

Candidate's name: Joni Hesselgrave

Grade/Class/Subject:	Grade 5/6 Physical and Health Ed.	School:	Dragon Lake Elementary
Date:	February 2023	Allotted Time:	45 minutes
Topic/Title:	Dance		


1. LESSON ORIENTATION



Key resources: [Instructional Design Map](#)

<i>Briefly, describe purpose of lesson, and anything else to note about the context of lesson, students, or class, e.g. emergent learning needs being met at this time, elements of focus or emphasis, special occasions or school events.</i>
<p>This lesson is part of a dance unit that has students exploring a variety of movements and rhythms in a fun, safe, respectful environment. The focus is not on being/becoming the best dancer, but on experiencing something new in PE class, learning how our bodies move in different ways, and growing in the confidence to “Just Dance” – like no one is watching, because they won’t be – they will be watching the screen in order to follow along!! Everyone will be participating, unless they have a doctor’s note or a note from their guardian, so no one will be on the sidelines judging or making fun of others as they learn.</p> <p>It is important to remember that students have an array of different interests, abilities, perspectives, and goals, and responding to these encourages the development of positive behaviours that make sense to students and that are sustainable for life. This unit, therefore, is intended to be a break from the competitive team sports that normally consume PE class (volleyball, basketball, dodgeball, handball, kickball, floor hockey, etc.) and will give those students who do not enjoy such activities (either because they are not competitive or they lack the skills and worry they are letting their team and peers down) an opportunity to shine and experience something that interests them.</p> <p>Throughout the unit, students will learn a variety of dances—everything from country line dancing (Boot Scootin’ Boogie) to hip hop line dancing (Cha Cha Slide), from Indigenous dancing to African dancing to Russian dancing, and everything in between.</p> <p>Students will be encouraged to practice the dances at home, with their families and friends, and to take what they learn to the dance floor if/when they have the chance—at weddings, family functions/parties/gatherings, etc.</p>

2. CORE COMPETENCIES

Key resources: <https://curriculum.gov.bc.ca/competencies>

Core /Sub-Core Competencies (check all that apply):	Describe briefly how you intend to embed Core Competencies in your lesson, or the role that they have in your lesson.
<input checked="" type="checkbox"/> COMMUNICATION – Communicating <input checked="" type="checkbox"/> COMMUNICATION – Collaborating <input type="checkbox"/> THINKING – Creative Thinking <input type="checkbox"/> THINKING – Critical Thinking <input type="checkbox"/> THINKING – Reflective Thinking <input type="checkbox"/> PERSONAL AND SOCIAL – Personal Awareness and Responsibility <input checked="" type="checkbox"/> PERSONAL AND SOCIAL – Positive Personal and Cultural Identity <input type="checkbox"/> PERSONAL AND SOCIAL – Social Awareness and Responsibility	<p> Communicating encompasses the set of abilities that people use to impart and exchange information, experiences, and ideas; to explore the world around them; and to understand and effectively use communication forms, strategies, and technologies.</p> <ul style="list-style-type: none"> • Students will be active listeners, make connections, and ask clarifying and extending questions when appropriate. • Students will share their thoughts and ideas on the dances and movements and try to connect them to others’ thoughts and ideas. • Students will communicate through movement, rhythm, and dance, and even song.

	<p> Collaborating involves the skills, strategies, and dispositions that people use to work together to pursue common purposes and accomplish common goals.</p> <ul style="list-style-type: none"> • Students will take on different roles within group dances and will work respectfully in the shared gym space. • Students will work with others to achieve a common goal and will evaluate their group processes and results. <p> Positive Personal and Cultural Identity involves the awareness, understanding, and appreciation of the factors that contribute to a healthy sense of oneself.</p> <ul style="list-style-type: none"> • Students will understand their strengths and celebrate them. • Students will recognize their stretches and work toward pushing themselves in healthy and positive ways. • Students will identify the skills, strategies, and dispositions that help them stay active and healthy, set goals, monitor progress, regulate emotions, respect themselves and others, manage stress, and persevere in difficult situations.
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3. INDIGENOUS WORLDVIEWS AND PERSPECTIVES

Key resources: First Peoples Principles of Learning (FPPL); [Aboriginal Worldviews and Perspectives in the Classroom](#)

