

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

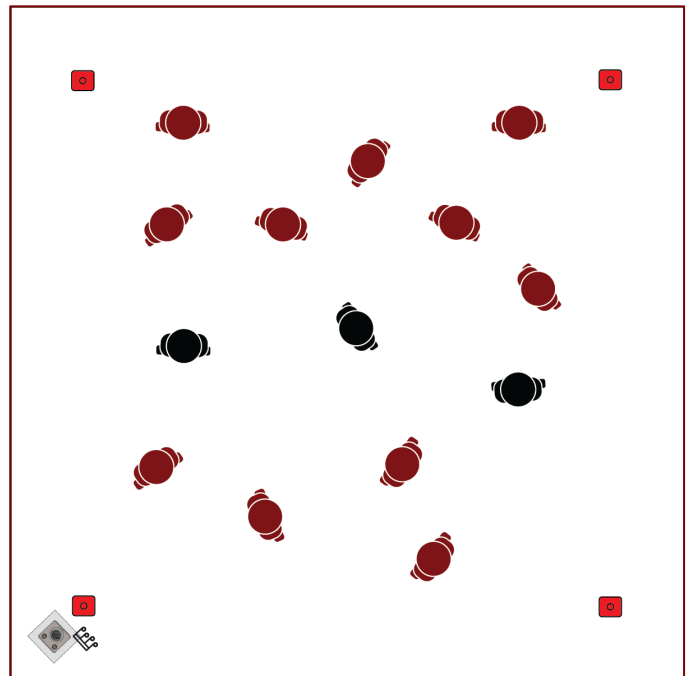
ACTIVITY SET-UP & PROCEDURE

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.



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.

SPORTS PICTURE DANCE

STUDENT TARGETS

- **Skill:** I will perform and hold athletic positions with control, accuracy, and balance.
- **Cognitive:** I will identify which muscles and body parts are being used to create the movements and athletic poses.
- **Fitness:** I will work to increase my muscular endurance by holding the different athletic positions with control.
- **Personal & Social Responsibility:** I will demonstrate safe movement patterns and self-control in my actions.

TEACHING CUES

- Use Muscular Endurance and Balance to Hold Each Position
- Hold Your Position for 8 Counts
- Move to the Next Picture on the Signal
- Move Safely and Do Not Pass Students Ahead of You

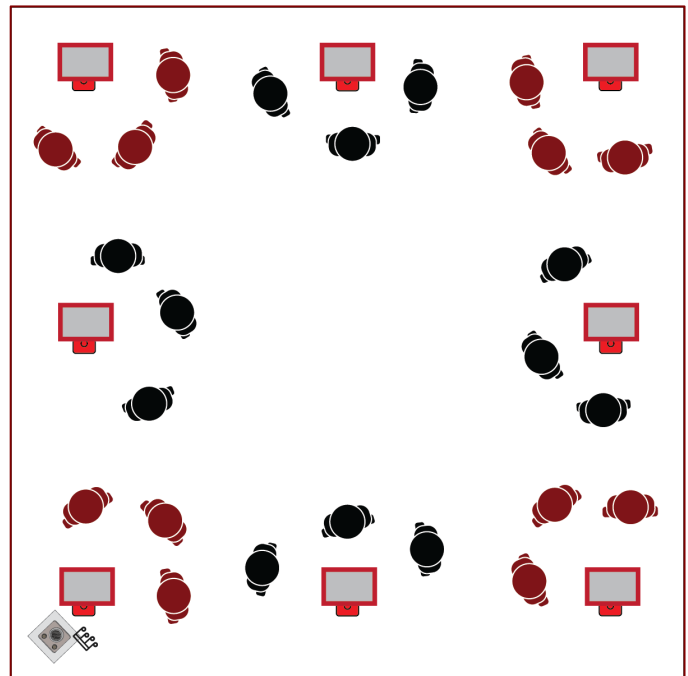
ACTIVITY SET-UP & PROCEDURE

Equipment:

- Upbeat music; can be sport related such as Jock Jams ([iTunes](#)) or the Olympic theme ([iTunes](#))
- Sports Picture Activity Cards
- 6–18 cones (or hula hoops)
- 6–18 task tents

Set-Up:

1. Place activity cards around the perimeter of the activity area in task tents, rested on cones, or inside hula hoops.
2. Each student at an activity card.



Activity Procedures:

1. Today's activity uses sports pictures as a way to introduce the "B" element of dance: Body.
2. When you hear the start signal, recreate the athletic pose on your activity card. Hold that position for 8 counts.
3. On my next signal, move clockwise to the next activity card and recreate that pose for 8 counts. We'll continue this pattern until everyone has made it to all the activity cards.
4. Next, add music. When the music is on, students jog in a circle clockwise around the activity area. When the music stops, they quickly move to the nearest picture and recreate the pose for 2–12 counts.

Grade Level Progression:

6th: Perform the activity as described above. Students identify muscles used for each pose in a group discussion.

