

# Table of Contents

1. **Course Syllabus**
2. **Unit block plan**
3. **Equipment List**
4. **Lesson Plans (Assessments included)**
  - A. Aerobic Lesson Plans
    - a. Introduction to Aerobic Dance
    - b. Aerobic Dance Step Sequences
    - c. Student Sequences
  - B. Hip Hop Lesson Plans
    - a. Introduction to Hip-hop Dance
    - b. Dance Like Me!
    - c. Group Hip-hop Performances
  - C. Line Dance Lesson Plans
    - a. Electric Slide
    - b. Macarena
    - c. Boot Scootin' Boogie
    - d. Watermelon Crawl
    - e. Line Dance Review
  - D. International Folk Dance Lesson Plans
    - a. Troika
    - b. Bossa Nova
    - c. La Raspa
    - d. Hora
    - e. Ve' David
    - f. Salty Dog Rag
    - g. Pattie Cake Polka
    - h. Cotton-eyed Joe
    - i. Folk Dance Review
5. **Posters**
6. **Task Cards**

## Rhythm and Dance

The Rhythm and Dance Unit is an exploration of a variety of movements to different music. Throughout this unit, the student will participate in Aerobics, Hip-hop, Line dancing, and International Folk dance. Around the world, as well as in our own society, dance is used as a form of expression, celebration, tradition, or recreation. Whether a student is attending a school dance, a friend's Bar Mitzvah, or a cousin's wedding there is bound to be music and celebration. After this class a student will never feel the need to be a wallflower and not enjoy dancing with their peers.

### What will be learned in this Rhythm and Dance unit?

- ✓ Step Aerobics
- ✓ Hip-hop
- ✓ Line dance
- ✓ International Folk dance

### What is expected of the student throughout this unit?

- ✓ **Be on time** – As with any other class, there is a limited amount of time to learn the material. PE is shortened due to dressing down and up, so be where you are supposed to when you are supposed to be there.
- ✓ **Be dressed down** – PE is an active class. Sweating will most likely occur. Respect yourself and your classmates by changing into *appropriate* attire.
- ✓ **Participate daily** – Come to class each and every day ready to learn. Assessments will be done throughout the unit and you want to know how to perform the skills correctly, or points will be taken away.
- ✓ **Keep a positive attitude** – Not every subject will be each person's favorite. However, keeping a positive outlook will enhance the chances of enjoying the lesson.
- ✓ **Do your best** – Make the effort and you will make the grade. It may take more work than expected, but everyone can succeed.

### Grading

Grading will be based on participation, attitude, punctuality, and skill. Daily points can be taken away, and added to, anytime at the teacher's discretion. There will be a different dance learned each day and the students will be expected to either perform the dance at the end of the class period or a certain earlier identified move(s) from the dance if it is more difficult to master (some parts of the unit may have a performance day scheduled). The student will know at the beginning of class what will be expected of them (ex: Performing, on time as a class, the Electric Slide; accurately executing 5 or more step aerobic moves and tell the teacher what they are named; lead the class in a self choreographed Hip-hop dance). The teacher does hold the right to change the assessment depending on the day's class.

### Overall

Have fun and make the most of the day!

## Dance Unit Block Plan

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Aerobic Dance	Aerobic Dance	Aerobic Dance	Hip-Hop	Hip-Hop
*Introduction to varied steps	*Steps in a sequence  *Students make up own sequence	*Students teach their own sequence	*Stations	*Students teach the class one or two moves

Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
Hip-Hop	Line Dance	Line Dance	Line Dance	Line Dance
*Group dance presentations	*Electric Slide	*Macarena	*Boot Scootin' Boogie	*Watermelon Crawl

Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15
Line Dance	Folk Dance	Folk Dance	Folk Dance	Folk Dance
*Review	*Troika	*Bossa Nova	*La Raspa	*Hora

Lesson 16	Lesson 17	Lesson 18	Lesson 19	Lesson 20
Folk Dance	Folk Dance	Folk Dance	Folk Dance	Folk Dance
*Ve' David	*Salty Dog Rag	*Patti Cake Polka	*Cotton Eyed Joe	*Review

# Equipment List/Materials Needed

## All Lessons

- CD player

## Aerobic lesson plans

- 25 to 30 steps, \$34.95 each (save 20% on a bulk discount), [www.inch-aweigh.com/cardio/fitness\\_step.htm](http://www.inch-aweigh.com/cardio/fitness_step.htm)
- “Maximum Workout, Volume I” - \$24.99, [www.workthis.com](http://www.workthis.com) or (415) 674-5757

## Hip-hop lesson plans

- “Darrin’s Dance Grooves” video (VHS) - \$19.99, [www.asontv.com/products](http://www.asontv.com/products) (also comes with various dance CD’s)
- “NOW That’s What I Call Music” (#5 recommended) - \$14.99, [www.cdnnow.com](http://www.cdnnow.com)
- Blank videotape and a video recorder

## Line dance lesson plans

- 20 to 25 bean bags - \$16.95 for 12, [www.tpesonline.com](http://www.tpesonline.com) (Toledo)
- “Ultimate Non-stop Line Dance Party” (Import) - \$18.99, [www.cdnnow.com](http://www.cdnnow.com)
- Up to 30 balls, small cones, or various objects, [www.tpesonline.com](http://www.tpesonline.com)
- 5 to 6 ball bags, \$24.95, [www.tpesonline.com](http://www.tpesonline.com)

## International Folk dance lesson plans

- “Smokey Mountain Bluegrass: 24 Traditional Favorites” - \$9.98, [www.cdnnow.com](http://www.cdnnow.com)
- Teaching Movement and Dance: A Sequential Approach to Rhythmic Movement (Weikart 3<sup>rd</sup> Edition)  
Rhythmically Moving  
600 North River Street, Ypsilanti, MI 48198
- Dance CD Guide, [www.westmusic.com/pages/popup\\_info/weikart\\_materials.htm](http://www.westmusic.com/pages/popup_info/weikart_materials.htm)
- Hula-hoops, \$29.95 for 12, [www.tpesonline.com](http://www.tpesonline.com)
- 30-40 yarn balls, \$3.95 for one 3”,  
[www.inch-aweigh.com/athletic\\_equipment/balls/safety.htm](http://www.inch-aweigh.com/athletic_equipment/balls/safety.htm)
- Flag football belts - \$2.85 for 1, [www.tpesonline.com](http://www.tpesonline.com) (can also use tube socks)

Walter Strom Middle School  
Physical Education  
Rhythm and Dance

Dear Parents and Guardians,

It is time for our Rhythm and Dance unit in your student's Physical Education class. This unit covers organized dance (Line – Electric Slide and International Folk – Hora), popular dance (Hip-hop), and dancing for exercise (step aerobics).

As with any other unit the students are expected to participate fully, work hard, and keep a good attitude. Please go over the syllabus with your student so they understand what is expected of them during these next weeks. If there are any questions regarding this unit, what is expected of the students, or any concerns, please feel free to contact me via email or by phone at school during school hours (contact information listed at end of letter).

Thank you for your commitment to the physical education purpose.

Sincerely,

Mrs. Williams  
(509) 649-3560  
williamss@cleelum.wednet.edu

(Cut along line – keep upper half)

---

I, \_\_\_\_\_ (print student name), have read and discussed the syllabus with my parent and understand what is expected of me during the Rhythm and Dance unit.

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Parent's Signature

\_\_\_\_\_  
Date

**Physical Education Teacher Education Program  
Central Washington University  
Aerobic Dance Steps Lesson Plan**

**Objectives**

1. Student will be able to perform a variety of steps used in aerobic dance sequences.
    - a. Corner to corner, jumping jack, A-step, across the top, I-step, L-step, reverse turn, repeater, grapevine, basic left, basic right, split basic, mambo cha-cha-cha, tap-up, turn step
- \*\*More moves can be downloaded from [www.turnstep.com](http://www.turnstep.com)

**Equipment:**

- CD player
- “Maximum Workout, Vol. 1”
- 25 to 30 steps
- Pictures of each move, broken down step by step (located in the *Task Card* folder)

**Protocol**

- “Go” indicates to begin activity
- When the music stops the students are to stop all activity and turn to the teacher for instruction.

**Class Rules:**

1. Come to class on time and prepared to learn.
2. Always give your best.
3. Encourage others
4. Respect the teacher, your classmates, and the equipment
5. Have fun!

**Assessment:**

- Walk around while the music is playing and make sure the students are performing the steps correctly. Help those who are having trouble.
- At the end of the, have the students name 5 moves and then perform them. They get 2 points for each move correctly named and performed. One point will be docked if the move is not performed correctly.

**Instant Activity:** Have students get into groups of 4 or 5 and play a form of follow the leader. For one minute each student will make up a move or demonstrate one they already know (such as the Twist) and the other students in the group are to follow that students lead. Each student should get an opportunity to be the leader and choose the move being performed.

**Set Induction:** What are some activities you do to keep in shape? (Allow the students to raise their hands and give some examples of their activities) I am hearing some great physical activity that is going on outside of PE. That is nice to hear! Do any or you participate, or have parents that participate, in and aerobic dance class? Who can tell me what an aerobic dance class is? (Allow a student who is raising their hand to answer) That is right, it is doing a sequence of steps repeatedly to up beat music. It works your heart and lungs and it is fun because it is to music. For the next few days we are going to get an introduction to aerobic dance and put together different sequences with small groups.

MAF/Instructional techniques	Extensions	Refinements	Applications
<ul style="list-style-type: none"> <li>Students are in spread out in 3 to 4 rows facing the teacher.</li> </ul>			

**Informing Task:** As you look around the gym/activity area you will see different station set up with a different move at each station. When I say go, I would like for you to get into groups of three. Go!

<ul style="list-style-type: none"> <li></li> </ul>	Now that you are in your groups, I am going to send you to a station. (As the teacher sees groups forming, s/he should send them to different stations. If possible, there should only be one group at each station)		
--	--	--	--

<ul style="list-style-type: none"> <li></li> </ul>	When the music starts your group is to do the move until the music stops.		
--	---	--	--

<ul style="list-style-type: none"> <li></li> </ul>			
--	--	--	--

**Informing Task:** Each time the music stops, your group will move clockwise to the next station and look over the move. When the music begins you will perform the step until the music stops and you are to rotate again.

<ul style="list-style-type: none"> <li></li> </ul>			
--	--	--	--

**Informing Task:** (Change the music at least enough times that each group visits every station)

<ul style="list-style-type: none"> <li></li> </ul>			
--	--	--	--

**Closure/Assessment**

- “That was fun and you all worked hard. I see a lot of you sweating and breathing hard. Now I would like for you each to choose five moves of the fourteen that you practiced today. Once you have picked your five moves, I would like for you to come and demonstrate them for me at this step over here. (The teacher should be standing next to a step) Tell me the name of the move and then perform it for me. When you have successfully completed five moves and named them correctly, I will mark you off the number out of five you correctly performed and named. After you have done your five moves you may go change. Each move is worth 2 points. One point will be docked if you do not perform the move you stated correctly.”

**Physical Education Teacher Education Program  
Central Washington University  
Step Sequences Lesson Plan**

**Objectives**

1. Student will be able to demonstrate aerobic steps in a sequence and in time with the teacher by the end of the class period.
2. Students will demonstrate their knowledge of step sequence by making their own routine up with a partner.

**Equipment: (for a class of 30 students)**

- CD player
- “Maximum Workout, Vol. 1”
- 25-30 steps
- Pencils and paper

**Protocol**

- “Go” indicates to begin activity
- Throughout this lesson, students are to continually follow the teacher and his/her instruction

**Class Rules:**

1. Come to class on time and prepared to learn.
2. Always give your best.
3. Encourage others
4. Respect the teacher, your classmates, and the equipment
5. Have fun!

**Assessment:**

- Watch for students who are working hard and following your direction. They should be keeping in time with you and correctly executing the moves. For those that are not following direction, put a check next to their name (in the grade book) to indicate their behavior for the day.
- While the students are writing their sequences, walk around to every group and take note of those students who are working well together and getting their sequence finished. Also take note of those students who are sitting back and not helping their group members with step sequence ideas. Have them check off their step sequence with you before leaving for the day to make sure they have done it correctly (in counts of 4).



<b>Instant Activity:</b> Have music playing as the students enter the gym. Instruct them to march around the gym keeping time with the music. Vary the speed of the music so that the speed of their marching with change. Instruct the students to move their arms in a somewhat exaggerated movement (demonstrate).			
<b>Set Induction:</b> Yesterday we spent the day learning a variety of steps that can be put into a sequence to form a routine. If you recall, you were asked to perform the step at the station numerous times in a row. This is how a step is used during a routine. The leader of the routine will have those they are leading do a move many times in a row, usually in sets of 4. Today we are going to get a feel for what a step aerobic routine would be like by participating in a couple different routines and then you are going to make a sequence up with 1 or 2 more people to lead the class in tomorrow.			
MAF/Instructional techniques	Extensions	Refinements	Applications
<ul style="list-style-type: none"> <li>Students are in self-space facing the teacher</li> </ul>			
<b>Informing Task:</b> (Turn on the up beat music – make sure that it is quiet enough instruction can still be heard) To begin, I would like for you to stand and start marching in place starting with lifting your right foot first.			
<ul style="list-style-type: none"> <li>Students are spread in 3-5 rows facing the teacher and all in a position so that they can see the teacher.</li> </ul>	Great job, before we can continue I need to make sure that everyone is on time with one another and you all are in time with me.		
<ul style="list-style-type: none"> <li></li> </ul>	(At this time the teacher will begin requiring the students to follow his/her lead as the steps are called out and done in repetitions of 4; ex) 8 basic right, 8 basic left, 4 I-steps, 12 across the top, 16 marches in place, etc.)		
<b>Informing Task:</b> Now that you have learned the steps and participated in a couple examples of sequences, it is time for you to make up your own sequence with 1 or 2 other people. What I would like for you to do now, is quickly find the group you are going to practice, and sit, with them. When I see you sitting quietly, I will distribute paper and pencils. Go.			
<ul style="list-style-type: none"> <li></li> </ul>	The steps are still up on the wall if you need to be reminded of their name or how to perform them. Do not hesitate to get up and go look at them.	Remember, this sequence should last for about 1 and a half songs (4-5 minute).	
<ul style="list-style-type: none"> <li></li> </ul>	If you need my assistance, raise your hand and I will get to you as soon as I can.		
<b>Informing Task:</b> Once you feel that your sequence is complete, raise your hand and I will come and check off that you have the right counts and approximately 4-5 minutes of sequence.			
<ul style="list-style-type: none"> <li></li> </ul>	As I check you off, go through your sequence with your group at least 1 time and decide who is going to say which steps at what time.		

**Closure/Assessment**

- “Tomorrow you will be leading the class with your sequence. I suggest that each member of your group have a copy of the sequence and practice it at home tonight, especially the part you each plan to instruct. I will provide the music for you. Have a good day!”

**Physical Education Teacher Education Program  
Central Washington University  
Student Sequences Lesson Plan**

**Objectives**

1. Student will display their knowledge of aerobic dance steps by leading the class in a routine for 4 to 5 minutes in a group of 2 or 3.

**Equipment: (for a class of 30 students)**

- CD player
- “Maximum Workout, Vol. 1”
- 25-30 steps
- Group Evaluation Sheets (one per student) – to be handed out at the end of the class period

**Protocol**

- “Go” indicates to begin activity
- When the music stops, the students are to halt all activity and turn to the teacher for further instruction.

**Class Rules:**

1. Come to class on time and prepared to learn.
2. Always give your best.
3. Encourage others
4. Respect the teacher, your classmates, and the equipment
5. Have fun!

**Assessment:**

- Check off that each student leads at least one time while their group is leading the class.
- Take note of those students who are not following the leading group’s commands (goofing off, standing, etc.).
- For the students leading: are they keeping in time with the music? Are their steps in sets of 4? (note: they can have 2 sets of 4 of the same move – example: 8 Over the Tops in a row, or 12 Repeaters in a row)
- Group Evaluation Sheets

**Instant Activity:** Once all of the students are in the gym, tell them to get with their group and do a run-through of their routine. Play up beat music at about the volume it will be playing at so they can get an idea of how loud they are going to have to speak to give the class the directions.

**Set Induction:** Today you will all get a chance to show me and your classmates that you have learned a variety of aerobic dance steps by leading us in a sequence that your groups made up yesterday. I would like each group member to lead for a period of time during the routine and for those of you following, I want you to give the group leading your undivided attention.

MAF/Instructional techniques	Extensions	Refinements	Applications
<ul style="list-style-type: none"> <li>Students are spread in 3-5 rows and each student is able to see those that are leading.</li> </ul>			

**Informing Task:** To start off, I would like to know if I have any groups that would like to volunteer to go first? (Choose a group to go first and inform the next groups which order they will be going in) Once I start the music you are to begin marching, following my lead. Once the group takes over the lead, do as they say. (Play music) Now start marching by lifting your right foot first. (Once the class has a good rhythm, let the first group take over)

<ul style="list-style-type: none"> <li></li> </ul>	While the leading groups are switching you are to maintain a march.		
<ul style="list-style-type: none"> <li></li> </ul>	(Continue to call on groups that volunteer. Once they stop volunteering just choose a student who has yet to be up front and tell their group to join him or her.)		
<ul style="list-style-type: none"> <li></li> </ul>			

**Informing Task:** Before you go, I have a Group Evaluation sheet I would like for you to take home with you and fill out and return to me the next time we meet. I would like for you to be honest when you fill them out. I will not let anyone else look at them except me.

