

## Learning Snapshots

### STANDARD I

- I.1 Identify and demonstrate square dance steps, positions, and patterns set to music.

This lesson occurs during a square-dance unit. The students are divided into groups of eight. In each group, two students receive Card #1, two students receive Card #2, two students receive Card #3, and two students receive Card #4.

**CARD #1**

**Four Ladies Right-Hand Star/Four Ladies Left-Hand Star**

Four dancers move toward center of square forming a small circle with their sides to the center of circle.

Left or right arm (depending on the call) is raised.

All hands are touching, with elbows straight.

Four dancers move counterclockwise (left-hand star) or clockwise (right-hand star).

**CARD #2**

**Right and Left Through**

Couples 1 and 3 (or couples 2 and 4) walk forward and shake right hands with their opposites.

Couples walk pass the right shoulder of their opposite.

Couples release the hands of their opposites.

Couples join left hands with their partner in front of the gentleman's body.

Ladies place right hand on their right hip.

Gentlemen place right hand over ladies' right hand.

Partners pivot to the left for four steps to face the opposite direction.

Couples end up facing their opposite.

The process is usually repeated so that couples return to their home position.

**CARD #3**

**Ladies' Chain (call is side ladies' chain or head ladies' chain)**

Two couples face each other.

Gentlemen remain in place.

Ladies walk forward.

Ladies extend right hands to each other.

Ladies continue walking, passing right shoulders.

Ladies release hands.

Ladies give left hands to opposite gentlemen.

Ladies put right hands on right hips.

Gentlemen put right arms around ladies' waists.

Gentlemen put right hands on ladies' right hands.

Gentlemen pivot around with the ladies to the left in four steps.

Couples end up facing each other.

The call is usually repeated so ladies return to their home position.

**CARD #4**

**Grand Right and Left**

Everyone faces his or her partner.

Partners join right hands.

Gentlemen walk counterclockwise passing partner's right shoulder.

Ladies walk clockwise passing partner's right shoulder.

Partners release hands.

Gentlemen continue to walk counterclockwise for the remainder of the call.

Ladies continue to walk clockwise for the remainder of the call.

Everyone joins left hands with the person approaching.

Everyone walks forward, passing left shoulders with the person whose hand they are holding.

Everyone releases left hands.

**Grade Eight**

Everyone joins right hands with the person approaching.  
Everyone walks forward, passing right shoulders with the person whose hand they are holding.

Everyone releases right hands.

Everyone joins left hands with the person approaching.

Everyone walks forward, passing left shoulders with the person whose hand they are holding.

Everyone releases left hands.

Everyone joins right hand with the person approaching (their original partner).

Each pair reads its card, discusses how the call (series of movements) is performed, and practices the call. Once students have learned the call, they return to their group of eight and teach their call (step-by-step) to the rest of the group. When all students have learned the four calls, the teacher plays a song that includes the four calls. The teacher circulates through the class during the lesson, providing feedback.<sup>4</sup>

#### 1.4 Apply locomotor, nonlocomotor, and manipulative skills to team activities.

This lesson is part of an invasion sports or a speed-a-way unit. The teacher begins instruction with a review of throwing, catching, passing with feet, trapping, kicking, and lifting. The students are organized into groups of four with two on offense and two on defense. The offense starts with the ball near the goal line. Using the skills reviewed at the beginning of the lesson, the offense attempts to score against the defense. The player with the ball has several options: throwing the ball to the teammate who is positioned across the goal line, dropping the ball to the ground and kicking it to score, dropping the ball and passing it to the teammate who then kicks to score, or dropping the ball and lifting it to the teammate who then runs across the goal line to score. This standard can be taught in conjunction with Standard 2.5 (“Diagram, explain, and justify offensive and defensive strategies in modified and team sports, games, and activities”) by having the students diagram and explain the options they selected for scoring when playing offense.

### STANDARD 2

#### 2.6 Develop and teach a team game that uses elements of spin or rebound, designated offensive and defensive space, a penalty system, and a scoring system.

During seventh grade, the students learned the biomechanics related to spin and rebound. This standard asks students to develop their own team game that uses elements of spin or rebound. Every game has purpose, equipment, organization patterns, movements, limitations (rules and penalties), and at least one way to score. Game tactics or strategies (decisions about what to do in a competitive situation) are also a part of most team games and sports.

<sup>4</sup> Feedback is most effective when it is specific and positive or specific and corrective.

For this standard, the teacher devises a work sheet listing the components of a game. Students are organized into groups of four to create their own game. The students try their game to ensure that it works. Then the students teach their game to another group of four.

### STANDARD 3

#### 3.6 Participate safely in moderate to vigorous physical activity when conditions are atypical (weather, travel, injury).

This standard asks students to participate in moderate to vigorous physical activity on atypical days. Atypical days include those when the weather is bad, travel is required, or an individual has an injury. Students brainstorm options for participating in physical activity during these times as a link to Standard 4.2. Possible solutions may include working out indoors (e.g., gymnasium, fitness lab, mall) or, if injured, discussing modifications with a doctor. After an atypical day, the students report how they participated in moderate to vigorous physical activity.

### STANDARD 4

#### 4.3 Identify ways of increasing physical activity in routine daily activities.

The teacher creates a bulletin board in the gymnasium or locker room with a heading of "Ways to Increase Physical Activity." Students are asked to post their ideas, as pictures or words, over several weeks. During each class closure, the teacher takes time to discuss new additions to the bulletin board with the students.

### STANDARD 5

#### 5.7 Model support toward individuals of all ability levels and encourage others to be supportive and inclusive of all individuals.

The teacher asks students to brainstorm ways to include individuals with different strengths and weaknesses in their current activity (e.g., team sport, gymnastics). The teacher then sets up simulations (e.g., a volleyball game in which some students are good at spiking and some are good at setting, a basketball game in which a student in a wheelchair wants to participate) so students can practice including individuals of all ability levels in their activity. Throughout the lesson, the teacher circulates through the class and provides feedback to the students. During class closure, the teacher asks students to discuss ways to encourage others to be supportive and inclusive of all individuals.