

Hop on the Bus

Years 2-4

Level 2

Duration 6 lessons

The 'Walking School Bus' becomes a Dancing School Bus!

This unit could be used to support a Road Safety study.

Road rules are identified and discussed and the 'Walking School Bus' scheme is introduced. (The 'Walking School Bus' scheme is a new initiative that encourages children to walk to school under supervised care.)

The student uses selected road rules and locomotor movement in a variety of dance activities and, in groups, create their own 'Hop On the Bus' dances.

Key Competency

Relating to Others Students will interact with their peers in a variety of contexts. The Dance activities offer challenges that require the students to share ideas, listen to different points of view and negotiate. The final dance is a collaborative group activity.

Resources:

Ministry of Education Wall Charts

www.travelwise.org.nz/WalkingSchoolBus/

www.nzherald.co.nz - Article and photo of a Walking School Bus - June 8, 2007 PageA2

www.itsa.govt.nz/road-user-safety/features/road-signs.html

Traffic lights - red, amber, green

30 Cones

Dance Teachers Tool Kit (see

http://arts.unitec.ac.nz/resources/units/dancing_competencies/tool_kit/): Dance Vocabulary Cards - Locomotor movement, Pathways, Body Bases, Levels; Using the Dance Vocabulary Cards; Oral Responses Cards; A Dance Review 1, 2 or 3

Tambourine

Music suggestions: Kiwi Kidsongs 14

Achievement Objectives

Developing Practical Knowledge in Dance (PK): Level 2

Explore and identify through movement the dance elements of body, space, time, energy and relationships

Developing Ideas in Dance (DI): Level 2

Use the elements of dance in purposeful ways to respond to a variety of stimuli

Communicating and Interpreting in Dance (CI): Level 2

Share dance movement through informal presentation and identify the use of the elements of dance

Specific Learning Outcomes

The student will:

- Learn selected Road Rules
- Perform locomotor movements on different levels and with different body bases (PK)
- Use the Dance element of Energy to vary locomotor movement (PK)
- Move in formation with others (PK)
- Perform a variety of different turning movements (PK)
- Create a variety of shapes alone and with others (DI)
- Compose a short dance with others about a school bus (DI)
- Compose a short dance using a road rule (DI)
- Perform a short dance for the class (CI)
- Reflect on their own and other's dances (CI)

Suggested Learning Sequence

1. How do we travel to school each day?

Look at a photo of a Walking School Bus.

What are they doing? How are the children on the bus feeling? How can you tell? Who is driving the bus? Who are the people helping to keep the bus on the footpath?

A class discussion follows as to what a Walking School Bus is, whether there are any established within the school and who catches it.

Which is your left hand? Touch your left foot/ear/knee.

What does 'Keep Left' mean? Why is it a necessary rule? Why should we try and use the rule on the footpath as well as the road?

2. Make a Walking School Bus on the playground. Different ways of walking

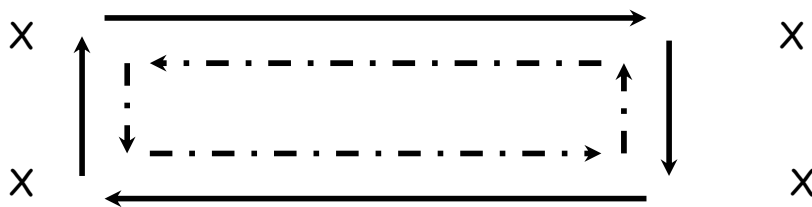
The teacher leads (or encourages different children to lead) the class around the playground in 2 rows.

- Walk quickly as if you can't wait to get to school
- Walk slowly as if you are very tired
- Walk as if you have a very heavy school bag
- Walk as if you have a sore toe
- Walk as if you have a sore heel
- Invent a new walk
- Copy someone else's new walk

3. Keep Left! Learning road rules

The class stays on the playground. The teacher marks out a long and narrow pathway (about 2m wide and 10m in length) with 4 cones.

Arrange the class into 2 lines and rehearse 'keeping left' while moving in opposite directions up and down the 'footpath' as shown in the diagram below.



