

Unit Plan Outline

Needs Assessment

This two day tinikling unit plan is for the second grade students at Woodridge Primary School. They have had no previous experience with aerobic tinikling, although they know how to jump and land on one and two feet. They also have had exposure to other locomotor skills. Most of them can jump with a short rope, and they just finished a unit with long ropes. (Because we are using the tinikling cords, it will be similar to jumping over a jump rope). Socially, the students can work independently (from what I have observed).

Management Plan

Equipment Routines (distribution, during activity, collection):

Preparation- The tinikling cords will be laid out around the gym, two at a time, before the students arrive and/or outside the boundary lines (depending on the lesson).

Distribution- WISG, each group of 3 will move to a set of cords on the floor, put the ropes on their ankles, and look for directions.

Care- When I say FREEZE and/or when the music stops, the students will stop right where they are, take the cords off their legs, and take two scoots away from the equipment.

Clean-up- Each group will return the tinikling cords to their original places, and then walk back and sit on the center circle.

Management:

Rules:

- Respect
- Cooperate
- Hard Work
- Try Your Best

Consequences:

- Warning
- Your time out
- My time out
- Our Conference

Rules for Lesson:

- If a student has a question during activity, he/she must raise his/her hand and wait for me to walk over to his/her area.
- The established boundary lines apply (basketball court).

Grouping:

I will tell them to quickly find a partner and get to a pair of tinikling cords that are out around the gym. Then when it is time to put them into groups of three, I will take a few groups and have them split up to each join another group.

Safety:

- When switching enders, students must take 2 steps in from the green lines so no one gets hurt while taking the cords off.
- Jumpers and enders start after “Ready, Set, Go” so that everyone is in sync and no one gets caught in the rope.
- Everyone must stay in the established boundary lines and must walk around the outside of the gym so they don’t walk through a group’s routine.

Equipment Needs:

- cd/ cd player
- tinikling cords (2 per group of three)
- poster of tinikling bird, Philippines
- poster of tinikling sequences
- tape
- whistle
- scissors
- polyspots

Emergency Procedures:

Fire Drill:

- The students will line up quickly and quietly in a single file line at the door and walk to the nearest exit (the back door) where I will then take attendance.

Tornado Drill:

- The students will line up quickly and quietly in a single file line at the door and walk out into the hallway where they will get down on their knees against the wall and cover their heads.

Lock Down:

- The students will stop activity, set their equipment down, and go to the room across the hall. No one is to come in or out of the room until the signal is given.

Terminal Goal:

By the end of the two day aerobic tinikling unit, the students will jump/hop/step to a beat in a recurring pattern as both a “jumper” and an “ender” with and without the tinikling cords. These patterns will include the straddle jump (Out/Out/Together) as an “ender”, as well as the kangaroo jump (Jump Out, Jump In, Jump Out), the bunny hop (Hop Out, Hop In, Hop Out), the runner (Run, Run, Hop), and the basic step (RunR, RunL, HopR- RunL, Run R, HopL). If time, the students will create their own sequences and sync them to music. Through Q&A, the students will describe what pattern to use as an “ender” (Out Out Together), and what patterns can be used as a jumper (Hopscotch, Kangaroo, Bunny Hop, Runner, and Basic.). Also, they will be able to list where Tinikling originated (the Philippines), what the tinikling cords represent (bamboo sticks), and what animal each dancer is mimicking (tinikling bird). In addition, the students will demonstrate the traits of cooperation and teamwork by giving positive words of encouragement to others and by agreeing nicely to work with anyone whom asks.

