

Try Everything

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

Nutrition

- 5.1 The student will analyze the impact of positive health behaviors and risky behaviors on personal health.
 - d) Explain Recommended Dietary Allowance (RDA) and the concepts of eating in moderation and energy balance in relation to healthy weight.
- 5.2 The student will demonstrate responsibility for developing personal health habits and practicing behaviors that promote an active, healthy lifestyle.
 - c) Explain the RDA for macronutrients and micronutrients.

- d) Analyze food labels for a selected meal that meets RDA and energy balance for health.
- 5.3 The student will explain how peers, families, and community groups work together to promote health, prevent disease, and create a healthy community.
 - c) Analyze and interpret information on food packaging, including Nutrition Facts Labels, ingredient lists, and health claims.
 - d) Design marketing materials to increase the sale and consumption of healthy foods and beverages that meet RDA and energy balance for health.

Objectives/Goals

- I can explain what RDA (Recommended Daily Allowance) means and give examples of what is recommended for each food group.
- I can read a food label and understand if the item meets the RDA and energy balance for health.
- I can describe macro and micronutrients.
- I can create meal and snack options that are in alignment with RDA and energy balance health.

Materials

- Video of Dance *Try Everything* by Tammy Hanna - [LINK](#)
- Music of Try Everything by Shakira, from Zootopia soundtrack
- 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 My Plate, and the food groups. Allow students to provide multiple examples of foods from each group.
- Focus on the fruits and vegetables groups and distinguish the differences between both
 - Fruits are the berry or blossom of the plant
 - Vegetables are the leaf, stalk or root of the plant
- Explain the importance of making healthy food choices and eating a variety of different foods can provide all vitamins and nutrients needed to grow and have plenty of energy.
- Have students share some of their favorite fruits and vegetables.

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 video.

Step 4 Closure

- Review the importance of trying new things with healthy food choices.
- Ask students to create a meal or snack option that is in alignment with RDA and energy balance health.

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
Try Everything, Choreography by Tammy Hanna
(Begin arm movement intro at the very beginning of music. Start phrase with lyrics)
Intro & ending movements:
Arms scoop from low, make full hinge circle at middle and stop at top with palms together (1-2, 3-4, hold 5-8)
Reverse – Arms come down, make full hinge circle at middle and stop with hands at legs (1-2, 3-4, hold 5-8)
Repeat up and down (1-2, 3-4, hold 5-8, 1-2, 3-4, hold 5-8)
4-wall dance that repeats:
Right step forward lunge 2-counts and back 2-counts, with right arm scoop to bicep flex and pull to the side – repeats forward/back rocking action 4 times (1-2, 3-4, 5-6, 7-8, 1-2, 3-4, 5-6, 7-8)



Left step forward lunge 2-counts and back 2-counts, with left arm scoop to bicep flex and pull to the side – repeats forward/back rocking action 4 times (1-2, 3-4, 5-6, 7-8, 1-2, 3-4, 5-6, 7-8)

Both hands 2 shots right high, 2 shots left high, 2 dribbles right low, 2 dribbles left low (1-2, 3-4, 5-6, 7-8)

Double time shots – 1 Right high, 1 left high, 1 right dribble low, 1 left dribble low, 1 Right high, 1 left high, 1 right dribble low, 1 left dribble low (1, 2, 3, 4, 5, 6, 7, 8)

Jump forward hold, jump back hold, 2 jumps forward and back (1-2, 3-4, 5, 6, 7, 8)

Quarter turn counterclockwise as you step right back hold, left back hold, right back, left back, right back, left back (1-2, 3-4, 5, 6, 7, 8)

Repeat phrase 4 times full. On 5th time (facing front) end after 2-shots and 2-dribbles with beginning arm movements

- *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/>