

Can't Stop the Feeling

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.
 - 1) Identify feelings and emotions associated with loss and grief and their impact on one's health.
- 4.2 The student will describe health concepts and behaviors that prevent illness, disease, and injury and that promote positive relationships.
 - 1) Describe healthy coping skills for handling the emotions of loss and grief.
- 4.3 The student will describe the importance of identifying and accessing health resources for personal and community health.
 - 1) Identify strategies and resources, including understanding the role of school counselors, psychologists, and social workers, to manage feelings that may result from loss and grief.

Objectives/Goals

- I can identify negative feelings, like loss or grief, and how they impact a person's overall health both mentally and physically.
- I can explain appropriate coping strategies in managing loss or grief.
- I can create strategies and identify resources in helping me cope with loss or grief.

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 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 identify strategies and resources (ex. understanding the role of school counselors, psychologists, and social workers) to manage feelings that may result from loss and grief.

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/>