FPPL to be included in this lesson (check all that apply):	How will you embed Indigenous worldviews, perspectives, or FPPL in the lesson?
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. <input checked="" type="checkbox"/> Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). <input type="checkbox"/> Learning involves recognizing the consequences of one's actions. <input type="checkbox"/> Learning involves generational roles and responsibilities. <input type="checkbox"/> Learning recognizes the role of Indigenous knowledge. <input type="checkbox"/> Learning is embedded in memory, history, and story. <input checked="" type="checkbox"/> Learning involves patience and time. <input checked="" type="checkbox"/> Learning requires exploration of one's identity. <input type="checkbox"/> Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations. 	<p>This unit brings together components of both physical and health awareness education, complementing First Peoples perspectives and worldviews that recognize the importance of balancing all components of one's well-being to maintain a healthy and safe way of life.</p> <p>The learning outcomes in this unit will take patience and time and students will be reminded that the dances and movements will get easier the more they practice, push themselves out of their comfort zones, and explore their identities.</p>

4. BIG IDEAS

Key resources: <https://curriculum.gov.bc.ca/>

(choose course under Curriculum, match lesson to one or more Big Ideas)

What are students expected to understand? How is this lesson connected to Big Idea/s or an essential question?
<ul style="list-style-type: none"> • Knowing what we enjoy doing and knowing about opportunities to participate in those activities helps us develop an active lifestyle (Grades 4-5). • Daily physical activity enables us to practice skillful movement and helps us develop personal fitness (Grades 5-6). • Physical literacy and fitness contribute to our success in and enjoyment of physical activity (Grades 6-7).

5. LEARNING STANDARDS/INTENTIONS

Key resources: <https://curriculum.gov.bc.ca/> (choose course under Curriculum)

Curricular Competencies: <i>What are students expected to do?</i>	Content: <i>What are students expected to learn?</i>
<p>In this unit, students are expected to DO the following:</p> <ul style="list-style-type: none"> Physical literacy <ul style="list-style-type: none"> Develop, refine, and apply fundamental movement skills in a variety of physical activities and environments. Apply methods of monitoring and adjusting exertion levels in physical activity. Develop and demonstrate safety, fair play, and leadership in physical activities. Identify and describe preferred types of physical activity. Healthy and active and living <ul style="list-style-type: none"> Participate in daily physical activity designed to enhance and maintain healthy components of fitness. Describe how students' participation in physical activities at school, at home, and in the community can influence their health. Identify, apply, and reflect on strategies used to pursue personal healthy-living goals. 	<p>In this unit, students are expected to KNOW:</p> <ul style="list-style-type: none"> Proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills. Movement concepts and strategies. Ways to monitor and adjust physical exertion levels. How to participate in different physical activities, including individual and dual activities, rhythmic activities, and games. Training principles to enhance personal fitness levels, including the FITT principle, and the SAID principle.

6. ASSESSMENT PLAN

Key resources: [Instructional Design Map](#) and <https://curriculum.gov.bc.ca/classroom-assessment>

<p><i>How will students demonstrate their learning or achieve the learning intentions? How will the evidence be documented and shared? Mention any opportunities for feedback, self-assessment, peer assessment and teacher assessment. What tools, structures, or rubrics will you use to assess student learning (e.g. Performance Standard Quick Scale)? Will the assessments be formative, summative, or both?</i></p>
<p>Students will self-assess their effort and participation and give themselves a mark out of 4 at the end of each PE class:</p> <ul style="list-style-type: none"> 1 = little effort and minimal participation 2 = some effort and mediocre participation 3 = good effort and satisfactory participation 4 = excellent effort and exemplary participation <p>The teacher will record student marks on an attendance sheet, making note of any student marks that are radically different from what they would have assigned.</p> <p>At the end of the unit, the teacher will assess each student's skill, cooperation/teamwork, and effort toward living a healthy lifestyle using the rubric provided below:</p>