7th: Discuss how the muscles pull on the bones to create each athletic movement.

8th: Discuss how the heart pumps oxygen and nutrients to the muscles to fuel movements for athletic performance.



SPORTS PICTURE DANCE

UNIVERSAL
DESIGN
ADAPTATIONS

- Make each of the sport-pictures bigger.
- Describe pictures to students with visual disabilities.
- Provide alternative movements for students who have movement disabilities.
- Use a tablet or screen/projector to show videos instead of pictures to help students generate movement ideas.

ACADEMIC
LANGUAGE

Beat, Choreography, Cues, Dance, 8 Count, Elements of Dance, Locomotor Skills, Muscular endurance, Non-Locomotor Skills

STANDARDS
& OUTCOMES
ADDRESSED

- **Standard 3 [M14.6-8]** Identifies major muscles used in selected physical activities (6); Describes how muscles pull on bones to create movement in pairs by relaxing and contracting (7); Explains how body systems interact with one another (e.g., blood transports nutrients from the digestive system, oxygen from the respiratory system) during physical activity (8).
- **Standard 4 [M7.6-8]** Uses physical activity and fitness equipment appropriately and safely, with the teacher’s guidance (6); Independently uses physical activity and exercise equipment appropriately and safely (7); Independently uses physical activity and fitness equipment appropriately, and identifies specific safety concerns associated with the activity (8).

DEBRIEF
QUESTIONS

- **DOK 1:** What were some of the body positions we held today?
- **DOK 2:** Can you identify which muscles you used to hold the positions and explain how they worked together?
- **DOK 3:** How would you use the positions you learned today to create a dance?
- **DOK 3:** How would the process of creating a dance be similar to or different from how choreographers create dances in other forms of dance such as ballet, hip-hop, or folk dance?

TEACHING
STRATEGY
FOCUS

Dance Strategy: This activity provides a great opportunity to introduce all students to a less intimidating format of dance. By including a wide array of sports in the Sports Picture Activity Cards, students will be much more likely to be able to identify and connect a sport they like with rhythmic movement. Use music in the background when introducing this activity and as students become comfortable in their understanding of the activity, then incorporate music into the activity as a way to introduce tempo and rhythm.

FIST PUMP JUMP JUMP

STUDENT TARGETS

- **Skill:** I will keep in time with the music and perform the steps without hesitation.
- **Cognitive:** I will perform the order and sequence of the dance by memory.
- **Fitness:** I will actively engage by following all movement cues for this dance.
- **Personal & Social Responsibility:** I will demonstrate perseverance and share the dance space with those around me.

TEACHING CUES

- Follow Along with Dancers
- Follow Teacher's Cues
- Find and Follow the Beat of the Music

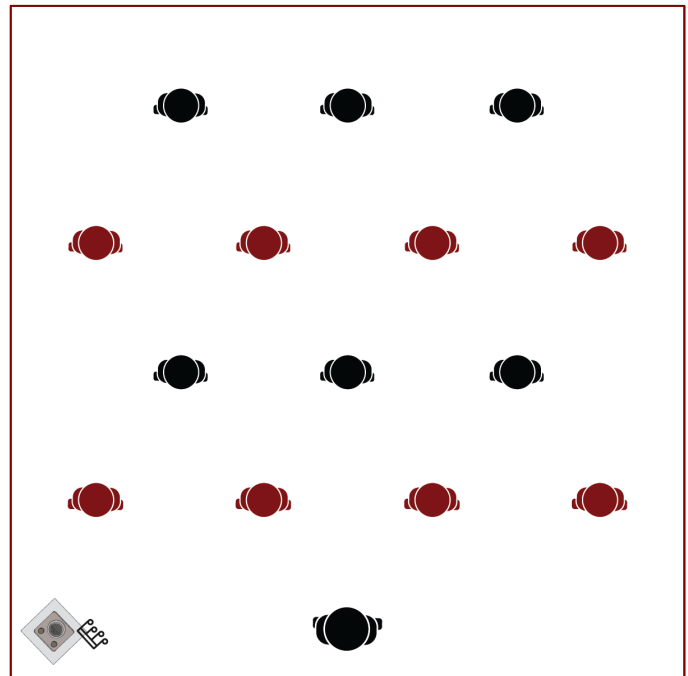
ACTIVITY SET-UP & PROCEDURE

Equipment:

- Music Player
- *Fist Pump Jump Jump* by Ying Yang Twins feat. Greg Tecoz ([iTunes](#); [YouTube](#))
- Fist Pump Jump Jump Activity Card
- Fist Pump Jump Jump Video [YouTube](#)

Set-Up:

1. Scatter students in self-space throughout the activity area.
2. Be sure students have enough space to dance safely.



Activity Procedures:

1. This dance was created with choreography that is meant to be fun and warm up the whole body.
2. It was created by a group of physical education teachers from across the United States who love to dance and want to motivate students and other teachers to dance along with them.
3. Follow along with my movements (and/or movements being projected on the screen). Find and stay with the beat of the song, and try to remember the sequence of the dance movements.
4. Teachers: Use the Fist Pump Jump Jump Activity Card to teach the choreography of this dance. It may be helpful to teach one section at a time, practicing as a class first without music and then with music. Once each section is mastered, add a new section until the class has learned the entire dance.