**Closure/Assessment**

- “I had a great time being a student for a day and participating in all of your step sequence routines. Did you all have a good time? I know it is nerve-racking being up in front leading, but everyone of you did a great job. I am also pleased at how the class paid attention and performed each move asked of them. Next class we will be starting Hip-hop. Have a great day!”

# Group Evaluation

These will be used to aid the teacher in their grading for this section of the unit. Students may see things that the teacher can not see. For example a student is part of a group, but fails to participate in helping make their sequence they are to teach. Or if a student's attitude about the project is negative, but the comments are made while the teacher is out of hearing range. It is to be handed out at the end of class and the students are to be informed that their comments will be kept confidential (for honesty purposes).

Name:

Period:

## **Group Evaluation**

Name the members in your group:

List how each group member contributed:

If a group member did not participate, please explain:

Anything else you would like to let the teacher know? (This is anything behind the scenes that was not visible to the teacher)

**Physical Education Teacher Education Program  
Central Washington University  
Hip-hop Lesson Plan #1**

**Objectives**

1. Students will be able to perform a variety of Hip-hop moves (4+) by the end of class.
2. Students will be able to choreograph a routine to one verse of a designated song, using the learned moves, by the end of class.

**Equipment: (for a class of 30 students)**

- TV and VCR
- One verse from a Hip-hop song repeated on a tape or CD (Britney Spears, Will Smith, Destiny's Child, Justin Timberlake, NOW)
- Tape or CD player
- "Darren's Dance Grooves" video

**Protocol**

- "Go" indicates to begin activity
- When the music stops the students are to stop all activity and look to the teacher for further instruction.

**Class Rules:**

1. Come to class on time and prepared to learn.
2. Always give your best.
3. Encourage others
4. Respect the teacher, your classmates, and the equipment
5. Have fun!

**Assessment:**

- While the students are putting together their 16 counts of moves, walk around and have them perform it for you. Mark off that they have choreographed a routine to one verse of the designated song. This will also allow you to see that they can perform at least 4 different moves they have learned throughout the lesson. Simply check them off in the grade book for having choreographed a routine with 4+ moves.
- Walk around and take note of those who are not following directions and of those who are following directions.
- Make sure you point out the groups who are working well together, not necessarily just those that are performing the moves the best.
- Keep a look out for students making fun of other students and also those who are keeping a positive and encouraging attitude towards other students.

<b>Instant Activity:</b> While playing Hip-hop music, the students are to start by simply moving their fingers to the beat. After about 15 seconds they are to add another body part to begin moving to the beat. The students continue to add body parts every 10 to 15 seconds until their entire body is moving to the beat. This does not have to be dancing, they can simply bend, twist, etc. This activity should last for 3-4 minutes. A variety of songs, with different speeds, can be used.			
<b>Set Induction:</b> We have all seen a music video at one time or another in our lives. Some of you have MTV and VH1 and watch them every day. Maybe some of you have dreams of being a pop icon such as Britney Spears or Justin Timberlake. Well, maybe the next few days will help those of you that want to be big stars begin down that path. Those of you that have other interests, this section of the unit may help you be the hippest one on the dance floor at the next school dance. As you can see, there are three stations. I know this does not seem like a lot of activities, but you will be spending about 15 minutes at each station. I am not going to separate you because they must be done in order. So, I would like for you all to follow me over to the television and I will begin the video.			
<b>MAF/Instructional techniques</b>	<b>Extensions</b>	<b>Refinements</b>	<b>Applications</b>
•			
<b>Informing Task:</b> (Darren's Dance Grooves is in the VCR) You are going to follow the prompts on the television. After each move taught, a student, who I designate, will push pause and you will be given approximately a minute and a half to work on the move. Then the student will play the video again, to continue onto the next move.			
•	If you do not get the move before the video continuing, do not worry. Just focus on the next one. There will be time to practice the move later.		
•			
<b>Informing Task:</b> This station is the time for you to practice any moves that you did not complete during the video. For those students who picked up the moves quickly, please walk around and help those <b>who ask for it</b> . You may practice in groups of 2 or 3 people. The TV and video will be playing the moves over so that you can reference them.			
•			
<b>Informing Task:</b> Lastly, if you have not already put yourself in a group of 2 or 3, do so now.			
•	Once you have your group, the music will begin playing. The section of music chosen will repeat many times. This way, you can choreograph at least 3 of the moves you learned from the video to the music.		
	Next time we meet your group will perform your choreographed dance.		
•			
<b>Closure/Assessment</b>			
• "Great job today. I saw everyone following the video, practicing the moves until they got most of them down, then working together to choreograph a small dance to perform tomorrow. Remember to practice tonight on your own!"			



**Physical Education Teacher Education Program  
Central Washington University  
Hip-hop Lesson Plan #2**

**Objectives**

1. Students will imitate a variety of dancing movements (2 or 3, depending on the number of volunteers to show a new move) performed by their classmates.
2. Students will choreograph a dance to one verse of a predetermined song by the end of the class period.

**Equipment:**

- Three CD players
- Hip-hop music (Britney Spears, Justin Timberlake, Destiny's Child, N'Sync)
- One designated hip-hop song that has 3 verses

**Protocol**

- "Go" indicates to begin activity
- When the music stops the students are to stop all activity and look to the teacher for instruction.

**Class Rules:**

1. Come to class on time and prepared to learn.
2. Always give your best.
3. Encourage others
4. Respect the teacher, your classmates, and the equipment
5. Have fun!

**Assessment:**

- Walk around and make sure students are staying on task and all the students are participating. Not all the students will be giving input, but they must all be performing the dances and attempting to memorize the moves. Remind those that are not participating that they will be expected to dance with their group in front of the rest of the class tomorrow and help teach the moves.
- If a student is not participating at all, they should be docked the appropriate amount of daily points.
- Go to each group and have them show you their dance. If they are not quite done, tell them that the gym will be open after school today and before school tomorrow to practice more together.

**Instant Activity:** Put on a Hip-hop song and instruct the students to practice the moves they learned the previous day from “Darren’s Dance Grooves”. Do this for 2 to 4 minutes.

**Set Induction:** Now I would like all of you to gather over here and sit down. I will call a name out and if you are that person or are in their group from yesterday you will come up front and show us your moves you choreographed yesterday. (allow approximately 5 minutes for this) How many of you liked the video lesson yesterday? You learned quite a few moves, but do you think there are more out there that you could add to your dance movement vocabulary? Well, I bet that many of your peers in this class have a move or two that they could share. Are there 2 or 3 of you that maybe have a move and would like to share it with your class? (Let those who want to share a move, show the class and then give them a brief lesson of how to perform the move) Now that you have learned a few more moves that were not on the video yesterday, I would like for you to get into groups of 3 and number yourselves 1, 2, and 3. You have 20 seconds. Go! (Once the students are in their groups and numbered separate all the 1’s into a group, all the 2’s into a group, and all the 3’s into a group)

MAF/Instructional techniques	Extensions	Refinements	Applications
<ul style="list-style-type: none"> <li>Students are in self-space around the gym/activity area.</li> </ul>			

**Informing Task:** With the remainder of the class period, your group is to choreograph a dance. Each group will have the same song, but use a different verse. Here is the song (play the song for the students to hear the beat). While you are waiting for me to come around to your group and tell you which verse you will be choreographing the dance to be thinking of some of the moves you want to incorporate into your group’s dance.

<ul style="list-style-type: none"> <li></li> </ul>	Try to think of some moves that have not yet been taught to the class. Be creative!		
<ul style="list-style-type: none"> <li></li> </ul>			

**Informing Task:** (During this time, the teacher will walk around to each group and tell them which verse they are going to be using) You need to listen to your verse carefully before you start choreographing so that your moves match the beats. Once you have a few ideas start putting them together and memorizing them.

<ul style="list-style-type: none"> <li></li> </ul>	Make sure you have at least four different moves in your routine. If you do not have at least four when you perform and teach the group your grade will be docked.		
<ul style="list-style-type: none"> <li></li> </ul>			

**Informing Task:** Run through your dance in its entirety as many times as you can before the end of the class period. Tomorrow, you are going to be performing your dance for the class and then teaching it to them. The goal is to put it all together by the end of class tomorrow from the start of the song to the finish.

<ul style="list-style-type: none"> <li></li> </ul>			
--	--	--	--

**Closure/Assessment**

- Walk around and make sure students are staying on task and all the students are participating. Not all the students will be giving input, but they must all be performing the dance and attempting to memorize the moves. Remind those that are not participating that they will be expected to dance with their group in front of the rest of the class tomorrow and help teach the moves.
- “Tomorrow each group is going to perform their choreographed dance, once time, for the rest of the class. Then you will teach the class your dance. You may do this by breaking up into small groups or teaching the whole group together. Before you go, get back with your group and decide how you want to teach it. Have a representative from your group come and tell me how you plan to teach your dance to the rest of the class. Also, we are going to start with the first verse group, followed by the second verse group, and end with the group performing to the last verse.”

**Physical Education Teacher Education Program  
Central Washington University  
Hip-hop Lesson Plan #3**

**Objectives**

1. Students will be able to perform a group-choreographed dance and teach it to the rest of the class for the teacher.
2. Students will demonstrate a variety (4+) of movements to different rhythms throughout the class period.

**Equipment: (for a class of 30 students)**

- Tape or CD player (3)
- The predetermined song the class will be performing and teaching with
- Blank video tape
- Video recorder

**Protocol**

- “Go” indicates to begin activity
- When the music stops, the students will stop all activity and look to the teacher for instruction

**Class Rules:**

1. Come to class on time and prepared to learn.
2. Always give your best.
3. Encourage others
4. Respect the teacher, your classmates, and the equipment
5. Have fun!

**Assessment:**

- Note each student’s participation during the performance and while teaching the rest of the class.
- Watch for students goofing off or not paying attention to the temporary teachers (the students teaching the dances). Points can be docked at the teacher’s discretion.
- Remind the students that you are looking for positive attitudes and those taking the exercise seriously.
- Look for the students leading to use four or more different moves in their sequence. One point should be docked for each number under 4 they are lacking in moves.

<b>Instant Activity:</b> For your warm-up, I would like you to get with your group and do a few run throughs of your dance. The music is in the tape/CD players around the gym. You have 5 minutes to practice and ready yourselves to perform and teach the class your dance.			
<b>Set Induction:</b> I have been walking around and watching each group and I have to tell you, there are three very nicely choreographed dances we are all going to learn today. I am quite excited! I expect each and every one of you to give your full attention to whichever group is performing and as they teach you their dance. By the end of this class period we should have a great dance that we can all be proud of. Are you ready? I know I am.			
<b>MAF/Instructional techniques</b>	<b>Extensions</b>	<b>Refinements</b>	<b>Applications</b>
<ul style="list-style-type: none"> <li>The students are in their groups next to a tape/CD player.</li> </ul>			
<b>Informing Task:</b> First, I would like the group who was assigned the first verse to come up front and get ready for me to push play. Those of you who are not performing right now, I would like you to sit so you can see the dance. (The group will then perform their dance)			
<ul style="list-style-type: none"> <li>The students that are not teaching are facing those that are and are following their lead to learn the dance.</li> </ul>	Group 1, great job! You have about 5 minutes to teach the class your dance. I will take care of getting the music ready each time.		
<b>Informing Task:</b> Now, I would like for the group who was assigned the second verse to choreograph a sequence to come up front and get ready to perform. (The group will perform as soon as they are set)			
<ul style="list-style-type: none"> <li>The students that are not teaching are facing those that are and are following their lead to learn the dance.</li> </ul>	Group 2, that was so fun to watch! You, also, now have approximately 5 minutes to teach your dance to the rest of the class. Good luck!		
<ul style="list-style-type: none"> <li>The students are all facing the same direction and perform the dance from the start.</li> </ul>	Before we start with the third and final group, I want to do a run through from the top.		
<b>Informing Task:</b> Group 3, you have a couple of hard acts to follow, but you have every reason to be confident. I have seen your dance and it is done well. So come on up and get ready. I will start the music as soon as you are ready. (Group 3 now performs their dance)			
<ul style="list-style-type: none"> <li>The students that are not teaching are facing those that are and are following their lead to learn the dance.</li> </ul>	Group 3, teach for the next 5 minutes before we put all three sequences together.		
<b>Informing Task:</b> Alright, we have learned 3 dance sequences in the order we are going to perform them. Let's tie them together now. I will give you 1 run through and then I am going to turn on the video recorder so you can watch what you have accomplished these last couple of days.			

**Closure/Assessment**

- Once the students have had their run through, turn on the video camera and record them dancing. If time permits, try and have a TV/VCR available so that the students can watch the video. If time is running short, tell the students that they will get to watch the video first thing the next time they have PE. (The video can also be used for the teacher to take more time in grading the students and writing out any comments.
- “I had fun watching all of you dance and learn new moves. I hope that these Hip-hop lessons will be put to use at the next school dance. You should all be proud of what you accomplished in a very short time.”

**Physical Education Teacher Education Program  
Central Washington University  
Electric Slide Lesson Plan**

**Objectives**

1. Students will be able to perform the Electric Slide, for the teacher, by the end of the class period.

**Equipment:**

- CD player
- “Ultimate Non-stop Line Dance Party” CD – “Electric Boogie” by Marcia Griffiths,
- 20-25 beanbags
- Music of varying speeds

**Protocol**

- “Go” indicates to begin activity as does music starting
- When the music stops the students are to stop all activity and look to the teacher for further instruction.

**Class Rules:**

1. Come to class on time and prepared to learn.
2. Always give your best.
3. Encourage others
4. Respect the teacher, your classmates, and the equipment
5. Have fun!

**Assessment:**

- Watch the dance in its entirety, with the music, before the end of the class period. This is a fairly simple dance so the students should pick up on it quickly. If not, there will be plenty of practice time as the dance repeats itself the entire song.
- Throughout the lesson, watch for students who are not following your direction. For those students who know the dance and seem bored, issue them challenges or have them come up front with you to demonstrate while you talk.

<b>Instant Activity:</b> “Five Touches” - Scatter the beanbags around the gym. Instruct the students that when the music starts they are to move, but avoid the beanbags. When the music stops, they are to listen for the teacher to say a body part. The student must then touch that body part to five different beanbags as quickly as possible (before the music starts again). Do this for 3-4 four minutes.			
<b>Set Induction:</b> Have any of you ever participated in what is called a line dance? What are some of the dances that you participated in and where did you have the opportunity to do this dance? (Allow the students time to give a few answers) Some of you may have heard or even know the dance that we are going to do today, it is called the Electric Slide. I do not think I have ever been to a school dance or a wedding reception where there is dancing and not seen this dance performed. It is one of the most popular line dances out there.			
<b>MAF/Instructional techniques</b>	<b>Extensions</b>	<b>Refinements</b>	<b>Applications</b>
<ul style="list-style-type: none"> <li>Students are in self-space around the gym.</li> </ul>			
<b>Informing Task:</b> Before we play any music, I am going to teach you the moves. They are actually quite simple. First, step right with the right foot and hook your left foot behind the right foot. (Always demonstrate the move as you are saying it)			
<ul style="list-style-type: none"> <li>Students are in 3-5 rows and spaced so that they can not touch one another while their arms are reaching out.</li> </ul>	Great! Now step to the right with the right foot again, but this time only touch your left foot beside your right foot. End with a clap.		For those of you that feel comfortable with the grapevine, see if you can spin at this part of the dance and still end up clapping and facing the same way as those that did the grapevine.
<ul style="list-style-type: none"> <li></li> </ul>	Let’s put the two moves together. Can anyone tell me what this move is called? We learned it the other day during our aerobics unit. (Answer: Grapevine)		
<ul style="list-style-type: none"> <li></li> </ul>	Since we already know this move, let’s do the same thing but go left this time. Left, right behind, left, right foot touch. You got it!	Remember to clap at the end.	
<b>Informing Task:</b> Next, take your right foot and step back on it. Your left foot should be positioned slightly ahead of your right foot and no weight should be on the left foot. You can even tap your left heel on the ground so that you know all of your weight is on your right foot.			
<ul style="list-style-type: none"> <li></li> </ul>	While keeping your left foot slightly in front of your right foot, shift your weight so that your left foot is bearing all the weight.	Tap your right toe behind you so you know that your left foot is holding your weight.	For students who know this dance prior to this lesson, try and to go down on one knee at this point.
<ul style="list-style-type: none"> <li></li> </ul>	Again, lean back on your right foot and tap your left heel.		Now see if you can straighten your left leg out in front of you.
<ul style="list-style-type: none"> <li></li> </ul>	One more time, lean all of your weight onto your left foot.		And stand back up keeping your scuff in time with the rest of the class.



**Informing Task:** Promptly after you put weight on your left foot that last time, you are going to scuff your right heel on the ground and take a step forward with that right foot.

