

PDHPE

DANCE TEACHING

RESOURCE



**CONTAINS 20 EXAMPLE
LESSON IDEAS**

**WESTERN SYDNEY
UNIVERSITY**





Health and Physical Education

Western Sydney University

Western Sydney University ©

This resource contains a collection of example dance activities that could be used in PDHPE. You may utilise and distribute this resource how you see fit.

Suggested citation

Western Sydney University (2023) PDHPE Teaching Resource: Dance. Western Sydney University: Penrith, Australia.

Compiled by Dr Rhiannon Lee White
Senior Lecturer, Health & Physical Education, Western Sydney University
Rhiannon.White@westernsydney.edu.au

Contributors

Joanne Azzopardi
Zach Boddy
Michael Bowd
Lara Carroll
Amy Charlesworth
Tiarhn Dunn
Rebecca Eldridge
Tepa Faletese
Gabriella Farrugia
Ashley Galea

Chloe Jones
Blake Kennard
Jasmine Kernaghan
Joshua Maharaj
Bailey McMahon
Dana Ragg
George Razmovski
Emmanuel Scionti
Lyndsay Weidle
Brianna Witenberg

Stage 1.....	1
Learning about emotions through dance	
<i>Lara Carroll.....</i>	<i>1</i>
Understanding body systems through dance	
<i>Dana Ragg.....</i>	<i>34</i>
Stage 2.....	41
Nutrition Groove	
<i>Joshua Maharaj.....</i>	<i>41</i>
Stage 4.....	44
Health, safe, and active lifestyles	
Assessing learning/prior knowledge of a range of health topics through creative movement	
<i>Blake Kennard.....</i>	<i>44</i>
Exploring dimensions of health through dance	
<i>Ashley Galea.....</i>	<i>51</i>
Strategies to promote physical activity and the impact on health and wellbeing	
<i>Brianna Witenberg.....</i>	<i>55</i>
Risk-taking behaviour contributing factors	
<i>Zach Boddy.....</i>	<i>61</i>
Responding to a range of risk-taking behaviours in different contexts	
<i>Michael Bowd.....</i>	<i>66</i>
Help-seeking strategies for young people in challenging situations	
<i>Joanne Azzopardi.....</i>	<i>72</i>
Understanding the emotional impacts of a range of positive, and risk-taking, behaviours	
<i>Tiarhn Dunn.....</i>	<i>75</i>
Effectively managing my own, and supporting others', health, safety, wellbeing, and participation in physical activity	
<i>Jasmine Kernaghan.....</i>	<i>79</i>

Using emojis in dance to reinforce positive protective strategies to help manage personal mental wellbeing	
<i>Gabriella Farrugia</i>	84
Using dance to portray positive health messages through social media campaigns	
<i>George Razmovski</i>	99
Movement and Skill	
The role of different muscles in generating movement	
<i>Chloe Jones</i>	102
Using Laban’s Eight Efforts to manipulate and create movements	
<i>Tepa Faletose</i>	109
Movement, Physical Activity, & Fitness – Learning through movement	
<i>Bailey McMahan</i>	114
Different life stages as stimuli for creating a movement sequence	
<i>Amy Charlesworth</i>	117
Stage 4 Life Skills	121
Transferring sport movements to dance	
<i>Lyndsay Weidle</i>	121
Stage 5	135
Dance for Fitness: Improvised barre workout jam	
<i>Emmanuel Scionti</i>	135
Exploring how the skeletal system impacts movement through dance	
<i>Rebecca Eldridge</i>	144