Change leaders with the shake of the tambourine.

Introduce different forms of locomotor movement: skipping, hopping, walking backwards, hands and feet (if the surface is smooth), galloping, walking sideways

See Dance Vocabulary Cards (see

http://arts.unitec.ac.nz/resources/units/dancing_competencies/too

l_kit/dance_vocabulary_cards.doc) and Using the Dance Vocabulary Cards (see http://arts.unitec.ac.nz/resources/units/dancing_competencies/too_l_kit/using_cards.php).

4. **Give Way to the right**

Set out 4 cones in a large square on the playground. Organise the class into 4 lines. The leaders of each group decide on the locomotor movement the group copies. Allow the lines to travel anywhere within the space marked by the cones but each time they come close to another group on their right (an intersection), they must stop and give way. Each time they stop, the leader goes to the back and the second in line becomes the new leader, who decides on a new form of locomotor movement.

This activity could be formalised with cones set out to create specific pathways to follow.

5. **Traffic Lights**

Refer to Dance Vocabulary Cards and Using the Dance Vocabulary Cards for more ideas.

This activity can be performed inside or outside.

The students work individually and watch the teacher (or a delegated student) who holds up one of the traffic lights.

Green = Go, using a specified locomotor movement

Amber = get ready to stop - slow down

Red = Stop in an interesting shape

Variations:

- The teacher shakes a tambourine to determine the speed of the movement - fast shaking = fast movement; slow shaking = slow motion etc.
- Introduce locomotor movement on different levels
 - A cat running up the footpath - 2 hands at once, then 2 feet
 - A double-decker bus on the road - a big, upright body shape
 - You on a skateboard - moving sideways, sliding
 - A leaf rolling down the road

- Travelling in pairs
 - Beside, behind (shadow), connected - holding hands, joined at the hip, shoulder to shoulder, ankle to ankle
- When the red light is held up, make a shape of a car with another person

6. On and off the School Bus

Set up a 'School Bus Route' using 6-8 cones, with the last one being the school.

Allocate 4 students to each of the cones except the last one and give each group a number.

Each group is given 3 minutes to create an interesting 'Bus Stop' shape using everyone in the group. They have to stay in this shape until the 'School Bus' comes to collect them.

The teacher calls out a number and this group forms a 2x2 formation and walks to the closest group (or one specified by the teacher).

They collect the next group, who line up in a 2x2 formation behind the others, and move onto the next bus stop.

Continue until all the bus stops have been visited and the bus arrives at the school.

The bus then turns around, and the last group to join the bus becomes the lead. They drop the other groups off as they visit each bus stop. When a group is dropped off, they form their 'bus stop shape' once more and hold this until everyone is back in their original places.

Variations:

- Change the locomotor movement at every bus stop
- As the bus arrives at each stop, the new group joins the front instead of the back so that the leaders are constantly changing.
- Use music - fast, slow, modern, classical and the students choose their own form of locomotor movement
- Make different 'bus stop' shapes each time groups are waiting. Encourage the students to use different **body bases** - lying

down, knees, bottoms, hands and feet, etc and to make narrow, wide, twisted shapes

7. 'Hop on the Bus' Dance

The students create a short dance using the ideas previously explored.

Music suggestion: Kiwi Kidsongs 14 - Tracks 14, 15 or 16

Groups of 4 are formed and each group is allocated an area to work in and 5 cones or markers. (The groups could create their own signs for this activity)

- They mark out a dance area with the 5 cones (or signs) in an interesting formation. The cones are Bus Stops and the last one is 'School'. This is the 'Bus Route'
- The students number each Bus Stop
- Each student stands beside one of the cones and makes an exciting shape. The students should be encouraged to use different body bases to create their shape - not just feet.
- Bus Stop 1 travels to the second stop using a locomotor movement of choice. He/she collects Bus Stop 2, who joins the front of the bus and they move in a new way to Bus Stop 3. This continues until all 4 Bus Stops have been visited and the bus arrives at 'School'.
- The group then decides what they like most about school and creates a new shape (or short movement phrase if they are able) to represent it. Some examples may be: Visual Art - big painting movements, or a picture frame; Sitting at desks; a tree they sit under; a lunch box!
- This shape is held for 8 counts, and then the dance is reversed until everyone is back at their 'Bus Stop' in the original (or new) shape.

