

## Lesson 1 of 6

# Disco

### EQUIPMENT

disco music ; e.g., Disco Fever CD » music player

## Warm It Up

### PATHWAYS

Instruct students to stand in a personal space and imagine they are surfing. First, lie or kneel on the floor and paddle arms to move out into the water; then jump up to stand on the surfboard and ride the wave; then run onto the beach, hold the surfboard high above your head and shout “woo hoo” to celebrate the great ride. Provide 30 seconds for students to think about which surfing activity happened at a **low** level, which happened at a **medium** level, and which happened at a **high** level. Name each surfing activity and invite students to shout the level at which the activity occurred; paddling (low), surfing (medium), and celebrating the ride (high). Demonstrate each of the following pathways with your hand as you explain that surfers usually travel **straight** when paddling, **zigzag** when standing on the surfboard, and **curve** when coasting on a wave. Ask a student to choose one level and pathway; e.g., medium, zigzag. Play disco music and challenge students to move throughout the activity area demonstrating the chosen level and pathway. Stop frequently to ask different students to choose a new way to move.

### 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](http://www.teachers.ab.ca)
- Physical Education Online website, Alberta Education, [www.education.alberta.ca/physicaleducationonline](http://www.education.alberta.ca/physicaleducationonline)



### Safety First!

See Safety Guidelines pages 19-22.



### Benefits of Health

Functional Fitness	B(2-3)-1
Body Image	
Well-Being	

### Clues that students are achieving the outcome...

“Students will recognize that “energy” is required for muscle movement”  
*K-12 Physical Education Program of Studies, Alberta Learning, 2000.*

- Students can recognize changes in the body after disco dancing
- Students can identify a nutritious food that provides energy



# Whoop It Up

## DISCO FEVER

Let's get ready to disco dance! Instruct students to gather in a corner of the activity area, sit down and listen to the music they heard while warming up. Play disco music for 30 seconds more and ask students if they can identify the style of music; disco! Explain that disco music was very popular in the 1970's and they are about to learn some of the disco dance moves that were in style so many years ago (possibly when their parents were in school). Play the music again and have students tap their legs to the beat of the music (listen for drums). When students have found the beat, invite them to stand in a personal space in a semi-circle. Stand where you are visible to all students and lead them through disco step 1 – **The Roll** » Stand with feet together and alternately bend and straighten knees for eight counts while rolling one fist over the other; e.g., bend on count 1, straight on count 2, repeat. Count 8-counts out loud and practice slowly without music before challenging students to roll to the beat of the music. Continue with disco step 2 – **Disco Duck** » Lift heels off the floor and click them together 8 times while placing hands in armpits and flapping elbows up and down like a duck. Practice and combine the first two steps before introducing disco step 3 – **The Hustle** » Step to the side with right foot then bend knees while closing left foot to right, arms pretend to hold a shovel and dig. Move to the right for 4 counts then repeat moving to the left. Perform all three steps together and practice several times while providing descriptive feedback to students. Encourage students to add their own style to each step. Provide modifications for each disco step to challenge the varied abilities of students and help to ensure success; e.g., learn foot movements first and then add arms movements, perform the move with expression (happy disco duck) or at different levels (roll high and then low).



### Safety First!

See Safety Guidelines pages 19-22 and 55.



## Wrap It Up

### MUSCLE TALK & STRETCH

Ask students if their bodies feel warm, if their heart is beating faster and if they are sweating after disco dancing. Explain that these changes mean the muscles in the body are working hard. Muscles need energy to move and disco is a dance that requires a lot of energy. Ask students how their muscles get energy and record ideas. While leading students in stretches of the shoulders, arms, and legs, emphasize the importance of healthy nutritious food to fuel muscles for activity. As students leave the activity area, ask them to share one nutritious food they like to eat that gives their muscles energy.