Grade Level Progression:

- 6th: Students perform this dance by following the movements led by the teacher or video.
 7th: Students perform this dance from memory without being led by teacher or video.
 8th: Students perform this dance facing a partner, maintaining their movement integrity.



FIST PUMP JUMP JUMP

UNIVERSAL
DESIGN
ADAPTATIONS

- Provide alternative movements for students who have different movement abilities.
- Find a song with a slower tempo or use a tempo-modifying app to slow the beat.

ACADEMIC
LANGUAGE

Action, Beat, Choreography, Cues, Dance, 8 Count

STANDARDS
& OUTCOMES
ADDRESSED

- **Standard 1 [M1.6-8]** Demonstrates correct rhythm and pattern for one of the following dance forms: folk, social, creative, line, or world dance (6); Demonstrates correct rhythm and pattern for a different dance form from among folk, social, creative, line, and world dance (7); Exhibits command of rhythm and timing by creating a movement sequence to music as an individual or in a group (8).
- **Standard 2 [M12.6-8]** Varies application of force during dance or gymnastic activities (6); Identifies and applies Newton’s laws of motion to various dance or movement activities (7); Describes and applies mechanical advantage(s) for a variety of movement patterns (8).
- **Standard 4 [M1.6-8]** Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities, and exhibiting safe behaviors (6); Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors, and supporting classmates (7); Accepts responsibility for improving one’s own levels of physical activity and fitness (8).

DEBRIEF
QUESTIONS

- **DOK 1:** What dance movements did we use for Fist Pump Jump Jump?
- **DOK 2:** How are the movements of each of the video’s dancers similar or different?
- **DOK 3:** How did you do while performing this dance? What can you do to feel better about your performance?
- **DOK 4:** How would you change the movements of this dance to better suit your experience level? To make the dance more or less aerobic?

TEACHING
STRATEGY
FOCUS

Dance Strategy: For some students, this dance will provide a challenge. Introduce and teach the choreography early in the module’s block plan. Then, reinforce student learning by using this dance as your instant activity. By the end of the module, students will be able to demonstrate this dance as a movement showcase of motor learning and personal perseverance.

SAMOA SASA

STUDENT TARGETS

- **Skill:** I will demonstrate the movements of this dance with the correct rhythm and in the correct pattern.
- **Cognitive:** I will identify the cultural significance of the movements as I learn them.
- **Fitness:** I will try to stay actively engaged while I perform this dance.
- **Personal & Social Responsibility:** I will use this activity to learn something new about a classmate.

TEACHING CUES

- Verbal Choreography Cues: Pati, Po, Flick, Snap
- Listen and Count with the Beat

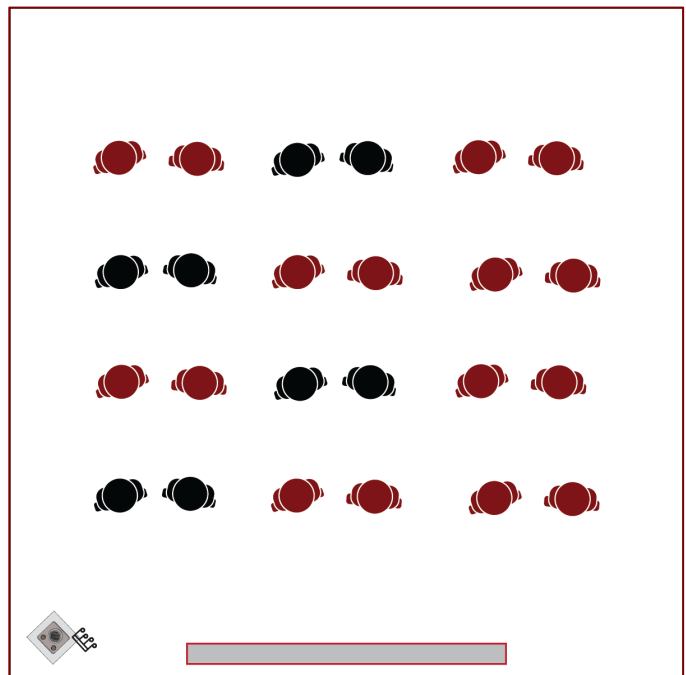
ACTIVITY SET-UP & PROCEDURE

Equipment:

- Music player and 1 of the following songs:
 - *The Bongo Song* by Safri Duo ([iTunes](#))
 - *Watsui Warrior Drums* by Van Kampen ([iTunes](#))
 - *On The Drums (Sascha Krohn Remix)* by Eric Sneo ([iTunes](#))
- Alternatively, use a hand drum and keep a steady beat for the students.
- Samoa Sasa Choreo Cards
- Samoa Sasa Activity Card ([YouTube](#))

Set-Up:

1. Activity 1: Students are seated cross-legged next to a partner or in a group.
2. Activity 2: Students are seated cross-legged in even rows.
3. Display dance patterns on a wall or projector screen for students to follow.