8. Rehearsal and Performances for the class. Refer to the Dance

Teachers Tool Kit for discussion questions (see

http://arts.unitec.ac.nz/resources/units/dancing_competencies/tool_kit/oral_cards.php). Others could include:

- What kinds of locomotor movement did they use?
- What do you think they liked to do at school?

- When did they change levels?
- How did you decide where your bus travelled?
- Which locomotor movement was the easiest to perform?
- Which was the hardest? Why?

9. Evaluation sheet - See end of unit

Assessing the Learning

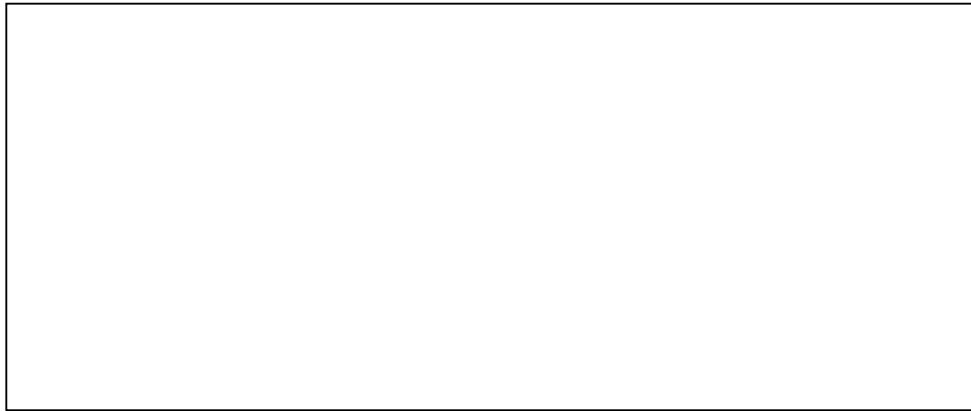
- Student Evaluation sheets from the 'Hop On The Bus' dances (See below)
- A Dance Review (see http://arts.unitec.ac.nz/resources/units/dancing_competencies/tool_kit/dance_review.doc) 1, 2 or 3 - Dance Teacher's Tool Kit
- Teacher feedback during Step 7
- Assessment sheet as follows:

Hop On The Bus	Beginning	Achieved	Developed
Name_____			
LO 1 Perform locomotor movements on different levels and with different body bases (PK)			
LO2 Perform a variety of different turning movements (PK)			
LO3 Compose a short dance using a road rule (DI)			
LO4 Reflect on their own and other's dances (CI)			
Comments:			