•	As you are stepping, turn your body $\frac{1}{4}$ turn to the left (counterclockwise).		
	Begin the dance over, but you are now facing a new wall.		
•	Continue throughout the entire song.	You should face all four walls many times throughout the dance.	

**Informing Task:** Now here is the fun part. We are going to put the dance to music. I will cue you when to begin, but make note of when you are to start because I am not going to cue you in the near future. (Start music and help them with when to begin) – repeat until they can continue with minimal mistakes.

**Closure/Assessment**

- “I want you all to take note of the posters on the wall. There is one that is labeled the Electric Slide. It has each move, that we learned today, in picture form with the directions printed underneath, for those of you that maybe need more practice and I am not available to help.”
- “This is a dance that you will encounter at most any dance or wedding so make sure you have it down. We will be learning the Macarena next time we meet. If you already know this dance, then you can help me teach it. Have a great day.”

**Physical Education Teacher Education Program  
Central Washington University  
Macarena Lesson Plan**

**Objectives**

1. Students will be able to perform the Macarena for the teacher, in its entirety, by the end of the class period.
2. Students will be able to demonstrate the moves with correct timing with the song and one another.

**Equipment:**

- CD player
- “Ultimate Non-stop Line Dance Party” CD – “Macarena” by Rio Los Mar

**Protocol**

- “Go” indicates to begin activity as does the start of music playing
- When the music stops the students are to stop all activity and look to the teacher for further instruction.

**Class Rules:**

1. Come to class on time and prepared to learn.
2. Always give your best.
3. Encourage others
4. Respect the teacher, your classmates, and the equipment
5. Have fun!

**Assessment:**

- As you are leading the students in the dance, look for students who are goofing off or not participating.
- For those students who know the dance previous to this lesson, have them come up front and demonstrate with you. Or have them be the ones the other students are to watch so that you are freed up to walk around and help the struggling students.
- At the end of class, watch the class perform the entire dance with no cues or counting help from you. (At this time walk around with an evaluation sheet that has all the students names on it and give them a plus (=excellent), check plus (=good), a check (=okay), or a minus (=needs work) for their skills)

**Instant Activity:** “Line Monster” – For this activity, the students are to remain on the lines of the gym at all times, even the “monsters”. Two students are designated “it” and their job is to tag the other students. When they tag another student who is not “it” that student is to freeze until someone who is not frozen touches them. To vary this game, change the students’ ways of traveling (i.e. walking, skipping, crab-walk, etc.). To make it more difficult, allow the “monsters” (those who are it) to stray from the lines and go anywhere in the gym.

**Set Induction:** Have any of you ever been to Mexico? I unfortunately haven’t, but a few of my friends went and came back ready to teach me this dance that was all the rave down there. Apparently this was the dance to know and everybody was doing it. It is called the Macarena. Do any of you think you might know it? Here is what the music sounds like. (Play 15 to 20 seconds of the song) It is a dance, like the Electric Slide, that is done at many dances and social gatherings.

MAF/Instructional techniques	Extensions	Refinements	Applications
<ul style="list-style-type: none"> <li>Students are in self-space facing the teacher.</li> </ul>			

**Informing Task:** We are going to start without the music and get the steps down before we put it to the music, so I would like for you to lift your right arm and have your palm down. (Demonstrate as you tell them what to do)

<ul style="list-style-type: none"> <li>Students are in lines and facing the same direction as one another.</li> </ul>	While keeping your right arm extended out in front of you, lift your left arm and keep the hand palm down as well.	Think that you should resemble Frankenstein at this point.	
<ul style="list-style-type: none"> <li></li> </ul>	Next, simply turn your right hand over so that you have right palm up and left palm down.		
<ul style="list-style-type: none"> <li></li> </ul>	Now turn your left hand over too so that both hands are palm up.	Pretend as though you are holding an object.	
<ul style="list-style-type: none"> <li></li> </ul>	The next move is to take your right hand and put it on your left elbow.	Keep your upper arms parallel.	
<ul style="list-style-type: none"> <li></li> </ul>	Follow that by putting your left hand on your right elbow.	Arms are still parallel to the ground. You all look somewhat like genies.	
	Has anyone noticed a pattern here? I am noticing that we are doing a move with our right hand and copying that move with our left hand. It is no different now. Put your right hand on the back of your head.		
<ul style="list-style-type: none"> <li></li> </ul>	Follow your left hand behind your right and place it on the back of your head as well.		
	Let’s try all of this from the beginning.		

**Informing Task:** Now we are going to take our right hand and place it on our left hip so that it crosses over our body.

<ul style="list-style-type: none"> <li></li> </ul>	I am sure you all know what to do next.		
--	---	--	--

	Let's see if you can guess the next move. You got it, place your left hand on your right hip.		
•	Next we are going to switch them, but we are still going to start with the right hand. Remove your right hand from your left hip and place it on your right hip.		
•	Your left hand should follow suit and move over to the left hip.		
<b>Informing Task:</b> The next part includes the turn, so pay attention. With your hands still on your hips, sway your hips from side to side to side. So if you start swaying to the right first, you should sway right, left, and right again.			
•	After the third sway, you are going to perform a ¼ turn to the left. You do this by jumping and rotating in the air, landing on both feet.		
	The dance then repeats itself the entire song.		
•			
<b>Informing Task:</b> Okay, let's try this dance from the top still without the music. Let's just count. There are 16 moves. Ready and 1, 2, 3...16.			
<b>Informing Task:</b> I think you have it pretty well, now we are going to put the music to it. Follow my lead and do not stop if you mess up, just wait for the turn and start over when the dance begins to next repeat.			
<b>Closure/Assessment</b>			
<ul style="list-style-type: none"> <li>• “As with the Electric Slide, take note of the helpful posters, with the moves of the Macarena, on the wall. These are for reference when I am not available to help you.”</li> <li>• “I want to see this class out on the floor at the next dance if this song comes on. You all did a great job. Do you think that you can go home and teach mom and dad or a little brother or sister? Let me know how it goes if you do!”</li> </ul>			

## Macarena Student Assessment

---

As the students are performing the dance, walk around and give them the appropriate mark for their grade. If there are any comments you may want to share with the student, jot them down in the “Comments” box by their name and grade.

\*\*Follow the questions at the top of the page to help guide your grading.

**Physical Education Teacher Education Program  
Central Washington University  
Boot Scootin' Boogie Lesson Plan**

**Objectives**

1. Student will be able to execute the Boot Scoot move during the dance the Boot Scootin' Boogie.
2. Student will be able to perform the Boot Scootin' Boogie from start to finish with 2 or less mistakes by the end of the lesson.

**Equipment:**

- CD player
- “Ultimate Non-stop Line Dance Party” CD – “Boot Scootin' Boogie” – Ronnie Dunn
- Approx. 30 balls, small cones, and various objects that students can easily pick up
- One ball bag per team

**Protocol**

- “Go” indicates to begin activity
- When the music stops, the students are to stop all activity and look to the teacher for instruction.

**Class Rules:**

1. Come to class on time and prepared to learn.
2. Always give your best.
3. Encourage others
4. Respect the teacher, your classmates, and the equipment
5. Have fun!

**Assessment:**

- “As I am walking around, I am watching to see who is counting and if you can perform the dance in time with your classmates. “
- “Also, we have learned a new move today called the Boot Scoot. I want to see you demonstrate it correctly during the dance.”
- “Before you can leave, I would like you to perform the dance for a partner. Count the number of mistakes your partner makes and report it to me. Be honest. When you dance, try to make less than 2 mistakes. You may have as many opportunities to get it perfect as time permits. Go.” (Play music. Do this for the last 5 minutes of class)

**Instant Activity:** “The Hungry Snake” – The balls, cones, and objects are scattered around the gym/activity area. The students are divided up into groups and are in single file line behind the leader. This line is the snake with the leader as the head. Members of the snake must be holding onto the person in front of them by their hand, shoulder, or back of the shirt. Give the ball bag to the last person in line, or the “tail”. The head of the snake guides the body around the activity area and picks up one object at a time and passes it back through the line to the tail and the ball bag. The snakes are trying to get more objects than another snake in the time allotted (30-120 seconds). Each group member is to touch the object during its travel from the head to the tail. Therefore, no throwing. The teacher determines the method of passing used. Some examples are over the head, through the legs, left hand only, etc. Size of snakes can be altered to change the pace of the game and more or less objects can be in the playing area to increase or decrease the difficulty.

**Set Induction:** Today we are going to learn a dance called the Boot Scootin’ Boogie. I don’t know how many of you wear boots, but if you do, this is the dance for you. For those of you who do not wear boots, this is a dance for you as well because it is a lot of fun and easy to learn. So are you all ready? Great! I need you to get into self-space facing the wall I am standing in front of.

MAF/Instructional techniques	Extensions	Refinements	Applications
•			

**Informing Task:** This dance is an 8 count, so we are going to learn 4 counts at a time. The first one is quite simple. It is 2 pivot turns clockwise. A pivot turn is executed by stepping forward with one of your feet; we are going to use our left foot as our lead foot and turning towards our right. The step forward is 1, the turn is 2, the step forward is 3 and the turn is count 4. All together now, count with me. (Teacher demonstrates the pivot turns while counting.)

• Students are in self-space facing the wall the teacher is standing in front of.	And now we are going to grapevine to the left. This is something that many line dances use as well as aerobic dance. Left, 6, 7, 8.	Your right root should end next to your left foot.	
•	Now we are going to pivot turn counter clockwise. Therefore, we need to step forward with our right foot this time. So, right step and pivot. How many counts have we used? That’s right, only 2. One more time, right step and turn.	When stepping with the right foot first, the turn is a counter clockwise, or left turn.	
•	Now grapevine to the right and end with your left foot placed by your right foot. So, right, 6, 7, 8.	Don’t forget this is also a 4 count.	
•	I think you can try this from the top before we move onto the next moves. With me and 1, 2, 3, 4...		
•			

**Informing Task:** What did I say the name of this dance was? Right, the Boot Scootin’ Boogie. Time to learn the Boot Scoot. On the first count you are going to touch your left heel forward. After it touches the floor in front of you, it is going to go up to your knee. That was count 2. Bring your heel back to the floor in front you for count 3 and finish up by sliding your right heel to your left foot. You have just scooted.

•	For counts 5, 6, 7, and 8 you are simply going to Boot Scoot again.		
---	---	--	--

•	Practice the Boot Scoot for a few minutes and then we will put all that we have learned together.		
•	(After 2 or 3 minutes) Okay, from the top.	Make sure you are counting. You don't have to count out loud, but I would like to see all of your lips at least mouthing the numbers.	
<b>Informing Task:</b> You all are such great Boot Scooters. There are still 8 more counts to the dance, however. To start off the next set of 4 you are going to step forward with your foot turning a quarter turn to the right.			
•	Next, rock your hips so that your weight is placed on your left foot and lift your right foot off of the ground.		
	Replace your right foot back on the ground and transfer your weight onto your right leg.		
•	Rock your hips to the right and lift your left leg off of the ground.		
<b>Informing Task:</b> For the last four counts you start off by replacing your left foot back on the ground. This is count 5.			
•	Next, you are going to want to turn to the left and hitch your right knee as you do so. To hitch your knee, simply raise your knee so that your thigh is parallel to the ground and your foot is flexed.		
•	On count 7 you step forward with that right foot and you end on count 8 with a clap.		
•	Okay, let's put the last 8 counts together and then we will start from the beginning.		
<b>Informing Task:</b> Now we are going to do the dance to music. It is going to take a few run-throughs before you get the timing down with the music. Once I think you have it, I am going to stop leading and let you do it on your own. This is when you want to count to keep in time with the song and your classmates.			
<b>Closure/Assessment</b>			
<ul style="list-style-type: none"> <li>• “As I am walking around, I am watching to see who is counting and if you can perform the dance in time with your classmates.”</li> <li>• “Also, we have learned a new move today called the Boot Scoot. I want to see you demonstrate it correctly during the dance.”</li> <li>• “Before you can leave, I would like you to perform the dance for a partner. Count the number of mistakes your partner makes and report it to me. Be honest. When you dance, try to make less than 2 mistakes. You may have as many opportunities to get it perfect as time permits. Go.” (Play music. Do this for the last 5 minutes of class)</li> </ul>			



**Physical Education Teacher Education Program  
Central Washington University  
Watermelon Crawl Lesson Plan**

**Objectives**

1. Student will be able to correctly demonstrate the Watermelon Crawl with two or less mistakes, for the teacher, by the end of the lesson.
2. Student will accurately execute a shuffle, swing kick, and grapevine by the end of the lesson.

**Equipment:**

- CD player
- “Ultimate Non-stop Line Dance Party” CD – “Watermelon Crawl” – Tracy Byrd

**Protocol**

- “Go” indicates to begin activity
- When the music stops the students are to stop all activity and look to the teacher for instruction.

**Class Rules:**

1. Come to class on time and prepared to learn.
2. Always give your best.
3. Encourage others
4. Respect the teacher, your classmates, and the equipment
5. Have fun!

**Assessment:**

- “Once you feel you know the dance from start to finish, I would like for you to perform the dance for me by yourself, with a partner, or two other people. You may not have more than 3 people. I am looking for your ability to perform the dance with 2 or less mistakes. If you are not performing for me, you should be practicing.”
- Specifically, look for the student to accurately execute the shuffle, swing kick, and grapevine.
- *Excellent* marks = 2 or less mistakes, *Great* marks = 3 mistakes, *Okay* marks = 4 mistakes, *Needs work* = 5+ mistakes

**Instant Activity:** “Keep Up” – Separate the students into three single file lines and standing on lines on the gym/activity area floor. The teacher will call out one of five different commands and the students are to do as the command says. The command “switch” indicates for the students to turn in 180 degrees. “Up” requires the students to begin hopping as high as they can with their arms reaching for the ceiling. “Down” denotes reaching down and touching the floor. “Left” indicates that the students are to run to the line to the left of them and then return to their home line, and “right” is the opposite of “left.” Once the students have the concept of the commands down well, have them reverse the meanings. Therefore “up” means down and “down” means up and so on. For a variation, put the students into groups of four or five and use a student to lead their group. To make it more difficult, have the students continually hopping throughout the exercise.

**Set Induction:** Watermelon is my favorite fruit to eat in the summer. I like it because of how incredibly fun it is to eat and spit out its seeds. Do any of you like watermelon too? I decided that I enjoy watermelon so much that I am going to teach a dance called the Watermelon Crawl. Have any of you heard of this line dance before, or heard of the country song? It is a lot of fun so let’s get started. I need everyone to find self-space around the gym and face me with your feet slightly apart.

MAF/Instructional techniques	Extensions	Refinements	Applications
•			

**Informing Task:** That was done quickly and quietly, nice job. To start the dance we are going to touch our right toe next to the inside of our left foot.

<ul style="list-style-type: none"> <li>Students are in self-space around the gym facing the wall the teacher is in front of.</li> </ul>	Now you want to replace your right toes with your right heel and make your toes point to about 2 o’clock.		
•	Great! The next move we are going to do is new. It is called a shuffle. It starts by stepping to the right with your right foot, bringing your left foot back together with the right foot. Then step the right foot to the right again.	So it goes right left together right	
•	Okay, let’s put all three together from the beginning.		
•	Continuing on, we are now going to do it all again, but with the left leg as our lead. So touch the left toe next to the inside of our right foot.		
•	Now switch and touch your left heel to the inside of your right foot. This time, you are going to point your toe to 10 o’clock rather than 2. And shuffle left.	It is now left right together left.	
	We are going to take it slowly from the beginning. Stay with me. Ready, begin.		

**Informing Task:** That looked really good. You catch on fast. See we are going to move onto the next move. It is quite basic; you simply step forward with the right foot.

•	Easy enough. This next move we have not done yet, though. It is called a swing kick. With your right foot still stepped ahead, you take your left foot and swing it forward in a kicking motion. Just before your foot starts its backward motion, clap your hands one time then put your left foot back where it started.		
•	Your right foot follows the left foot and does a toe touch just beyond the left foot. When your toe touches, clap your hands one time again.		
•	Now you are going to repeat the step forward and the swing kick. This time, however, instead of touching your right toe just beyond your left foot, you are going to bring it next to the left foot. Just as we started.		
•	Let's do this series of moves together slowly. Start with the step forward with the right foot.		
•	(After the series has been completed with accuracy) Start from the very beginning. I will give you direction and do the moves with you. We will move on when I feel you all know the moves thus far.		
•			
•			
•			
<b>Informing Task:</b> The grapevine is a move we have learned previously, so I would like for you all to demonstrate it correctly to me.			
•	Looks good. One change we are going to make is when you usually tap your left foot next to the inside of the right foot, you are now going to tap it on the outside of the right foot before starting left. (Teacher demonstrate)		

	The other small modification we are going to make comes at the end of the move. On the second step left with our left foot, we are going to perform a quarter turn counter clockwise, then bring our right foot next to the left foot and clap.		
•	Let's try this altered grapevine all together.		
•	And again from the beginning. We will take it slow.		
<b>Informing Task:</b> How many of you are feeling you are getting these moves put together fairly well? Great. Be sure to help your neighbors out. The next part starts with a long step forward with your right foot. Make sure you keep your knees bent slightly.			
•	Now bring your left foot next to your right, but keep your weight on your right foot. Clap your hands here, too.		
•	Step back that long step with your left leg and have your right leg follow. This time keep your weight on your left foot. Clap your hands again.		
•	Next, transfer your weight to your right leg and raise your left heel off the ground. Shift your hips towards the right at this time.		
•	Switch and put your weight on your left leg and raise your right heel while moving your hips to the left.		
•	(Repeat the previous move on each side starting with the weight being put on the right leg)		
•	As with the other series of moves, we are going to go through the sequence we just learned and then start from the beginning.		
<b>Informing Task:</b> To end the dance we need to face the other wall. We are going to do this by stepping forward with our right foot and pivoting left. A pivot is simply leaving the balls of your feet touching the ground and turning to face the desired direction. We are going to do this two times.			

