THE SAFETY DANCE

STUDENT TARGETS

- **Skill:** I will move into open space, avoid taggers, and keep control of my body while traveling through space.
- **Cognitive:** I will recognize the effects of physical activity on my body.
- **Fitness:** I will dance and play vigorously in order to elevate my heart rate and improve my cardiorespiratory endurance.
- **Personal & Social Responsibility:** I will follow the rules and etiquette of The Safety Dance so that everyone stays safe and has fun.

TEACHING CUES
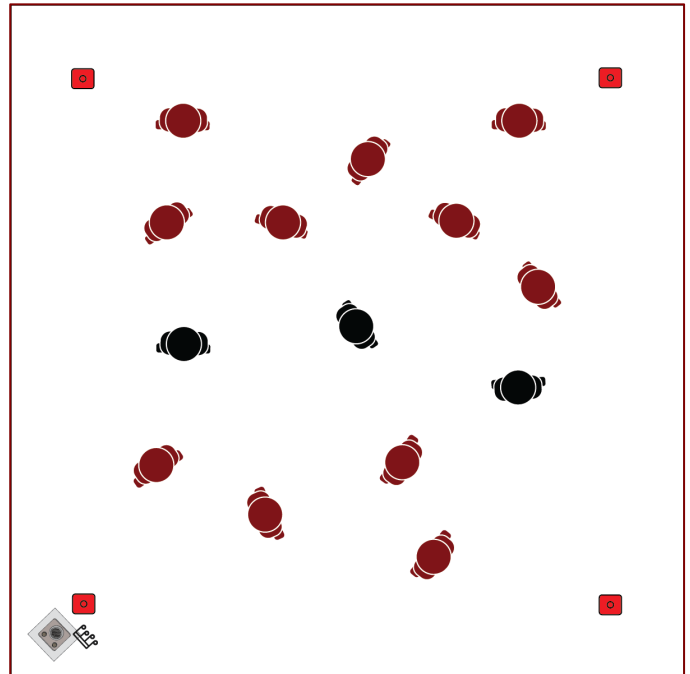
- Move Safely
- Work Cooperatively
- Find Your Energy

ACTIVITY SET-UP & PROCEDURE

Equipment:
- Song: "Safety Dance" by Men Without Hats ([iTunes](#))
- 3–6 noodles for tagging
- 4 cones for boundary area

Set-Up:
1. Use cones to establish a large activity area, students scattered throughout.
2. Designate 3–6 students as taggers, each tagger with a noodle.

Activity Procedures:
1. Today we're going to participate in a dancing tag game called The Safety Dance! This game is based on the song "Safety Dance" by Men Without Hats. The students with noodles will be taggers.
2. When you hear the start signal, begin to flee from the taggers into open space. If a tagger is getting close to you, you can stop and start dancing in place. Once you start dancing, the tagger can't tag you for a full 8-count. As soon as you start dancing, taggers must move to chase another player.
3. If you get tagged, head outside the activity area's boundary and then perform 10 jumping jacks or 10 push-ups (it's your choice).
4. When you hear the stop signal, freeze. Then we'll switch taggers and keep playing.

Grade Level Progression:
6th: Perform the activity as described above.
7th: Perform the activity as described above. Then teach 8 counts of choreography to perform when tagged.
8th: Perform the activity as described above. Then teach 16 counts of choreography to perform when tagged.

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THE SAFETY DANCE

UNIVERSAL DESIGN ADAPTATIONS	• Provide visible safety zones in which students can dance. • Change students' speeds by using different locomotor skills.
ACADEMIC LANGUAGE	Beat, Dance, 8 Count, Locomotor Skills
STANDARDS & OUTCOMES ADDRESSED	• **Standard 1 [M7.7-8]** Performs the following offensive skills with defensive pressure: pivot, give & go fakes (7); Executes the following offensive skills during small-sided game play: pivot, give & go fakes (8). • **Standard 2 [M1.6-8]** Creates open space by using locomotor movements (e.g., walking, running, jumping & landing) in combination with movement (e.g., varying pathways; change of speed, direction, or pace) (6); Reduces open space by using locomotor movements (e.g., walking, running, jumping & landing, changing size and shape of the body) in combination with movement concepts (e.g., reducing the angle in the space, reducing distance between player and goal) (7); Opens and closes space during small-sided game play by combining locomotor movements with movement concepts (8). • **Standard 3 [M6.6-8]** Participates in moderate to vigorous aerobic physical activity that includes intermittent or continuous aerobic physical activity of both moderate and vigorous intensity for at least 60 minutes per day (6); Participates in moderate to vigorous muscle- and bone-strengthening physical activity at least three times a week (7); Participates in moderate to vigorous aerobic and/or muscle- and bone-strengthening physical activity for at least 60 minutes per day at least five times a week (8).
DEBRIEF QUESTIONS	• **DOK 1:** How can you recognize whether a dance or activity will elevate your heart rate? • **DOK 2:** How can the tempo of the music affect your heart rate? • **DOK 3:** How might you change this game to make it more (or less) vigorous?
TEACHING STRATEGY FOCUS	**Dance Strategy:** Use this instant activity to focus on dance as self-expression. Encourage students to choose movements that illustrate their fitness goals, athletic goals, or overall mood on that day. Provide positive feedback that gives specific encouragement to those students who embrace the opportunity to express themselves.