

### Lesson 2 of 6

# Hip Hop

#### EQUIPMENT

obstacle free activity area » music player » music with a strong 4-count beat » 5 pinnies

## Warm It Up

#### SURVIVOR

Instruct groups of 4-5 students to stand behind a pile of equipment that includes a pylon, a skipping rope, a hoop, a scooter, and a hockey stick. Challenge students to move all group members and equipment from the designated start line across the designated end line without touching the floor in between. Encourage groups to take advantage of the individual strengths of each group member when deciding how to complete the challenge. Allow 5-6 minutes for groups to complete the challenge and try to win immunity from cleaning up the equipment.

#### ABCD's of Physical Education



#### RELATED RESOURCES

- Everybody Move! Daily Vigorous Physical Activity (includes DVD and audio CD) (LRC# 630659), J. Byl et al, 2005 [www.lrc.education.gov.ab.ca](http://www.lrc.education.gov.ab.ca)



#### Safety First!

For safety, equipment, and supervision considerations when planning indoor physical activities, see pages 19-20 in "Safety Guidelines for Physical Activity in Alberta Schools", Alberta Centre for Injury Control and Research (ACICR), 2008, [www.acicr.ualberta.ca](http://www.acicr.ualberta.ca).



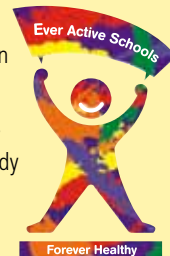
#### Benefits of Health

Functional Fitness	
Body Image	B(5-6)-4
Well-Being	

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

"Students will acknowledge and accept individual differences in body shapes and how different body types contribute to positive involvement in physical activity." *Physical Education Program of Studies, Alberta Learning, 2000.*

- Students can recognize their own strengths and the strengths of others related to participation in physical activity.
- Students can perform dance moves in a way that caters to their body shape and ability.



# Whoop It Up

## HIP HOP COMBO MOVES

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. Highlight examples of how groups took advantage of individual body shapes, abilities and strengths during the warm up activity. Emphasize the importance of performing hip hop moves in a way that caters to individual body shape, ability and strength.

Turn on the music and lead students through a review of the moves from lesson 1. Don't forget to strike a pose at the end of each song! Introduce the new combination moves described below, which are each performed for 8-counts and can be performed in succession:

**Chest Contraction** » Stand with feet wider than shoulder width apart and pop chest forward and out while popping shoulders back in a very sudden and sharp movement four times on counts 1-4, touch right heel forward on count 5, touch right toe back on count 6, step forward with right foot on count 7, turn body a quarter turn to the left keeping feet wide apart on count 8. **Swing Clap** » Lift right knee up to 90 degrees on count 1, swing bent right leg back and hop on left foot on count 2, step down with right foot on count 3, turn body a quarter turn to the right on count 4, clap hands on counts 5 and 6, slap right then left leg on counts 7 and 8. **Falling Snake** » Snake upper body to the right on counts 1 and 2, snake upper body to the left on counts 3 and 4, pulse upper body (first four counts of a chest contraction) while moving down to the floor on counts 5 and 6, clap on count 7, hit the floor on count 8. **Battle Dance** » Stand with feet apart and bend low holding hands just above knees on count 1, move rib cage from right to left on counts 2, 3, and 4, jump and land with feet together on count 5, pop chest out and shoulders back on count 6, jump up on count 7, extend arms around bring around to the front of the body and push back on count 8.

**SHOWCASE:** As a large group, choose 3 favorite hip hop moves. Practice the three moves as a sequence by performing each move four times and ending with a pose. Divide the class into two groups. Instruct half of the students to “bounce to the beat” while watching the other students perform, then switch roles. While watching, students should observe how their peers dance to the beat of the music, link the moves together, and perform with energy and expression.



### Safety First!

For safety, equipment, and supervision considerations when planning dance activities, see page 49 in “Safety Guidelines for Physical Activity in Alberta Schools”, Alberta Centre for Injury Control and Research (ACICR), 2008, [www.acicr.ualberta.ca](http://www.acicr.ualberta.ca).



Benefits Health

## Wrap It Up

### SLOW MOTION HIP HOP STRETCH

Lead students through slow motion and exaggerated versions of the ‘fall back’, ‘step clap’, ‘falling snake’ and ‘battle dance’ hip hop moves to stretch all parts of the body. Congratulate students on adding their own style to the hip hop moves.