Activity Procedures:

1. Today's activity is called Samoa Sasa. We will use this dance to focus on the "E" element of dance: Energy.
2. A Sasa is a group dance that uses hands movements, such as claps and gentle slaps, and can be performed sitting or standing.
3. The hand movements in this dance are used to show aspects of everyday life. This dance is quite fast and accompanied by rapid drumming and singing.
4. Teachers: Use the Samoan Sasa Choreo Cards to teach the movements of this dance, and then use the Samoa Sasa Activity Card to teach the full routine.

Grade Level Progression:

- 6th: Try this activity by just teaching the hand movements of the dance.
7th & 8th: Perform the activity as described above.



SAMOA SASA

UNIVERSAL
DESIGN
ADAPTATIONS

- Pair students together to practice each movement pattern with a peer coach.
- Provide a video demonstration in slow motion and in real time.

ACADEMIC
LANGUAGE

Action, Beat, Choreography, Cues, Polynesian, Dance, Culture, 8-count

STANDARDS
& OUTCOMES
ADDRESSED

- **Standard 1 [M1.6-8]** Demonstrates correct rhythm and pattern for one of the following dance forms: folk, social, creative, line, or world dance (6); Demonstrates correct rhythm and pattern for a different dance form from among folk, social, creative, line, and world dance (7); Exhibits command of rhythm and timing by creating a movement sequence to music as an individual or in a group (8).
- **Standard 4 [M4.6-8]** Accepts differences among classmates in physical development, maturation, and varying skill levels by providing encouragement and positive feedback (6); Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts (7); Responds appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts (8).

DEBRIEF
QUESTIONS

- **DOK 1:** What were the different movements we performed in this dance called?
- **DOK 2:** How did the number and sequence of the movements affect our performance of the dance?
- **DOK 3:** What importance do you think this dance has to the cultures that learn, practice, and perform it?

TEACHING
STRATEGY
FOCUS

Dance Strategy: When teaching cultural dances, it is important to provide context. Read the excerpt in [the link provided](#) and use it to talk to students about the cultural significance of and meaning behind the movements. As students learn and successfully perform the steps, add additional movements that provide a richer story. Using cue cards or projecting the steps can help students see what is coming next and anticipate that movement. Begin by teaching the dance slowly, piece by piece. Add music and additional steps as you observe that the students are ready.

CRAZY BIRD (BABA HOU!)

STUDENT TARGETS

- **Skill:** I will perform movements with the beat and tempo of music in a 1-wall or 4-wall dance.
- **Cognitive:** I will perform the order and sequence of the dance by memory.
- **Fitness:** I will increase and sustain my heart rate for the duration of the dance.
- **Personal & Social Responsibility:** I will demonstrate perseverance and share the dance space with those around me.

TEACHING CUES

- Walk Forward/Backward
- Grapevine
- High Knees
- Pivot

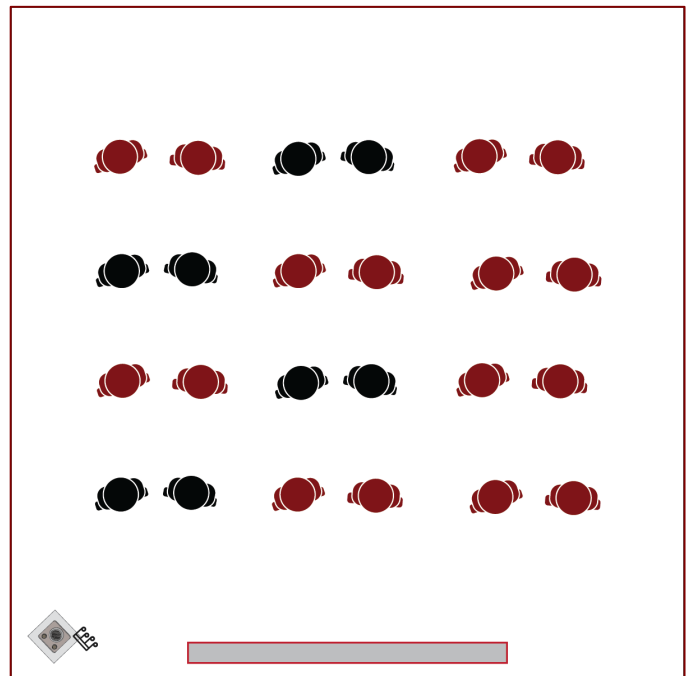
ACTIVITY SET-UP & PROCEDURE

Equipment:

- Music Player
- *Last Night (Baba Hou!)* ([iTunes](#))
- Crazy Bird (Baba Hou!) Activity Card
- Crazy Bird (Baba Hou!) ([Tutorial Video](#))
- Crazy Bird (Baba Hou!) ([Demonstration Video](#))

Set-Up:

1. Arrange students in rows, leaving enough space for students to dance without coming into contact with their neighbor.
2. Rows should be able to move forward, backward and side to side without coming into contact with any walls.