Physical Education Rubric

	Extending	Proficient	Emerging	Developing
	4	3	2	1
Skill	Student always works hard to improve their skills. Student applies all elements of taught skills consistently in open situations. Student can apply advanced tactics.	Student always works hard to improve their skills. Student applies most elements of taught skills consistently in open situations. Student can apply learned tactics.	Student sometimes works hard to improve their skills. Student applies some elements of taught skills consistently in open situations. Student applies basic tactics and strategies.	Student rarely works hard to improve their skills. Student can apply elements of taught skills only in closed situations. Student applies limited tactics and strategies.
Cooperation and Teamwork	Student always demonstrates proper teamwork and fair play independently. Always: - follows activity rules/expectations - works positively with others - demonstrates respect - always participates - gives positive feedback to peers - includes others	Student always demonstrates proper teamwork and fair play independently. Always: - follows activity rules/expectations - works positively with others - demonstrates respect - participates	Student sometimes demonstrates proper teamwork and fair play independently. Sometimes: - does not follow activity rules/expectations - does not work positively with others - does not demonstrate respect - does not participate - does not include others	Student rarely demonstrates proper teamwork and fair play independently. Rarely: - follows activity rules/expectations - works positively with others - demonstrates respect - participates - includes others
Healthy Lifestyle	Student always shows evidence of leading a healthy, active lifestyle. Always: - challenges themselves and puts in an excellent effort in all PE and fitness activities - makes a healthy, active lifestyle meaningful - works towards personal fitness goals	Student always shows evidence of leading a healthy, active lifestyle. Always: - participates and puts in a good effort in all PE and fitness activities - makes a healthy, active lifestyle meaningful - works towards personal fitness goals	Student sometimes shows evidence of leading a healthy, active lifestyle. Sometimes: - does not participate in fitness activities - does not put a good effort into PE and fitness activities - does not work towards personal fitness goals	Student rarely shows evidence of leading a healthy, active lifestyle. Rarely: - participates in all PE and fitness activities - makes a healthy, active lifestyle meaningful - works towards personal fitness goals

7. DESIGN CONSIDERATIONS

Key resources: [Instructional Design Map](#)

Make brief notes to indicate how the lesson will meet needs of your students for: differentiation, especially for known exceptionalities, learning differences or barriers, and language abilities; inclusion of diverse needs, interests, cultural safety and relevance; higher order thinking; motivations and specific adaptations or modifications for identified students or behavioural challenges. Mention any other design notes of importance, e.g. cross-curricular connections, organization or management strategies you plan to use, extensions for students that need or want a challenge.

It is essential that all students be included in this lesson and this unit.

Effective UDL strategies, tailored to the classroom and students, will be utilized to ensure that all students are able to participate. Lessons will aim for a lively pace, consist of explicit oral and visual instruction, and be interwoven with technology to engage all learners.

Dances will be broken down into steps and repeated practice will allow students to master complicated movements and sequences within the dances.

Required preparation: *Mention briefly the resources, material, or technology you need to have ready, or special tasks to do before the lesson starts, e.g. rearrange desks, book a room or equipment.*

- Projector, internet access, sounds system, and gym space.
- *Boot Scoot* instructional video: <https://www.youtube.com/watch?v=gsWZBLzawjc>
- Brooks & Dunn's *Boot Scootin' Boogie* video: <https://www.youtube.com/watch?v=d05tQrhNMkA>
- *Cha Cha Slide* instructional video: <https://www.youtube.com/watch?v=I1gMUbeAUFw>
- *Mr. C The Slide Man - Cha Cha Slide Part 2* video: <https://www.youtube.com/watch?v=LI64R1bjN7U>
- *Important to Us*, N'WE Jinan Artists, instructional video: <https://learn.pl3yinc.com/courses/take/aboriginal-dancepl3y-resource/lessons/2951225-follow-along-video-important-to-us>
- School appropriate *Just Dance* videos:

- Waka Waka: https://www.youtube.com/watch?v=ZvYW_YMdif4
- Rasputin: <https://www.youtube.com/watch?v=2I1MXHJ9kLo>
- Moskau: <https://www.youtube.com/watch?v=OsR1gAfM-5w>
- Walk Like an Egyptian: <https://www.youtube.com/watch?v=iacS9EnsepM>
- What Makes You Beautiful: <https://www.youtube.com/watch?v=UQr79y06poU>
- That Power: https://www.youtube.com/watch?v=2AmWkD_Hv-8
- Dynamite: <https://www.youtube.com/watch?v=eughyYPoExk>
- Gangnam Style: <https://www.youtube.com/watch?v=AV1biKT426I>
- Uptown Funk: <https://www.youtube.com/watch?v=eYMni0l8g6Y>
- Gotta Feeling: <https://www.youtube.com/watch?v=m3402DZvbVU>
- Ghostbusters: <https://www.youtube.com/watch?v=PvihHfgmhAs>
- The Final Countdown: <https://www.youtube.com/watch?v=hfY4yl1fMkY>
- YMCA: <https://www.youtube.com/watch?v=YCDCwuGcEmA>
- Kung Fu Fighting: <https://www.youtube.com/watch?v=3blcf82Ck8A>
- Turn up the Love: <https://www.youtube.com/watch?v=rV-rOpkFWfA>
- Blue: <https://www.youtube.com/watch?v=YUYCiZaNgT0>
- Happy: <https://www.youtube.com/watch?v=YteMhrQvfCo>