Content Map

Psychomotor	Cognitive	Affective/Social
<p>Skills</p> <p><u>Jumping</u> -2 Feet, Land Soft, Balls of Feet -With/Without the tinkling cords -Timing with the music</p> <p><u>Hopping/Stepping</u> -1 Foot, Switch, Land Soft -With/Without the tinkling cords -Timing with the music</p> <p>Concepts</p> <p><u>Rhythm:</u> -Jump/step/hop to beat (3 beats in a measure) -Step/hop to beat without music -Step/hop to beat with music and cues -Step/hop to beat with music/no cues</p> <p><u>Patterns:</u> -“Enders”- Straddle Jump (Out/Out/Together) -“Jumpers”- -hopscotch step (Together/Together/Out) -kangaroo jump (Jump Out, Jump In, Jump Out) - bunny hop (Hop Out, Hop In, Hop Out) -runner (Run, Run, Hop) basic step (Run, Run, Hop and back) -(Basic with a partner) -(create your own pattern)</p>	<p><u>Origin of the Dance:</u> -Philippines -Tinikling Bird/Bamboo -Beats per measure (3)</p> <p><u>Steps in Each Pattern:</u> -“Enders”- Straddle Jump (Out/Out/Together) -“Jumpers”- -hopscotch step (Together/Together/Out) -kangaroo jump (Jump Out, Jump In, Jump In) - bunny hop (Hop Out, Hop In, Hop Out) -runner (Run, Run, Hop) basic step (Run, Run, Hop and back)</p> <p><u>Safety Concerns:</u> -“Enders” 2 steps in while switching -Away from walls & others -Head up, eyes open -Walk around the outside</p> <p><u>Routines/Rules/Consequences/Rewards</u> -See management plan</p>	<p><u>Cooperation:</u> -Follow instructions and routines given by teacher -Talk respectfully with teacher and peers -Respect the equipment -If someone asks to be your partner, agree nicely.</p> <p><u>Teamwork:</u> -Communication between jumpers and enders -Give encouragement to peers -Take turns at each position (jumper and ender)</p>

Block Plan

Day 1	Day 2
<p>-Lesson Focus: Basic tinikling steps: without and then with the tinikling cords.</p> <p>-Objectives:</p> <p>1. [P1] Individually, the students will jump/hop/step in the given patterns (Out/Out/Together), (Together/Together/Out), (Jump Out/Jump In/Jump Out) etc. to a steady beat without and then with music.</p> <p>2. [P1] In pairs, the students will jump, mirroring each other in an Out/Out/Together pattern to a steady beat without and then with music.</p> <p>3. [P1] Students will jump/hop/step in the given patterns (Together/Together/Out), (Jump Out/Jump In/Jump Out) etc. in and out of the moving tinikling ropes to a steady beat for at least 5 consecutive jumps.</p> <p>4. [C2] During Q&A, the students will list where tinikling started (Philippines) and what the ropes/jumpers represent (Bamboo/Tinikling Bird) without the prompts of a teacher.</p> <p>5. [A5] During the class period, the students will demonstrate respect for themselves, their classmates, and the equipment by using kind words of encouragement and setting the equipment down gently on the stop signal.</p> <p>6. [A5] The students will demonstrate cooperation by agreeing nicely to work with any other classmate whom asks during the class period.</p> <p>-Outline: <u>Intro:</u> Welcome, introduce Philippines, practice steady beat (tapping on laps).</p>	<p>-Lesson Focus: Basic-complex tinikling with the tinikling cords to increase Heart Rate.</p> <p>-Objectives:</p> <p>1. [P1] Individually, the students will jump/hop/step in the given patterns (Out/Out/Together), (Together/Together/Out), (Jump Out/Jump In/Jump Out), etc. to a steady beat without and then with music.</p> <p>2. [P1] Students will jump/hop/step in the given patterns (Together/Together/Out), (Jump Out/Jump In/Jump Out), etc. in and out of the moving tinikling ropes to a steady beat for at least 10 consecutive jumps.</p> <p>3. [C2] During Q&A, the students will list the pattern of the basic step (Run, Run, Hop- and back), the Hopscotch step (In/In/Out), the kangaroo step Jump In/Jump Out/Jump In), etc. successfully without the prompts of the teacher.</p> <p>4. [A5] During the class period, the students will demonstrate respect for themselves, their classmates, and the equipment by using kind words of encouragement and setting the equipment down gently on the stop signal.</p> <p>5. [A5] The students will demonstrate cooperation by agreeing nicely to work with any other classmate whom asks during the class period.</p> <p>-Outline: <u>Intro:</u> Review basic steps from the previous day, review enders and jumpers, practice the steady beat again by tapping their hands on their legs.</p> <p><u>Activity1:</u> The students get back into their</p>

