

Name/Title: Frogz

Purpose of Event: Exploring various kinds of jumps and leaps. Practicing moving on varied levels and in different relationships with others. This lesson addresses National Dance Content Standard 1, also, 7 if it is connected to the study of frogs.

Prerequisites: Students should already understand how to move safely through general space. This lesson could take place as part of a general frogs study!

Suggested Grade Level: K-2

Materials Needed: Tambourine, waterlily pads (hoops may be substituted) around 3 ft in diameter (other non-slip objects, such as polypots, may be used)

Recommended music: 'Pink Panther' theme (H. Mancini) -- Any 'splashy' percussive music including teacher using tambourine. It can be fun to record water sounds with a portable recording machine prior to the project, or for kids to find objects to make frog and water sounds to dance to.

Beginning dance formation: Lily pads placed in a circle. Kids, one on each pad, wait for the tambourine sounded by teacher and jump like a frog to the next pad. It is fun and challenging to sound the tambourine in a sporadic, non-rhythmic way.

Description of Idea

Kids jump or leap at the same time to each pad in turn, stopping to catch a bug when the tambourine is shaken or the 'Pink Panther' theme does a trill sound (i.e. 2 slow leaps, 4 fast leaps and catch the bug). Change direction after the bug catch.

Jumping up and stretching high (reaching for a bug) into the middle, frog swimming actions back around a lily pad and seeing how many frogs can 'hide' from the rain on or under one pad.

Variations:

Slightly older pupils could try leap frog with a partner.

Pupils are encouraged to make big bullfrog shapes with their body and tiny tree frogs which 'climb up' a tree. According to the ability of pupils, you can include jumps on both feet, one to 2 feet, 2-1 foot and hops, straddling and star jumps, tuck jumps and jazzy frog positions such as knock knee and knee flapping movements.

Pupils make up a frogz friendz dance - pairs - where they dance using their lily pads and use the space around them; encourage each pair to find lots of different ways to use the space and use high and low moves.

Assessment Ideas:

Ask pupils to try 2 different jumps - one small, one big. Observe for an understanding of the differing effort needed to perform big and small movement.

After they perform, have the group describe different places they moved to, how they changed levels and directions. One group could watch another and be given a specific criteria to watch for, such as jumps or leaps on different levels.

Adaptations for Students with Disabilities:

Wheelchairs - can move slowly and quickly onto lily pads, reaching up and making climbing actions with arms and 'hopping' with hand arm and head actions, throwing a beanie frog to other pupils in time with the music (throwing up or across).

Most kids will be able to move in some way towards lily pads and different physical capabilities are easily integrated.

Submitted by **Kathie Hunwick** who teaches at Lighthouse Christian Academy in Victoria, WA. Thanks for contributing to PE Central! **Posted on PEC: 8/15/2004.**

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