My 'Hop on the Bus' Dance

Name _____

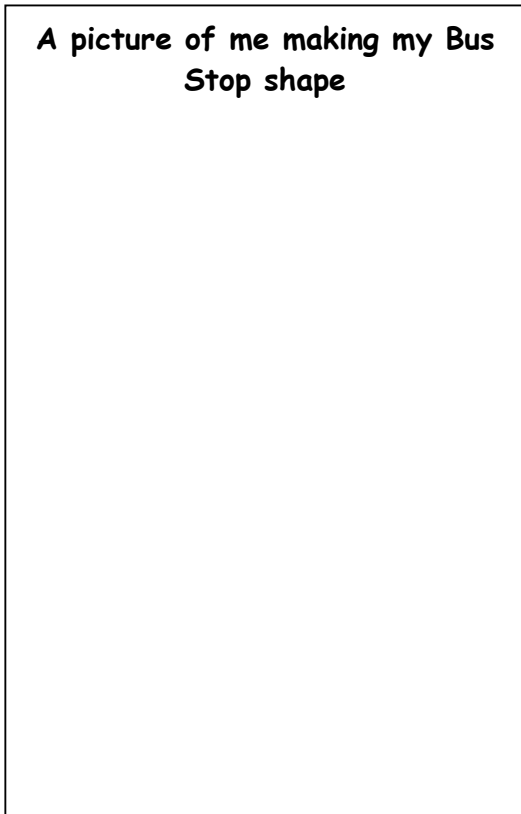
This was our Bus Route



2 locomotor movements I used

- _____
- _____

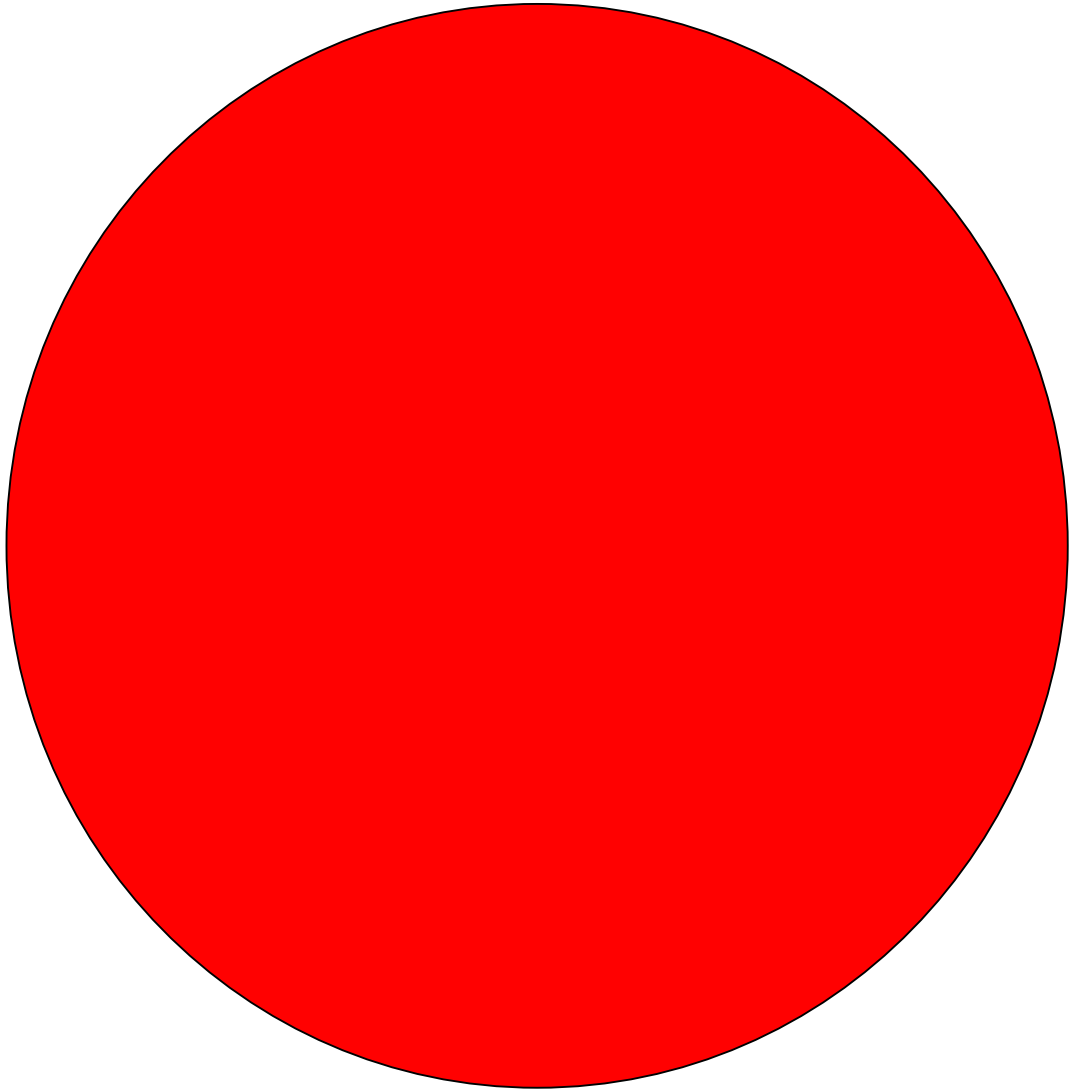
**A picture of me making my Bus
Stop shape**



