) represents the station and the number on the card is how many you do at the station. -The first station (diamond) will be the reverse spin station.

7. Relay race- in teams of 5 each partner completes one lap of the relay race.
 - Laps consist of a series of intense obstacles.
 - Obstacle number 1) - spinning on the bat – 5 spins
 - 2) Walk the plank (line) to a hula-hoop
 - 3) Ten hulas with the hula-hoop
 - 4) Do three cartwheels
 - 5) Run back and tag next in line
 - First team sitting down in line wins. Obstacle courses may vary.

8. Ready - Have class run around gym.
 - Once the music starts, find a partner and do the basic step.
 - Then once music stops disengage with partner and continue running around the gym until the music starts again.

- Then find a new partner and do the basic step or alternate dance.
9. Simon Says- There is a leader at the front of the class.
 - They say ‘ Simon says’ do a particular action.
 - The group follows the command.
 - If the leader commands an action with out saying ‘Simon says’ and someone in the group does it, then that person is now the leader.

 10. British Bulldog -two students stand in center of basketball court
 - remaining students stand at other end of gym.
 - Prime Objective: Make it to the under end of gym without being tagged by middleman.
 - Middleman calls ‘British Bulldog’ to commence the stampede of runners.
 - Last two people untagged are declared the champions.

 11. Flag Tag- Two separate teams of 10 on 10.
 - All group members have pinnies hanging from them.
 - The people try to get all the pinnies from the other team.
 - The team with all the pinnies win.

 12. Red Rover- the students are broken into two groups.
 - each team holds hands in a line across one end of the gym.
 - one team calls on a player from the other team to try and break through their arms.
 - if the runner breaks through the opposing teams arms that runner can pick a player to go back to his/her team with.
 - If that player doesnt break through the arms he/she then becomes a member of that team.
 - The team with all the players at the end of the game wins the match.

Description of Skills:





Follow these general guidelines for introducing and practicing **each** step.

Progressions and Extensions

1. Have Leaders line up along one line, Followers along another that faces the Leaders (about 10 ft apart). Teacher stand facing Leaders and tell them their starting position and footwork.
2. Turn to face Followers and lead Leaders through the steps.
3. Instruct Leaders to continue practicing that while you instruct the Followers in the same manner for their steps.
4. Once the majority of students have it, have whole class do the move in time to the music.
5. Pick a Follower student and demo the completed move, explaining the lead as you go. (Use students to demo if they know the move).

6. Partner students and have them all face the same direction. Lead them through all at same time without music.
7. Start music and lead them through with music.
8. Play music and have them start on their own. Circulate and help where needed.
9. Leader switch roles with follower, so both individuals know both leader and follower steps.
10. Strong dancers switch with partners to help weaker dancers.

Activity 1 Basic Step

Timing: Cues			Steps (For Leader, switch L's and R's)	<p style="text-align: center;">Leaders Basic</p>  <p style="text-align: center;">Followers Basic</p> 
1, 2	Slow	(Man's) Left	1. Feet shoulder width	
3, 4	Slow	Right	2. Step L with LF	
5	Quick	Back (Rock)	3. Step R with RF	
6	Quick	Step	4. Step back with LF	
5. Step R in place				
Posture				
<ol style="list-style-type: none"> 1. Leaders palms face roof, slightly cupped 2. Followers motorcycle grip 3. tension between, no spaghetti arms 				
				

Activity 2 Woman's Inside Under-Arm Turn


Lead and Arms		Leaders	Followers
<ol style="list-style-type: none"> 1. Release hold with RH. 2. Draw LH up and to the right, lifting up over your partner's head as she turns counter clockwise. 3. Lower LH back down in front of partner. 4. Take hold of partners LH with your RH again. 			
Leaders Steps: Cues	Followers Steps: Cues		
<ol style="list-style-type: none"> 1. Step forward and L with LF at a 90° angle while turning clockwise. 2. Continue pivoting on LF while placing RF at a 45° angle back of your LF. 3. Rock Step. You should have turned 180°s. 	<ol style="list-style-type: none"> 1. Step forward and across your body on R, stepping at a 90° angle while turning counterclockwise. 2. Continue pivoting on your R while stepping beside the RF with your LF so you are beside your partner and facing the same direction. 3. Rock step together. 		