Dance Lesson Plan on Emotions

<p>SPORT/ACTIVITY: Learning about emotions through dance. Stage: 1 (Years 1 and 2) Outcomes: Stage 1 PDHPE K-10 Syllabus 2018 (Resource 1) Health, Wellbeing and Relationships How can we be inclusive and respectful?</p> <ul style="list-style-type: none"> • Identify and practise physical and emotional responses that account for their own and others' feelings for example: <ul style="list-style-type: none"> - Predict how a person might feel based on the words, facial expressions and/or body language (Outcome 1) (O1) - Recognise own emotions and demonstrate positive ways to respond to different situations, e.g kinds of touch, assertiveness, seeking help, loss of a family pet (Outcome 2) (O2) - Identify the body's reaction to a range of situations, including safe and unsafe situations, and compare the different emotional responses (Outcome 3) (O3) 	
Breakdown	Subject matter (WHAT) and Teaching & learning strategies (HOW)
<p>Introduction 10 min</p> <p>Equipment</p> <p>Smartboard or projection board</p>	<p>Introduction</p> <ul style="list-style-type: none"> - Acknowledgement of Country - The focus of today's lesson is to unpack how we can use dancing to express how we are feeling. A method that requires no dialogue as the music's rhythm, facial expressions and body language visually demonstrate one's emotions. <p>Activity 1 → Mood Marching (Dance fitness) - What are emotions, and can we predict how others feel?</p> <p>Student learning outcomes</p> <ul style="list-style-type: none"> ○ Students can predict the emotions of Miss Lara (O1). ○ Students can identify how their body reacts to emotions. E.g. body language, and facial expressions when happy, or sad (O3). <p>Introduction and instruction to the activity</p> <p>Students are to watch the video 'What are Emotions' (Resource 2). Students will begin marching on the spot in front of the smartboards/projection board and will take turns predicting what 'Emotion Miss Lara is feeling?' (Appendix A). After which they will demonstrate their facial expressions and body language when feeling said emotion.</p> <p>Teaching Points/ Questions for Learning / Modifications</p> <p>Encourage students to show facial expressions and body language that reflects the emotions they are feeling without verbal cues. Teaching cues/questions: "Show me an angry face, how would you march if you were happy, would you slouch your back if you were feeling sad". This activity utilises a Convergent teaching strategy which allows students to make their own decisions on how they feel and show their emotions. If students are struggling with the concept the teacher can demonstrate. An extension activity: students can explore and demonstrate other emotions.</p>
<p>Body: 45 min (20ish)</p>	<p>Activity 2 → Music and its effect on the body's emotional responses and how we dance to it (Mix of Cultural dance, hip-hop, contemporary, dance fitness)</p> <p>Student learning outcomes</p>

<p>min each activity)</p> <p>Equipment</p> <p>Smartboard or projection board</p> <p>Speaker</p> <p>iPad / Laptops (to look up songs / learn dances)</p> <p>YouTube</p> <p>'I Feel' cards printed</p>	<ul style="list-style-type: none"> ○ Students can explain the emotions they feel when they hear certain songs (O2 and O3). ○ Students can explain how they show emotions when dancing (O3). ○ Students identify scenarios when they may feel certain emotions (O3). ○ Students provide positive ideas of responding to emotions (O2). <p>Introduction and instruction to activity</p> <p>Students to stand in classroom and spread out. Teacher is to play songs for students to dance to however they see fit (Appendix B). After songs, communicate with students about the emotions they felt as a result of their body's reaction to different songs (Appendix B).</p> <p>Teaching Points/ Questions for Learning / Modifications</p> <p>Question students after dancing to each song (Appendix B).</p> <p>This activity utilises a Convergent teaching strategy which supports the student's autonomy as they can choose how they wish to dance. If students are struggling with the concept the teacher can demonstrate as well as ask students questions from Appendix B to help them understand their emotions.</p> <p>Activity 3 → Students use dance as an appropriate method to predict, recognise and express emotions (Mix of Cultural dance, hip-hop, contemporary, dance fitness).</p> <p>Student learning outcomes</p> <ul style="list-style-type: none"> ○ Students create one dance move representing an emotion (O3). ○ Students combine their dance move with the peers in their group to make a dance routine of 4 different moves (one dance move per student). ○ Students predict what emotion each group is feeling when dancing (O1). <p>Introduction and instruction to activity</p> <p>Students are split up into groups of 3-4. They select an emotion card (Appendix C). Each member in the group creates a movement representing that emotion. All group members teach and learn their own and others dance movements and complete them all together. If struggling students can learn dance provided (song b) Appendix C. Students present their 4 combined dance moves / learned dance moves to the class. The class predicts what emotion the students are demonstrating.</p> <p>Teaching Points/ Questions for Learning / Modifications</p> <p>How can you show this emotion on your face?, with your body?</p> <p>This activity utilises a Convergent and Practise teaching strategy which supports the student's autonomy as they choose, plan and create their own dance moves and routine. If students are struggling with the concept, there are ideas for dance movements on the 'I feel' cards (Appendix C). There are also two songs they can choose for each emotion; one is just the music (option a) and the other is teaching a dance (option b) (Links in Appendix C).</p>
<p>Conclusion:</p> <p>5 min</p>	<p>Reiterate that dancing is a form of movement that we can use to express our emotions, to have fun with friends or for fitness. It is very important to be able to understand how we feel and as well as understanding how others may feel so we can act appropriately. Our dancing activities today allowed us to practise predicting others emotions, recognising our own and how we act when we feel certain ways as well as strategies to improve how we feel.</p>