8. LESSON OUTLINE

Instructional Steps	Student Does/Teacher Does (<i>learning activities to target learning intentions</i>)	Pacing
OPENING: <i>e.g. greeting students, sharing intentions, look back at what was learned, look ahead to what will be learning, use of a hook, motivator, or other introduction to engage students and activate thinking and prior knowledge</i>	<p>Cue ALL students that it is time for PE, referencing the visual schedule.</p> <p>When students are quiet and have eyes on, ask them to line up quietly with their gym strips and water bottles.</p> <p>When everyone is lined up, escort the class to the gym where they will change into their gym strip.</p> <p>Get the projector set up and ready to go with the instructional videos:</p> <ul style="list-style-type: none"> • <i>Boot Scoot</i> instructional video: https://www.youtube.com/watch?v=gsWZBLzawjc • <i>Cha Cha Slide</i> instructional video: https://www.youtube.com/watch?v=l1gMUbEAUFw • <i>Important to Us</i>, N'WE Jinan Artists, instructional video: https://learn.pl3yinc.com/courses/take/aboriginal-dancepl3y-resource/lessons/2951225-follow-along-video-important-to-us 	<p>Quick transition to lesson; interactive and lively pace. (5 min)</p>
BODY: <ul style="list-style-type: none"> • <i>Best order of activities to maximize learning -- each task moves students towards learning intentions</i> • <i>Students are interacting with new ideas, actively constructing knowledge and understanding, and given opportunities to practice, apply, or share</i> 	<p>I DO: Go over expectations—must participate, put in effort, be respectful and inclusive, drink water, monitor exertion levels, and be aware of body position. Review how they will be assessed—1 = little effort and minimal participation; 2 = some effort and mediocre participation; 3 = good effort and satisfactory participation; and 4 = excellent effort and exemplary participation.</p> <p>STUDENTS DO: Listen attentively.</p> <p>I DO: State that we will begin by learning two different line dances—a country line dance (the <i>Boot Scoot</i>) and a hip hop line dance (the <i>Cha Cha Slide</i>)—and an Indigenous dance (<i>Important to Us</i>).</p>	<p>Interactive, Responsive and lively pace. Redirect students who go off-task as needed. (35 min)</p>