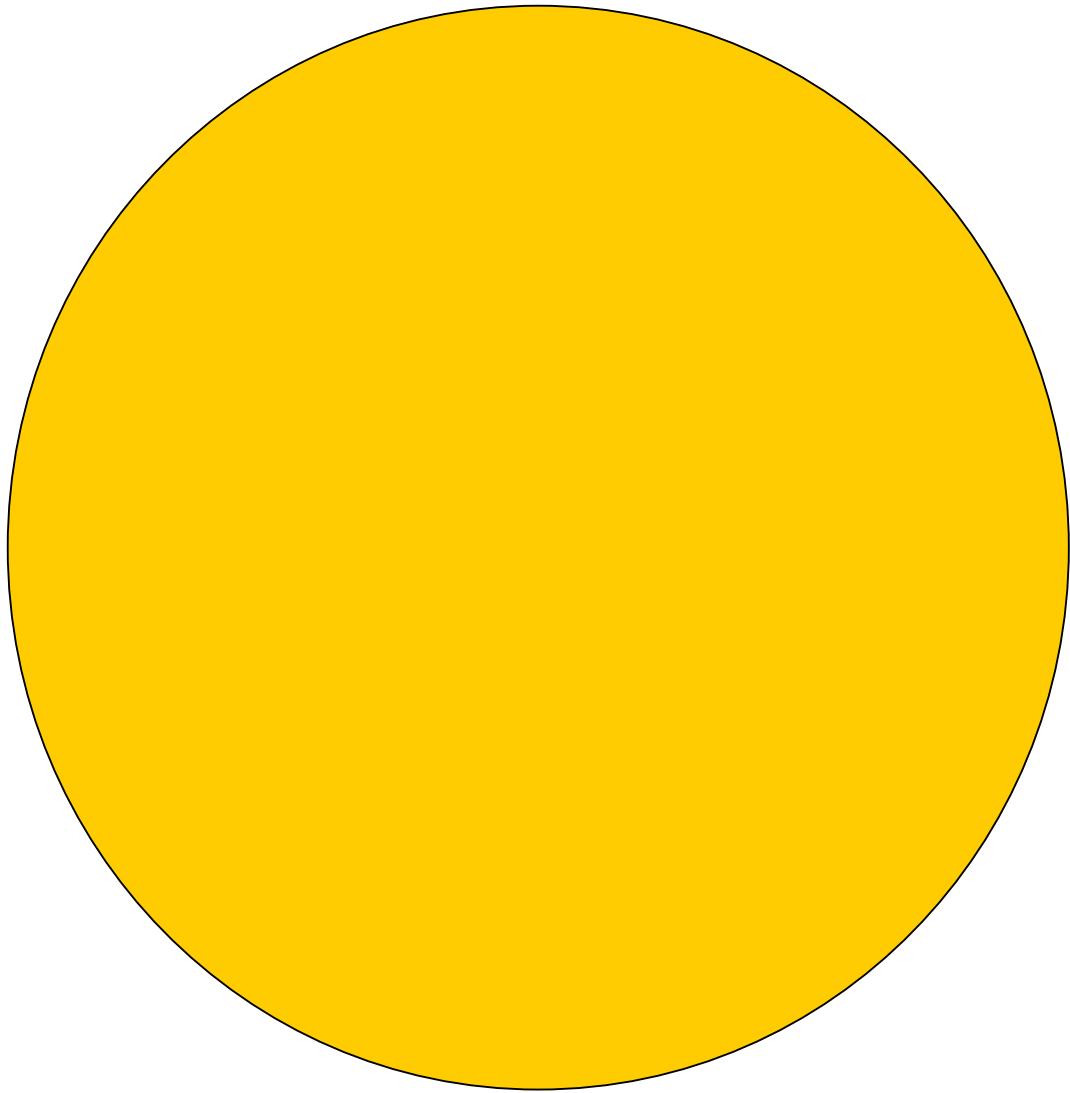
**A picture of our group making our
'School' shape**



