

Can't Stop the Feeling

SOLs:

Physical Education

Skilled Movement

- 1.1 The student will demonstrate the correct critical elements (small, isolated parts of the whole skill or movement) of locomotor, non-locomotor, and manipulative skills.
 - a) Demonstrate critical elements used in the locomotor skills of walking, running, hopping, jumping and landing, galloping, leaping, skipping, and sliding.
 - b) Demonstrate critical elements used in non-locomotor skills (e.g., bending, pushing, pulling, stretching, turning, twisting, swinging, swaying, rocking, balancing, and rolling).
 - f) Demonstrate moving to a rhythm by keeping time to a simple beat, using a variety of locomotor and non-locomotor skills.

Movement Principles and Concepts

- 1.2 The student will demonstrate improvement in locomotor, non-locomotor, and manipulative skills while applying the movement concepts.
 - a) Demonstrate pathways, levels, tempo (speed), force, directions, and relationships when performing locomotor skills.
 - b) Demonstrate tempo (speed), levels, and flow when performing non-locomotor skills.

Personal Fitness

- 1.3 The student will participate regularly in moderate-to-vigorous physical activities that cause increased heart and breathing rates.

Responsible Behaviors

- 1.5 The student will demonstrate, with little or no adult intervention, safe and cooperative behaviors in physical activity settings.
 - a) Work cooperatively with peers for short periods of time.
 - b) Incorporate safety rules learned in physical education.

Health

Mental Wellness / Social and Emotional Skills

- 1.1 The student will identify the basic components and functions of human body systems and the importance of safe practices, positive interpersonal relationships, and environmental health.

- k) Identify comfortable and uncomfortable feelings and when one might experience these feelings.
- 1.2 The student will explain that good health is related to healthy decisions.
 - k) Identify appropriate ways a person may express feelings (e.g., happy, unhappy, mad) and trusted adults to share feelings with at school and at home.
- 1.3 The student will identify specific rules and practices to promote personal safety and socially responsible behaviors.
 - k) Demonstrate ways to express feelings appropriately.

Objectives/Goals

- I can identify a variety of feelings (e.g., happiness, sadness, anger, fear, frustration, calmness).
- I can differentiate between comfortable and uncomfortable feelings.
- I can identify ways to express feelings in an appropriate way.
- I can identify several trusted adults that I can confide in at school and at home.
- I can demonstrate how to express my emotions appropriately.

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 feelings.
- Identify a variety of different emotions a person can feel, both comfortable and uncomfortable.
- 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 if they have ever felt uncomfortable feelings and had difficulty expressing themselves appropriately.
- Ask students to think about ways they can manage negative feelings. What activities and techniques can be used?
- Ask students to identify various trusted adults at home and at school they can confide in.
- Ask students to demonstrate ways to express their feelings appropriately.

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)



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Dance Gr1-MSD-10
First Grade

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

- *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/>