<p><u>Activity 1:</u> Students jump/hop/step over an “X” to the steady beat given by the teacher using the Out/Out/In pattern.</p> <p><u>Activity 2:</u> Students perform the same pattern to music, with cues to help with the steady beat.</p> <p><u>Activity 3:</u> Students get partners, practice “ender” jumps in sync to the beat given by the teacher (Out/Out/Together). After a few minutes, pinpoint a successful pair and introduce the tinikling cords using them as a demo. Students add tinikling ropes within each pair, split up a few groups to create groups of 3, and practice jumping in sync. The third group member counts aloud/keeps the beat and practices with them (with out the cords).</p> <p><u>Activity 4:</u> Practice the Hopscotch jump again without the cords. Then, try the Hopscotch pattern (Together/Together/Out) with the Enders jumping at the same time (Out/Out/Together).</p> <p><u>Activity 5 (If time):</u> Introduce different patterns (Kangaroo, Bunny Hop, Basic Step, Runner, Basic with a Partner, Create your own)</p>	<p>groups of 3 (rotating enders and the jumper), and practice the hopscotch step. kangaroo, the bunny hop, the runner, and the basic step. (As far as they got during the previous lesson). Then, after a few minutes, I will pinpoint/teach a new group the next step (Wherever they left off the previous day) and the other groups can then try it.</p> <p><u>Activity 2:</u> I will introduce the next step (and the students will practice in their groups of three.</p> <p><u>Activity 3:</u> Students are given an opportunity to create a routine as a group to show to the class at the end of the period. They may also create new steps or use any of the previously learned steps. (Emphasize that routines have a beginning, a middle, and an end).</p> <p><u>Activity 4:</u> Students show the class their group routines 2 or 3 at a time.</p>
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Instructional Materials

-This video clip would show the students what Tinikling with Bamboo Sticks would look like.
<http://www.youtube.com/watch?v=62zfIM45skY>

-Also, I will have a picture of the Philippines and the Tinikling Bird with Bamboo Sticks to show the students what they look like.

Assessment

During this two day Tinikling unit, I will assess the students by:

- Observing to see if they are jumping/hopping/stepping to the steady beat.
- (Through Q&A) assessing to see if the students understand the origins/details of tinikling.
- Checking for Understanding after every instructional segment and demonstration.

NASPE National Standards for Physical Education

NASPE Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities

Because this standard deals with the psychomotor domain, every warm-up and activity targets this standard in some way. The students are learning different jumping/hopping/stepping patterns and combining/performing them. Also, in the warm-ups the students are practicing their locomotor movements (which helps them create their own patterns later in the lessons).

NASPE Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

This standard (measuring cognitive knowledge) is addressed in both lessons during the instructional segments, the demonstrations, and the verbal checks for understanding. During these sections the concepts and skills are explained, and cues are given to help the students become successful.

NASPE Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

This standard (affective) is targeted throughout each lesson as concepts like rule following, teamwork, and cooperation are emphasized at all times. The students are reminded that they must respect others and the equipment. In addition, they are taught to be respectful of others by taking turns at each position and working with anyone whom asks him/her.

Resources:

Lane, C. & Langhout, S. (1998). *Multicultural folk dance guide: Volume two*. Champaign, IL: Human Kinetics Publishing. Pp. 27-32.

National Association for Sport and Physical Education. (2004). *Moving into the future: National standards for physical education*. Reston, VA: NASPE Publications.

Pittman, A. M., Waller, M. S., & Dark, C. L. (2005). *Dance a while: a handbook of folk, square, contra, and social dance*. San Francisco, CA: Pearson Education Inc. Pp. 375-379.

Tinikling Video. (n.d.) Retrieved from Youtube.com on January 18, 2009 at

<http://www.youtube.com/watch?v=62zfIM45skY>