



CANADIAN OLYMPIC ACTIVITY CHALLENGE



BREAKING

In the early 1970s, Black and Puerto Rican youth started dancing in streets of New York City. Their unique style was a combination of gymnastics, martial arts, and improvised moves. It quickly became known as breakdancing, and it became a key element of hip-hop culture.

The name Breaking refers to the breakbeat of a song. Imagine your favourite song, but there is a part where the music simplifies to just beats and rhythms—that's what we call the break. DJs found these breaks in songs and played them over and over, making them longer so people could dance more. That is how Breaking got its name. Dancers started dancing on the Breakbeat.

DJs would use two turntables to mix these breaks together, making a whole new sound for people to show off their best dance moves, like spinning on their heads or doing quick footwork. This cool way of mixing music and dancing was one of the first steps in creating hip-hop.

Breaking's first Olympics was at the Buenos Aires 2018 Youth Olympic Games, and it was a huge hit! Paris will be Breaking's debut at the Olympic Games, and it promises to be popular in a host country that adores its hip-hop culture. The International Olympic Committee added Breaking to draw in more young fans.

Athletes will compete in both men's and women's categories, showcasing their skills in battles. These battles are judged on technique, originality, and how the dancers interpret the music. These are intense head-to-head competitions, and the breakers try to impress the nine judges with their amazing footwork, creative power moves, and freezes to the beats of hip-hop, funk, or breakbeat music. The judges vote to select the winner of a round or battle.

As breaking continues to evolve, it remains a powerful expression of youth culture and creativity, embodying the spirit of innovation that defines the Olympic Games.

To learn more about Breaking visit, www.breakingcanada.ca or learn more about all dance styles at <https://www.dancesport.ca/>



SCHOOL PROGRAM



FEATURED ATHLETES



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PHILIP KIM/PHIL WIZARD

Philip Kim was only 12 years old when he saw the Breaking group Now or Never (N.O.N) perform on the streets of Vancouver. He was immediately hooked and started watching YouTube videos to learn the moves. While in high school, he would excuse himself to the washroom to practice his dance moves. He was fortunate to have been trained by local dancers and eventually started to compete. It was there that he gained the stage name Phil Wizard.

Phil heads into the Paris 2024 Olympic Games as one of the medal favourites in Breaking. In 2023, he represented Canada at the Pan Am Games in Santiago, winning gold. He is also a gold and silver medallist at the WDSF World Breaking Championships.

To learn more about Philip please visit olympic.ca



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TIFFANY LEUNG/B-GIRL TIFF

Tiffany Leung had been a gymnast in her youth, but never thought of Breaking until she saw some girls breakdancing at university. She was already 18 when she decided to give it a go. It didn't take long for her start to make a name for herself and her unique style of dancing. Born in Toronto, Tiffany, or B-Girl Tiff as she is known, placed fifth in the World Games in 2022 and fourth at the World Dance Sport Federation Pan American Championships. She has overcome a series of concussions and hopes to compete at Paris 2024.

To learn more about Tiffany please visit olympic.ca

BREAKING ACTIVITIES




Play the accompanying video produced by *Breaking Canada* to introduce the sport of *breaking* to your class and get your students motivated!

Described below are Daily Physical Activity breaking activities that can be used in the classroom and gym. Have fun!


FIND THE BREAKBEAT

Breakbeats are not just for dancing; they're also used in making hip-hop music. Some parts of old songs are reused in new songs to keep the beat going strong. These famous beats are like the heartbeat of hip-hop music and dancing, connecting people who enjoy this energetic and fun style.

This activity is aimed at listening to the music and finding the rhythm that Breakers use to dance.

 **Participants :** whole Class

 **Space:** gym or classroom

 **Equipment :** Stereo or speaker for a cell phone

SET UP:

Find breakbeat track (search on YouTube)

ACTIVITY DESCRIPTION:

The object is to familiarize students with how dancers count from 1-8 and with counting them in from "5, 6, 7, 8." These are skills they learn from listening to music and becoming familiar with the beat.


Here's a simple activity you can do to introduce the Breakbeat to students.