Activity 3 The Wrap


Lead and Arms	Leaders Steps: Cues	Followers Steps: Cues
<ol style="list-style-type: none"> 1. Draw LH up and to the right, lifting up over your partners head as she turns counterclockwise. 2. Lower LH back down in front of partner. 3. Both hands are held throughout the movement. 	<ol style="list-style-type: none"> 1. Small step forward and L on LF. 2. Step R in place. Rock step. 	<ol style="list-style-type: none"> 1. Step forward and across your body on R, stepping at a 90° angle while turning counterclockwise. 2. Continue pivoting on your R while stepping beside the RF with your LF so you are beside your partner and facing the same direction. 3. Rock step together.

Activity 4 The Hand Jive

Leader: Cues	Follower: Cues	Demo
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<p>-Leader creates interpretation of Hand Jive. -Guided Discovery (Using movie Grease to develop interpretation of Hand Jive) - create hand work, footwork and body movement.</p>	<p>-Follow leaders hand movements to synchronize activity. - Focus on hand position, posture, and footwork.</p>	
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Activity 5 Skin the Cat


Lead and Arms	Leadres Steps: Cues	Followers Steps: Cues
<p>1. Swing arms in and cross on back step. 2. Swing arms out and bring LH behind head to right side of neck while RH leads woman's LH behind her head in the same position. 3. Both partners release LH's so RH's slide down each partner's arm and catch in a handshake type hold.</p>	<p>Basic Step. Body turns to left as arms go behind head. Resume to facing when LH's release.</p>	<p>Basic Step. Body turns to left as arms go behind head. Resume to facing when LH's release.</p>
		

Activity 6 The Dip

Arm Movement	Leader: Cues	Follower: Cues
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<p>*Extension of Wrap Leader</p> <ol style="list-style-type: none"> 1. Draw LH up and to the right, lifting up over your partners head as she turns counterclockwise. 2. Lower LH back down in front of partner. 3. Both hands are held throughout the movement. 	<ol style="list-style-type: none"> 1. Small step forward and L on LF. 2. Step R in place. 3. Leader wide base of support. 4. Rock step back and dip follower. 	<ol style="list-style-type: none"> 1. Step forward and across your body on R, stepping at a 90° angle while turning counterclockwise. 2. Continue pivoting on your R while stepping beside the RF with your LF so you are beside your partner and facing the same direction. 3. Rock step together back in dipping motion.
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Activity 7 Reverse Spin

Lead and Arms	Leaders Steps: Cues	Followers Steps: Cues
<ol style="list-style-type: none"> 1. Draw woman's RH directly forward with your LH. 2. Reach across your body with your RH and take hold of her RH while releasing with your LH. The switch is in front of your bellybutton. 3. Draw your RH with hers around your belt line to your right until it is directly behind your back. 4. Reach back with your LH and again switch, bringing your hand around your left side and back in front of you. 	<ol style="list-style-type: none"> 1. Step forward and left on your left while turning a quarter counter-clockwise. 2. Step forward and right on your right while turning a quarter counter-clockwise. You should have ended up 180° from where you started. 3. Rock step. 	<ol style="list-style-type: none"> 1. Step forward on your right as if you are going to pass your partner. 2. Pivot 180° clockwise on your right and place your left to finish the 2nd count. 3. Rock step facing your partner. 

Activity 8 The Spin (from a single hand hold)

Lead and Arms	Leaders Steps	Followers Steps
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1. Draw partner's RH slightly in with LH to up near your L shoulder. Proper tension is very important here. 2. Gently push partner in clockwise position enough to do a 360°. 3. Catch partner's RH with your LH.	1. Small step forward on LF. 2. Step R in place. Rock step.	1. Small step forward on R. 2. 360° pivot clockwise on R putting the left down to finish the second count. 3. Rock step.