**Informing Task:** Now, because some of you picked up on this dance rather quickly, or knew it prior to this lesson, I am going to separate you into groups with those knowledgeable of the dance helping your group through it. If you know this dance from beginning to end, please stand by me. For those of you that are still a bit unsure of the moves, get into groups of 3 or 4. I will assign you a helper. Ready, go! (At this time, the teacher is to walk around and monitor the students' progress)

**Closure/Assessment**

- You all participated and listened well today to complete a long dance. I was also proud of the way you worked with your peers. If you did not have a chance to perform the dance for me today during class, you have today after school; tomorrow before school, or directly before roll is taken tomorrow. Have a good day!

**Physical Education Teacher Education Program  
Central Washington University  
Line Dance Review Lesson Plan**

**Objectives**

1. Students will be able to perform two of the four previously learned line dances (Electric Slide, Macarena, Boot Scootin' Boogie, Watermelon Crawl) for the teacher, in a group, by the end of the day.
  - a. The rating scale for each individual student's performances is as follows: 1 = needs work, 2 = okay, 3 = pretty good, 4 = excellent

**Equipment:**

- o CD player
- o Music for each of the four line dances

**Protocol**

- o "Go" indicates to begin activity
- o When the music stops the students are to stop all activity and turn to the teacher for instruction

**Class Rules:**

1. Come to class on time and prepared to learn.
2. Always give your best.
3. Encourage others
4. Respect the teacher, your classmates, and the equipment
5. Have fun!

**Assessment:**

- First, mark off the students with each dance they perform so that you know when they have performed the needed two.
- On a scale of 1 to 4 with four being excellent and one indicating needing work, rate their performance for each dance.

<b>Instant Activity:</b> The students will be instructed to practice the four line dances they learned, in small groups (3 to 4 students) for the first 5 minutes of class. There will be no music, however, as each group may be practicing different dances.			
<b>Set Induction:</b> You all have done a great job practicing the line dances we have learned over the last 4 days. Today you are going to perform two of the four line dances for me in a group. However, you do not get to pick your own group or the dance, which you will perform. I am going to pick 7 or 8 of you at random and you will perform the dance I tell you to. Would any of you like to volunteer for the first dance?			
<b>MAF/Instructional techniques</b>	<b>Extensions</b>	<b>Refinements</b>	<b>Applications</b>
•			
<b>Informing Task:</b> (Pick 7 or 8 students to perform the first dance) The first dance is going to be the Watermelon Crawl. For those of you that are not dancing, I would like for you to remain quiet and attentive to those performing.			
•	(Allow the students time to get ready and then play the music)		
•	Great job! Now I would like for you to sit down while I choose the next participants.		
•			
<b>Informing Task:</b> (Choose 7 or 8 more students at random for the second dance. Try not to pick the any of the previous performers) This dance is going to be the Macarena.			
•	When you are ready, I will begin the music. (Play music when the students appear ready to begin the dance)		
•	Looks good! Have a seat. Is there anyone that has not danced yet?		
•			
<b>Informing Task:</b> (Again choose 7 or 8 students at random. Do not select any that have already performed twice already, but do choose those that have yet to perform) Now, we are going to do the Boot Scootin' Boogie. This is a fun one. Tell me when you are ready.			
•	(Start the music when the students inform you they are ready.)		
	That is a fun dance and you all executed the moves wonderfully.		
•			
<b>Informing Task:</b> If you have only performed one time, please come up to the front to show me you know the Electric Slide. When you are all facing the same direction and in your own self-space, I will begin the music. Any turns should be made counter clock-wise. That means to your left.			
•	Go! (Start music)		
•	That was fun. I can tell you all practiced each dance by the way you performed them today.		

**Closure/Assessment**

- If there is any time left over, allow the students to choose their favorite line dance and perform it as a group.



**\*\*Note\*\***

The Electric Slide and Macarena Lesson Plans have picture posters in the “Posters” tab. Instructions for their use are available preceding the pictures. These posters are for optional use as they are not part of the lesson, but more for the students to reference outside of class, or if any practice time during class is offered.

**Physical Education Teacher Education Program  
Central Washington University  
Troika Lesson Plan**

**Objectives**

1. By the end of the lesson, the students will be able to demonstrate the correct formation of a triple circle.
  - a. If the group has one boy and two girls, they boy is in the middle of the two girls. If the group has one girl and two boys, the girl is in the middle of the two boys.
  - b. The inside hands are joined and the outside hands are on the hips.
2. By the end of the lesson, the students will be able to perform the Troika, as a class, for the teacher.

**Equipment:**

- CD player
- “Teaching Movement and Dance” CD– “Troika”

**Protocol**

- “Go” indicates to begin activity
- When the music stops the students are to stop all activity and look to the teacher for instruction.

**Class Rules:**

1. Come to class on time and prepared to learn.
2. Always give your best.
3. Encourage others
4. Respect the teacher, your classmates, and the equipment
5. Have fun!

**Assessment:**

- Observe the students during the run-throughs of the different parts of the dance. Stop the whole class to make corrections.
- At the end of the period, have the class perform the dance in its entirety. Look for them to have correctly formed a triple circle. (Reference “Triple Circle” poster for formation; Inside hands are clasped, outside hands are on hips.)
- “As I am watching you perform the dance, I am looking to make sure you have correctly formed a triple circle. Also, I am looking for those who are disrupting the dance; you will be removed and points deducted.”
- Use attached Assessment Sheet for grading

**Instant Activity:** In self-space have the students walk around the gym/activity area counting to 4 twice and then to 8. They must switch directions after each set. They may go forward, backward, diagonally, or in circle. They must simply change directions when they finish each set of 4 and also after the 8 count. The students should try not to run into anyone else. This may require them to march in place for a couple of beats. (Demonstrate before they begin)

**Set Induction:** By a show of hands, how many of you own a horse? For those of you not raising your hands, how many of you have ever ridden a horse? Seen a picture? Today we are going to learn a new folk dance from Russia called Troika. Giving thought to what we were just talking about, what do you think this dance symbolizes? Please raise your hand. That's right, horses. Three horses to be exact. To start today off, I need you in groups of 3. When I say go, I would like for you to get into a group of 3. However, try to make your group either 2 boys and 1 girl or 2 girls and 1 boy. Raise your hand if you have any questions. GO! In your groups, during the next 15 seconds I would like you to stand behind another group. When I get to 15, I should have 3 lines facing me. (Say go and count to 15) Now follow me. (Walk in a circle until the last group is directly in front of you and the class forms a triple circle)

MAF/Instructional techniques	Extensions	Refinements	Applications
•			

**Informing Task:** Remember how we were counting to 4 two times in a row and then counting to 8? That was the beat of Troika. However, you will have a set pattern to move in this time. So for the first 4 counts, go forward diagonally to your right. Let's do it together slowly. One, 2, 3, 4, and stop.

<ul style="list-style-type: none"> <li>Class is in the triple circle formation.</li> </ul>	Now go forward diagonally to your left for 4 counts. One, 2, 3, 4, and stop.	Make sure you are moving diagonally and not simply to the right.	After you go left diagonally, see if you can be about the same distance from the group in front of you as you were before you went right diagonally.
--	--	--	--

•	Okay, we are going to put the two sets of 4 counts together. Ready and right, 2, 3, 4, left, 2, 3, 4, and stop.	I want to hear at least one person in each group counting.	How many times, as a class, can you go in and out and keep the formation in a circle? In other words, how long can you keep the circle a circle?
---	---	--	--

•	The next move is to walk forward for 8 counts. So after you walk diagonally right and then diagonally left you will walk forward for 8 counts and stop. Ready? From the top. GO!	Keep the same pace as the trio in front of you so that you do not run into them.	
---	--	--	--

•			
---	--	--	--

•			
---	--	--	--

--	--	--	--

•			
---	--	--	--

•			
---	--	--	--

**Informing Task:** The next part to the dance is 2 counts of 8. On the first 8 count, the outside person goes under the arch made by the arms of the middle and inside persons. The person going under the arch and the middle person continue to hold hands though. Therefor, the middle person follows the outside person under the arch. (Have a group demonstrate) Let's try it. One, 2, 3, 4, 5, 6, 7, 8.

<ul style="list-style-type: none"> <li>•</li> </ul>	<p>Next, the inside person will go under the arch made by the arms of the middle and outside persons. Let's start with the first 8 count and stop after the second so that the outside person goes under the arch and then the inside person goes under the other arch. (Again, have a group demonstrate) Ready? Go!</p>	<p>Make sure that the middle person never lets go of either hand.</p> <p>I still want to hear counting with each beat.</p>	<p>Can you end in the correct formation on the last count?</p>
<ul style="list-style-type: none"> <li>•</li> </ul>	<p>Are there any questions? Let's try and put the two parts, we have learned, together. Starting with the diagonal walking to the right. Ready and right, 2, 3, 4, left, 2, 3, 4...(continue counting and finish the learned sequence).</p>	<p>Make sure that each member of you group is starting with his or her right foot and all of you are moving the same pace.</p>	<p>Try to be more on time with the beat than the group in front of you.</p>
<ul style="list-style-type: none"> <li>•</li> </ul>	<p>I think you have it pretty well with just the counting, let's put what we have so far with the music.</p>	<p>Match your counting to the beat of the song.</p>	<p>Can you finish the learned sequences with the music and not make a mistake?</p>
<p><b>Informing Task:</b> For the last part of the dance, form a circle with your group of three.</p>			
<ul style="list-style-type: none"> <li>• The students are still forming a circle in the middle of the gym/activity area, but each group of three is now holding hands and forming their own small circle.</li> </ul>	<p>In your circle of 3, you are going to turn to the left (clockwise) for a count of 12. After the 12 count, you are going to stomp your feet for 3 beats and pause for a 4<sup>th</sup> beat. Here is a demonstration. Any questions? Go! (Keep counting with the students)</p>		
	<p>Next, you are going to reverse directions and do the same thing over again. However, this time during the stomping, you are going to open back up into your line of three. (demonstration) Go!</p>		
<ul style="list-style-type: none"> <li>•</li> </ul>	<p>Okay, let's put these two sets of 12 beats together. To the left 2, 3, 4...(continue the counting)</p>		
<p><b>Informing Task:</b> Okay, from the top without music. I want to hear each of you counting! Go! (Start off their counting and then stop)</p>			
<p><b>Informing Task:</b> Now with the music. The music will keep going once we finish the dance, so just repeat the steps until I say to stop. Ready? Go!</p>			

**Closure/Assessment**

- Have the class do the dance a final time without any help for the teacher. They must begin and count on their own.
- “Great job. That was a fun dance. Tomorrow we are going to do one run through at the beginning of class to make sure you truly learned it. Then we are going to learn a dance called the Bossa Nova.”

**Physical Education Teacher Education Program  
Central Washington University  
Bossa Nova Lesson Plan**

**Objectives**

1. Students will be able to verbally list the steps of the Charleston in the correct order, to a partner, by the end of the lesson.
2. Students will be able to perform, from start to finish, the Bossa Nova as a class by the end of the lesson.

**Equipment:**

- CD player
- “Teaching Movement and Dance” CD – “Bossa Nova”

**Protocol**

- “Go” indicated to begin activity
- When the music stops the students are to stop all activity and turn to the teacher for instruction.

**Class Rules:**

1. Come to class on time and prepared to learn.
2. Always give your best.
3. Encourage others
4. Respect the teacher, your classmates, and the equipment
5. Have fun!

**Assessment:**

- “Tell a partner the steps of the Charleston in the correct order.”
- “With your partner, perform part one for another set of partners. Fill out the skill sheet for the partners you watch. Once you and the set of partners you are evaluating are finished, switch to another set of partners for each of the remaining parts of the dance. Total, you should watch 4 different sets of partners.”
- Observe the class as a whole while they perform the Bossa Nova together as a class at the end of the lesson.

**Instant Activity:** “Mirror matching Tag” – Ask for two volunteers to be ‘it’. The two people that are ‘it’ chase the rest of the class and try to tag them. Once those being chased are touched by someone who is ‘it’, they are frozen. The frozen can only be unfrozen by someone who is still free standing in front of them and either making a movement or a pose and the frozen person must mirror the movement or pose and hold for 3 seconds. Switch taggers after 2 minutes.

**Set Induction:** Today we are going to learn a new dance called the Bossa Nova. It begins much like some of our other dances because you start in a double circle. However, this dance is different because you mirror your partner’s actions. For example, if \_\_\_\_\_ were my partner and s/he was to turn to the left, I would turn to the right. If s/he moves their right foot, I would move my left foot. Now, by the count of 10 I would like you back to back with a partner. (count down from 10) If you do not have a partner, come see me. Now quickly number one of you 1 and one of you 2. One’s you will be the person doing the action I explain and two’s will be mirroring the ones’ actions. Raise your hand if there are any questions. One’s, form a circle in the middle of the gym/activity area and face the outside of the circle. Two’s go stand facing your partner. You are the outside circle of the double circle we have just formed.

MAF/Instructional techniques	Extensions	Refinements	Applications
<ul style="list-style-type: none"> <li>Students are in a double circle in the gym/activity area.</li> </ul>			

**Informing Task:** Part one begins by stepping to the left with your left foot and closing the gap between your feet by bringing your right foot together with your left foot. Repeat once.

<ul style="list-style-type: none"> <li></li> </ul>	Now do the same motion but go to your right. So step with your right foot and close with your left foot. Repeat once.	Remember, the person on the outside is using the opposite foot the directions are saying to use.	
<ul style="list-style-type: none"> <li></li> </ul>	You are going to go left again, but instead of coming back right, you are going to do a little turn to your right in place. You want to step with your right foot first, then your left and finally your right foot again so that you and your partner are standing side by side.	Do not move forward or backward during your turn, you just want to turn in place so that you are facing clockwise.	

**Informing Task:** For part two repeat part one, while still turned clockwise, and move away from the center of the circle beginning your step with your left foot. Outer circle, you are going to start with your right foot.

<ul style="list-style-type: none"> <li></li> </ul>	Now move back towards the center of the circle with the same motion but starting with your right foot. Outer circle, you are going to use your left foot to start back.		
<ul style="list-style-type: none"> <li></li> </ul>	Next you are going to repeat part two.		
	Let’s put part two together with part one now.		

**Informing Task:** Part three is a move called the Charleston. This move begins by stepping forward with the left foot.

•	After you have stepped with your left foot, kick your right foot forward and then step backwards with the right foot.	This motion looks as though you changed your mind about stepping halfway through the movement and put your foot back down where it started.	
•	Your left foot is now going to reach backwards and simply do a toe touch on the ground.		
•	Repeat part three.		
<b>Informing Task:</b> For the last part, cross your left foot over your right foot and then bring your right foot behind the left foot and step down.			
•	Now bring your right foot in front of your left foot and bring your left leg behind your right foot and step down.	This is an opposite movement of the previous movement.	
	As before, we are going to turn while starting with our right foot and ending on our right foot.		
•	Now pivot to face a new partner...and the dance continues.		
<b>Informing Task:</b> Now lets try and put all the parts together without the music. We will take it slow.			
•	Slow down the pace of the counting.		
<b>Informing Task:</b> We are now going to run through the dance with music a couple of times to see how well you have learned the dance.			
•	Stop after every part to make sure that everyone is on with the timing, and one another.	Even if you are not counting out loud, make sure that you are counting in your head and it matches those that are counting out loud.	
•	Do not stop until the music ends.		
<b>Closure/Assessment</b> <ul style="list-style-type: none"> <li>• “Tell a partner the steps of the Charleston in the correct order.”</li> <li>• “With your partner, perform part one for another set of partners. Fill out the skill sheet for the partners you watch. Once you and the set of partners you are evaluating are finished, switch to another set of partners for each of the remaining parts of the dance. Total, you should watch 4 different sets of partners.”</li> <li>• “Hand your skill sheets to me on your way out the door and have a great rest of the day.”</li> </ul>			



**Physical Education Teacher Education Program  
Central Washington University  
La Raspa Lesson Plan**

**Objectives**

1. By the end of the lesson, students will be able to form a correct double circle in less than 10 seconds
  - a. Boys on the inside of the circle, girls on the outside of the circle while they face one another.
2. By the end of the lesson, students will be able to properly demonstrate the Bleking step.