Activity Procedures:

1. Today's dance is called Crazy Bird Baba Hou! This is a line dance that has a repeated sequence of 4 parts. We'll use this dance to focus on the of the "A" element of dance: Action.
2. This dance has movements for both our lower body and our upper body. First, we'll learn the movements for our lower body, and then learn and we'll add on the movements for our upper body.
3. Teachers: Use the Crazy Bird Baba Hou Activity Card (and/or the video) to teach the choreography of this dance. Teach the movements without music first, and then add music.
4. The 4 parts of this dance repeat, so if you get stuck on one movement, don't worry. Just pick up the beat on the next movement.

Grade Level Progression:

- 6th: Perform the activity as described above.
 7th: Have students suggest variations to the movements.
 8th: Have students suggest different locomotor and nonlocomotor movements to perform within the dance.



CRAZY BIRD

UNIVERSAL
DESIGN
ADAPTATIONS

- Provide alternative movements for students who have different movement abilities.
- Find a song with a slower tempo or use a tempo-modifying app to slow the beat.

ACADEMIC
LANGUAGE

Action, Beat, Choreography, Cues, Dance, 8 Count, Grapevine, Locomotor Skills, Non-
Locomotor skills, Pivot

STANDARDS
& OUTCOMES
ADDRESSED

- **Standard 1 [M1.6-8]** Demonstrates correct rhythm and pattern for one of the following dance forms: folk, social, creative, line, or world dance (6); Demonstrates correct rhythm and pattern for a different dance form from among folk, social, creative, line, and world dance (7); Exhibits command of rhythm and timing by creating a movement sequence to music as an individual or in a group (8).
- **Standard 3 [M5.6-8]** Participates in a variety of lifetime recreational team sports, outdoor pursuits, or dance activities (6); Participates in a variety of lifetime dual and individual sports, martial arts, or aquatic activities (7); Participates in a self-selected lifetime sport, dance, aquatic, or outdoor activity outside of the school day (8).
- **Standard 4 [M1.6-8]** Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities, and exhibiting safe behaviors (6); Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors, and supporting classmates (7); Accepts responsibility for improving one's own levels of physical activity and fitness (8).

DEBRIEF
QUESTIONS

- **DOK 1:** What was the choreography we used to perform this dance?
- **DOK 2:** How does the sequence of the choreography affect how the dance is performed?
- **DOK 3:** How does dance enhance or detract from social settings? Does proficiency of dance performance have any effect on the social dynamics of a class or event?
- **DOK 4:** How would you change this dance to make it a better tool for connection and social collaboration?

TEACHING
STRATEGY
FOCUS

Dance Strategy: By middle school, almost all of your students will have some experience level with 4-wall dances. For example, they will probably know The Cupid Shuffle, The Cha Cha Slide, and/or The Wobble. Teaching them a new, complex 4-wall dance like Crazy Bird Baba Hou provides them an opportunity to expand their dance skills within a format they are familiar with; it can also progress towards physical literacy. As with all new dances, first teach them the choreography at a speed at which they can gain competence and confidence with the movements, and then slowly introduce a faster tempo and the music to accompany the movements. Feel free to adapt the existing choreography to some of your favorite movements and make this dance a favorite at your school. Dance is fun, you are awesome! Wahoo!

D'HAMMERSCHMIEDSGSELLN

STUDENT TARGETS

- **Skill:** I will demonstrate the correct rhythm and movement pattern for each dance movement.
- **Cognitive:** I will perform the order and sequence of the dance by memory.
- **Fitness:** I will stay actively engaged in this activity in order to increase my heart rate and improve my aerobic capacity.
- **Personal & Social Responsibility:** I will recognize and respond appropriately to challenges.

TEACHING CUES

- Listen and Respond to the Tempo of the Music
- If You Get Lost, Jump in on the Next Cue
- Stay Calm and Focused

