

Confident

SOLs:

Physical Education

Skilled Movement

- 1.1 The student will demonstrate the correct critical elements (small, isolated parts of the whole skill or movement) of locomotor, non-locomotor, and manipulative skills.
 - a) Demonstrate critical elements used in the locomotor skills of walking, running, hopping, jumping and landing, galloping, leaping, skipping, and sliding.
 - b) Demonstrate critical elements used in non-locomotor skills (e.g., bending, pushing, pulling, stretching, turning, twisting, swinging, swaying, rocking, balancing, and rolling).
 - f) Demonstrate moving to a rhythm by keeping time to a simple beat, using a variety of locomotor and non-locomotor skills.

Movement Principles and Concepts

- 1.2 The student will demonstrate improvement in locomotor, non-locomotor, and manipulative skills while applying the movement concepts.
 - a) Demonstrate pathways, levels, tempo (speed), force, directions, and relationships when performing locomotor skills.
 - b) Demonstrate tempo (speed), levels, and flow when performing non-locomotor skills.

Personal Fitness

- 1.3 The student will participate regularly in moderate-to-vigorous physical activities that cause increased heart and breathing rates.

Responsible Behaviors

- 1.5 The student will demonstrate, with little or no adult intervention, safe and cooperative behaviors in physical activity settings.
 - a) Work cooperatively with peers for short periods of time.
 - b) Incorporate safety rules learned in physical education.

Health

Violence Prevention

- 1.1 The student will identify the basic components and functions of human body systems and the importance of safe practices, positive interpersonal relationships, and environmental health.
 - p) Describe personal space and boundaries for oneself and others.



- 1.2 The student will explain that good health is related to healthy decisions.
 - p) Explain how to listen and use words to respond to and solve problems.
- 1.3 The student will identify specific rules and practices to promote personal safety and socially responsible behaviors.
 - o) Demonstrate responsible behaviors when interacting with others.
 - p) Demonstrate best ways to solve social problems.

Objectives/Goals

- I can describe “personal space” and boundaries while working with or in proximity to others.
- I can demonstrate good listening skills.
- I can explain how to use words to respond to others appropriately.
- I can demonstrate how to work well with others and how to solve problems appropriately.

Materials

- Video of *Dance Confident*, by Tammy Hanna - [LINK](#)
- Music of *Confident*, by Demi Lovato
- Video recording device- optional
- *PE Metrics* assessment rubric - optional
- Example rubrics provided - optional
- Student Peer Assessment - optional

Lesson Steps: Video Outline

Step 1 Introduction & Connections to Health Content

- Provide discussion with students about personal space.
- Identify a variety of different areas and situations around school and at home that use personal space and general space.
- Have students practice using social distancing of about 6 feet, and/or 3 feet.
- Explain how to calmly, kindly ask for more personal space.

Step 2 Basic Steps

- Use the linked video to lead students in learning dance.

Step 3 Practice

- Allow students to follow the practice section of the video.

Step 4 Closure

- Ask students how they felt about their personal space while dancing.
- Ask students to give examples of how to calmly, kindly ask for more personal space.

- Ask students if they have ever had a situation where they were not working well with others. How did they handle the situation? How can they apply the techniques learned today in future situations?

Assessments

- Student performance, both formative and summative, can be measured using a rubric. The instructor may comprise their own rubric using a likert scale, the rubrics provided or rubrics in *PE Metrics*.
 - Pre - have students learn the dance with the instruction section of the video, then watch and video record students practicing.
 - Allow students to use the practice segment of the video as a warm-up or part of future lessons in your unit.
 - After several practice sessions of the dance, record and post assess student performance
- Video recording is a valuable tool in assessment, especially when the class size is large and viewing all students at the same time is difficult. The instructor may review at their own pace, allowing for more accurate scoring.
- Creating a Flipgrid platform for students to submit performances is also another option. This is ideal for assessment when providing virtual or asynchronous instruction.
 - Create a free account with Flipgrid.com
 - Make an individual “Group” for each class. (This will help you to keep classes organized.)
 - Within the “Group” create a “Topic” for your Pre Test, and Create another “Topic” for your Post Test. Once you have created the instructions and details for one class you can use that as a template for all others to save time.
 - Application of Flipgrid can be used in class if computers are available (ex. a center or station activity), virtually or as homework asynchronously.
- Peer assessment is also another option. This can be done in student pairs with attention to specific criteria.
 - Each student has a paper that a partner completes on their performance of the dance. Partners take turns in watching the each other and complete the *Dance Peer Assessment* form
- Self assessment at the end of practice is also an option for quick feedback of student competency and affect.
 - Each student uses the *Dance Personal Assessment* form to reflect on their own performance of the dance.