Resources:

1. Stage 1 Syllabus <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/pdhpe-k-10-2018>
2. Watch the video 'What are emotions?' https://www.youtube.com/watch?v=Z6SGZ_UplZM

Appendix:

What emotion is Miss Lara feeling?



Start marching



What emotion is Miss Lara feeling?



Happy



And now it's your turn



What emotion is Miss Lara feeling?



Sad



And now it's your turn



What emotion is Miss Lara feeling?



Angry



And now it's your turn



What emotion is Miss Lara feeling?



Bored



And now it's your turn



What emotion is Miss Lara feeling?



Scared



And now it's your turn



What emotion is Miss Lara feeling?



Tired



And now it's your turn



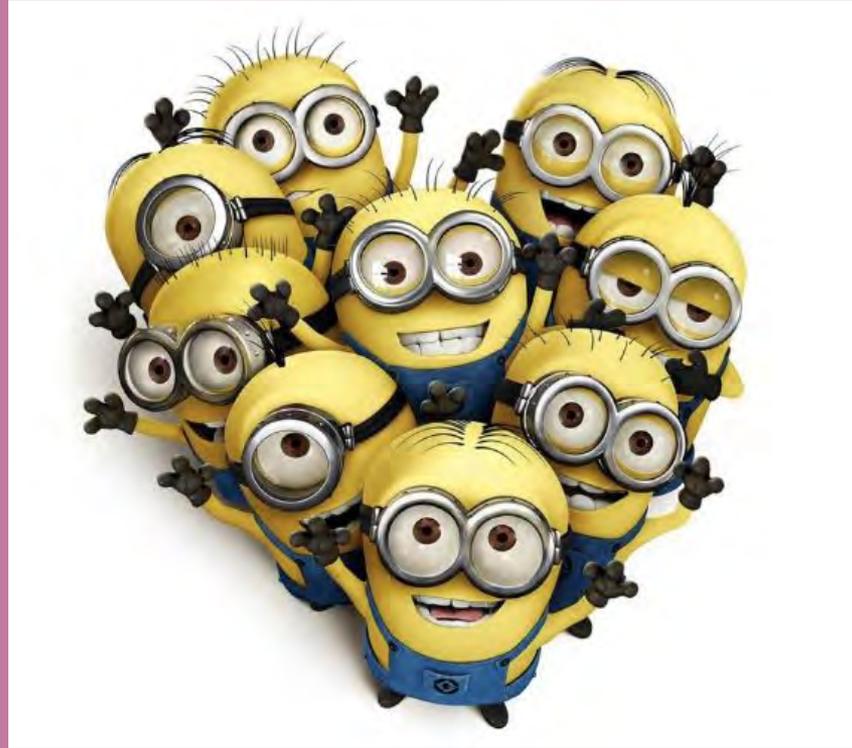
What emotion is Miss Lara feeling?



