

# Lollipop

## *Lesson Plan*

**Resource:** 50 Fitness Activity GIFs

**Unit:** Choreographed Dance

**Grade(s):** 2

**Lesson:** 5 of 5

## H&PE Curriculum Expectations

**2015 H&PE Curriculum Expectations:** 1.4, A1.1, A2.1, A3.1, B1.3

**2019 H&PE Curriculum Expectations:** B1.1, B2.1, B3.1, C1.3

## Learning Goals

By the end of this lesson, students will be able to:

- demonstrate sequences consisting of various locomotor movements, travelling in different directions, pathways and speeds
- participate actively and safely in dance activities as they apply relationship and social skills.

## Safety Requirements

Refer to the [Ontario Physical Activity Safety Standards in Education](#).

## Equipment List

- 1 sticky note per student
- Audio equipment and “Lollipop” available on the Stand By Me movie soundtrack
- **Teacher Resource: Rubric**

- [Teacher Resource 4: Active and Safe Participation Ladder: Self-Assessment](#)
- [Appendix: Stretches](#)

## Warm-Up

Students will gradually increase their heart rate by participating in the following activity.

- Have students scatter around the activity area.
- Lead a dance from a previous lesson. Consider using a student favourite or Rock Steady (from Lesson 2).

## Minds On

Share and clarify lesson Learning Goals in student-friendly language.

- Introduce the basic grapevine step: step sideways with right foot, step behind with left, then out again with right. Have students practise moving to both the right and the left.
- Encourage students to bend their knees to make steps easier.
- Instruct students to move around the gymnasium jogging and sliding. Call out “grapevine” and students practise grapevine step. Encourage students to keep their heads up and to take small steps so their feet do not get tangled.
- Students practise the grapevine step moving along lines in the gymnasium. When they meet another person, students shake hands, step off the line, pass each other, then step on again and continue moving.

## A&E - Minds On

Teacher observation of students’ demonstrated knowledge and application of active and safe participation

## Action

### Lollipop

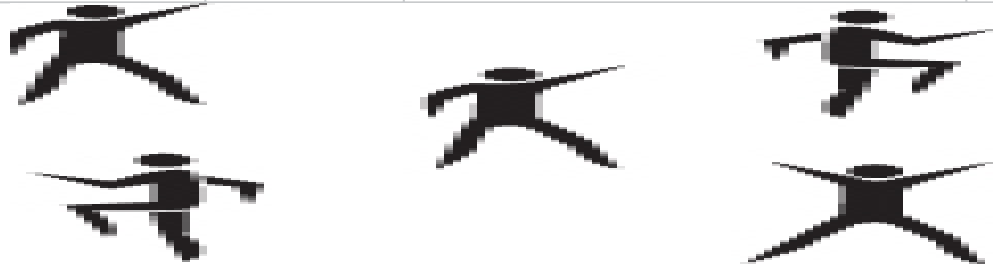
- Have students scatter around the gymnasium.
- Play the music “Lollipop” which is available on Stand By Me movie soundtrack

- Introduce one part of the dance at a time, beginning with “Lollipop” chorus.
- Encourage students to stretch their arms to make exaggerated actions.

Song Cues	Counts	Action	Cue Words
“Lollipop, lollipop, oh, lolli lollipop ... ”	2 beats	Right hand up high, fingers stretched out.	Up
	2 beats	Right hand out to side, fingers stretched out.	Out
	2 beats	Right hand down at side, fingers stretched out.	Down
	2 beats	Right hand out to side, fingers stretched out.	Out
	8 beats	Repeat with left hand.	
“Pop” boom, boom, boom		Repeat with both hands.	
		Hands up two more times – Pop hands up on word ‘pop’.	Pop

		Twist and bend knees going down, down, down.	Down
"...loves you all the time..."	4 beats	Grapevine right, left, right, left (clap on the last left).	Walk, walk, walk
		Grapevine left, right, left, right (clap on the last right).	
	24 beats	Repeat three times.	
"lollipop..."	24 beats	Repeat Lollipop chorus.	
	32 beats	Twist – high, low, on one foot, turning around.	Twist
	8 beats	Backward struts four steps.	Back, back...
	8 beats	Forward struts.	Forward...
	8 beats	Backward struts.	Back...
"lollipop..."	8 beats	Forward struts.	Forward...

	24 beats	Repeat Lollipop chorus.	
		Reach arms up to pose at the end.	



## A&E - Action

Teacher observation of students' demonstrated knowledge and application of locomotor movements and safety, using Teacher Resource: Rubric

## Cool-Down

Students gradually decrease their heart rate to a resting rate by participating in the activity below. Students should also stretch the body parts that have been active throughout the lesson. See Appendix for stretches.

- Students cool down by stretching their arms up and holding, stretching their arms across their chest, and stretching to the ground.
- Instruct students to sit on the floor. Have them stretch forward and twist to stretch behind.
- Ask students to hold each stretch for 15 – 30 seconds.

## Consolidation

Photocopy and enlarge Teacher Resource 4: Active and Safe Participation Ladder: Self-assessment and post it on the wall.

Write students' names on a sticky note. Have students attach their sticky note on the ladder at the level they feel they participated.

Rungs of the ladder are:

- I am active and act safe all the time.
- I am active and act safe most of the time.
- I am active and act safe sometimes.
- I need help and reminders to be active and act safe.

## A&E - Consolidation

Teacher observation of students' self-assessment of their level of active participation

## Ideas for Extension

### Be My Partner

- Play any music with a strong beat.
- Have students practice another dance with a clapping sequence with their partner.
- Encourage students to do the clapping sequence below, and then to make up their own sequence.

Counts	Action	Cue Words
8 beats	Walk forward eight steps.	Walk forward
8 beats	Walk backwards eight steps.	Walk back
8 beats	Face partner and do-si-do (passing right shoulders).	Do-si-do
8 beats	Right elbow swing with partner swing.	
	Clapping sequence with partner:	

1 beat	Clap right hand with partner.	Right
1 beat	Clap left hand with partner.	Left
2 beats	Clap both hands with partner for two times.	Both both
4 beats	Slap own thighs for four times.	1-2-3-4

- Variation: After elbow swing, students could move to face another partner.

## Next Steps

Students will apply locomotor movements to various other activities or games.

## Notes to Teacher

- Consider playing a variety of music to encourage various movements from students.
- The music “Lollipop” is available on Stand By Me movie soundtrack. It is sung by the Chordettes.
- The grapevine step can be challenging. The focus of this lesson is for students to move continuously and to practice following instructions. If the grapevine step is too challenging, encourage students to simply walk to the side without crossing their feet.

## Do-si-do

- Students face a partner, walk past their partner passing right shoulders, step to the right while back to back with partner, back up to original spot returning to face partner. Students can practice doing a do-si-do right and a do-si-do left.