<p><i>learning, ask questions and get feedback</i></p> <ul style="list-style-type: none"> • <i>Teacher uses learning resources and strategic opportunities for guided practice, direct instruction, and/or modeling</i> • <i>Can include: transitions, sample questions, student choices, assessment notes (formative or otherwise), and other applications of design considerations</i> 	<p>I DO: Play the instructional videos, pausing and repeating as needed to allow for students to follow along and get the steps/movements.</p> <ul style="list-style-type: none"> • <i>Boot Scoot</i> instructional video: https://www.youtube.com/watch?v=gsWZBLzawjc • <i>Cha Cha Slide</i> instructional video: https://www.youtube.com/watch?v=l1gMUbEAUFw • <i>Important to Us</i>, N'WE Jinan Artists, instructional video: https://learn.pl3yinc.com/courses/take/aboriginal-dancepl3y-resource/lessons/2951225-follow-along-video-important-to-us <p>WE DO: Follow the videos and learn the steps at an individual pace.</p> <p>I DO: Encourage and guide students; commend their effort and participation.</p> <p>I DO: If students have a good grasp of the line-dance steps, progress from the instructional videos to the following two video versions:</p> <ul style="list-style-type: none"> • Brooks & Dunn's <i>Boot Scootin' Boogie</i> video: https://www.youtube.com/watch?v=d05tQrhNMkA • <i>Mr. C The Slide Man - Cha Cha Slide Part 2</i> video: https://www.youtube.com/watch?v=LI64R1bjN7U <p>WE DO: Dance along, using what we have learned in the instructional videos.</p> <p>I DO: Encourage and guide students; commend their effort and participation.</p> <p>I DO: After sufficient time, inform students that we will now be moving into <i>Just Dance</i>, wherein we will learn a variety of different dances, from Russian to African and everything in between. We will come back to these dances multiple times throughout the unit with the hope of mastering them.</p> <p>I DO: Play a selection of the following videos:</p> <ul style="list-style-type: none"> • Waka Waka: https://www.youtube.com/watch?v=ZvYW_YMdif4 • Rasputin: https://www.youtube.com/watch?v=2I1MXHJ9kLo • Moskau: https://www.youtube.com/watch?v=OsR1gAfM-5w • Walk Like an Egyptian: https://www.youtube.com/watch?v=iacS9EnsepM • What Makes You Beautiful: https://www.youtube.com/watch?v=UQr79y06poU • That Power: https://www.youtube.com/watch?v=2AmWkD_Hv-8 • Dynamite: https://www.youtube.com/watch?v=eughyYPoExk • Gangnam Style: https://www.youtube.com/watch?v=AV1biKT426I • Uptown Funk: https://www.youtube.com/watch?v=eYMniOl8g6Y • Gotta Feeling: https://www.youtube.com/watch?v=m3402DZvbVU • Ghostbusters: https://www.youtube.com/watch?v=PvihHfgmhAs • The Final Countdown: https://www.youtube.com/watch?v=hfY4yI1fMkY 	
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	<ul style="list-style-type: none"> • YMCA: https://www.youtube.com/watch?v=YCDCwuGcEmA • Kung Fu Fighting: https://www.youtube.com/watch?v=3blcf82Ck8A • Turn up the Love: https://www.youtube.com/watch?v=rV-rOpkFWfA • Blue: https://www.youtube.com/watch?v=YUYCiZaNgt0 • Happy: https://www.youtube.com/watch?v=YteMhrQvfCo <p>WE DO: Follow the videos, dancing along and putting in a concerted effort to learn the moves.</p> <p>I DO: Encourage and guide students; commend their effort and participation.</p> <p>I DO: When there is 5 minutes left in the block, ask students to line up in front and give their participation mark out of 4.</p>	
CLOSING: <ul style="list-style-type: none"> • <i>Closure tasks or plans to gather, solidify, deepen or reflect on the learning</i> • <i>review or summary if applicable</i> • <i>anticipate what's next in learning</i> • <i>"housekeeping" items (e.g. due dates, next day requirements)</i> 	<p>Once all students have given their participation mark, they can get changed and line up.</p> <p>When everyone is lined up, quietly return to class where students can put away their gym strips.</p> <p>Remind students to wash their hands and ensure they have hydrated.</p> <p>Cue ALL students to move on to the next activity/scheduled task</p>	Wrapping it up! (5 min)

REFLECTION

<ul style="list-style-type: none"> • <i>Did any reflection <u>in</u> learning occur, e.g. that shifted the lesson in progress?</i> • <i>What went well in the lesson (reflection <u>on</u> learning)?</i> • <i>What would you revise if you taught the lesson again?</i> • <i>How do the lesson and learners inform you about necessary next steps?</i> • <i>Comment on ways you modeled & acted within the Professional Standards of BC Educators & BCTF Code of Ethics?</i> • <i>If this lesson is being observed, do you have a specific observation focus in mind?</i> 	<p>This lesson went extremely well and everyone, including myself, had a blast getting their “groove on” 😊</p> <p>The level of group participation and the individual effort put forth by students far exceeded my hopes or expectations. Students who do not play organized team sports and normally struggle to participate and keep up to their peers in PE activities like basketball, volleyball, and floor hockey, followed along and broke a sweat without the fear or worry of being left out, not passed to, missing the ball, not knowing the rules, etc. Students did not have to worry about being the most skilled player, the strongest player, or the fastest player; they could just let loose and have fun alongside their classmates. The group dances were especially popular and were excellent motivators to those students who may have just opted out or tried to hide in the shadows. This was especially true of one particular neuro-diverse student who was having extreme anxiety leading up to the lesson and who I was unsure would even step foot in the gym. But with the right amount of front-loading, encouragement, and the reassurance that no one would be watching or making fun (they would be too busy following along to the steps on the screen), he worked up the courage to join us in the gym and instantly started dancing alongside his friends when he seen how fun and non-judgmental it was. The lights being dimmed helped too since it took the pressure off of him (or anyone else) being in the spotlight. I definitely encourage other teachers to do this lesson! But, be forewarned: you must participate and have fun alongside your students! If they don't see you buying in and doing it, they will be less inclined to buy in and do it! I will definitely continue incorporating dance into PE class on a regular basis going forward—even if it's just once a week to break up the monotony of other units.</p>
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