**Equipment:**

- o CD player
- o “Teaching Movement and Dance” CD – “Mexican Hat Dance”

**Protocol**

- o “Go” indicates to begin activity
- o When the music stops the students are to stop activity and look to the teacher for instruction

**Class Rules:**

1. Come to class on time and prepared to learn.
2. Always give your best.
3. Encourage others
4. Respect the teacher, your classmates, and the equipment
5. Have fun!

**Assessment:**

- After each part of the dance has been introduced and practiced, observe the students as they are performing the moves.
- “We learned a new step today, called the Bleking Step. I am going to walk around as you are performing the dance and I am going to give you a smiley face for excellent execution of the move, a straight face for okay, and a sad face for needs more work. I will tell you what I am giving you because I want to give you the opportunity to change your “face” if need be and time permits.”
- For the closure of the lesson have 2 or 3 sets of partners at a time perform the dance for the rest of the class to demonstrate their knowledge of the moves and timing.
- “Lastly, I would like for you to scatter yourselves about the gym/activity area with your partner you have been with all class. Now, when I say go, you have ten seconds to get into a double circle. See if you can make the circle in a time faster than 10 seconds. I will say stop when 10 seconds are up. Ready, go!”

**Instant Activity:** Have a tape of music containing different speeds of beats and rhythms. Have the students march to the beat or move creatively to the flow of the music. To make this activity more group oriented, divide the class up into groups of three or four and have them “follow the leader”. The leader decides how to march and move.

**Set Induction:** Have any of you ever eaten at a Mexican restaurant before? Who can raise their hand and tell me something you notice when you go into the restaurant? (Allow time for the students to think and answer) Do any of you notice the music playing in the background? Well, there is a song that I hear every time I go into a Mexican restaurant and I just want to get up and dance. It is the music to the folk dance La Raspa. (Play 10 to 15 seconds of the song) Do any of you recognize this song? After today, you will be able to show your mom and dad, maybe even teach them, how to dance to this song if you hear it playing. Okay, everybody up and get into your self-space!

MAF/Instructional techniques	Extensions	Refinements	Applications
<ul style="list-style-type: none"> <li>Students are sitting in a half-circle facing the teacher during the set induction.</li> </ul>			
<ul style="list-style-type: none"> <li></li> </ul>			

**Informing Task:** To begin, I would like you all to repeat after me. (To the beat) 1 and 2 and 3, clap, clap! (Repeat 2 or 3 times until you feel the students are demonstrating the beat correctly)

<ul style="list-style-type: none"> <li>Students are in self-space facing the teacher.</li> </ul>	Now, when you say “clap”, I want you to actually clap your hands.	Make sure that you are clapping as fast as we are saying the words.	Can you all clap together at the exact same time?
<ul style="list-style-type: none"> <li></li> </ul>	Next, as you say “1 and 2 and 3” I want you to march in place. This time, however, just say the word clap, but do not clap.	Remember to count as you march. I want to hear each of you saying “1 and 2 and 3.”	See how quietly you can march. Can you hear your neighbor marching?
<ul style="list-style-type: none"> <li></li> </ul>	Put the two together now so that you are marching and then clapping.	Keep counting and saying clap as you do the motions.	How long can you do these combined movements?
<ul style="list-style-type: none"> <li></li> </ul>	As you march, put a little bounce or hop into the movement.	Do not forget to clap after you have done your three marches.	See how fast you can make your bouncy march.
<ul style="list-style-type: none"> <li></li> </ul>	Now we are going to replace the march with what is called the Bleking step. This is where you touch your heel out in front of you with the foot that is supposed to be touching during the marching. (Demonstrate and then walk around to observe and give feedback)	Continue to count as you perform the Bleking step. You may clap if you want to, but you do not have to.	Once you feel you have the step down, show at least 5 other people. You must do it correctly all five times before we can move on.

<b>Informing Task:</b> In the next five seconds, I would like for you to find a partner and stand across from them.			
<ul style="list-style-type: none"> <li>Students are standing with their partners, spread out around the gym.</li> </ul>	Now, starting on your right foot, perform together the movement we just learned.	Are you and your partner counting? Is your clapping synchronized (together)? When you think your move movements and clapping are together, raise your hand and I will come and to see if you are going through the motions correctly and at the same time.	See how fast you and your partner can go before you are no longer together with your Bleking step and clapping.
<ul style="list-style-type: none"> <li></li> </ul>	This time, instead of only starting with your right foot, switch back and forth between starting with your right foot and your left foot. (Demonstrate the switch)	Make sure that you and your partner are not mirroring one another and that you are both starting with the same foot. Keep counting!	
<ul style="list-style-type: none"> <li></li> </ul>	Now, we are going to add some music. I will start you off counting and doing the movements with you.	Make sure that you and your partner are both counting to keep the beat.	Close your eyes and listen to the beat. Open your eyes at random to see if you and your partner are still performing your movements at the same time.
<b>Informing Task:</b> (Without the music) I would like for you to get into the double circle we have used previously. Remain with your same partner. If you have a boy and girl duo, make sure the boy is on the inside circle and the girl is on the outside circle. Face your partner.			
<ul style="list-style-type: none"> <li>Students are in a double circle in the middle of the gym/activity area.</li> </ul>	Link elbows with your partner and swing in a clockwise circle for a count of 7. Clap on 8. (Have a set of partners demonstrate)	Counting is still very important.	
	After you clap on 8, link your other arms at the elbow and turn the other direction (counter clockwise) for a count of 7 with a clap on 8. (Again, have a set of partners demonstrate)	A good way to remember to switch directions is to say “switch” when you clap on the 8 <sup>th</sup> beat.	Are you back to your original spot on the clap of count 8? If not, see if you and your partner can get the spin/swing down so that you land right where you started.
<ul style="list-style-type: none"> <li></li> </ul>	Now try it with the music (have the tape or CD ready at the change in the music where part two begins).	Make sure that you are counting with the beat of the song.	Can you go as fast as the song goes with it speeds up.
<b>Informing Task:</b> Are you ready to do this from the beginning? I think you are. Let’s do a run through without the music first. Remember to count with me. We are starting with the Bleking step and clapping. We are going to do it a total of 4 times and then switch into the spin/swing. Ready and 1 and 2 and 3 clap clap! One and 2 and 3 clap, clap! One and 2 and 3 clap, clap! One and 2 and 3 and 4 and 5 and 6 and 7 switch (clap)! One and 2 and 3 and 4 and 5 and 6 and 7 switch (clap)! Great job! Hear comes the music, but keep counting. (Get them started and then walk around to give feedback)			

**Closure/Assessment**

- After each part of the dance has been introduced and practiced, observe the students as they are performing the moves.
- “We learned a new step today, called the Bleking Step. I am going to walk around as you are performing the dance and I am going to give you a smiley face for excellent execution of the move, a straight face for okay, and a sad face for needs more work. I will tell you what I am giving you because I want to give you the opportunity to change your “face” if need be and time permits.”
- For the closure of the lesson have 2 or 3 sets of partners at a time perform the dance for the rest of the class to demonstrate their knowledge of the moves and timing.
- “Lastly, I would like for you to scatter yourselves about the gym/activity area with your partner you have been with all class. Now, when I say go, you have ten seconds to get into a double circle. See if you can make the circle in a faster time than 10 seconds. I will say stop when 10 seconds are up. Ready, go!” (You are looking for the boys to be on the inside of the circle and the girls on the outside and they are facing their partner.)
- If time permits, the partners can have a dance off to see who can go the fastest without losing the timing.

**Physical Education Teacher Education Program  
Central Washington University  
Hora Lesson Plan**

**Objectives**

1. By the end of the lesson, the students will be able to correctly display a single circle formation.
  - a. Hands on neighbors shoulders or
  - b. Hands joined
2. By the end of the lesson, the students will be able to perform the grapevine step as a skip.

**Equipment:**

- CD player
- “Teaching Movement and Dance” CD – “Hava Nagalia”
- 4 cones
- Map of the world with countries marked (optional)

**Protocol**

- “Go” indicates to begin activity
- When the music stops the students are to stop all activity and look to the teacher for instruction.

**Class Rules:**

1. Come to class on time and prepared to learn.
2. Always give your best.
3. Encourage others
4. Respect the teacher, your classmates, and the equipment
5. Have fun!

**Assessment:**

- Observe, during class, whether or not the students are starting with the correct foot. (Right foot to the right)
- Look to make sure they are doing the grapevine step correctly (left foot behind right foot, not over top of right foot) and as a skip.
- Have the students do the dance with music at the end of class without the help of counting or leading by the teacher.
- Look for the class to perform the dance in a correct single circle formation. (Hands on neighbor’s shoulders or holding hands)

**Instant Activity:** Seven Jumps – Have the students find their self-space. When the students hear the song “Seven Jumps” they are to skip around the room during the first part of the song which is an upbeat stanza. After this stanza, there is going to be a tone and the students are supposed to freeze in a balanced position when they hear this tone. Once the tone ends, they are to resume skipping. During the song, there is going to be a total of 8 tones that will differ in length and tone. Each time the tone sounds the students are to freeze in a different position from the previous times. The skipping can be changed to different ways of traveling to change it up a little.

**Set Induction:** By a show of hands, who can show me on this map where Israel is? What do you know about Israel? (Allow students a few moments to think and answer) You are all very knowledgeable. Let’s see if I can stump you now. Raise your hand if you know what the Hora is? (Allow 4 or 5 students who raise their hands to guess) It is a celebration dance. In the Jewish tradition, when a boy or girl turns 12 they are considered an adult, kind of like you might feel in your culture that you are an adult when you turn 16 or 18 or maybe not even until you are 21. Well, these 12-year-old Jewish boys and girls get a big party thrown for them. This is where this dance is displayed. Now that you know what it is called, have any of you ever seen it performed? It is really easy to learn and fun once you get it down. After all, it is for when you are celebrating. Now, by the time I count to 10, I would like you in the best circle I have ever seen.

MAF/Instructional techniques	Extensions	Refinements	Applications
•			

**Informing Task:** The most important step you need to know is the grapevine. Does anyone know what the grapevine is? (If someone does, ask if they would like to volunteer to demonstrate) It starts with a step to the right with your right foot. In our circle, I would like you to start moving to your right by stepping with your right foot and sliding your left foot to follow the right foot.

• Students are in a circle in the middle of the gym/activity area.	That was pretty easy so this time instead of just sliding your left foot to the right, bring it around behind your right foot (demonstrate the action).	This movement requires you to step rather than slide your feet. Think ‘step right, left behind’.	
•	Now instead of simply walking, add a little hop to your step. It will feel as though you are skipping the motion. (Again, demonstrate the action)	Make sure that you are counting so that everyone is on time with one another.	See how long you can keep this motion going.
•	Once you have complete the ‘step right, left behind’ sequence you are going to add another step to the right with your right foot followed by a kick with your left foot.	Make sure that the kick is to the right in front of your right leg. Remember to hop when you kick.	
•	After you kick with your left foot, kick with your right foot.	This kick is going to be to the left in front of your left leg. Do not forget to hop when you kick.	
•	Let’s try the entire sequence together now, slowly.	The total number you should count to is 6. I want to hear each of you.	Try to stay on time as a group for 3 times through the total sequence.

**Informing Task:** Now that you have the sequence down, we are going to enclose the circle. To do this, you need to take the person’s hand next to you. Let’s go through the sequence.

•	To make this more difficult we are going to put our hands on each other's shoulders.	Right hand on the left shoulder of the neighbor to your right. Left hand on the right shoulder of the neighbor to your left. Do not pull down on your neighbors' shoulders.	See how small/big you can make the circle.
•		Remember to count so that everyone is stepping, hopping, and kicking at the same time.	Can you go from small circle to big circle during the sequence?
•			
<b>Informing Task:</b> The last thing to do before the end of class is to put this celebration dance to music. I will count and help you with the start.			
•	This time you are going to start the dance on your own and count on your own. I am simply going to watch.	Make sure you are counting just loud enough so the person directly across from you can hear you.	How many times out of 5 can you start on the correct part in the song?
	Now I am going to break you up into two groups and each group is going to perform for the other group.		Let's see which group can keep their timing with one another the best.
•			
<b>Closure/Assessment</b>			
<ul style="list-style-type: none"> <li>• Observe during class whether or not the students are starting with the correct foot. (Right foot to the right)</li> <li>• Look to make sure they are doing the grapevine step correctly (left foot behind right foot, not over top of right foot) and as a skip.</li> <li>• Have the students do the dance with music at the end of class without the help of counting or leading by the teacher.</li> <li>• Look for the class to perform the dance in the single circle formation.</li> </ul>			

**Physical Education Teacher Education Program  
Central Washington University  
Ve' David Lesson Plan**

**Objectives**

1. By the end of the lesson, the students will be able to perform a swing correctly.
  - a. Right shoulders together, right arm in front of partner at waist, left arm raised.
  - b. Eight step count
2. Students will be able to correctly perform the Ve' David for the teacher.

**Equipment:**

- CD player
- "Teaching Movement and Dance" CD – Music for Ve' David, an Israeli folk dance

**Protocol**

- "Go" indicates to begin activity
- When the music stops the students are to stop all activity and turn to the teacher for instruction.

**Class Rules:**

1. Come to class on time and prepared to learn.
2. Always give your best.
3. Encourage others
4. Respect the teacher, your classmates, and the equipment
5. Have fun!

**Assessment:**

- At the end of each part have the students perform, as a group, that part alone.
- At the end of class, have the students perform the dance with and without music. Listen for counting.
- Notice if students are not performing the swing correctly (right shoulders together, right arm in front of partner at waist, left arm raised). If they are having trouble, correct them and make sure they continue to use the correct way.
- "By raising your hand, who can tell me the name of this dance?" (Answer: Ve' David)
- "Lastly, with the exception of one measure, what is the count?" (Answer: 4)



**Instant Activity:** Have the students begin by walking to a beat, turning left or right on every 4<sup>th</sup> beat. Next put on some music and have them skipping in place to the beat (it can be a fast or slow beat – vary the beat to make them change their speed). **OR** If the students have a favorite dance they have already learned allow them to perform it for a few minutes to get warmed up.

**Set Induction:** Who can raise their hand and tell me the Israeli celebration dance we have already learned? (Answer: the Hora) Great job. Can someone else raise their hand and tell me what the Hora is usually used to celebrate? (Answer: weddings and coming of age parties (Bar Mitzvahs)) Yes. Well, today we are going to learn another traditional dance from Israel. This is called the Ve' David. It is more difficult, but still a high-energy dance you will enjoy. When I say go, you have 8 seconds to have the boys on this line and the girls on this line facing them. Go! (Make sure the lines that the students are standing on are parallel. Once they are in their lines, count them off) Each girl has a number that matches with a boy's number. That is your partner. When I say go again you are to find your partner and the class needs to form a double circle within 20 seconds. (If there are more boys than girls or vice versa, pair them up together. If there is only one extra boy or one extra girl, the teacher must step in so that no one sits out)

MAF/Instructional techniques	Extensions	Refinements	Applications
• .			

**Informing Task:** You are going to start with your right foot and walk forward 4 steps and then stop.

<ul style="list-style-type: none"> <li>The class is in a double circle in the center of the gym/activity area. The students are facing the backs of the partners adjacent to them</li> </ul>	For the next 4 counts, the gentlemen are going to march in place while turning to the left. The ladies are going to follow the turn. After these 8 counts you will have a single circle. (Have one couple volunteer to demonstrate) Ready and...walk, 2, 3, 4, turn, 6, 7, and stop.	Ladies, you are going to have to take bigger steps. Gentlemen, you are simply marching in place while turning to the left. Remember to count!	
<ul style="list-style-type: none"> <li>Students should now be in a single circle facing the middle.</li> </ul>	Great! Now that you are in a single circle, you will join hands immediately with the person next to you to enclose the circle.	It will work best if you join hands as quickly as possible because you go into the next count of 4 directly from the turn.	Can you join hands before the 4 <sup>th</sup> count?
<ul style="list-style-type: none"> <li></li> </ul>	Next, everyone walk towards the center of the circle for 4 counts while slowly raising your arms.	Begin on your right foot and end on your left so that your steps are in (right) left, right, left.	Try adding a little hop as the 4 <sup>th</sup> count instead of just stepping.
<ul style="list-style-type: none"> <li></li> </ul>	Now back out for 4 counts while lowering your arms.	Think: out, left, right, left	
<ul style="list-style-type: none"> <li></li> </ul>	Next try putting it all together. From the double circle to backing out of the single circle and lowering the arms. Go!	Make sure you are counting in 4's.	
<ul style="list-style-type: none"> <li></li> </ul>			

**Informing Task:** The next part begins with the women, only, walking in for four steps. As the ladies are walking in, the gentlemen are keeping time by clapping.