- Start by playing a breakbeat track. These can be found on YouTube. Let the students listen to it for a little while to get a feel for the rhythm.
- Clap on the Snare Drums: Explain that snare drums usually hit on the even counts. You'll help them find these by counting.
- Stomp on the Other Drums: Other drum sounds, like the bass drum, will be on the odd counts. This will help them feel the full rhythm of the breakbeat.
- Count to 8: Teach the students to count to 8 repeatedly, as this is a common pattern in breakbeats and many other music forms.
- Clap on Even Numbers: Yell «5, 6, 7, 8» to lead in, then have the students clap their hands on the even numbers (2, 4, 6, 8). This helps them get accustomed to finding and feeling the beat.
- Stomp on Odd Numbers: Once they're comfortable, introduce stomping their feet on the odd numbers (1, 3, 5, 7). This adds another layer to their understanding and feeling of the rhythm.


ACTIVITY EXTENSIONS:

- Practice switching between clapping on even numbers and stomping on odd numbers without stopping the count or the music. This will help internalize the breakbeat rhythm.
- Gradually introduce other simple dance moves or body percussion elements to the count, enhancing their coordination and ability to express rhythm through movement.

THE BASIC TWO STEP

 **Participants :** whole Class

 **Space:** gym or classroom

 **Equipement :** Stereo or speaker for a cell phone, video player

SET UP:

Find dance music and set up video player to show demonstration video




ACTIVITY DESCRIPTION:


Learning the basic two-step is essential in hip hop for mastering the «hip hop bounce,» which involves getting used to bending your knees as you bounce side to side. Once students have this rhythm you can build upon that bounce to progress to the basic top rock.

1. Find your starting position. Stand up straight with your feet shoulder-width apart, keeping your arms relaxed at your sides.
2. Listen to the music and find the beat. On the count of one, step out to your right side with your right foot.
3. On the count of 2, Bring your left foot to meet your right foot, closing the gap. Place your feet together, as you maintain the bend in your knees.
4. On the count of 3, shift your weight to your right foot, preparing to move in the opposite direction. Step out to your left side with your left foot.
5. On the count of 4, bring your right foot to meet your left foot, closing the gap. Return to your starting position with feet shoulder-width apart.
6. Repeat this to continue the sequence, stepping right and left in time with the music. Practice the move several times to get comfortable with the rhythm and steps.

BASIC TOP ROCK

 **Participants :** whole Class

 **Space:** gym or classroom

 **Equipement :** Stereo or speaker for a cell phone, video player

SET UP:

Find dance music and set up video player to show demonstration video




ACTIVITY DESCRIPTION:


1. Find your starting position. Stand up straight with your feet shoulder-width apart, keeping your arms relaxed at your sides.
2. Your first move is the Cross Over. On the count of 1, hop slightly to initiate the movement. On the count of 2, after you land, cross your left foot over your right foot. Allow your arms to swing naturally to maintain balance and add style.
3. On the count of 3, hop back to your initial position, with your feet shoulder-width apart. Reset your arms to their relaxed, starting position.
4. On the count of 4, cross your right foot over your left foot. Your arms should continue to swing in coordination with the leg movements.
5. Repeat this to continue the sequence, alternating the foot that crosses over each time. Practice the move several times to get comfortable with the rhythm and steps, ensuring each movement is synchronized with the beat of the music.


TIPS:

- As you practice you can add your own style with your arms. For beginners it's easiest just to follow the legs as you go. For example, when returning to the starting position, dancers can keep their arms in.
- When crossing over, arms can spread out roughly 45 degrees.

KICK OUTS

 **Participants :** whole Class

 **Space:** gym or classroom

 **Equipement :** Stereo or speaker for a cell phone, video player

SET UP:

Find dance music and set up video player to show demonstration video



[YouTube Link](#)

ACTIVITY DESCRIPTION:

1. Find your starting position (Zero Position). Begin by crouching down, balancing on the balls of your feet. Keep your knees bent and your body leaned slightly forward for balance.
2. On the count of 1, place your left hand on the ground to your side for support. Kick both feet out to the right side (or front) pivoting on your heels.
3. On the count of 2, quickly hop back onto the balls of your feet, returning to the crouched zero position.
4. On the count of 3, place your right hand down for support. Kick both feet out to the left side, similar to the first kick out.
5. Continue the sequence, alternating the direction of the kick outs.
Practice the move several times to establish a smooth flow and rhythm.

TIPS:

- To make it easier, you can just kick out without having to land on your heels.
- When one hand is down, the opposite hand can be up over your head, elbow bent for style and balance.

BRINGING IT TO THE CLASSROOM

It is difficult to think of Breaking without thinking of hip-hop music. Use the Internet to learn about hip-hop culture. You will learn how there are important parts of the culture such as rapping, DJing, breaking, and graffiti art. In groups of two or three, compose a rap. If time permits, have each group perform it for the class.