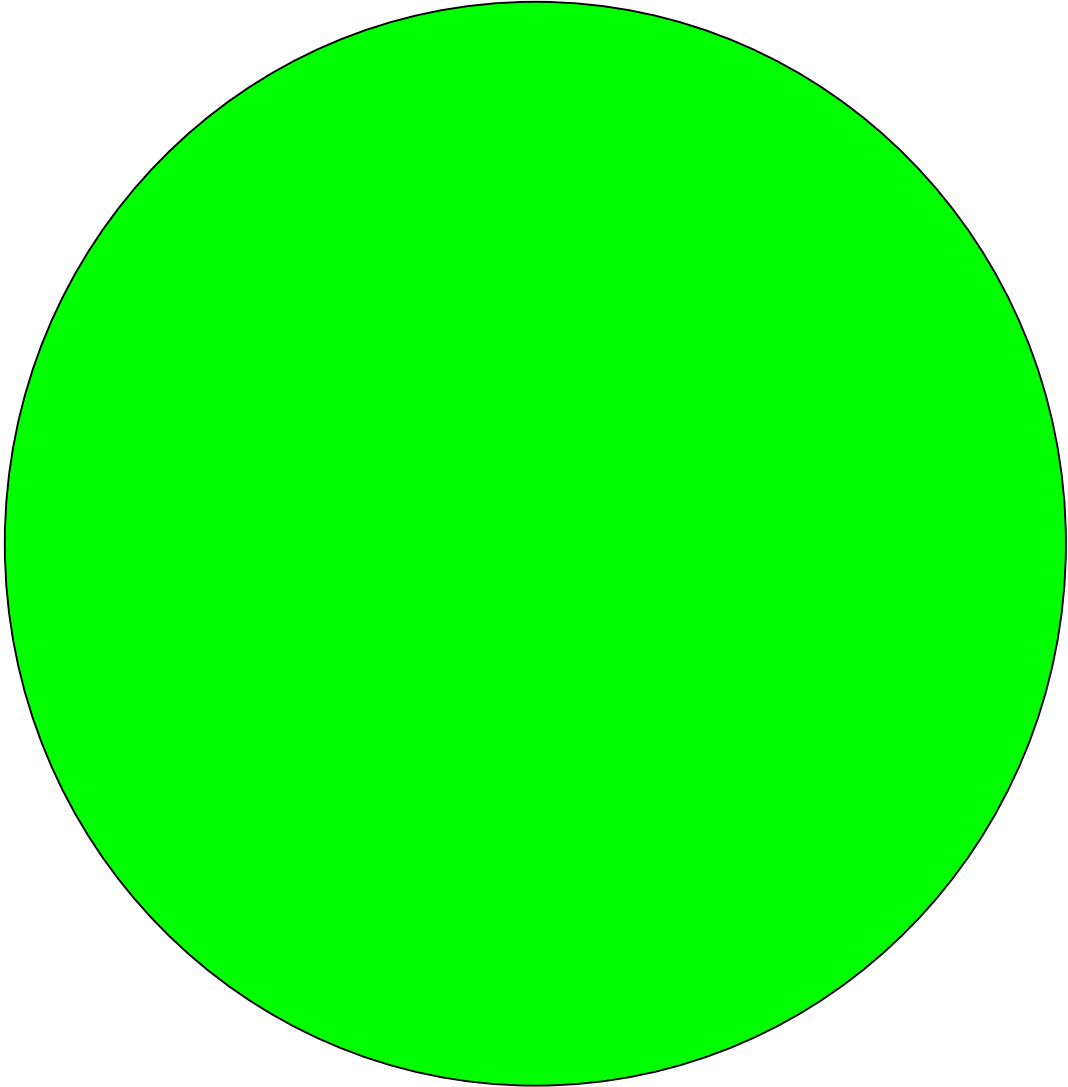
The most interesting part was when _____



STOP



Slow down to
Stop



GO