

Best Friend

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.
 - o) Recognize that every person is different and has different needs.
- 4.2 The student will describe health concepts and behaviors that prevent illness, disease, and injury and that promote positive relationships.
 - o) Analyze positive strategies for resolving conflict.
- 4.3 The student will describe the importance of identifying and accessing health resources for personal and community health.
 - o) Describe ways to show compassion for others.

Objectives/Goals

- I can recognize that people have different needs that can affect a friendship/relationship.

- I can list strategies that help to resolve conflict and promote positive relationships.
- I can create opportunities at school, home and in the community to promote compassion for others.

Materials

- Video of Dance *Best Friend*, by Tammy Hanna - [LINK](#)
- Music of *Best Friend*, by Sofi Tukker – feat. NERVO, the Knocks, & Alisa Ueno
- Video recording device- optional
- *PE Metrics* assessment rubric - optional
- Example rubrics provided - optional
- Student Peer Assessment - optional
- Flipgrid - optional

Lesson Steps:

Step 1 Introduction & Connections to Health Content

- Provide discussion with students about personal qualities needed to be a good friend (ex. kindness, concern, patience, accepting differences, etc.), and how people are different and have different needs.
- Discuss how conflict can arise when a person's needs are not being met and how we can compromise, or be accepting of other people's differences, to allow for conflict resolution.

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 being a good friend.
- Ask students to look for opportunities at school and in the community to show compassion. Have students create a class project to address a school or community concern.

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 Nutrition 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 face only forward and mirror the video.
 - For novice or unconfident movers, continue to perform the dance phrase only facing forward (do not make the quarter turn counterclockwise to face a new wall).
 - When students are more confident, add the quarter turn counterclockwise to face a new wall each time.
 - Place confident “leader” students on the perimeter of the dance space; right, left and behind the majority of the group. With this formation, when the dance turns to face a new direction skilled leaders will be in front to guide the group.

- 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
 - Best Friend, Choreography by Tammy Hanna***
(Hold 4 sets of 8-counts.)
4-wall dance repeating phrase
Jump forward arms wave high, jump back arms wave low (counts 1-4, 5-8)
Right foot tap side, left foot tap side, right pivot turn, right pivot turn (counts 1, 2, 3, 4, 5, 6, 7, 8)
Right side step, together, step, together, left side step, together, step, together (counts 1, 2, 3, 4, 5, 6, 7, 8)
Right step-turn, left grapevine, end with quarter turn left counter-clockwise (counts 1-4, 5-8)
- *PE METRICS: Assessing Student Performance Using the National Standards & Grade Level Outcomes K-12 for Physical Education*, SHAPE America, Human Kinetics, ISBN: 9781492526667
- Peer Assessment - [LINK](#)
- Self Assessment - [LINK](#)
- Rubric I - [LINK](#)
- Rubric II - [LINK](#)
- My Plate - <https://www.myplate.gov/>
- Flipgrid - <https://info.flipgrid.com/>