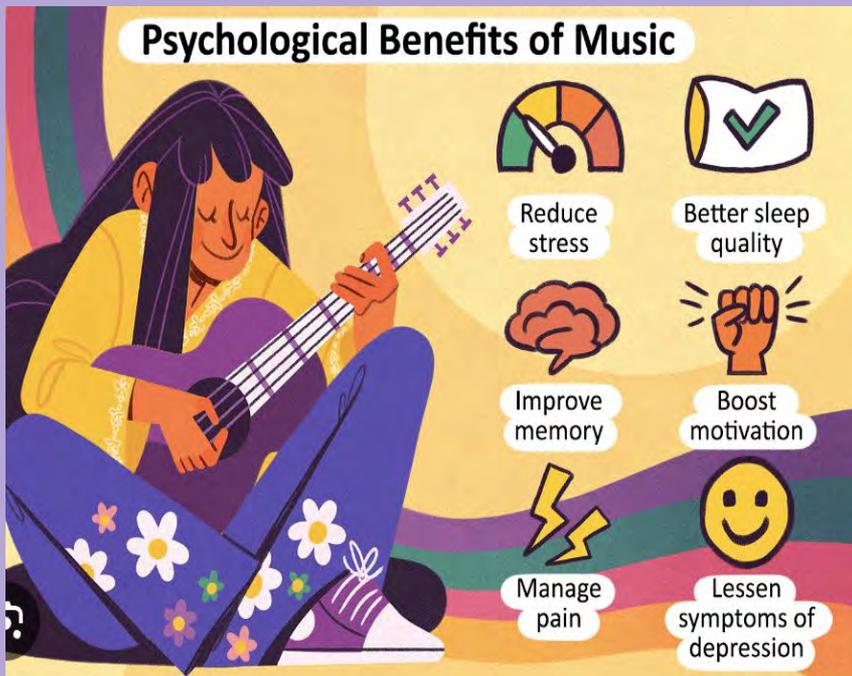
Loved



And now it's your turn



How does music affect our mood and emotions?



Dance it out

Song 1: <https://www.youtube.com/watch?v=cmCDqX3ngfA> 1:20-01:50

Song 2: <https://www.youtube.com/watch?v=bk0zyO-QSVs> 00:10-00:30

Song 3: <https://www.youtube.com/watch?v=Z5LJ2NX2ggQ> 00:50-1:10

Song 4: <https://www.youtube.com/watch?v=wEJd2RyGm8Q> 1:00-1:25

Song 5: <https://www.youtube.com/watch?v=N1j4GDX1IB4> 00:20-00:40

Song 6: <https://www.youtube.com/watch?v=tmAyAbzNBac> 00:20-00:50



After each song



- What emotion did you feel when dancing to this song?

Ideas → Happy, sad, angry, excited, scared, loved, proud?

- How did you show this?

Ideas → Did you stand proud, what facial expressions did you have, were you stomping your feet, were you jumping around?

- When might we feel this emotion?

Ideas → Friends wont play with us, miss home, having fun playing with friends, can't play on ipads

- What is a positive way to us help feel better?

Ideas → Ask to play with someone else, offer / ask for some

help, have some time in calm space, dance, stretch, read, coninue on if feeling good

I feel cards

HOW DO I FEEL?

 Happy	 Excited	 Sad	 Angry
 Shocked	 Cheeky	 Confused	 Ashamed
 Silly	 Tired	 Annoyed	 Confident
 Afraid	 Worried	 Excited	 Embarrassed

I feel happy or excited

1



How can I show I'm happy?

- Smiling
- Waving hands in the air
- Jumping around
- Fast and big movements
- High energy movements

2



What are we doing?

- Each student is to create a happy dance move.
- One at a time, teach your friends
- Combine all dance moves (dance move 1, then 2, then 3, then 4)
- All students in group at the same time complete dance routine.

3



Choose song a (you choose dance moves) or b (dance provided) and show the class

- Happy by Pharrell Williams
<https://www.youtube.com/watch?v=cmCDqX3ngfA>
- Zumba Kids (Easy dance) - I like to move it
<https://www.youtube.com/watch?v=ymigWt5TOV8>

1

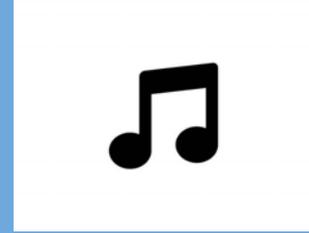


I feel sad

2

DANCE

3



How can I show I'm sad?

