

Confident

SOLs:

Physical Education

Skilled Movement

- 4.1 The student will refine movement skills and demonstrate the ability to combine them in increasingly complex movement activities.
 - b) Demonstrate moving to a rhythm (e.g., perform a variety of educational dances with different international and regional American formations; create educational dances with apparent beginning, middle, and end, combining shapes, levels, pathways, and locomotor patterns).
 - c) Perform smooth flowing sequences that combine four or more of the following movements: traveling, balancing, rolling, and other types of weight transfer.

Responsible Behaviors

- 4.4 The student will demonstrate positive interactions with others in cooperative and competitive physical activities.
 - a) Work productively and respectfully with others in achieving a common group goal.
 - b) Work toward positive solutions in resolving disagreements.
 - c) Demonstrate appropriate etiquette and application of rules and procedures.
 - d) Identify the contributions various cultures have made to sport, dance, and recreational pursuits.

Health

Mental Wellness / Social and Emotional Skills

- 4.1 The student will explain how nutrition and other health-enhancing behaviors affect personal health and academic achievement.
 - m) Describe self-concept and how it can be influenced by internal and external factors.
- 4.2 The student will describe health concepts and behaviors that prevent illness, disease, and injury and that promote positive relationships.
 - m) Describe how developing a healthy self-concept is an ongoing and essential life skill.
- 4.3 The student will describe the importance of identifying and accessing health resources for personal and community health.
 - m) Explain how challenges and successes provide learning experiences to help develop a healthy self-concept.

Objectives/Goals

- I can define “self-concept” and explain how it’s influenced by internal and external factors.
- I can explain how challenges and success help develop a person’s self-concept.
- I can create solutions to situations that cause me to not have a positive self-concept.

Materials

- Video of Dance *Confident*, by Tammy Hanna - [LINK](#)
- Music of *Confident*, by Demi Lovato
- 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 “self-concept” - Define as “the way a person feels about themselves based on their experiences with others.”
- Ask students to think about a time that they felt good about themselves, competent and successful. What were some of the ways others made them feel this way?
- Ask students to think about a time when they felt bad about themselves, unsuccessful and incompetent. What were some of the ways others made them feel this way?

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 how someone can change their self-concept? If a person is feeling incompetent or unsuccessful, how can they change their confidence in these areas?

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

Confident, Choreography by Tammy Hanna

(Starts after trumpets.)

Dance Routine Pattern:

Intro, Part A, 1st ½ B, A, full B, C, A without kicks, end

Intro

3 right and left hip rocks, slide to the right (1, 2, 3, 4, 5, 6, 7&8)

3 left and right hip rocks, slide to the left (1, 2, 3, 4, 5, 6, 7&8)

Part A (Verse)

Step left, kick-hold right, step right, left, right – Arms overhead to down low on kick (1-2, hold 3-4, step 5, 6, 7, 8)

Step right, kick-hold left, step left, right, left – Arms overhead to down low on kick (1-2, hold 3-4, step 5, 6, 7, 8)

Repeat right and left – 2 sets of 8- counts

Jerk right, left, right, left (1-2, 3-4, 5-6, 7-8)

Step right corner, left corner, right home, left home, right corner, left corner, right home, left home (1, 2, 3, 4, 5, 6, 7, 8)

Repeat – 2 sets of 8-counts

Jump feet apart, arm overhead, head back, head up, right arm down hip rock, left arm down hip rock (1, 2, 3, 4, 5-6, 7-8)

Repeat 3 more times – 3 sets of 8-counts



Part B (Chorus)

(First half is with slow hip rocks, second half is with quick hip rocks)

Feet apart, arms low in front, arm low behind, repeat low in front, low behind – slow hips on 2-count rock (1-2, 3-4, 5-6, 7-8)

Continue arms low in front, arm low behind, arms scoop overhead and down sides – slow hips on 2-count rock (1-2, 3-4, 5-8)

Repeat 2 sets of 8-counts

Repeat phrase with quick hips, rock on every beat but arms continue on every 2 beats (1, 2, 3, 4, 5, 6, 7, 8, 1, 2, 3, 4, 5, 6, 7, 8)

Repeat 2 sets of 8-counts with quick hips

Part C (Bridge or Break)

Kick forward, walk/skip in half circle to (1-2, 3, 4, 5, 6, 7, 8, 1, 2, 3, 4, 5, 6, 7, 8) 2 sets of 8-counts

Slide right, rock step, slide left, rock step, repeat (1&2, 3, 4, 5&6, 7, 8) 2 sets of 8-counts

Strike pose and hold, strike 2nd pose and hold (1, hold 2-8, 1, hold 2-8) 2 sets of 8-counts

Feet apart, side hip rocks as arms go out to sides and overhead claps, total of 8 claps (1-2, 3-4, 5-6, 7-8, 1-2, 3-4, 5-6, 7-8) 2 sets of 8-counts

Jump and clap with hands over head, total of 8 claps (1, 2, 3, 4, 5, 6, 7, 8) 1 set of 8-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/>