Activity 9/10 Dance Presentation

Hand out strips of paper with one of the seven dance steps on it to each person in the class. Have an even number of each step for the males and females. Then ask the students to find a partner with the same step as them. These will be the partnerships for the dance presentation. For the next 2 classes, play music and let the students come up with a one two sequence of steps that they will use for the presentation. Then select 4 to 5 partnerships to dance at a time and give each student a particular partnership to watch. Have the students watching fill out the following criteria sheet:

Names in partnership	Dance Presentations		Name of evaluator		
1. Check which steps are performed in the dance?					
Women's underarm R ()	Reverse Spin ()		The Wrap ()		
Skin the Cat ()	Hand Jive ()				
The Dip ()	Basic Step ()				
Leader:	Yes	No	Follower:	Yes	No
Did they have his head up?			Did they have her head up?		
Were they in time with the music?			Were they in time with the music?		
Was there an obvious lead for each step performed?			Did they follow the lead correctly?		
Comment on your overall impression of the routine:					

ASSESSMENT TOOLS:

1. Tick and Tally assessment (peer assessment). The assessment will include the following areas; timing, body positioning, & technique during dance presentation. The students will be graded from 1-5 (five being the highest) in each of three categories. The student must also answer this question: "Why did you give the student the grade you did?" **WORTH: 30% of unit**

- a) Timing- assessment is based on the students' ability to use the proper steps with the beat of the music.
 - ability to perform to the beat of the music with a partner (cohesiveness).
- b) Body Position- assessment is focused on dance posture.
 - Proper balance and flow
- c) Technique -footwork
 - skill performance

SKILL	PEER ASSESSMENT	PEER: REASONS FOR GRADE	SELF ASSESSMENT	TEACHER ASSESSMENT
BASIC STEP				
WOMAN'S UNDERARM TURN				
WRAP				
HAND JIVE				
DIP				
SKIN THE CAT				
REVERSE SPIN				
TOTAL-				

2. Self assessment- this assessment will allow the students to give themselves a mark out of 10 for attendance and participation. **WORTH: 10% of unit**

3. Teacher assessment- Teacher assesses the students on skill development, understanding of the skill, improvement, and participation. This will occur through out the whole unit. **WORTH: 60% of unit**

LESSON PLAN #1 & #2

UNIT: Swing Dance

LEARNING OUTCOMES:

- For the student to perform and understand the basic swing steps to the beat of the music
- For the students to be able to cooperate and perform movements in partners.

EQUIPMENT: Swing music, CD Player, Mats, Positive attitude.

GRADE: 10

LESSON: #1

THEME OR TOPIC: Basic Step

Introductory Activities/Warm-Up

Musical Mats:

- Everyone grabs a mat and places it in a circle
- Student starts on mat and begins walk around the circle mat to mat when the music plays
- When the music stops the students find a mat and perform a stork stand on it. (Balance)
- The odd person out becomes the Decision maker for the next balancing move when the music stops
- The music restarts and the process continues when the music stops the students look to the middle for balance position (odd person out switches with middle person- restart)

- When the music stops, find a mat.
- When you find a mat, identify the new balance position.
- Odd person out switches with previous middle person.
- Increase speed from walking to running to extend the warm-up

Skill Development-Concept

Basic Step: Timing - Slow, slow, Quick, Quick.

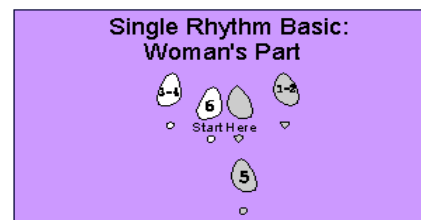
- Clapping the beat/Clapping and footwork together to understand the rhythm.
- Foot position: Left, Right, Back, Step Forward.
- Open position- Starting position Feet shoulder width apart.
- Progression by starting slow and gradually speeding up movement.
- Extend to semi- closed position as another progression

Posture:




- Leaders palms face up, followers cup hands on top of Leaders.
- Tension between arms (no spaghetti arms)
- Head up not looking at feet. (No music) (Using Task Cards)

Teaching Cues:

- Timing: Slow, Slow, Quick, Quick
- Left, Right, Back and Forward
- Leaders palms up follower palms on top
- No spaghetti arms
- Head up- follow the beat of the music