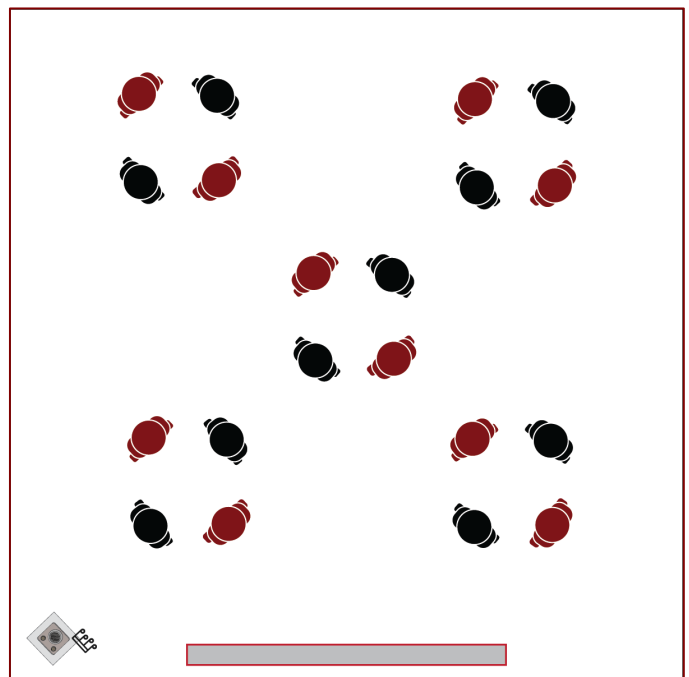
ACTIVITY SET-UP & PROCEDURE

Equipment:

- Music player
- *D'hammerschmiedsgselln* ([iTunes](#); [YouTube](#))
- D'hammerschmiedsgselln Activity Card

Set-Up:

1. Place students into groups of 4 and arrange groups into squares.
2. Students diagonally apart, face one another and make up a pair. Designate pair A and pair B.
3. Students should be standing close enough to each other to high-five.



Activity Procedures:

1. Today's activity is a German dance called D'hammerschmiedsgselln (duh-ham'mair-scmeets-guh-sehln), also known as "the Hammer Smith." We'll use this dance to focus on the "T" element of dance: Time.
2. The object of the activity is to perform the choreography of the dance with a partner and keep up with the increasing tempo.
3. This is a form of *schuhplattle* dance, which is a traditional form of dance in Germany. In it, the dancers gently slap their own hands, thighs, and shoe soles, imitating the striking of a blacksmith's hammers. As you perform this dance, have fun and be respectful to yourself and your partner.
4. As the song speeds up, respond to the challenge in a positive way by extending effort, asking for help or feedback, and embracing the growth mindset: The more you practice, the more familiar with the choreography you will become.
5. Teachers: teach the movements using the activity card. Then add music and enjoy!

Grade Level Progression:

- 6th: Teach this dance with partners only, rather than 2 pairs.
 7th: Perform the activity as described above.
 8th: Have students perform the dance multiple times, switching partners each time.

D'HAMMERSCHMIEDSGSELLN

UNIVERSAL
DESIGN
ADAPTATIONS

- Provide alternative movements for students who have different movement abilities.
- Find a song with a slower tempo or use a tempo-modifying app to slow the beat.
- Prompt students to create their own hand movements.

ACADEMIC
LANGUAGE

6-count, 3/4 time, Beat, Choreography, Count, Counter-Clockwise, Clockwise, Cues, Culture, Partner, Tempo, Time

STANDARDS
& OUTCOMES
ADDRESSED

- **Standard 1 [M1.6-8]** Demonstrates correct rhythm and pattern for one of the following dance forms: folk, social, creative, line, or world dance (6); Demonstrates correct rhythm and pattern for a different dance form from among folk, social, creative, line, and world dance (7); Exhibits command of rhythm and timing by creating a movement sequence to music as an individual or in a group (8).
- **Standard 2 [M12.6-8]** Varies application of force during dance or gymnastic activities (6); Identifies and applies Newton’s laws of motion to various dance or movement activities (7); Describes and applies mechanical advantage(s) for a variety of movement patterns (8).
- **Standard 4 [M4.6-8]** Accepts differences among classmates in physical development, maturation, and varying skill levels by providing encouragement and positive feedback (6); Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts (7); Responds appropriately to participants’ ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts (8).
- **Standard 5 [M3.6-8]** Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help/feedback, and/or modifying the tasks (6); Generates positive strategies such as offering suggestions/assistance, leading/following others, and/or providing possible solutions when faced with a group challenge (7); Develops a plan of action and makes appropriate decisions based on that plan when faced with an individual challenge (8).

DEBRIEF
QUESTIONS

- **DOK 1:** Can you remember the cues for both pair A and pair B?
- **DOK 2:** What did you notice about the sequence of movements of pair A and pair B in relation to each other?
- **DOK 3:** What would happen if you changed the formation of this dance (where dancers were standing)? How could you make it work with a different formation and/or more or less pairs?

TEACHING
STRATEGY
FOCUS

Dance Strategy: D’hammerschmiedsgselln is a challenge to pronounce *and* perform, but like most challenges, it’s rewarding and fun once you develop competence with it. Give your students and yourself time to get a handle on this dance, first without music, then with the music. This will help guide your transitions from one part to the next. Let your students learn their part first as a pair, and then with another pair with whom they feel comfortable. Just as a blacksmith’s hammer gains a rhythm and sweet ringing musicality with every stroke, increased practice with this dance will guide you to an enjoyable lesson and fun performance.

THE APPALACHIAN BIG CIRCLE

STUDENT TARGETS

- **Skill:** I will perform the choreography of this dance to the correct beat and tempo.
- **Cognitive:** I will remember what choreography each call represents and demonstrate my understanding by performing the correct movements on cue.
- **Fitness:** I will stay actively engaged during this dance.
- **Personal & Social Responsibility:** I will demonstrate patience with myself and others as we learn this dance.

