

# Don't Slack

## **SOLs:**

### **Physical Education**

#### Skilled Movement

- 2.1 The student will continue to demonstrate correct critical elements (small, isolated parts of the whole skill or movement) of locomotor, non-locomotor, and manipulative skills.
  - c) Demonstrate moving to a rhythm by combining locomotor and non-locomotor skills to perform basic educational folk and creative dance sequences.

#### Movement Principles and Concepts

- 2.2 The student will apply the basic movement concepts to change performance of locomotor, non-locomotor, and manipulative skills.
  - a) Use the concept of relationships (e.g., over, under, around, in front of, behind, and through) in dynamic movement situations.
  - b) Use the concepts of spatial awareness (e.g., location, directions, levels), and effort (time, force, flow) in static and dynamic movement situations.

#### Responsible Behaviors

- 2.4 The student will exhibit, in physical activity settings, cooperative, respectful, and safe behaviors.

### **Health**

#### Disease Prevention/Health Promotion

- 2.1 The student will identify the major body systems, healthy food and beverage choices, emotions, and social skills and explain how each is connected to personal health.
  - d) Recognize that germs cause colds and flu, and define communicable as something that can be spread from person to person.
- 2.2 The student will identify personal health decisions and health habits that influence health and wellness throughout life.
  - d) Explain why it is important to cover the mouth and nose when sneezing and to wash hands to stay free of communicable disease.
- 2.3 The student will describe the influences and factors that impact health and wellness.
  - d) Demonstrate techniques for reducing or preventing the spread of germs and communicable diseases.

### Objectives/Goals

- I can explain how germs cause colds and flu, and how they are transmitted from one person to another.
- I can define the word “communicable”.
- I can demonstrate how to stop the spread of germs when coughing or sneezing.
- I can explain why it is important that a community’s commitment to healthy practices is important and how it stops the transmission of germs.

### Materials

- Video of Dance *Don’t Slack*, by Tammy Hanna - [LINK](#)
- Music of *Don’t Slack*, by Anderson, Paak, and Justin Timberlake from the motion picture TROLLS: World Tour
- Video recording device- optional
- *PE Metrics* assessment rubric - optional
- Example rubrics provided - optional
- Student Peer Assessment - optional

### Lesson Steps:

#### *Step 1 Introduction & Connections to Health Content*

- Provide discussion with students about germs, how they influence the body and how they are spread.
- Define the word “communicable”.
- Demonstrate how to cover a cough or sneeze with your elbow.
- Have students model covering their cough or sneeze with their elbow.

#### *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*

- Review the importance of stopping the transmission of germs with healthy practices.
- Ask students to explain why it is important that a community’s commitment to healthy practices is important and how it stops the transmission of germs.

### 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**

- Notation of the Dance  
***Don't Slack***, choreography by Tammy Hanna

(Starts immediately.)

*Dance Routine Pattern:*

Part A, B, A, B, C, B, slow part of C, grapevine of B, end

*Part A (Verse)*

Shimmy shoulders forward, roll right shoulder back and lean back (counts 1-4, 5-8)

Right punch low front, left low front, right low back, left low back, Elvis knees shake 4 times (counts 1, 2, 3, 4, 5, 6, 7, 8)

Step right to the side and left taps to close, step left to the side and right taps to close, step right to the side and left taps to close, step left to the side and right taps to the close. (counts 1, 2, 3, 4, 5, 6, 7, 8)

Right foot steps front pivot turn 4 times to make a full turn counter-clockwise. (counts 1-2, 3-4, 5-6, 7-8)

Repeat on the left side –

Shimmy shoulders forward, roll left shoulder back and lean back (counts 1-4, 5-8)

Left punch low front, right low front, left low back, right low back, Elvis knees shake 4 times (counts 1, 2, 3, 4, 5, 6, 7, 8)

Step left to the side and right taps to close, step right to the side and left taps to close, step left to the side and right taps to close, step right to the side and left taps to close (counts 1, 2, 3, 4, 5, 6, 7, 8)



Left foot steps front to pivot turn 4 times to make a full turn clockwise (counts 1-2, 3-4, 5-6, 7-8)

*Part B (Chorus)*

Jog forward starting on right foot with hand clapping overhead every beat (counts 1, 2, 3, 4, 5, 6, 7, 8)

Jog backwards starting right foot with hands in scissors down low in front cross-open-cross-open on every beat (counts 1, 2, 3, 4, 5, 6, 7, 8)

Jump 8 times with right arm pumping high or “hype” step on right (counts 1, 2, 3, 4, 5, 6, 7, 8)

Jump 8 times with left arm pumping high or “hype” step on left (counts 1, 2, 3, 4, 5, 6, 7, 8)

Grapevine slow to the right (counts 1-2, 3-4, 5-6, 7-8)

Step right to the side and left taps to close, step left to the side and right taps to close, step right to the side and left taps to close, step left to the side and right taps to the close. (counts 1, 2, 3, 4, 5, 6, 7, 8)

Grapevine slow to the left (counts 1-2, 3-4, 5-6, 7-8)

Step left to the side and right taps to close, step right to the side and left taps to close, step left to the side and right taps to close, step right to the side and left taps to close (counts 1, 2, 3, 4, 5, 6, 7, 8)

*Part C (Bridge or Break)*

Snake to the right and hold (counts 1-4, hold 5-8)

Snake to the left and hold (counts 1-4, hold 5-8)

Repeat

Snake to the right and hold (counts 1-4, hold 5-8)

Snake to the left and hold (counts 1-4, hold 5-8)

Double time (with no hold)

Snake right, snake left (counts 1-4, 5-8)

Snake right, snake left (counts 1-4, 5-8)

- *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](#)



Virginia 2021 SOL Edition  
Created by Tammy Hanna  
**Dance Gr2-MSD-9**  
**Second Grade**

- Rubric I - [LINK](#)
- Rubric II - [LINK](#)
- Flipgrid - <https://info.flipgrid.com/>