

Don't Slack

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

Physical Health

- 3.1 The student will explain that health habits and practices impact personal growth and development.
 - e) Describe the benefits of getting enough sleep and the consequences of the use of electronic devices (i.e., screen time) on sleep.
- 3.2 The student will demonstrate the ability to use essential health concepts to improve personal health.

- e) Evaluate how sleep, physical activity, screen time, and healthy food and beverage choices affect one's personal health.

Objectives/Goals

- I can identify the benefits of getting enough sleep.
- I can describe the effects of too much screen time with electronic devices on sleep.
- I can assess my own sleep, physical activity, screen time, and food and drink choices.
- I can make a plan to adjust my habits to provide healthier choices.

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 the importance of sleep and how screen time with electronics affects sleep patterns.
- Explain the importance of making healthy choices.

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 making health decisions regarding our sleep and screen time with electronics, exercise, and food we eat every day.
- Ask students to think about their own habits and assess their areas of strength and areas of improvement.
- Have students set goals for themselves in how to achieve healthier habits.

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)



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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/>