

Try Everything

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

Nutrition

- 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.

- b) Identify why it is important to consume a variety of foods and beverages from the five MyPlate food groups (i.e., fruits, vegetables, grains, protein, dairy).
- 1.2 The student will explain that good health is related to healthy decisions.
 - b) Identify "sometimes foods" (e.g. candy, cookies, chips, ice cream, soda) and recognize that not all food products advertised or sold are healthy.
- 1.3 The student will identify specific rules and practices to promote personal safety and socially responsible behaviors.
 - b) Explain that all foods can fit into a healthful diet through balance, variety, and moderation.

Objectives/Goals

- I can identify a variety of healthy foods from the 5 MyPlate food groups.
- I can distinguish between "sometimes foods" and healthy food options.
- I can create a healthy food plan that has a variety of food options to provide various vitamins and nutrients.

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.
- 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 healthy food choices for meals and snacks.

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 daily menu of healthy food choices, including items that they have never tried before.

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)



Virginia 2021 SOL Edition
Created by Tammy Hanna
Dance Gr1-MSD-18
First Grade

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/>