

# Can't Stop the Feeling

## **SOLs:**

### **Physical Education**

#### Skilled Movement

- 2.1 The student will continue to demonstrate correct critical elements (small, isolated parts of the whole skill or movement) of locomotor, non-locomotor, and manipulative skills.
  - c) Demonstrate moving to a rhythm by combining locomotor and non-locomotor skills to perform basic educational folk and creative dance sequences.

#### Movement Principles and Concepts

- 2.2 The student will apply the basic movement concepts to change performance of locomotor, non-locomotor, and manipulative skills.
  - a) Use the concept of relationships (e.g., over, under, around, in front of, behind, and through) in dynamic movement situations.
  - b) Use the concepts of spatial awareness (e.g., location, directions, levels), and effort (time, force, flow) in static and dynamic movement situations.

#### Responsible Behaviors

- 2.4 The student will exhibit, in physical activity settings, cooperative, respectful, and safe behaviors.

## **Health**

### Mental Wellness / Social and Emotional Skills

- 2.1 The student will identify the major body systems, healthy food and beverage choices, emotions, and social skills and explain how each is connected to personal health.
  - i) Identify feelings associated with disappointment, loss, and grief.
- 2.2 The student will identify personal health decisions and health habits that influence health and wellness throughout life.
  - i) Explain healthy ways to express feelings associated with disappointment, loss, and grief.
- 2.3 The student will describe the influences and factors that impact health and wellness.
  - i) Identify adults who can help with disappointment, loss, and grief.

## Objectives/Goals

- I can identify negative feelings, like disappointment, loss, or grief.
- I can explain how a person can express their feelings in healthy ways when they are feeling uncomfortable, negative feelings.
- I can identify several trusted adults that I can confide in at school and at home.

## 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.
- Ask students to think of a time they felt disappointed, a sense of loss, or grief.
- 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 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)

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/>