

Lesson 3 of 6

Hip Hop

EQUIPMENT

obstacle free area » timer » 3 balls of various sizes for every student » music player » music with a strong 4-count beat

Warm It Up

BERSERK

Explain to students that the learning activities of the lesson will provide them with an opportunity to show

how well they are able to dance and play cooperatively with others. Students start scattered throughout the activity area. Identify the boundaries of the play area, which should be at least one meter away from walls and obstacles. Begin by starting a timer and scattering the same number of balls as participants in the play area. The challenge is for the group to keep every ball in the play area and moving for as long as possible. Add one more ball to the play area every 10 seconds. Should the teacher see a stationary ball, they point and yell “berserk”! The group is allowed three penalties or “berserks” before the time stops. Gather the balls and start again! Continue playing until students are warmed up. Record the number of balls the group was able to keep moving and for how long. Challenge the group to beat their best score the next time. Students can use hands or feet to keep the balls in motion.

ABCD's of Physical Education



RELATED RESOURCES

Physical Education Online website,
www.education.alberta.ca/physicaleducationonline



Safety First!

For safety, equipment, and supervision considerations when planning tag-type activities, see “Safety Guidelines for Physical Activity in Alberta Schools”, Alberta Centre for Injury Control and Research (ACICR) 2013, www.acicr.ca.



Cooperation

Communication	
Fair Play	
Leadership	
Teamwork	C2-5

Clues that students are achieving the outcome...

“Students will display a willingness to play cooperatively with others of various abilities, in large or small groups.” *Physical Education Program of Studies, Alberta Learning, 2000.*

- Students can partner with any classmate
- Students can choose dance moves that allow partners or group members to participate



Whoop It Up

Be sure to take into account the abilities of all students when planning learning opportunities and incorporate variations as needed to ensure learning and success for all. Lead the large group through a review of the hip hop moves from lessons 1 and 2 for the duration of one song. Strike a pose at the end of the song!

HIP HOP HUP: Explain to students they will have the opportunity to dance with a number of different partners during the next song. When dancing with a partner it's important to dance together, either by doing the same dance move, by looking at each other or dancing around each other. Students will dance when the music is playing and freeze when the music stops. When the music stops, the teacher will call out 'hup'. Students will give their partner a high-ten and call back 'hup', after which they will have 5 seconds to find a new partner before the music begins again. Students who aren't able to find a partner in 5 seconds will move to a designated corner of the activity area, where the teacher will help them find a partner or group of three.

HIP HOP FOLLOW THE LEADER: At the conclusion of Hip Hop Hup, ask each pair to join with another pair to create a group of 4, and to stand in a straight line, one behind the other. The student at the front of each line is the leader. When the music starts, they will choose a hip hop move and repeat the same move as they lead their group through the activity area. Students will copy the hip hop move of their leader. When the music stops, the leader moves to the back of the line and the new leader chooses a different hip hop move for the group to perform. Emphasize the importance of choosing a move all group members can perform, and moving at a speed that will allow the group to stay together.



Safety First!

For safety, equipment, and supervision considerations when planning dance activities, see "Safety Guidelines for Physical Activity in Alberta Schools", Alberta Centre for Injury Control and Research (ACICR) 2013, www.acicr.ca.



Wrap It Up

Lead students through the thunderstorm activity: Stand at one end of the group of students who are sitting in a semi-circle. Instruct students to copy your actions only when you pass in front of them. Slowly make your way from one end of the semi-circle to the other once for each action. Start by rubbing hands together and progress to snapping fingers (or tapping fingertips together), slapping thighs, clapping hands, stomping feet and then reverse the order to end with rubbing hands. The challenge for students is to stay quiet and listen to the noise the group is creating – it should sound like a thunderstorm rolling in and fading away.