•	Ladies are to curtsy on the 4 <sup>th</sup> count in the middle of the circle.	Step into the curtsy so that you keep the timing of 4 and not extend it to 5. (demonstrate what is meant by stepping into a curtsy)	
•	Now, back out to your original spot in 4 counts.	Step out of the curtsy into the second beat.	
•			
<b>Informing Task:</b> Gentlemen, as soon as your partner returns to her spot, you are to walk to the center of the circle in 4 counts. Ladies, keep time by clapping as the gentlemen did for you.			
•	Next, instead of backing out of the middle to their original spot next to their partner, the gentlemen are going to turn and face the ladies and walk towards the lady to their partner's right.	This is also done in 4 counts.	
	When you reach your new partner spin them for 8 counts.	Put your right shoulders together with your right hand on your new partners waist and your left hand raised in the air.	Can you get set where you need to begin the dance over on exactly the 8 <sup>th</sup> count?
•	On the 8 <sup>th</sup> count you should be in the starting position.	You need to count so that you are in the correct spot at the correct time.	
<b>Informing Task:</b> Now, return to your original partner and we are going to start from the beginning and go through the partner change. (Go through 4 or 5 partner changes)			
<b>Informing Task:</b> Lastly, we are going to put this dance to music. Keep counting. I will count and start you at the right time. (Count less and less with each time through so the students must rely on themselves to keep the correct timing)			
<b>Closure/Assessment</b>			
<ul style="list-style-type: none"> <li>• "I know there was a lot to this dance, but you all were patient and worked hard. By raising your hand, who can tell me the name of this dance?" (Answer: Ve' David) "And what type of circle do you start in?" (Answer: Double circle) "Great! Lastly, with the exception of one measure, what is the count?" (Answer: 4)</li> <li>• "To leave this gym/activity area, you must perform a swing for me with you partner. (8 counts and they are standing with one another the correct way)</li> </ul>			

**Physical Education Teacher Education Program  
Central Washington University  
Salty Dog Rag Lesson Plan**

**Objectives**

1. By the end of the lesson, the students will be able to demonstrate the grapevine-schottische.
  - a. Diagonal movement to the right or left depending on direction required during dance.
  - b. The foot that follows goes behind the foot that leads.
2. By the end of the lesson, the students will be able to perform the Salty Dog Rag as a class.

**Equipment:**

- CD player
- “Teaching Movement and Dance” CD – “Salty Dog Rag”
- 3 to 5 scrimmage vests
- 1-3 yarnballs, or *soft* balls
- 4 cones, to designate instant activity area
- Salty Dog Rag task cards (located in the *Task Card* folder), hang them up evenly throughout the gym/activity area.

**Protocol**

- “Go” indicates to begin activity
- When the music stops the students are to stop all activity and turn to the teacher for instruction.

**Class Rules:**

1. Come to class on time and prepared to learn.
2. Always give your best.
3. Encourage others
4. Respect the teacher, your classmates, and the equipment
5. Have fun!

**Assessment:**

- Assessment will be done throughout the class period as the teacher has to watch the students perform the moves for the teacher to move onto the next task card. Because the “grapevine-schottische” is performed forward and backwards during the dance, this is the move you most want to make sure the students can perform.
- At the end of class the students will perform the dance to music allowing the teacher to watch them put all of the moves together to form the dance.
- Lastly, the teacher will watch for students keeping on track or those who are goofing off. The teacher will also listen for any comments made to other students regarding their quality of movement.

**Instant Activity:** Team Tag – Designate 3 to 5 students to be taggers. They put on scrimmage vests or flags to indicate they are “it”. One of the students who is a tagger is given a soft ball, such as a yarn ball. Within the designated area, the taggers must touch those who are not “it” with the ball. The taggers may pass the ball from one tagger to another to get better position on another student. When a student is tagged, they are leave the playing area and perform a movement designated by the teacher. These can either be fitness activities such as sit-ups, jumping jacks, or push-ups, or they can be a dance step such as the grapevine or step hops. Repeat but with different students as the taggers. To modify the activity, require the students to travel differently than just running. Require them to skip, walk, slide, etc.

**Set Induction:** (Read the words of the song Salty Dog Rag) What do you all think of that poem I just read? (allow time for students to make comments) Well, these are actually not words to a poem. They are words to the song Salty Dog Rag which, coincidentally, has a dance that goes with it. And that is what we are going to learn today. So, girls please stand on this line and boys stand on this line (point to two designated lines on the gym or activity area floor). Girls count off starting at one...Now boys count off starting at one. Next, if you are a boy, I would like you to go find the girl with the matching number as you. Once you all have partners, form a double circle, facing counter clock-wise.

MAF/Instructional techniques	Extensions	Refinements	Applications
<ul style="list-style-type: none"> <li>The girls are on the outside circle (to the right of their partner) and the boys form the inner circle (to their partner’s left).</li> </ul>			
<p><b>Informing Task:</b> This is the formation that you will eventually make, but first you are going to learn the dance broken down. Once you know the moves by themselves, we will put them all together in the correct order. So now I would to count off the groups of two in six’s. You will go to the number on the wall and read the directions on the task card. Once you think you have the move down, raise your hand and I will come over for you to perform it for me.</p>			
<ul style="list-style-type: none"> <li></li> </ul>		Remember to execute each move on the task card carefully. Have your partner watch you before calling the teacher over to perform the movements.	Try doing the movements listed on the task card from memory.
<ul style="list-style-type: none"> <li></li> </ul>			

**Informing Task:** Now that you all can perform the moves, we are going to put them in the correct order. Some of you started at number one and worked your way to number six, but some of you started at number 3 and worked your way to number 2 so you did not start at the beginning. Therefore, get back with your partner in the double circle, facing counter clock-wise. We are going to start with task card number 1. (Read task card #1 to remind the students of the move) One, two, three and go!

**Informing Task:** Next I would like you to perform task card number 2 (read them the directions for a reminder). One, two, three, and go!

**Informing Task:** Okay, now you are going to perform what in on task card number 3. I will read you the directions for a reminder. (read the task card) One, two, three, and go.

•	1. Now add the movement to the previous two moves.		Can you go from beginning to end without having to have the directions reread?
---	--	--	--

**Informing Task:** (continue with each task card up to number six, first doing the moves on the task card alone and then adding it on to the rest of the dance)

**Informing Task:** Now we are going to put it all together, but without music. Starting with the first move and ending with the last moves from task card number 6.

•		Do not forget to count out each step so that you are on time with your classmates.	
---	--	--	--

**Informing Task:** Lastly, you are going to do the dance to the music. Do you all remember the count? That's right, we are going to count in eights. One, two, three, and begin

•			
---	--	--	--

**Closure/Assessment**

- Assessment will be done throughout the class period as the teacher has to watch the students perform the moves to move onto the next task card.
- At the end of class the students will perform the dance to music allowing the teacher to watch them put all of the moves together to form the dance.
- Lastly, the teacher will watch for students keeping on track or those who are goofing off. The teacher will also listen for any comments made to other students regarding their quality of movement.

## **Salty Dog Rag Words**

### **Instructions**

---

During the Set Induction, the teacher will read the words to the song “Salty Dog Rag”. This will peak the student’s interest with the dance that goes with the silly song.

## Salty Dog Rag

Away down yonder in the state of Arkansas  
Where my great-grandpa met my great-grandma,  
They drink apple cider and they get on a jag  
And they dance all night to the Salty Dog Rag.  
They play an old fiddle like you never heard before.  
They play the only tune that they ever did know;  
It's a ragtime ditty and the rhythm don't drag.  
Now, here's the way you dance to the Salty Dog Rag!

### *Chorus:*

One foot front, drag it back,  
Then you start to ball the jack.  
You shake, and you break, and then you sag.  
If your partner zigs, you're supposed to zag.  
Your heart is light, you tap your feet  
In rhythm with that ragtime beat.  
(Just) pack up your troubles in your ol' kit bag  
And dance all night to the Salty Dog Rag!

Away down South 'neath the old Southern moon,  
The possum's up a tree and the hound's tree'd a coon.  
They'll hitch up the buggy to a broken-down nag  
And go out dancin' to the Salty Dog Rag.  
They tune up the fiddle and they rosin up the bow.  
They strike a C chord on the ol' banjo  
Then holler, "Hang on, 'cause we ain't gonna drag!"  
Now, here's the way you dance to the Salty Dog Rag!

**Physical Education Teacher Education Program  
Central Washington University  
Cotton-Eyed Joe Lesson Plan**

**Objectives**

1. By the end of the lesson the students will be able to correctly execute the heel-toe polka, the two-step polka, and the chug step.
2. By the end of the lesson the students will be able to perform Cotton-Eyed Joe for the teacher as a group.
3. The students will be able to tell the teacher the number count of this dance.

**Equipment:**

- CD player
- “Ultimate Non-stop Line Dance Party” – “Cotton-eyed Joe”
- A tape or CD with music of various speeds
- Numbered signs with directions for traveling (at least 5)

**Protocol**

- “Go” indicates to begin activity
- When the music stops the students are to stop all activity and look to the teacher for instruction.

**Class Rules:**

1. Come to class on time and prepared to learn.
2. Always give your best.
3. Encourage others
4. Respect the teacher, your classmates, and the equipment
5. Have fun!

**Assessment:**

- With your eyes closed, I would like for you to do the heel-toe polka followed by the two-step.
- Next, I am going to come around to each of you individually and you are going to show me the chug step. While you are waiting for me to get to you, work on the different steps, or the dance from start to finish.
- Still with your eyes closed, hold up the number of fingers that the timing for this dance is in. (8count)
- And how many times are you going to count to 8? (4)
- Raise your hand if you can tell me a cue word for this dance. (heel, toe, slide, chug, polka)



**Instant Activity:** Quick Beat – The students are separated into as many groups as there are signs with numbers on them. Each sign represents a station that directs the students as to what for of traveling they will perform. Once the students are divided into numbered groups (numbers that match the numbers on the signs on the wall) the students report to that numbered sign and read the directions. As soon as the music starts, the students are to travel to the next sign using the form of traveling their sign instructed. They should do this traveling motion with the beat of the music. If the beat is fast and they are to walk to the next sign, they should walk quickly. If the music’s beat is slow, they should walk slowly. And so on. When the music stops, or the students have gone through every station they are to sit in the designated area and await further instruction.

**Set Induction:** (Begin by playing the song “Cotton-Eyed Joe”) How many of you recognize this song? Did you know there is a dance that goes along with it? Are there any of you that already know this dance? (If there are…) Great! You can help your neighbors get the moves right! (If nobody knows the dance…) Today should be a lot of fun. Let’s get started! We are just going to start out in self-space, so everyone stand up and make sure you can not touch anyone no matter what direction you turn.

MAF/Instructional techniques	Extensions	Refinements	Applications
<ul style="list-style-type: none"> <li>Students are scattered about the gym/activity area in self-space.</li> </ul>			

**Informing Task:** The first step we are going to learn is called the heel-toe polka. This move begins by extending your left foot out in front of you and to the left, with your toe pointing up towards the ceiling. Then bring your left foot back next to your right foot, but only touch your toe to the ground.

<ul style="list-style-type: none"> <li></li> </ul>	That is pretty easy, so we are going to waste no time in adding a move onto that. Slide left twice.	For a slide, you step to the left with your left foot and the right foot follows, but does not cross over the left foot.	
<ul style="list-style-type: none"> <li></li> </ul>	This time, add one clap in between your two slides.	So the motion will be slide left, clap, slide left.	
<ul style="list-style-type: none"> <li></li> </ul>	You think you got it? Lets try and go right this time.	Heel, toe, slide right, clap, slide right.	
<ul style="list-style-type: none"> <li></li> </ul>	Now add a bounce, or hop, to your slide.		

**Informing Task:** A new move that we have yet to learn, but comes next in the dance is the two-step polka. This is done by keeping one foot planted as though it were nailed to the ground and then pivoting (turning) either right or left. The other foot touches only long enough to turn your body. Try to put a little bounce in your turn.

<ul style="list-style-type: none"> <li></li> </ul>	So, to finish off this part, the gentlemen are going to two-step polka turn to the left for 6 counts as the women two-step turn to the right for 6 counts.	Always remember that counting will keep your timing on with those around you. Keep a little bounce in your turn so as to polka rather than simply just pivot.	
	Once you feel you have this move down, end with three stomps in place for counts 7 and 8.	Two of the stomps will be during count 7 and the third stomp will be on the first part of count 8.	
<ul style="list-style-type: none"> <li></li> </ul>			

<b>Informing Task:</b> Next is the part of the dance called the Chug step. You begin by stepping to the left with your left foot and following with pushing off your right foot.			
•	Now do the same move but in the other direction.	After completion of chug stepping to the left, touch your right heel to your right side. This is a heavy step that will get you moving back the other direction (right, in this case).	
•	After you complete the chug step in each direction, you are going to two-step polka, turning clockwise, for 8 counts. Ladies start with the right foot, gentlemen start with the left foot.		
•			
<b>Informing Task:</b> I think we are ready to put it all together. Start with the heel-toe polka to the left and then to the right.			
•	Next add on the two step for 6 with 3 stomps within counts 7 and 8.		
	Now chug step to the left and chug step to the right.		
•	Finish the dance off with turning the two-step polka.	Add a little bounce as you turn.	
<b>Informing Task:</b> This time I am not going to instruct you as you perform the motions. You are going to have to count together as a class. Now, from beginning to end without hesitation. Go!			
•	Have one or two people who feel they know the dance well stand at the front of the room to watch and follow.		
•			
•			
<b>Informing Task:</b> Lastly, we are going to perform the dance to the music. We are going to start with one part at a time and when you can do the motions without messing up we will add a second part. Ready? The heel-toe polka only. 1, 2, Ready & ...			
•	Again, from the beginning heel-toe polka to the left and to the right followed by the two-step turn (three times to the right for the ladies and three times to the left for the gentlemen).		

•	Okay, heel-toe polka and the two-step turn but this time followed up by a chug step to the left and a chug step to the right.		
•	Now, add the two-step polka after you have completed the rest of the moves in the order we practiced.		
<b>Closure/Assessment</b> <ul style="list-style-type: none"> <li>• “Nice job today. I like how you all kept practicing while I was working with students individually. Have a great day and be ready to learn another dance the next time we meet!”</li> </ul>			

**Physical Education Teacher Education Program  
Central Washington University  
Int'l Folk Dancing Review Lesson Plan**

**Objectives**

1. Students will be able to perform at least 4 of the dances learned, from memory, for the teacher and their peers by the end of the period.
2. Students will socialize with their classmates by working with at least 3 different partners/groups throughout the period.

**Equipment:**

- CD player
- “Teaching Movement and Dance” CD
- “Ultimate Non-stop Line Dance Party” CD
- 4 cones to signify the boundaries of general space
- Sign up sheets with a dance name at the top of the sheet (8 total dances/rhythmic activities)
- Pens and/or pencils
- Hat, box, or something for drawing names

**Protocol**

- “Go” indicates to begin activity
- When the music stops the students are to stop all activity and turn to the teacher for instruction.

**Class Rules:**

1. Come to class on time and prepared to learn.
2. Always give your best.
3. Encourage others
4. Respect the teacher, your classmates, and the equipment
5. Have fun!

**Assessment:**

- Make sure that each student participates in at least 4 of the dances performed.
- Make note of on any students that are not participating or simply do not care. Also note those that have obviously worked hard to learn the dances.
- Use assessment sheets (provided at end of lesson plan)

**Instant Activity:** Moving in Unison – Have the students partner up (if there is an odd number, a group of three will work) and find an area in general space. When the teacher turns on the music (or simply says go) the students are to move in unison. If they are walking, their feet should be moving in the same direction and their arm-swing should be the same. If the teacher opts to utilize music, as the beat of the music changes the students need to speed up or slow down with the beat. The teacher can also call out different traveling patterns or movements from the dances that s/he wants the students to practice. Some of these movements might be the grapevine, step hop, etc.

**Set Induction:** What are some countries, besides the United States, that some of you have been too? (Allow the students some time to give some answers and tell some *brief* stories). Well you have now learned eight dances that are performed in various countries around the world. I found that I did not even have to leave the country to put my dance knowledge to use. In Leavenworth, WA they are always celebrating. When they celebrate, they enjoy these types of dances because people of all ages can join in. I was standing next to kids that were 3 years old on one side of me and a couple pushing 90 on the other side. So, do not think that these dances will not be of use, you never know when you might get to use your new talents!

MAF/Instructional techniques	Extensions	Refinements	Applications
•			

**Informing Task:** To begin, I would like you to choose 4 dances that you would like to perform for me and go sign up on the sign up on those 4 sign up sheets baring the dance’s name. For example, I might feel I know the Bossa Nova, the Hora, Troika, and Cotton-eye Joe well. I would go over to each sign up sheet for those 4 dances and write my name. I will give you 3 minutes, so go and do that at this time and return to your spot and sit down.

•			
---	--	--	--

**Informing Task:** I will choose which dance will go first by drawing it out of a hat/box (or whatever is handy). I will then read off the names of those who signed up for the dance and put a check next to your name in the grade book. As I read your name come up and get into formation. When I start the music your group is to perform without any help from the teacher or audience. And the first dance is \_\_\_\_\_. (Read names and put a check to show that the students have participated in this dance for assessment. Repeat until all dances are performed)

•			
---	--	--	--

**Closure/Assessment**

- “You all did a great job working hard to learn a number or different dances from around the world and her here in the U.S. Perhaps at your next school dance you can request the music for one of them and get an all school dance going. Great job on this unit. I am really impressed with your positive attitude and work ethic. Have a great day.”