	<ul style="list-style-type: none"> - Practice individually, once mastered practice together teacher your partner what you have learned from the task cards. -Assess each other in pairs using task cards.
<p>Culminating Activity Basic step Reciprocal Style:</p> <ul style="list-style-type: none"> - In partners go over basic step using Task card to identify timing body position (foot position) and Rhythm. - Develop Timing to the music extend to semi-closed position - Once the objective is understood each set of partners will pair up with another set and Asses and give feedback to their peers. - Add Discovery Learning by allowing students to extend dance with creative thinking of new moves. 	<ul style="list-style-type: none"> - Refine Basic movements using criteria sheet. (I.E. foot and body position, and timing) - Add music and practice movements. (Partners using the task sheet to teach themselves the basic steps) - Add discovery learning allowing the pairs to create their own moves or ideas on how to make the concept easier or extending dance, by adding new movements.
<p>Closure:</p> <ul style="list-style-type: none"> -Reiterate basic step (Go over what the teaching cues were) - Have time for questions and answers for the students. - Quiz they students verbally asking what they have learned and how. 	
<p>Evaluation:</p> <ul style="list-style-type: none"> -Task cards - -Teaching style - - Student evaluation - <p>(Ref. Diagrams from Dancetv.com)</p>	

Class <u>PE 8</u> Unit <u>Dance</u> Lesson # <u>2</u> Topic <u>Swing Dance</u> Date <u>October 4</u> Intended learning outcomes:		Equipment needed: -bean bags	
1. Students should learn how to find the beat for swing music		Swing music (see list in package)	
2. Students will demonstrate knowledge of the basic step with woman's inside turn steps		Tape or CD player	
3. Students will work cooperatively with partners			
Administration:			
When Students come into class have swing dance music playing so that they start to pick up the beat			
Introductory task: -5 min Shadow Game:(In pairs) -1's find an open space in gym, 2's grab a bean bag and find partner - leaders are the ones' with the bean bag -leaders move to the beat of the teacher, on teachers cue switch leads by handing over bean bag -to music (ie. faster beat)		Diagram leads  partners 	
Time	Skill development:	Cues:	
20 min	Partner's Inside Turn		
	-lead's steps	-lead brings LH	
	-partner's steps	high and to the right	
	-together – music	-lead releases with RH	
	-join hands	-partner pivots	
	-music with cues	counter clockwise	
	-Music – no cues	-face 180° from start	
	 06/01/2001		
	Organization: -leaders in one line facing partners in another line	leads steps 1. Step forward and L with LF at a 90° angle while turning clockwise. 2. Continue pivoting on LF while placing RF at a 45° angle back of your LF. 3. Rock Step. You should have turned 180°s.	partners steps 1. Step forward and across your body on R, stepping at a 90° angle while turning counterclockwise. 2. Continue pivoting on your R while stepping beside the RF with your LF so you are beside your partner and facing the same direction. 3. Rock step together
Culminating activity:		Organization -in pairs preferably boy,girl -practice with no music first, than with music -Cues - - can start apart, together, side by side as long as it incorporates the basic step or turn in as least four of the eight sequences	
20 min	Have students put together a presentation with 8 sequences of the SSQQ beat using the moves they have learnt so far. Have half the groups present their sequence to the class at a time.		

Task Card

Swing Dance Basic Step

Part#1 Timing / Foot Position

<i>Basic Step</i>			Leaders Steps (Follower, switch L's and R's) L=Left foot R=Right Foot
Timing:			
1, 2	Slow	(Leaders) Left step	1. Start feet shoulder width
3, 4	Slow	Right step	2. Step L with LF (Slow)
5	Quick	Back (Rock)	3. Step R with RF (Slow)
6	Quick	Step	4. Step back with LF (Quick)
<p style="text-align: center;">Leaders Basic step</p> 			<p style="text-align: center;">Followers Basic step</p> 

Part #2 Posture

- 1) Leaders palms up slightly cupped.
- 2) Followers motorcycle grip
- 3) Leader Face Follower
- 4) Tension between partner's arms, no spaghetti arms.
- 5) Heads up



Part #3 & #4 First and second step

- 1) Maintaining posture Leader steps left with left foot. (1st Slow count)
Follower must follow with a step right with the right foot. (I.E. diagram in step #1)
- 2) Leader then steps right with right foot. (2nd Slow count)
Follower must follow or mirror Leader with a step with the left foot



First step of basic step

Part #5 Rock step (Back)

- 1) Leader steps back or rocks back with left foot. (1st Quick count)
Follower steps back with right foot. (Mirror Leaders step)



Rock Step Back

Part #6

Right footstep in place.

