**Physical Education Curriculum *Year One***

***2nd-9th Grade Unit: Tinikling(10 days)***

**Week One**

**Days One: Basic rhythm**

**Needed:**

**15 sets of chalk popes**

**Class set of Lummi sticks**

**Chalk**

**CD player**

**Music with “we will we will rock you” beat.**

**Introduce Tinikling: The dance we will be learning the next two weeks is called Tinikling. Tinikling is a dance from the Philippines. They used bamboo sticks for this dance. We will use PVC pipe instead.**

**Activity: Today everyone will learn the “slap, slap, clap” beat using the Lummi sticks. Use a variety of songs that have the same beat as “we will we will rock you” beat. Have the students practice the beat with their Lummi sticks. They should hit the ground twice then hit sticks together.**

**Day Two: Lummi sticks with a dancer**

**Needed:**

**15 sets of chalk popes**

**Class set of Lummi sticks**

**Chalk**

**CD player**

**Music with “we will we will rock you” beat.**

**Activity: Review the “slap, slap, clap” beat with the Lummi sticks.**

**Teach the basic step. Always start with the poles on your right side. Right foot in, left foot in, right foot out left foot lift. Left foot in, right foot in, left foot out, right foot lift. Have students practice the Basic step on the chalk poles.**

**Have students then get into groups of 4. 2 students will have Lummi sticks and will do the beat. The other 2 will do the basic step on the chalk poles. The 2 slappers have to be on the same beat.**

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| **Task** | **Cues** | **Challenge** |
| Learning the basic steps with their individual chalked poles. Students will start with the poles on their right side. Right foot will go in then the left, right foot out and lift the left. | Step Right (1)  Step Left(2)  Step Right, Lift Left (3, 4) | Doing the steps to my count |
| You will then step back down in the poles with left then right, step out left, lift right. | Step Left (5)  Step Right (6)  Step Left, Lift Right (7, 8) | Doing the steps to my count |
|  |  | Doing all 8 counts together |
| Slapping the beat while doing the steps over individual chalk poles. The beat goes: slap thighs, slap thighs, clap hands, hold. (the same beat as the song we will we will rock you) | Right, Left, Right  Left, Right, Left | Slapping the beat while doing the steps |
| With a partner, take turns practicing the steps just learned. Partner not practicing give your partner feedback on how they are doing. | Step Right  Step Left  Step Right, Lift Left  Step Left  Step Right  Step Left, Lift Right | Providing feedback to one another |
| In groups of three at the chalk poles, I want one person doing the steps over the chalked poles to the other two doing “we will we will rock you” Partners slapping need to be together when slapping. | Step Right  Step Left  Step Right, Lift Left  Step Left  Step Right  Step Left, Lift Right  (Slap, Slap, Clap) | Working in groups of three doing steps to the beat |
| Now try all of above with the poles. 3 people per set of poles. |  |  |

**Conclusion:**

1. What is the name of the dance we did today?
2. What country does Tinikling originate from? Philippines
3. How many people does it take to practice the dance? 3
4. Who can demonstrate the steps?
5. Who can demonstrate the beat we are working with? Slap, slap, clap

**\*Assessment: Observation.**

**Day Three: Straddle jump and Crossover**

**Needed:**

**Lummi sticks**

**Chalk**

**CD player**

**Music with “we will we will rock you” beat.**

**Activity: Students will review what they learned yesterday in groups of 4. 2 slappers 2 dancers.**

**Introduce the straddle jump and crossover. Have students practice first on the chalk poles. Then have students get in groups of 4 and have them repeat yesterday’s activity doing the straddle jump and crossover.**

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| **Task** | **Cues** | **Challenge** |
| Groups of two or three (my choice) The less skilled students will be paired up with the more skilled student and the more skilled student will teach them the basic step | Step Right  Step Left  Step Right, Lift Left  Step Left  Step Right  Step Left, Lift Right | Peer teaching |
| Learning the straddle jump at their individual chalk poles. Students will start with the poles on their right side. Student jumps in the middle of the sticks twice, and then out and straddle. This is the first 4 counts. | In, In, Out | Doing steps to my count |
| Second four counts student jumps in the straddle twice and then to the other side (student ends up with poles on their left) | Out, Out, Side | Doing steps to my count |
| Learning the crossover jump at their individual chalk poles starting on the left side of poles (right foot should be closest to pole) Student steps in with right foot, steps across body with left to other side of poles, lift right and step out with right. (Like a right forward pivot in basketball) | Right, cross left, lift, pause | Doing steps to my count |
| Step back In with right, cross back left, lift right and step right. (Like a right reverse pivot in basketball.) | Right, Left cross back, Right, step | Doing steps to my count |
| Practice both steps with a partner. The less skilled students will be paired up with the more skilled student and the more skilled student will help them learn the new steps | In, In, Out  Out, Out, Side  Right, cross left, lift pause  Right, cross back left, right, step | Peer Teaching |
| Groups of three, practice at the chalk poles with one jumper and two people slapping and clapping the beat. | In, In, Out  Out, Out, Side  Left, Right, Left  Right, Left, Right | Practicing with a group |
| Add in the poles | In, In, Out  Out, Out, Side  Left, Right, Left  Right, Left, Right | Practicing with poles |

**Closure:**

1. What country did this dance originate from? (Philippines)
2. What was the name of the steps we did today?
3. Can someone demonstrate the basic step?
4. Can someone demonstrate the straddle step?
5. Can someone demonstrate the crossover step?