## **Electric Slide Picture Poster Steps**

1. To start the dance, have your feet together.
2. Step to the right with your right foot.
3. Swing your left foot behind your right foot.
4. Bring your right foot over top of your left.
5. Transfer weight to right foot and flex your left foot so knee is straight and left heel is the only part of the left foot touching the ground. Clap here.
6. Step to the left with your left foot.
7. Swing your right foot behind your left foot. Clap here.
8. Step forward with your left foot and transfer all weight to your left foot. Right leg should be extended behind you.
9. Transfer weight to right foot and lean back slightly. Left leg is extended out in front of you.
10. Transfer weight back to left foot and step forward with the right foot, scooping it as it makes its forward movement.
11. Perform a quarter turn to the left.
12. Repeat the until the song ends.

# Posters

The following posters are for the line dances Macarena and Electric Slide. The pictures are in order from left to right. The numbered instructions preceding the pictures are to be glued underneath (or above) the pictures. Then hung on the wall, however desired by the instructor, for the students to reference and practice with outside of class.



## **Electric Slide Picture Poster Steps**

1. To start the dance, have your feet together.
2. Step to the right with your right foot.
3. Swing your left foot behind your right foot.
4. Bring your right foot over top of your left.
5. Transfer weight to right foot and flex your left foot so knee is straight and left heel is the only part of the left foot touching the ground. Clap here.
6. Step to the left with your left foot.
7. Swing your right foot behind your left foot. Clap here.
8. Step forward with your left foot and transfer all weight to your left foot. Right leg should be extended behind you.
9. Transfer weight to right foot and lean back slightly. Left leg is extended out in front of you.
10. Transfer weight back to left foot and step forward with the right foot, scooting it as it makes its forward movement.
11. Perform a quarter turn to the left.
12. Repeat the until the song ends.

## **Macarena Picture Poster Steps**

1. Extend right arm out in front of you with palm down.
2. Keep right arm extended and extend the left arm out in front of you, keeping palms down.
3. Flip the right hand over so that the palm is up.
4. Now, flip the left hand over so that the palm is up.
5. Put your right hand on the inside of your left elbow.
6. Place your left hand on your right elbow.
7. Your right hand will now be placed on the right side of your head.
8. Your left hand does the same, except it is placed on the left side of your head.
9. Now, take your right hand and cross it over your body and place it on your left hip.
10. Your left arm crosses over top of the right arm and your left hand is placed on your right hip.
11. Next, your right hand will join your left hand on your right hip.
12. Then your left hand moves and is placed on your left hip.
13. Swing your hips to the right, then to the left, and back to the right.
14. Jump and turn a quarter turn to the left (or right, so long as the group all turns the same direction).

## A-Step

1. Step up to the center of the bench with the lead foot.
2. Bring the other foot up so both are on top of the bench.
3. Step down and back on the other side of the bench with the lead foot.
4. Bring the other foot down next to the lead foot.

## Across the Top

1. Step sideways up onto the bench with the lead foot.
2. Step up so both feet are on the bench.
3. Step off the other side of the bench with the lead foot.
4. Step down so both feet are on the floor.

## Basic Left

1. Step up on the bench with the left foot.
2. Step up on the bench with the right foot.
3. Step down backwards to the floor with the left foot.
4. Step down backwards to the floor with the right foot.

## Basic Right

1. Step up on the bench with the right foot.
2. Step up on the bench with the left foot.
3. Step down backwards to the floor with the right foot.
4. Step down backwards to the floor with the left foot.

## Corner to Corner

1. Step up on the bench with the lead foot, facing diagonally.
2. Bring your other knee up.
3. Bring your knee and foot down to where they started.
4. Step down with the lead foot.
5. Step up on the bench with the other foot, facing diagonally.
6. Bring your lead knee up.
7. Bring your knee and foot down to where they started.
8. Step down with your other foot.

## Grapevine

1. Step to the side with the lead foot.
2. Bring the other foot slightly behind and past the lead foot.
3. Step to the side with the lead foot.
4. Bring the other foot next to the lead foot.

## I-Step

1. Step up on the bench with the lead foot.
2. Step up on the bench with other foot. You are now standing on the bench, ready to start the jumping jack.
3. Jump up and land with your feet spread apart, still on top of the bench.
4. Jump up and land with your feet together, just like on count 2.
5. Step back down off the bench with your lead foot.
6. The other foot follows the lead foot to the floor.
7. Repeat count 3, but on the floor.
8. Repeat count 4, but on the floor.

## Jumping Jack

1. Jump and land with your feet spread apart.
2. Jump and land with your feet together.
3. Repeat count 1.
4. Repeat count 2.

## L-Step

1. Step up on the bench with lead foot.
2. Lift other knee in air.
3. Lower knee and step off the bench to the side.
4. Bring lead foot down next to other foot.
5. Step up on the bench with lead foot.
6. Lift other knee in air.
7. Lower knee and step to front of the bench.
8. Bring lead foot down next to the other foot.

## Reverse Turn

1. Step a 1/4 turn on the bench with your lead foot.
2. Step a 1/4 turn on the bench with your other foot and place on opposite end of bench from lead foot.
3. Step down with lead foot.
4. Step down with other foot.

\*\*You are now facing the opposite direction as when you started.

## Repeater

1. Step up on bench with lead foot.
2. Bring other foot up and do a knee lift.
3. Bring the same foot down and tap the floor lightly.
4. Raise the same foot back into a knee lift.
5. Bring the same foot down and tap the floor lightly.
6. Raise the same foot back into a knee lift.
7. Bring the same foot down to the floor.
8. Bring the lead foot down to the floor.

## Split Basic

1. Step up to the center of the bench with lead foot.
2. Bring the other foot up so both are on top of the bench.
3. Tap back onto the floor with the lead foot.
4. Step back up on the bench so both feet are on top of the bench.
5. Tap back onto the floor with the other foot.
6. Step back up on the bench so both feet are on top of the bench.
7. Step back onto the floor with the lead foot.
8. Other foot follows.

## Tap Up

1. Step up on bench with the lead foot.
2. Step up and tap the bench with your other foot.
3. Step back down with your other foot.
4. Step down with your lead foot.

## Turn Step

1. Step up on bench with the lead foot.
2. Bring other foot on bench as you turn.
3. Step off with the lead foot.
4. Bring other foot down next to the lead foot.