- 1) Leaders right footsteps in place at original starting position. (2nd Quickstep)
Followers left footsteps back to starting position (mirror Leaders step)
- 2) Leaders Left foot returns from rock step and move directly back to 1st slow step, and repeats the movement as such- Slow (left), Slow (Right), Quick (Rock back), Quick (Right step in place)→ and over again.
Follower does the opposite of leader.

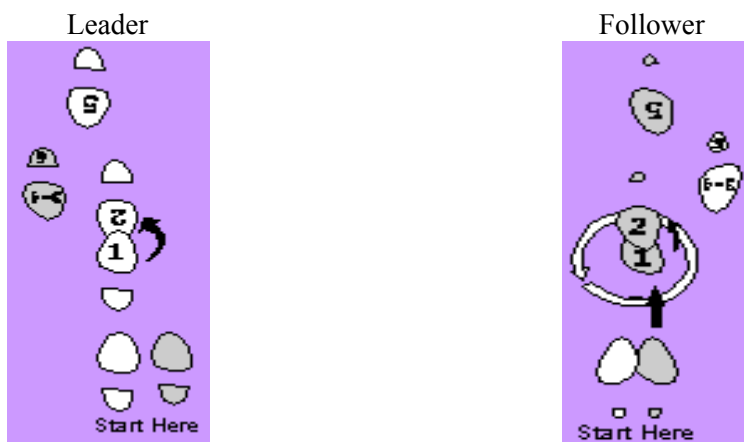


Rock back step (Quick). Right step in place (Quick). And start over with slow step left.

Task Card Swing Dance Women's Underarm Spin

Part #1 Footwork

- 1) Foot Work for the leader and follower during the women's underarm spin.
- 2) Starting position is the same start position for the basic step.
- 3) Using a four beat count the Follower spins under the leaders Left hand.



Part #2 Posture

- 1) Starting position is the same as the starting position for the Basic step.
- 2) Man raises Right Hand up high to right for woman to go under and releases left.
- 3) Woman pivots counter clockwise man turns clockwise.
- 4) Partners end up rotating 180° to face each other
(Extension for basic step)



- 1) - Starting position is the same as the starting position for the Basic step.



2)

- Leader raises Right Hand up high to right for Follower to go under and releases left hand.
- Spin can also be performed with the opposite hand. (I.E. Follower spins under leaders left hand.



3)

- Follower pivots counter clockwise Leader turns clockwise.



4)

- Partners end up rotating 180° to face each other

SAFETY CONSIDERATIONS:

1. Make sure appropriate footwear and clothes are worn and secured.
2. Make sure the dance area is free of obstacles and debris.
3. Ensure the students are properly spaced out for practicing.
4. Ensure a proper warm-up is done prior to lesson to prevent injury.
5. Always have the class supervised.
6. Make sure equipment is not damaged.
7. Make sure equipment is properly put away in a safe place after class.

SWING MUSIC

	beats/ 10sec	
Let's Shout (Baby Work Out) - Colin James	12	Shout and Feel It – Swing Kids
Surely (I love You) -Colin James	12	Sing, Sing, Sing – Benny Goodman
In the Mood - Glenn Miller	13	Jump, Jive, & Wail – Brian Setzer
Cadillac Baby - Colin James	14	Holiday Romance – Johnny Favorite
Mr. Zoot Suit - Flying Neutrinos (A Fun One)	15	Just a Gigalo – David Lee Roth
Zoot Suit Riot - Cherry Poppin' Daddies	16	Bei MirBist Du Schon – Swing Kids
Go Daddy-O - Big Bad Voodoo Daddy	18	It Don't Mean A Thing - Bill Banks

REFERENCES

- www.ballroomdancers.com
- www.swingcraze.com
- www.dancetv.com (foot diagrams are from here)
- www.educ.uvic.ca/Faculty/thopper/index.html
- www.bced.gov.bc.ca/irp/