**Dress back.**

**\*Assessment: Observation.**

**Day Four: Introduce sticks**

**Needed:**

**15 sets of Tinikling poles**

**Chalk**

**CD player**

**Music with “we will we will rock you” beat.**

**Activity: Review the 3 steps learned with Lummi sticks. Then introduce the poles. Discuss how to properly hold the poles (make a C with your hand, do not put your fingers all the way around the pole). Running through others areas is unsafe. Proper tennis shoes required. Sticks are to never come above your head.**

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| **Task** | **Cues** | **Challenge** |
| Groups of two or three (my choice) The less skilled students will be paired up with the more skilled student and the more skilled student will teach them the basic step | Step Right  Step Left  Step Right, Lift Left  Step Left  Step Right  Step Left, Lift Right | Peer teaching |
| Practicing the straddle jump at their individual poles | In, In, Out | Doing steps to my count |
|  | Out, Out, Side | Doing steps to my count |
| Practicing the crossover jump at their individual chalk poles | Left, Right, Left | Doing steps to my count |
|  | Right, Left, Right | Doing steps to my count |
| Practice all three steps with a partner as a routine. (2 Straddle, 2 basic, 1 crossover repeat) The less skilled students will be paired up with the more skilled student and the more skilled student will help them learn the new steps | In, In, Out  Out, Out, Side  In, In, Out  Out, Out, Side  Right, Left, Right,  Left, Right, Left  Repeat  Right, Cross left, lift step right,  Right, cross back left, lift step right. | Peer Teaching |
| Groups of three, practice at the poles with one jumper and two people slapping and clapping the beat. | Repeat above | Practicing with a group |

**Closure:**

1. What country did this dance originate from? Philippines
2. What was the name of the steps we did today?
3. Can someone demonstrate the basic step?
4. Can someone demonstrate the straddle step?
5. Can someone demonstrate the crossover step?

**\*Assessment: Observation.**

**Day Five: Jigsaw**

**Needed:**

**15 sets of Tinikling poles**

**Chalk**

**CD player**

**Music with “we will we will rock you” beat.**

**Activity: Using a deck of cards separate students into groups of 4. Today they will create a routine using the jigsaw teaching style. All the hearts will learn the straddle jump. The clovers will learn the straddle jump turn. The diamonds will learn the hop on one foot. The spades will learn the crossover. Once they have learned their step they will come back to their group to teach their group their dance step. Once all steps are learned they will put it in a routine.**

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| **Task** | **Cues** | **Challenge** |
| Jigsaw- straddle jump, straddle jump turn, hop on one foot, crossover  In groups of 4, individuals will learn their part of the routine then teach the steps to their group once they feel they are an expert at it. | Straddle jump turn:   * In, in, ½ turn straddle poles * Out, out, ½ turn straddle poles   Straddle turn   * In, in, out * Out, out, side   Hops on one foot   * Forward right, right, out left * Backward right, right, out left. | Learning individual steps then teaching them to their group |
| Teaching their group their steps |  | Peer Teaching |
| Practicing their routines |  | Practicing all steps as a routine |
| Perform in front of the class |  | Performing |

**Closure:**

1. Tinikling is a popular dance from where? (Philippines)
2. The word Tinikling comes from what type of animal? (Bird)
3. What is the correct movement pattern of the Tinikling poles? (tap, tap, slide together)
4. What’s the minimum number of people you need in a group? (3)
5. Can someone demonstrate all the steps we’ve learned in a routine?

**\*Assessment: dance routine**

**Day Six: 4 poles**

**15 sets of Tinikling poles**

**Chalk**

**CD player**

**Music with “we will we will rock you” beat.**

**Activity:**

**Have students practice routines of their choice. They must put at least 3 steps together for their routines and repeat the routine 3x then switch with partner in group.**

**Introduce Tinikling with 4 poles. Poles are crossed over each other. This requires 4 slappers, and a minimum of 1 jumper, maximum of 4. Slappers start at the same time and jumpers start at the corners. Jumpers can experiment jumps of their choice. They can practice the basic, straddle jump turn, straddle jump, cross over, and hop on one foot. They can attempt to do these on the side or in the middle of all 4.**

**Skill test: Each student will be individually tested on the basic, straddle jump, crossover, straddle ½ jump turn and hop on one foot while other students are working on the previous activity.**

**\*Assessment: dance routine and skills test.**

**Closure:**

1. **Who can tell me how to do the crossover step?**
2. **Who can tell me how to do the hop on one foot?**
3. **Who can tell me how to do the straddle half turn jump?**
4. **How many people minimum do you need to perform with 4 poles?**

**Day Seven-Ten:**

**Needed:**

**15 sets of Tinikling poles**

**Chalk**

**CD player**

**Music with “we will we will rock you” beat.**

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| **Task** | **Cues** | **Challenge** |
| In groups of 3 or 4 groups will create their own routine to perform with 3 different steps for 30 counts or more (no more than 42) | Be creative | Designing their own routine |

**\*Assessment: Task sheet, and performances. Day 9 and 10, groups will perform their routines in front of the class. Day ten students will have a Tinikling quiz.**