

Lesson 4 of 6

STOMP

EQUIPMENT

music » music player » DVD player and screen » sticks (2 per student) » Get Groovin DVD and Stomp video clip (see resources)

Warm It Up

PATHWAYS AND NOISE

Lead students through a review of levels and pathways by participating in the surfing warm up activity from lesson 1. Then ask students to sit quietly in a personal space with their eyes closed and listen for sounds in the room and surrounding area. What kinds of sounds could they hear? Explain that there are four basic sounds, high, low, loud and soft. Ask students to say their name high, low, loud and soft and then repeat, changing the order of sounds. Then ask students to say their name with a hand over their mouth and with hands cupped around their mouth. Explain that sounds can be made louder by bouncing them off different items (like hands cupped around mouth or stomping on a hard floor) or softer when soft surfaces absorb the sound (like a hand over the mouth or stomping on carpet). Allow time for students to experiment making sounds louder and softer.

ABCD's of Physical Education



RELATED RESOURCES

- Get Groovin' Fun Fitness for Kids DVD, (available to borrow from ATA library), Kim Hordal, 2009, www.teachers.ab.ca
- STOMP Out Loud (DVD and Broadway Musical), www.stomponline.com



Safety First!

See Safety Guidelines pages 19-22 and 55.



Do it Daily... For Life!

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Effort	
Safety	D(2-3)-3
Goal Setting/ Personal Challenge	
Active Living in Community	

Clues that students are achieving the outcome...

"Students will demonstrate the ability to listen to directions, follow rules and routines, and stay on task while participating in physical activity" K-12 *Physical Education Program of Studies, Alberta Learning, 2000.*

- Students can practice the stepping combinations
- Students can use equipment in a safe manner



Whoop It Up

STOMP/STEP

Let staff in classrooms and work spaces near the activity area know that students will be stomping during physical education class and the noise level may be louder than usual. Stomp it out loud! Explain to students they will be dancing to the beat of their own music made by stepping and stomping and using various pieces of equipment like sticks and garbage cans. Introduce students to Stomp by showing a video clip; e.g., STOMP Out Loud, STOMP Live (found online or on DVD). Ask students what type of dance it is and what they think of Stomp. Tell students they will learn 4 different combinations of stepping by following the instructions on a video. Challenge students to perform each movement strongly and with control and demonstrate a couple of steps. Play “Step It Out” on the Get Groovin’ DVD (see Related Resources) and practice the 4 stepping combinations; **STOMP/Step 1** » Start with the right foot and alternate stomping on right and left feet on counts 1, 2, 3, 4 and 5 and, 6 and, 7 and 8 (this rhythm includes two steps on counts 4, 5, 6, and 7). **STOMP/Step 2** » stomp and clap hands on count 1, smack sides of legs on count 2, repeat the pattern on counts 3-8. **STOMP/Step 3** » clap hands on count 1, smack sides of legs on count 2, clap on 3, smack on 4, clap on 5, smack on 6, stomp with right foot on count 7, stomp with left foot on count 8. **STOMP/Step 4** » stomp on counts 1, 2, 3, 4, jump and land with feet apart on count 5, jump and land with feet together and clap hands on count 6, stomp with right foot on 7, stomp with left foot on 8.

Distribute two sticks to each student (lummi sticks available from equipment suppliers or 1-foot lengths cut from broom handles or dowels – check for splinters). Explain that sticks are to be held and not thrown and should only be tapped together. Play “Step It Out” again and practice the stepping combinations using the sticks.



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Wrap It Up

MIRROR STICK STRETCH

Instruct students to hold their sticks together with one hand at each end of the sticks. Invite students to mirror your movements and you reach high, low, to the sides, forward and back while standing and sitting to stretch all parts of the body.