- Frowned face
- Slouched shoulders
- Arms by your side
- Slow and little movements
- Low energy

What are we doing?

- Each student is to create a sad dance move.
- One at a time, teach your friends
- Combine all dance moves (dance move 1, then 2, then 3, then 4)
- All students in group at the same time complete dance routine.

Choose song a (you choose dance moves) or b (dance provided) and show the class

- The Ellie badge - Up
https://www.youtube.com/watch?v=Gf_ZNJWgwOM
- Contemporary dance routine: True Colours
<https://www.youtube.com/watch?v=bk0zyO-QSVs>

I feel angry

1



How can I show I'm angry?

- Scrunched eyebrows
- Arm folded
- Stomping feet
- Kicking / punching the air (boxing)
- Erratic movements

2

DANCE

What are we doing?

- Each student is to create a angry dance move.
- One at a time, teach your friends
- Combine all dance moves (dance move 1, then 2, then 3, then 4)
- All students in group at the same time complete dance routine.

3



Choose song a (you choose dance moves) or b (dance provided) and show the class

- High School Musical 2 - Bet on it
<https://www.youtube.com/watch?v=MfXMy5jzaEQ>
- Believer by Kindergarten Children
<https://www.youtube.com/watch?v=aA0too1WiQE>

I feel proud

1



How can I show I'm proud?

- Smiling
- Big movements
- Arm in the air
- Arms on your heart
- Standing tall
- Traditional dances

2



What are we doing?

- Each student is to create a proud dance move.
- One at a time, teach your friends
- Combine all dance moves (dance move 1, then 2, then 3, then 4)
- All students in group at the same time complete dance routine.

3



Choose song a (you choose dance moves) or b (dance provided) and show the class

- This is me by The Greatest Showman
<https://www.youtube.com/watch?v=wEJd2RyGm8Q>
- Taba Naba by Wiggles
<https://www.youtube.com/watch?v=tmAyAbzNBac>

DANCE LESSON

DANA RAGG

STAGE 1

KINDERGARTEN

60 MINUTES

CURRICULUM OBJECTIVE

The curriculum dot point this lesson will be focused on is ACPPSO16. It states “identify body systems and parts. E.g., skeletal, senses, male and female anatomy”.

JUSTIFICATION

This activity is interactive and physical which are two important standards of PDHPE. But also, by giving the students creative autonomy in regards to their dance, not only will that compliment their learning of the body systems but also promote teamwork, communication, problem solving, and critical thinking skills through a novelty activity.

LESSON STRUCTURE

1. Explain to the class what the lesson will entail
2. Spread students out for warm up
3. Split students into 3 even groups and provide each group with their resource
4. Students begin dance activity while teacher observes and offers assistance
5. Group performances in front of the other groups to guess which body system they are representing
6. Ask reflection questions to students
7. Cool down stretches

LEARNING FOCUS/GOAL

To use dance as a teaching tool for students to learn how to create shapes and movements that represent different body systems.

SAFETY CONSIDERATIONS

- Ensure all students are spread out within an open space area
- Adequate warm-up and cool-down to be performed
- Ensure all music played is appropriate
- Provide adequate breaks throughout

EQUIPMENT

- Open area, e.g., school hall
- Appendix resource
- Speaker system
- Device to play music
- Optional: screen to play warm up video, props

STUDENT LEARNING OUTCOMES CHECKLIST

- Student participates in choreographing in their group
- Student has the ability to recognise connections between the body system and the dance moves
- Student is able to explain which body system they are representing
- Student successfully perform their dance moves to the class
- Student respectfully watched other group performances to figure out which body system they are representing

OVERVIEW & WARMUP- 15 MINUTES

- The teacher will use this time to use the body system resource sheet to briefly explain the skeletal, respiratory, and cardiovascular systems to the students.
 - The teacher will also assign each group with 1 body system resource
- Upper body: x10 each
- Neck rotations
 - Shoulder shrugs
 - Wrist rotations
 - Back twists
- Lower body: x10 each
- Jumping jacks
 - Running on the spot
 - Skipping
 - Ankle rotations
- YouTube video: [Preschool Learn to Dance: Warmup](#)