TEACHING CUES

- Listen Closely to The Caller
- Follow the Pattern
- Be Positive

ACTIVITY SET-UP & PROCEDURE

Equipment:

- Music Player
- Appalachian Big Circle Dance Audio Track ([iTunes](#)), ([Soundcloud](#)) or any traditional square dance or fiddle music.
- Appalachian Big Circle Activity Card

Set-Up:

1. Arrange students in a single large circle.
2. Assign students a partner and a corner partner.
3. Also assign small groups of 4–6 dancers.



Activity Procedures:

1. Today's activity is called The Appalachian Big Circle Dance, and it will help us focus on the "S" element of dance: Space. This American folk dance uses square dance movements, but the dancers stand in one large circle instead of the traditional square formation.
2. The object of the activity is to introduce students to square dancing and provide students the opportunity to share and socialize as they move through different directions, orientations, places, pathways, and relationships within the circle.
3. First, we'll learn the movements without music while we count out loud. We'll learn one movement, practice it, add music, and then learn another movement to add on. We'll keep adding movements until we've learned the whole dance. Then we'll do the entire dance to music and dance to the song's beat.
4. The Appalachian Big Circle Dance has a clear, steady beat. Each movement takes 8 beats. Listen closely to the beat and follow along. If it helps, you can count out loud, "1-2-3-4-5-6-7-8", as we dance.
5. Teachers: Teach the movements using the Appalachian Big Circle Activity Card, calling out the choreography. Then add music and enjoy!

Grade Level Progression:

- 6th: Perform this dance first in smaller circles and then in the big circle.
7th and 8th: Perform the activity as described above.

THE APPALACHIAN BIG CIRCLE

UNIVERSAL
DESIGN
ADAPTATIONS

- Provide alternative movements for students who have different movement abilities.
- Find a song with a slower tempo or use a tempo-modifying app to slow the beat.
- Have students hold a scarf instead of their partners' hands.
- Perform to a 16-count rather than an 8-count (dance in half-time).

ACADEMIC
LANGUAGE

Beat, Caller, Call, Choreography, Cue, Direction, Do-Si-Do, Line Dance, Partner, Pathway, Relationship, Skip, Slide, Tempo

STANDARDS
& OUTCOMES
ADDRESSED

- **Standard 1 [M1.6-8]** Demonstrates correct rhythm and pattern for one of the following dance forms: folk, social, creative, line, or world dance (6); Demonstrates correct rhythm and pattern for a different dance form from among folk, social, creative, line, and world dance (7); Exhibits command of rhythm and timing by creating a movement sequence to music as an individual or in a group (8).
- **Standard 5 [M3.6-8]** Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help/feedback, and/or modifying the tasks (6); Generates positive strategies such as offering suggestions/assistance, leading/following others, and/or providing possible solutions when faced with a group challenge (7); Develops a plan of action and makes appropriate decisions based on that plan when faced with an individual challenge (8).

DEBRIEF
QUESTIONS

- **DOK 1:** Can you remember some of the cues of this dance?
- **DOK 2:** What did you notice about the sequence of choreography for this dance?
- **DOK 3:** Considering that the movements follow the same order every time, how would you know when to do the next movement if the teacher/caller did not call it out?
- **DOK 4:** When would this dance traditionally be performed, and what social value would this dance bring to that event?

TEACHING
STRATEGY
FOCUS

Dance Strategy: The Appalachian Big Circle Dance is performed in a circle rather than a traditional square formation in order to encourage more interaction, sharing, and socializing. Teach each movement slowly and give students time to master the choreography before transitioning to music. As you do, gradually increase the tempo and have students count out loud while practicing so they are not caught off guard when they first hear the tempo of the song. Allow time for your students to feel confident individually before moving to partners and small groups. Consider performing this dance at a school event or inviting parents to try it with your class.

DANCE WITH WORDS

STUDENT TARGETS

- **Skill:** I will perform movements with the beat and tempo of the music.
- **Cognitive:** I will sequence and perform dance movements in a creative dance with correct rhythm and in a pattern.
- **Fitness:** I will stay actively engaged during the dance to help improve my overall fitness level.
- **Personal & Social Responsibility:** I will accept differences among my peers and cooperate in small groups to develop a dance.

TEACHING CUES

- Find and Follow the Beat
- Think Creatively
- Find Ways to Sequence and Transition
- Have Fun!

