



Skills/Activities/ Topics and Allotted Time	Methods and Organization Include Skill Progressions and Diagrams	Instructional Cues, Skill Modifications and Concepts
<p>Introduction 1 minute</p> <p>Activity #1 Warm-up 3 minutes</p> <p>Motor obj. #1</p>	<p>Introduction</p> <p>Greeting, brief overview of lesson activities and signals.</p> <ul style="list-style-type: none"> • Freeze signal: whistle & when music stops • Safe signal: two thumbs up • Gentle signal: hands pushing down • Kind signal: self hug <p>Warm-Up Activity: Musical Poly Spots</p> <p>Students will stand-up and walk into the cone classroom for warm-up activity:</p> <ul style="list-style-type: none"> • Teacher will lead students to the entrance/exit location of the cone classroom (see diagram). • Students will stand on a poly spot inside cone classroom • Teacher and student will demonstrate being careful movers. • When the music plays, students will perform a variety of movement skills in the space around the poly spots: walking, galloping, sliding, La Raspa footwork • Each time the music stops, the students must stand on a poly spot. • One poly spot will be removed after each time the students are moving to the music. • Students must share poly spots. 	<p>“Stop, look and listen to the teacher.”</p> <p>Music: “Rock Around the Clock”</p> <p>“This is where we will always enter and exit the cone classroom during my lesson.”</p> <p>Eye contact, self-space, move at own pace, no physical contact</p> <p>“Some part of your body must be touching a poly spot when you stop.”</p>
<p>Transition 1 minute</p>	<p>“It’s time to start our trip around the world. The first country we will travel to is very close, and we can drive our cars there. When I say <i>O/e</i>, walk out of the cone classroom, line up behind (student name) and</p>	

	get ready to go to drive to the first place we are going to visit. <i>Ole.</i> "	
<p>Activity #2</p> <p>La Rasna (Mexican Hat Dance)</p> <p>6 minutes</p>	<p>La Rasna (Mexican Hat Dance)</p> <p>Students will travel to Mexico by driving their cars (sorted round objects for steering wheels) and performing locomotor movements counter clockwise two laps around the outside of the cone classroom (walk, power walk, jog) to the teachers command.</p> <p>Students will freeze when they reach the entrance to the cone classroom after the second lap and listen to the music from the country they will be visiting (Mexico).</p> <p>Teacher will ask students if they know which country the music comes from.</p> <p>Students will walk into the cone classroom and stand around a sombrero in groups of four. Students will greet one another by saying "Hola".</p> <p>Teacher will demonstrate dance steps to Mexican Hat Dance.</p> <p>Students will practice the dance without music, then music will be added.</p> <ol style="list-style-type: none"> a. Heel touch, heel touch, heel touch, clap, clap, repeat four times, then 1) walk in a circle to the right, walk in circle to the left, 2) hold buddies' hands and circle right (slide), switch and circle left (slide); 3) lock elbows with student next to them and swing to the right, then switch elbows and swing to the left. <p>When the music stops, prepare students to leave Mexico. Goodbye in Spanish is "Adios".</p>	<p>Safety: Put on your seatbelts. Pass on the outside. Personal space. Eye contact. Always observe the speed limit (will vary throughout the activity). Keep your hands on the steering wheel.</p> <p>"Mexican Hat Dance"</p> <p>Show students the Mexican flag.</p> <p>"Join hands with one buddy. Now join hands with two other buddies and form a circle around a sombrero."</p> <p>"Sombrero" means hat in Spanish.</p> <p>Say "hello" to your buddies in Spanish. "Hola."</p> <p>Show me where your heels are.</p> <p>Say "goodbye" to your buddies in Spanish. "Adios."</p>
<p>Transition</p> <p>1 minute</p>	<p>"The next place we're going to visit is across the ocean, so we need to travel by boat. When I say <i>Aloha</i>, walk out of the cone classroom, climb into the boat (buddy bungee) and get ready to set sail. <i>Aloha.</i>"</p>	

<p>Activity #2 Hawaiian Hula 6 minutes</p> <p>Motor Obj. #2</p> <p>Affective obj. #1</p>	<p>Hawaiian Hula</p> <p>Students will paddle a "boat" across the ocean (walk together inside the buddy bungee CCW around the outside of the cone classroom at least one time).</p> <ul style="list-style-type: none"> • Hold bungee with one hand and paddle with free hand. • Switch when your arm gets tired. <p>As students approach the entrance to the cone classroom, Hawaiian music will begin to play. Students will freeze and step out of the buddy bungee. Students will be asked to identify what type of music they hear.</p> <p>Students will choose a buddy and give their buddy a Hawaiian lei to wear before they enter the cone classroom.</p> <p>Students will walk into the cone classroom and stand on poly spots placed in a semi-circle and say "Aloha" to their buddies.</p> <p style="text-align: center;">T</p> <p>The teacher will demonstrate the hula dance and explain to students that hula dancers tell a story with their hands.</p> <ul style="list-style-type: none"> • Ocean: make waves • Rain: falling from sky to ground • Sun: outstretched arms reach up to form a circle • Fish: hand wiggles like swimming fish • Volcano: hands take lava from ground to eruption overhead • Mountain: form peaks of different heights • Love: like picking up a child and cradling him • Bird: graceful wing movements <p>Students will use their choice of hand movements to create versions of the hula and teach their dance to their teacher.</p> <p>When the music stops, prepare students to travel to Africa.</p>	<p>Teamwork, eyes up and looking for land</p> <p>Paddle fast when a big wave comes. Paddle slowly when the ocean is calm.</p> <p>"Tropical Dream" Show visual aid for Hawaii/Aloha.</p> <p>Leis are given as a sign of friendship.</p> <p>Hello and goodbye in Hawaiian is "Aloha" Say hello in Hawaiian to the person next to you.</p> <p>Where are your hips? Put your hands on your hips. Move hips from side to side; baby steps with feet; use hands to tell a story</p> <p>Say "goodbye" to a buddy in Hawaiian. "Aloha".</p>
<p>Transition 30 seconds</p>	<p>"Our next destination is on another continent, so we need to fly our airplanes across the ocean to get there. When I say <i>Aloha</i>, walk to the outside of the cone classroom, take your airplanes out of the hangers and get ready to fly to our next destination. <i>Aloha.</i>"</p>	

	<ul style="list-style-type: none">• Tell me how to say everything is okay in African.” <p>Students will give their classmates a high-5 and say good-bye in one of the languages they learned during their travels.</p> <p>Homework: “Tell someone at home how to say good-bye in another language and practice the dances you learned.”</p> <p>Class dismissed. <i>Aloha</i>.</p>	Hakuna Matata
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