

Best Friend

SOLs:

Physical Education

Skilled Movement

- 3.1 The student will apply locomotor, non-locomotor, and manipulative skills in increasingly complex movement activities.
 - c) Demonstrate moving to a rhythm (e.g., perform simple dances in various formations, develop and refine a creative educational dance sequence).

Movement Principles and Concepts

- 3.2 The student will apply movement principles in increasingly complex movement activities.
 - a) Apply the concept of relationships while moving in space and using non-locomotor and manipulative skills.

Personal Fitness

- 3.3 The student will engage in a variety of moderate and vigorous physical activities and describe how and why the body responds to the activities (e.g., physiological changes such as sweating, increased heart rate, increased respiration).

Responsible Behaviors

- 3.4 The student will demonstrate an understanding of the purpose for rules, procedures, etiquette, and respectful behaviors while in various physical activity settings.
 - a) Demonstrate independence and good use of time while engaging in physical activity.
 - b) Provide input into establishing rules and guidelines for behavior in physical activity settings.
 - c) Work cooperatively with peers.

Health

Mental Wellness / Social and Emotional Skills

- 3.1 The student will explain that health habits and practices impact personal growth and development.
 - n) Describe the benefits of friendship and list the qualities of a good friend.
- 3.2 The student will demonstrate the ability to use essential health concepts to improve personal health.

- n) Describe how to make and keep a friend and behaviors that may cause the friendship to end (e.g., being unaware of the attitudes and feelings of others, using inappropriate language and behavior, excluding a friend from activities, breaking promises).
- 3.3 The student will promote health and safety at school and at home.
 - n) Demonstrate behaviors to make and keep friends (e.g., effective communication skills; awareness of the attitudes, feelings, and opinions of others; appropriate language and behavior; sharing; reciprocal helping behavior).

Objectives/Goals

- I can describe the benefits of friendship.
- I can list the qualities that a good friend should have.
- I can identify opportunities and explain strategies where you can make new friends, and how to keep them.
- I can demonstrate friendship skills.

Materials

- Video of Dance *Best Friend*, by Tammy Hanna - [LINK](#)
- Music of *Best Friend*, by Sofi Tukker – feat. NERVO, the Knocks, & Alisa Ueno
- Video recording device- optional
- *PE Metrics* assessment rubric - optional
- Example rubrics provided - optional
- Student Peer Assessment - optional
- Flipgrid - optional

Lesson Steps:

Step 1 Introduction & Connections to Health Content

- Provide discussion with students about personal qualities needed to be a good friend (ex. kindness, concern, patience, accepting differences, etc.).
- Explain the importance of creating friendships and the rewards for having positive relationships with others.
- Describe behaviors that may cause the friendship to end (e.g., being unaware of the attitudes and feelings of others, using inappropriate language and behavior, excluding a friend from activities, breaking promises).

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 being a good friend.
- Ask students to look for opportunities at school and in the community to make new friends.

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 Nutrition 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 face only forward and mirror the video.
 - For novice or unconfident movers, continue to perform the dance phrase only facing forward (do not make the quarter turn counterclockwise to face a new wall).
 - When students are more confident, add the quarter turn counterclockwise to face a new wall each time.
 - Place confident “leader” students on the perimeter of the dance space; right, left and behind the majority of the group. With this formation, when the dance turns to face a new direction skilled leaders will be in front to guide the group.
- 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
Best Friend, Choreography by Tammy Hanna
(Hold 4 sets of 8-counts.)
4-wall dance repeating phrase
Jump forward arms wave high, jump back arms wave low (counts 1-4, 5-8)
Right foot tap side, left foot tap side, right pivot turn, right pivot turn (counts 1, 2, 3, 4, 5, 6, 7, 8)
Right side step, together, step, together, left side step, together, step, together (counts 1, 2, 3, 4, 5, 6, 7, 8)
Right step-turn, left grapevine, end with quarter turn left counter-clockwise (counts 1-4, 5-8)
- *PE METRICS: Assessing Student Performance Using the National Standards & Grade Level Outcomes K-12 for Physical Education*, SHAPE America, Human Kinetics, ISBN: 9781492526667
- Peer Assessment - [LINK](#)



Virginia 2021 SOL Edition
Created by Tammy Hanna
Dance Gr3-MSD-10
Third Grade

- Self Assessment - [LINK](#)
- Rubric I - [LINK](#)
- Rubric II - [LINK](#)
- My Plate - <https://www.myplate.gov/>
- Flipgrid - <https://info.flipgrid.com/>