Accommodations & Extensions

- During initial instruction, have students follow and mirror the video.
 - For novice or unconfident movers you can stop and replay instruction points of each section until students are comfortable with each movement phrase.
 - Repetition is key to quality reproduction. Make sure to give plenty of time for practice.
 - Place confident “leader” students on the perimeter of the dance space; right, left and behind the majority of the group. Kinesthetic proximity is a wonderful tool in guiding others so surround novice movers with students that can help guide them in their movements.
- Once competency is reached, the instructor may have students perform this dance at a special event (ex. PTO night, school performance, etc.).
- For student creativity and expression, have students give input on:
 - Class formation - design of dancer placement in the dance space. (ex. straight lines vertically, straight lines horizontally, staggering lines with windows, pyramid, circle, square, etc.)
 - Substitute one or two dance moves in the phrase, replace with other movements that the students choose. You can provide choices from existing moves they already know (ex. Fortnite, jazz, line dance, etc.) or they can make their own.

Resources/References

- Dance Notation

Confident, Choreography by Tammy Hanna

(Starts after trumpets.)

Dance Routine Pattern:

Intro, Part A, 1st ½ B, A, full B, C, A without kicks, end

Intro

3 right and left hip rocks, slide to the right (1, 2, 3, 4, 5, 6, 7&8)

3 left and right hip rocks, slide to the left (1, 2, 3, 4, 5, 6, 7&8)

Part A (Verse)

Step left, kick-hold right, step right, left, right – Arms overhead to down low on kick (1-2, hold 3-4, step 5, 6, 7, 8)



Step right, kick-hold left, step left, right, left – Arms overhead to down low on kick (1-2, hold 3-4, step 5, 6, 7, 8)

Repeat right and left – 2 sets of 8- counts

Jerk right, left, right, left (1-2, 3-4, 5-6, 7-8)

Step right corner, left corner, right home, left home, right corner, left corner, right home, left home (1, 2, 3, 4, 5, 6, 7, 8)

Repeat – 2 sets of 8-counts

Jump feet apart, arm overhead, head back, head up, right arm down hip rock, left arm down hip rock (1, 2, 3, 4, 5-6, 7-8)

Repeat 3 more times – 3 sets of 8-counts

Part B (Chorus)

(First half is with slow hip rocks, second half is with quick hip rocks)

Feet apart, arms low in front, arm low behind, repeat low in front, low behind – slow hips on 2-count rock (1-2, 3-4, 5-6, 7-8)

Continue arms low in front, arm low behind, arms scoop overhead and down sides – slow hips on 2-count rock (1-2, 3-4, 5-8)

Repeat 2 sets of 8-counts

Repeat phrase with quick hips, rock on every beat but arms continue on every 2 beats (1, 2, 3, 4, 5, 6, 7, 8, 1, 2, 3, 4, 5, 6, 7, 8)

Repeat 2 sets of 8-counts with quick hips

Part C (Bridge or Break)

Kick forward, walk/skip in half circle to (1-2, 3, 4, 5, 6, 7, 8, 1, 2, 3, 4, 5, 6, 7, 8) 2 sets of 8-counts

Slide right, rock step, slide left, rock step, repeat (1&2, 3, 4, 5&6, 7, 8) 2 sets of 8-counts

Strike pose and hold, strike 2nd pose and hold (1, hold 2-8, 1, hold 2-8) 2 sets of 8-counts

Feet apart, side hip rocks as arms go out to sides and overhead claps, total of 8 claps (1-2, 3-4, 5-6, 7-8, 1-2, 3-4, 5-6, 7-8) 2 sets of 8-counts

Jump and clap with hands over head, total of 8 claps (1, 2, 3, 4, 5, 6, 7, 8) 1 set of 8-counts



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First Grade

- *PE Metrics-3rd Edition, Assessing Student Performance Using the National Standards & Grade-Level Outcomes for K-12 Physical Education*, SHAPE America, 3rd Edition, 2019, ISBN-13: 9781492526667
- Peer Assessment - [LINK](#)
- Self Assessment - [LINK](#)
- Rubric I - [LINK](#)
- Rubric II - [LINK](#)
- Flipgrid - <https://info.flipgrid.com/>