

# Don't Slack

## **SOLs:**

### **Physical Education**

#### Skilled Movement

- 5.1 The student will demonstrate proficiency in movement skills and skill combinations in complex movement activities.
  - c) Perform different types of rhythm/dance sequences including American and international dances.

#### Movement Principles and Concepts

- 5.2 The student will understand and apply movement principles and concepts in complex movement activities.
  - c) Identify and apply principles of practice to enhance performance (e.g., form, consistency, repetition).
  - d) Use feedback, including available technology, to improve performance.

#### Personal Fitness

- 5.3 The student will describe short- and long-term benefits of engaging in regular physical activity.

#### Responsible Behaviors

- 5.5 The student will participate in establishing and maintaining a safe environment for learning physical activities.
  - a) Work independently and with others to improve learning during physical activity.
  - b) Display appropriate cooperative and competitive behaviors.

## **Health**

### **Physical Health**

- 5.1 The student will analyze the impact of positive health behaviors and risky behaviors on personal health.
  - f) Explain the effects of physical activity, sleep, and personal health habits and behaviors on heart health.
- 5.2 The student will demonstrate responsibility for developing personal health habits and practicing behaviors that promote an active, healthy lifestyle.
  - f) Review personal health habits that support heart health and the ability to perform various physical activities.

- 5.3 The student will explain how peers, families, and community groups work together to promote health, prevent disease, and create a healthy community.
  - f) Support family and peers in making positive food, physical activity, and sleep choices that promote heart health.

### Objectives/Goals

- I can describe the benefits of rest, sleep, and a physically active lifestyle.
- I can identify positive physical activity options and benefits of being active every day.
- I can explain how unhealthy habits can affect mental and physical health.
- I can assess my own areas of strength and weakness in my daily habits.
- I can create a plan to meet the daily requirement for physical activity, rest, and sleep for my family.

### 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 positive physical activity options and benefits of being active every day.
- Explain how unhealthy habits can affect mental and physical health.
- Describe how commitment to daily healthy habits are essential in maintaining good health for a long lifetime.

#### *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 daily healthy decisions.
- Have students self assess their lifestyles and identify areas of improvement.

- Ask students to make goals and create a plan to achieve them regarding healthy lifestyle habits for themselves and their families, identify obstacles and solutions.

### 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)



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**Dance Gr5-MSD-14**  
**Fifth Grade**

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