ACTIVITY SET-UP & PROCEDURE

Equipment:

- Music player
- Music. Examples:
 - *Happier* by Marshmellow ([iTunes](#))
 - *Gonna Make you Sweat* by C+C music Factory ([iTunes](#))
 - Any song with a strong, steady beat
- Dance With Words Movement Cards
- Dance With Words Brainstorming Page

Set-Up:

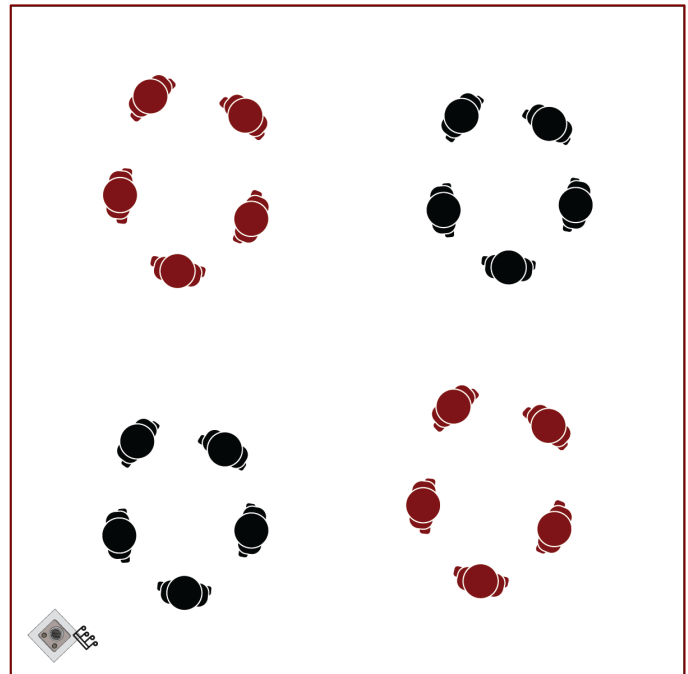
1. Divide students into groups of 4–5.
2. Scatter groups throughout the activity area.
3. Be sure that students have enough space to dance safely.

Activity Procedures:

1. Today's activity is called Dance With Words. This dance calls us to be choreographers.
2. The object of the activity is to work in small groups to combine 8 count movements and create a dance.
3. You will each be handed a movement card. You'll then be responsible for creating your own 8-count movement using that card. (Teachers: Introduce the music and count the 8-count out loud to help each group understand the beat.)
4. Next you'll join your group and work together to create a dance using each of your 8-count movements. You will be given time to practice together and then connect the movements to music. At the end of the activity, each group will present their choreography to the rest of the class.
5. We will be a respectful and encouraging audience. At the end of every dance, we will have the opportunity to identify the words each group used and see if we can pick out the dance movements of each person's activity card.

Grade Level Progression:

- 6th: Perform the activity as written above.
 7th: Challenge students to combine 2 groups together, or give 2 cards to each student.
 8th: Have students teach each group dance to rest of class and add them together.



DANCE WITH WORDS

UNIVERSAL
DESIGN
ADAPTATIONS

- List or draw the movements and cues on chart paper.
- Provide a variety of examples of how to interpret the words into movements.
- Read the words to the students as needed.

ACADEMIC
LANGUAGE

Attack, Beat, Choreography, Cues, Dance, 8-Count, Flow, Locomotor Skills, Non-
Locomotor Skills, Quality, Weight

STANDARDS
& OUTCOMES
ADDRESSED

- **Standard 1 [M1.6-8]** Demonstrates correct rhythm and pattern for one of the following dance forms: folk, social, creative, line, or world dance (6); Demonstrates correct rhythm and pattern for a different dance form from among folk, social, creative, line, and world dance (7); Exhibits command of rhythm and timing by creating a movement sequence to music as an individual or in a group (8).
- **Standard 4 [M6.6-8]** Identifies the rules and etiquette for physical activities/games and dance activities (6); Demonstrates knowledge of rules and etiquette by self-officiating modified physical activities/games or following parameters to create or modify a dance (7); Applies rules and etiquette by acting as an official for modified physical activities/games and creating dance routines within a given set of parameters (8).
- **Standard 5 [M6.6-8]** Demonstrates respect for self and others in activities and games by following the rules, encouraging others, and playing within the spirit of the game or activity (6); Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk, and providing support to classmates (7); Demonstrates respect for self by asking for help and helping others in various physical activities (8).

DEBRIEF
QUESTIONS

- **DOK 1:** What word did you most enjoy as an 8-count piece of choreography?
- **DOK 2:** How did you determine the sequence of your dance movements?
- **DOK 3:** Do you think your dance would have come out differently if you were given different words to interpret into movements and then sequence together? How so?

TEACHING
STRATEGY
FOCUS

Dance Strategy: This dance includes some words and phrases that allow your students a choice as to whether they'll interpret them appropriately or not. Set this activity up with a tone of respect and responsibility. Some students have had life experiences that will allow them to flourish in this activity, and some may make them think they will flounder. Encourage and empower students during this activity to be creative in this safe place. There are no wrong answers during this activity, so guide them through it with enthusiasm and mentorship. Give them space to create, but be close and fully present to watch their progress and to provide encouraging and constructive feedback. Encourage them to draw on inspiration from things that are relevant and important to their lives, dances they like, movies they like, or other activities they enjoy. Remember that all the movements they create are expressions of themselves that should be accepted and celebrated by the class. Have fun!