

Can't Stop the Feeling

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.
 - m) Describe feelings/emotions that result from experiencing change, such as the arrival of a new family member, making new friends, going to a new school, being accepted by peers, and losing a loved one.

- 3.2 The student will demonstrate the ability to use essential health concepts to improve personal health.
 - m) Explain how to identify, express, and respond to emotions in a healthy way.
- 3.3 The student will promote health and safety at school and at home.
 - m) Design and demonstrate effective strategies for expressing and managing emotions, which may include physical activity, talking about feelings, reading, or creative expressions such as writing, art, music, and dance.

Objectives/Goals

- I can identify uncomfortable feelings that can be experienced with situations that involve change.
- I can explain how a person can express their feelings in healthy ways when they are feeling uncomfortable, negative feelings.
- I can create a plan to provide strategies for expressing and managing feelings with activity.

Materials

- Video of Dance *Can't Stop The Feeling*, by Tammy Hanna - [LINK](#)
- Music of *Can't Stop The Feeling*, by Justin Timberlake, from Trolls soundtrack
- Video recording device- optional
- *PE Metrics* assessment rubric - optional
- Example rubrics provided - optional
- Student Peer Assessment - optional

Lesson Steps: Video Outline

Step 1 Introduction & Connections to Health Content

- Provide discussion with students about emotional wellness and identifying situations that cause stress associated with change (ex. making new friends, arrival of a new family member, trying something new, going to a new school, etc.)
- Ask students to think of a time they felt stress from a new situation.
- Provide scenarios that could elicit different emotions.
- Explain how different situations can influence our feelings, and how to appropriately express your feelings.

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

- Ask students to think about ways they can manage negative feelings. What activities and techniques can be used?
- Ask students to create a plan to reduce stress in their lives using activity.

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

- Dance Notation

Can't Stop The Feeling, Choreography by Tammy Hanna

(Begin after 2 sets of 8 counts.)

Dance Routine Pattern:

Part 1, half 2, 1, 2, 3-bridge, 2, 1 (only 2 sets of 8 counts)

Part 1

Lean right clap high left, lean left clap high right, lean right clap high left, lean left clap high right (counts 1-2, 3-4, 5-6, 7-8)

Flick high, medium, low, wavy up, snap high, medium, low (counts 1, 2, 3, 4, 5, 6, 7, hold 8)

Repeat lean right clap high left, lean left clap high right, lean right clap high left, lean left clap high right (counts 1-2, 3-4, 5-6, 7-8)

Flick high, medium, low, wavy up, snap high, medium, low (counts 1, 2, 3, 4, 5, 6, 7, hold 8)



Grapevine right, grapevine left (counts 1-4, 5-8)

Double tap right foot, double tap left foot, right left, melt “ooo” (counts 1-2, 3-4, 5-6, hold 7, melt 8)

Grapevine left, grapevine right (counts 1-4, 5-8)

Double tap left foot, double tap right foot, left right, melt “ooo” (counts 1-2, 3-4, 5-6, hold 7, melt 8)

Snap high, medium, low, medium (counts 1-2, 3-4, 5-6, 7-8)

Repeat snap high, medium, low, medium (counts 1-2, 3-4, 5-6, 7-8)

Snap high, medium, low, medium, high, medium, low, medium (counts 1, 2, 3, 4, 5, 6, 7, 8)

Jazz hand right high, left high, melt both hands down (counts 1-2, 3-4, 5-8)

Part 2 Chorus

Right step turn, left hip rock, left hip rock (counts 1-4, 5-6, 7-8)

Left step turn, right hip rock, right hip rock (counts 1-4, 5-6, 7-8)

Repeat right step turn, left hip rock, left hip rock (counts 1-4, 5-6, 7-8)

Left step turn, right hip rock, right hip rock (counts 1-4, 5-6, 7-8)

Charleston double foot tap right-right, left-left, right-right, left-left (counts 1-2, 3-4, 5-6, 7-8)

Right hip rock x 4 (counts 1-2, 3-4, 5-6, 7-8)

Repeat Charleston double foot tap right-right, left-left, right-right, left-left (counts 1-2, 3-4, 5-6, 7-8)

Right hip rock x 4 (counts 1-2, 3-4, 5-6, 7-8)

Part 3 Bridge (Hustle)

Step right, right, step left, left (counts 1-2, 3-4, 5-6, 7-8)

Jump forward hold, jump back hold, jump forward, jump back, click heels twice (counts 1-2, 3-4, 5, 6, 7, 8)

Repeat step right, right, step left, left (counts 1-2, 3-4, 5-6, 7-8)

Jump forward hold, jump back hold, jump forward, jump back, click heels twice (counts 1-2, 3-4, 5, 6, 7, 8)

Right, left, Melt (counts 1, 2, 3, 4) – This is a “fill” or “special”, only 4 counts



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