L - STEP

1 - STEP



A - STEP

Basic Right

Basic Left

Split Basic

# Reverse Turn

Across  
the  
Top

**GRAPEVINE**

**CORNER TO CORNER**



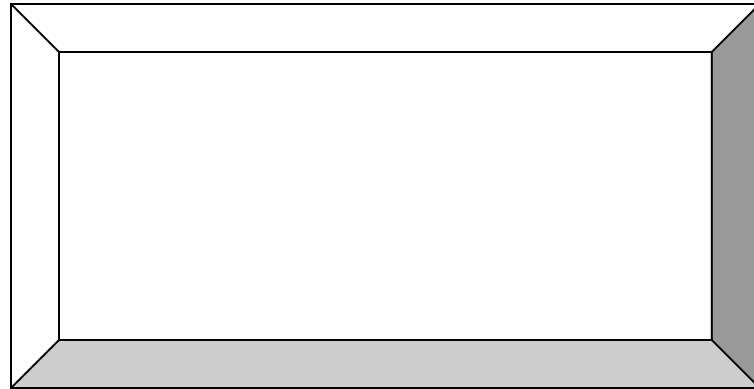
**JUMPING JACK**

REPEATER

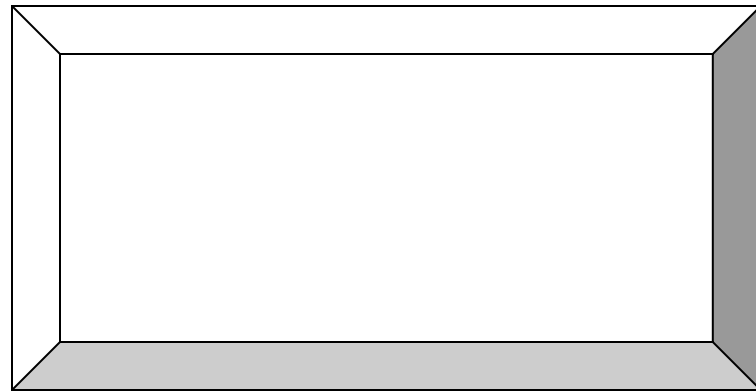
TURN STEP

TAP UP

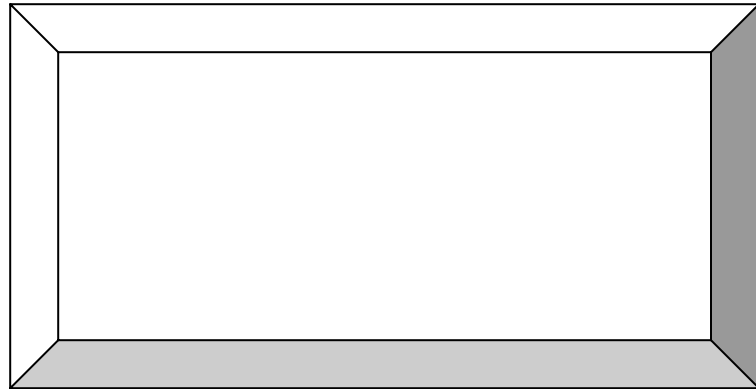
8



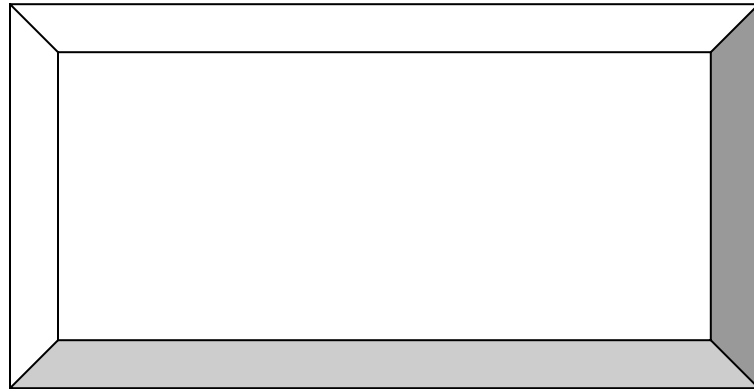
7



6

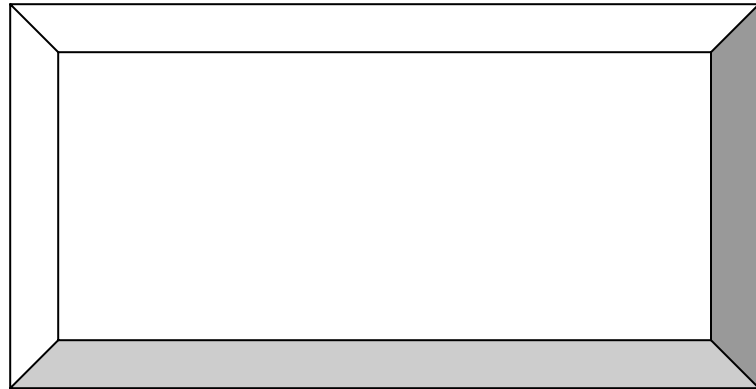


5

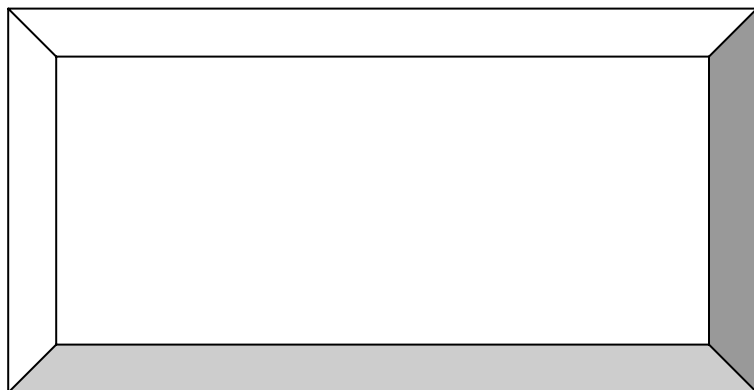




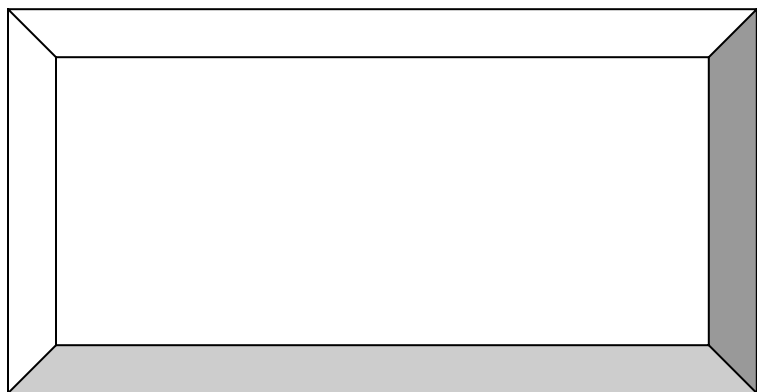
4



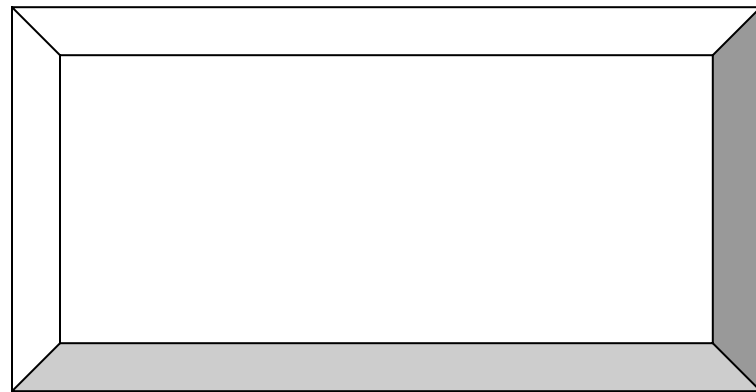
3

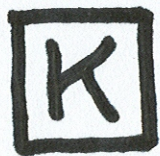


2



**S T A R T**





**[K]** = Knee lift

**(T)** = Toe tap

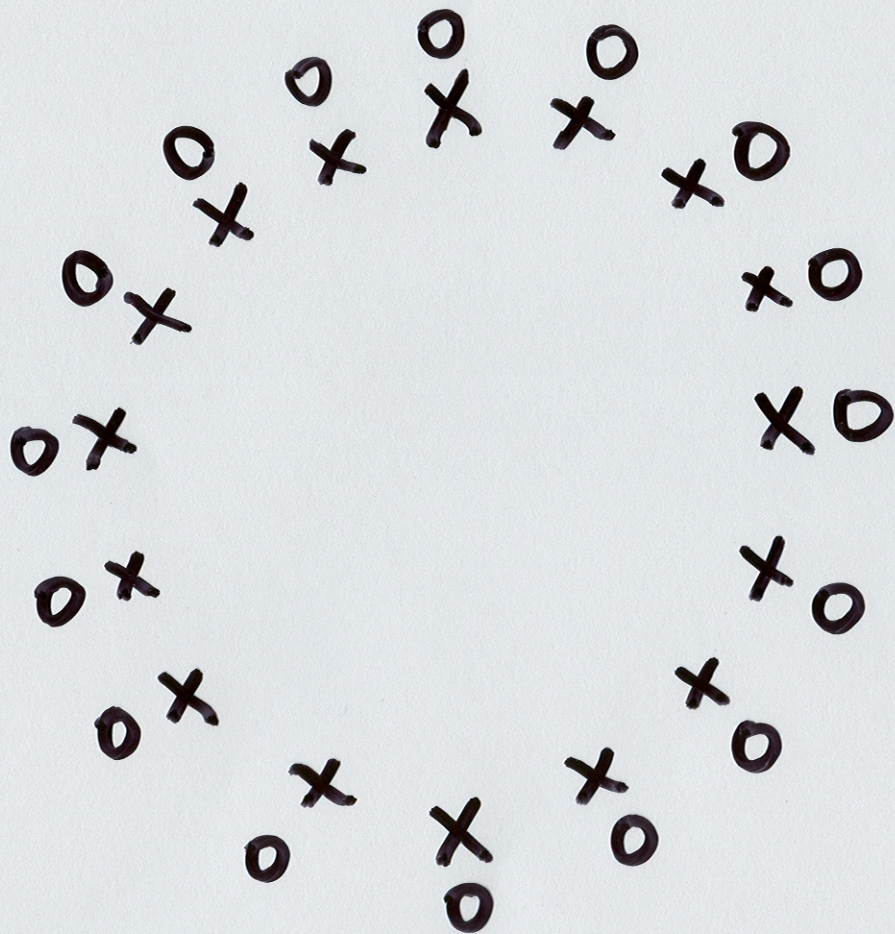
↑  
Left  
foot

↑  
Right  
foot



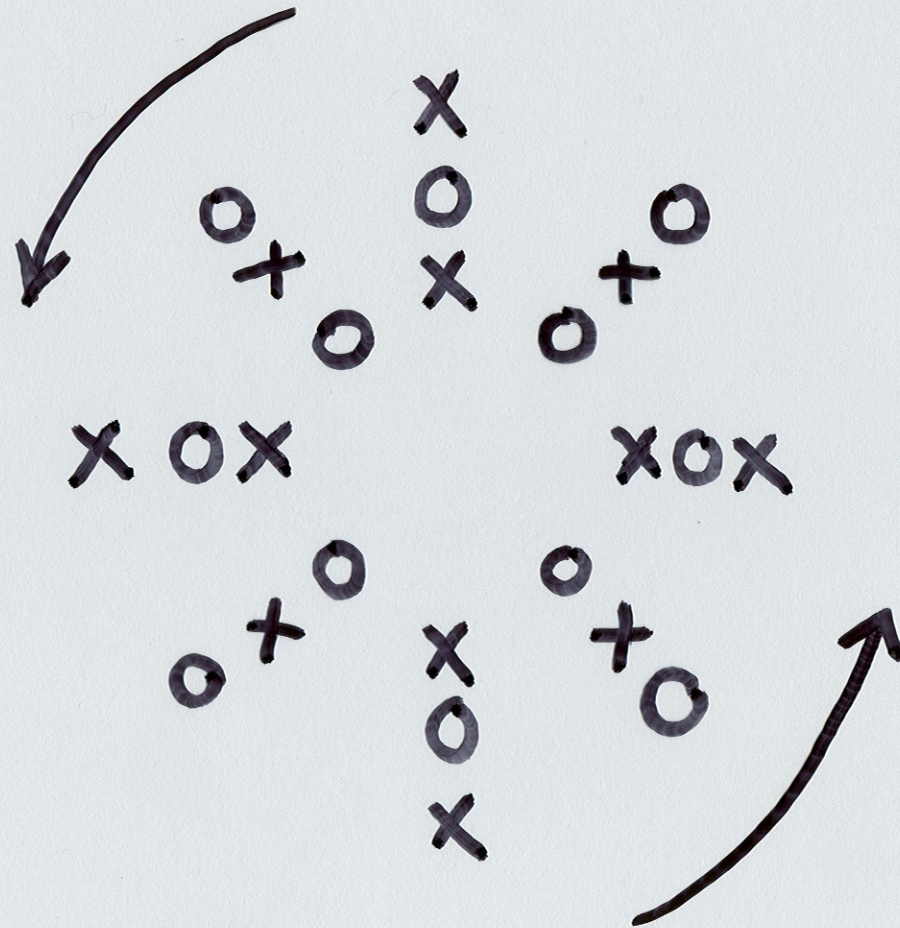
# SALTY DOG RAG

- DOUBLE CIRCLE -



X=BOY  
O=GIRL

# TRIPLE CIRCLE



X = BOY  
O = GIRL



# Electric Slide 16



MAXIMUM  
A  
A  
A  
A  
A

# Electric Slide 15



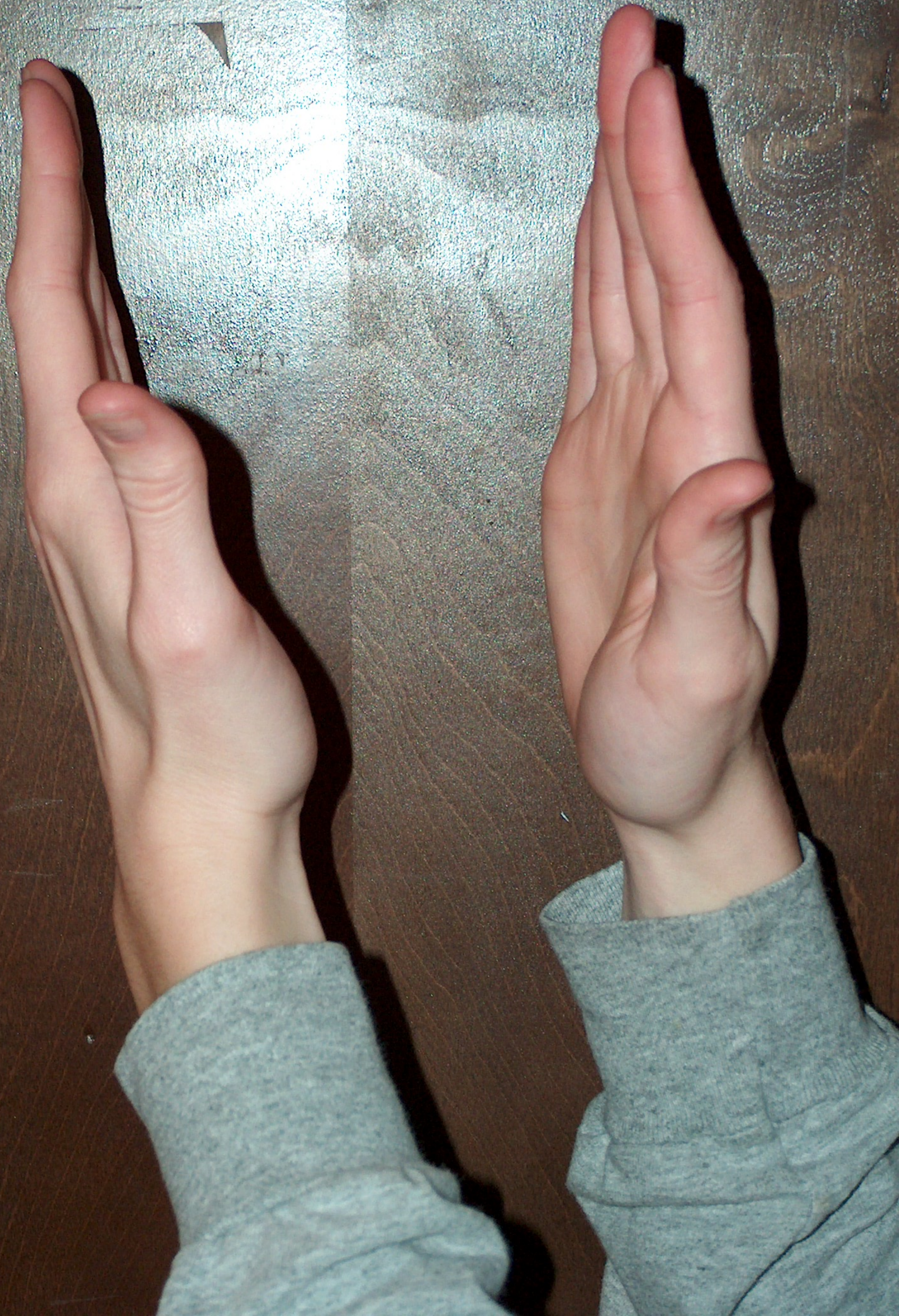
# Electric Slide 12 & 14



# Electric Slide 11 & 13



Electric Slide 10 & 6



# Electric Slide 9



North Bay  
Elementary School  
**KEYS TO SUCCESS**

- Treat others with kindness and respect
- Try your hardest and do your best
- Allow others and yourself to learn
- Manage yourself
- Take care of property

# Electric Slide 8



# Electric Slide 7





# Electric Slide 6 & 10



# Electric Slide 5



# Electric Slide 4



# Electric Slide 3



# Electric Slide 2



South River  
Elementary School  
**KEYS TO SUCCESS**  
• Treat others with kindness and respect  
• Try your hardest and do your best  
• Allow others and yourself to learn  
• Manage yourself  
• Take care of property

# Electric Slide 1



South Hill  
Elementary School  
**KEYS TO SUCCESS**

- Treat others with kindness and respect
- Try your hardest and do your best
- Allow others and yourself to learn
- Manage yourself
- Take care of property

# Macarena 14



- ▲ Treat others with kindness and respect
- ▲ Try your hardest and do your best
- ▲ Allow others and yourself to learn
- ▲ Manage yourself
- ▲ Take care of property

# Macarena 13



- ★ Treat others with kindness and respect
- ★ Try your hardest and do your best
- ★ Allow others and yourself to learn
- ★ Manage yourself
- ★ Take care of property



# Macarena 12



South Bay  
Elementary School  
**KEYS TO SUCCESS**  
★ Treat others with kindness  
and respect  
★ Try your hardest and  
do your best  
★ Allow others and yourself  
to learn  
★ Manage yourself  
★ Take care of property

# Macarena 11



# Macarena 10



# Macarena 9



# Macarena 8



North Star  
Elementary School  
**KEYS TO SUCCESS**  
• Treat others with kindness and respect  
• Try your hardest and do your best  
• Allow others and yourself to learn  
• Manage yourself  
• Take care of property

# Macarena 7

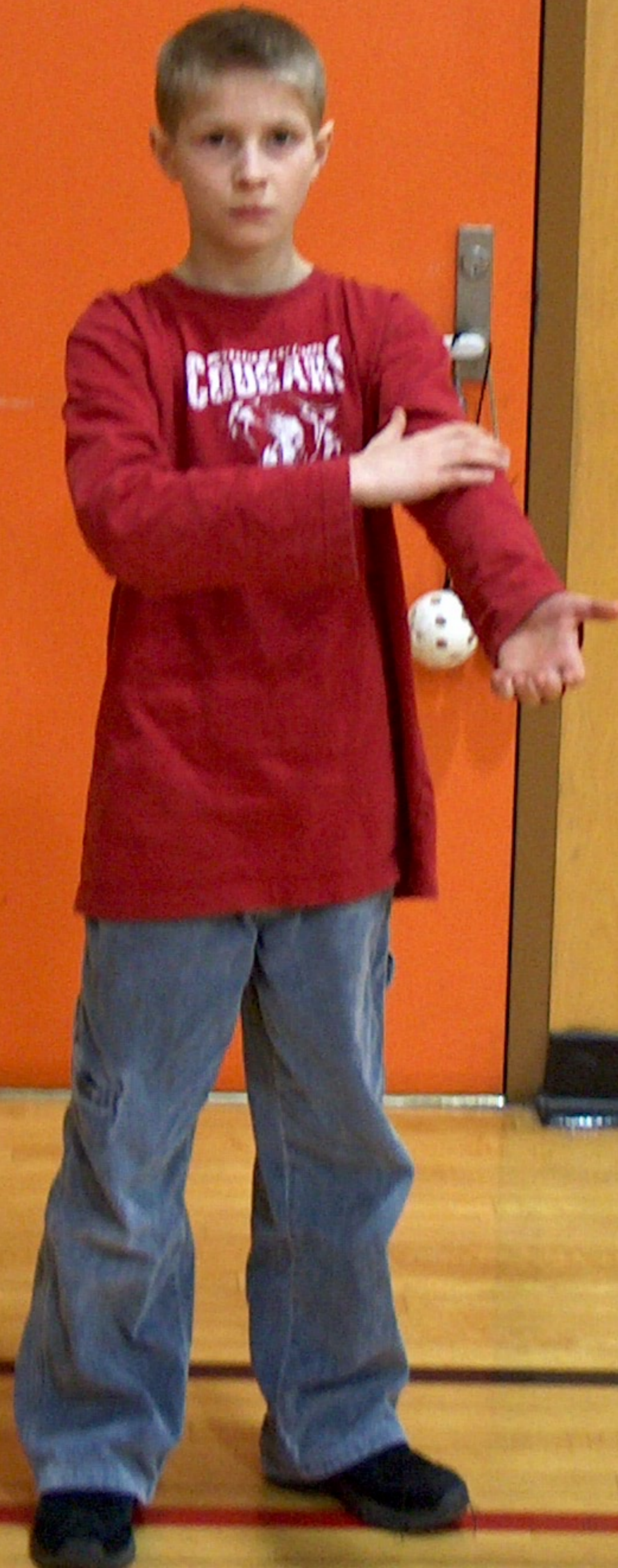


South Bay  
Elementary School  
**"KEYS TO SUCCESS"**  
★ Treat others with kindness  
and respect  
★ Try your hardest and  
do your best  
★ Allow others and yourself  
to learn  
★ Manage yourself  
★ Take care of property

# Macarena 6



# Macarena 5



South Bay  
Elementary School  
**KEYS TO SUCCESS**  
★ Treat others with kindness  
and respect  
★ Try your hardest and  
do your best  
★ Allow others and yourself  
to learn  
★ Manage yourself  
★ Take care of property



# Macarena 4



South Bay  
Elementary School  
**KEYS TO SUCCESS**  
★ Treat others with kindness  
and respect  
★ Try your hardest and  
do your best  
★ Allow others and yourself  
to learn  
★ Manage yourself  
★ Take care of property

# Macarena 3



North Bay  
Elementary School  
**KEYS TO SUCCESS**

- ★ Treat others with kindness and respect
- ★ Try your hardest and do your best
- ★ Allow others and yourself to learn
- ★ Manage yourself
- ★ Take care of property

# Macarena 2



• Try your hardest and do your best.  
• Help others and yourself to learn.  
• Manage yourself.  
• Take care of property.

# Macarena 1



**KEYS TO SUCCESS**

- ★ Treat others with kindness and respect
- ★ Try your hardest and do your best
- ★ Allow others and yourself to learn
- ★ Manage yourself
- ★ Take care of property

# Step Aerobic Task Card Instructions

---

Hang evenly spaced, on gym/activity area wall.

**Place 2-3 steps at each station.**

\*\*\*To make more moves, use the “Step Aerobic Moves Template” file and print off the number of “steps” needed for each move. Then print off the name of the move by using the “Step Aerobic Move Names” file. The feet, symbol for *toe touch*, and the symbol for *knee lift* is in the poster file. The instructions for each move are under the “Aerobic Steps” file.

# Salty Dog Rag Task Card #1

## The Grapevine- Schottische

---

Beginning with your right foot, take a step to the right.

Now step to the right with your left foot and place it behind the right leg.

Take your right foot and step to the right again.

Now hop on your right foot while kicking your left foot across your body to the right.

Next, go back to the left but begin with your left foot taking the first step.

**\*\*As you perform this move, step diagonally forward rather than simply moving laterally (side to side).**

-If you were to draw a line that follows your path it would be a zig-zag pattern

# Salty Dog Rag Task Card #2

## Step-hop & Step-kick

---

### **Step hop:**

Moving in a forward motion, step with the right foot and follow it up with a hop.

While continuing in a forward motion, repeat with left foot, then right foot, and end with left foot.

### **Step kick:**

Moving in a forward motion, step with the right foot and follow it up with the left foot kicking forward.

After the kick with the left foot, touch it to the ground. This is the step count. As your weight transfers to your left foot, kick with your right foot.

(Repeat above sequence)

### **Extensions:**

- ✓ Perform these motions while turning in one complete circle to the right.
- ✓ Try it with a partner, right hand palms touching.

### **Challenge:**

- ✓ With your partner, try and get back into a promenade position (double circle formation, standing side by side)

# **Salty Dog Rag Task Card #3**

## **Backward Grapevine-Schottische**

---

Step diagonally backwards to the right with the right foot.

The left foot follows, stepping behind the right foot.

The right foot steps backwards and to the right, again.

Now do the backwards grapevine-schottische to the left



# Salty Dog Rag Task Card #4

**Ladies:** 2 step-kicks while performing a quarter turn and 2 step-kicks in place facing counter clockwise.

Beginning with your right foot, step and then kick forward with your left foot.

As your left foot is stepping down turn slightly counter clockwise (left). Kick with your right foot.

Again, as your right foot is stepping down, finish the quarter turn and kick with your left foot, but this time set it down next to your right foot.

**Gentlemen:** Perform a three quarter turn while doing 4 step-kicks and finish facing counter clockwise (left).

To begin step forward with your right foot followed by your left foot kicking out in front of you.

As your left foot lands, turn slightly to the left. Then kick your right foot forward.

Repeat each side one more time to complete the turn.

# Salty Dog Rag Task Card #5

1. Step right with your right foot and place your left heel diagonally forward

then...

2. Step left with your left foot and place your right heel diagonally forward

## Challenges!!

\*\*See if you can bounce or leap to the right and left instead of simply stepping.

\*\*Bend at the knees and pull your feet together before placing the heel out.

# Salty Dog Rag Task Card #6

## Challenging Quick Footwork

In place, step with your right foot.  
Then place your left heel diagonally forward.  
Now step in place with your left foot.  
Place your right heel diagonally forward.  
*(Resembles the move from La Raspa dance)*

\*\*To challenge yourself, try bouncing or leaping into the air on the step with the right and left feet (counts 1 & 3)  
-Bend at the knees and bring the feet together before placing the heel

Swivel feet and point toes inward, swivel again and point toes outward.  
Stamp right foot in place, stamp left foot in place.

Lastly, starting with your right foot, do 4 step kicks while moving in a forward motion.

## References

1. Weikart, Phyllis S. (1989). Teaching Movement and Dance: A Sequential Approach to Rhythmic Movement (3rd ed.). Ypsilanti, Michigan. High/Scope Press.
2. Turnstep. [www.turnstep.com](http://www.turnstep.com). October 2003.
3. Line Dance Step Descriptions: Dancin' Around with John and Phyllis. [www.cwdancing.com/linedan.htm#dance\\_w](http://www.cwdancing.com/linedan.htm#dance_w). September 2003.
4. PE Central: The Web Site for Health and Physical Education Teachers. [www.pecentral.org](http://www.pecentral.org). May 2003
5. Dick Oake's United States Song Words. [www.phantomranch.net/folkdance/songs/songs\\_usa.htm](http://www.phantomranch.net/folkdance/songs/songs_usa.htm). March 2004