ACTIVITY- 30 MINUTES

Students are to work in 3 separate groups to create a short 20 second dance to represent their given body system. If students need help, here are some ideas for each body system:

- Skeletal system: robot styled dancing to appear stiff as bones, or broken bone mimicking to represent an arm or leg bone specifically
- Respiratory system: balloon blowing miming to show deep breathing motions, or nose scrunching to act as smelling flowers
- Cardiovascular system: continuous arm wave through each student to appear as veins, over exaggerated heart beats coming out of your chest to represent the heart

MODIFICATIONS-

To make the activity easier:

- Students can work together to create dance movements and shapes to represent their given body system

To make the activity harder:

- After performances of each body system, students are to create two more dances / movements to the other two body systems OR
- Make their dance longer

REFLECTION & COOL DOWN- 15 MINUTES

- What was your favourite and least favourite part of today's lesson?
- Do you want to do this activity again with different body systems?
- Do all of the body systems work together to keep us alive?

Stretches: 10 second hold

- Deep breaths
- Tricep stretch
- Seated toe touch
- Butterfly stretch
- Hamstring stretch
- Quadricep stretch

BODY SYSTEMS

BREIF EXPLANATION

Teacher to explain to students:

Skeletal System-

- Provides body with framework and structure
- E.g., bones & teeth

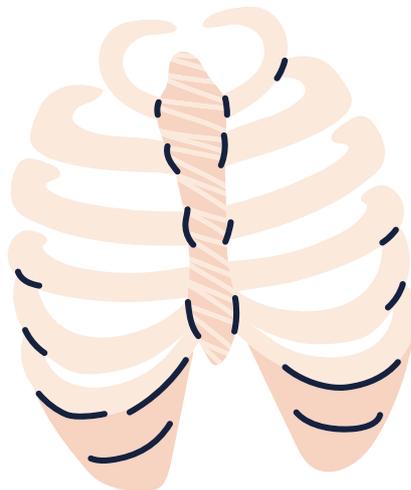
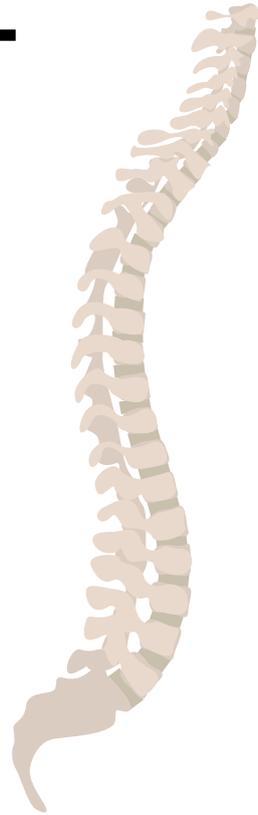
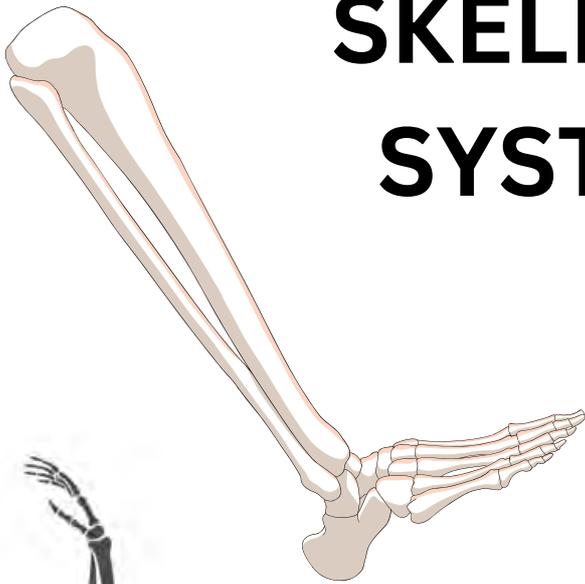
Respiratory System-

- Allows us to breathe in oxygen
- E.g., lungs, mouth & nose

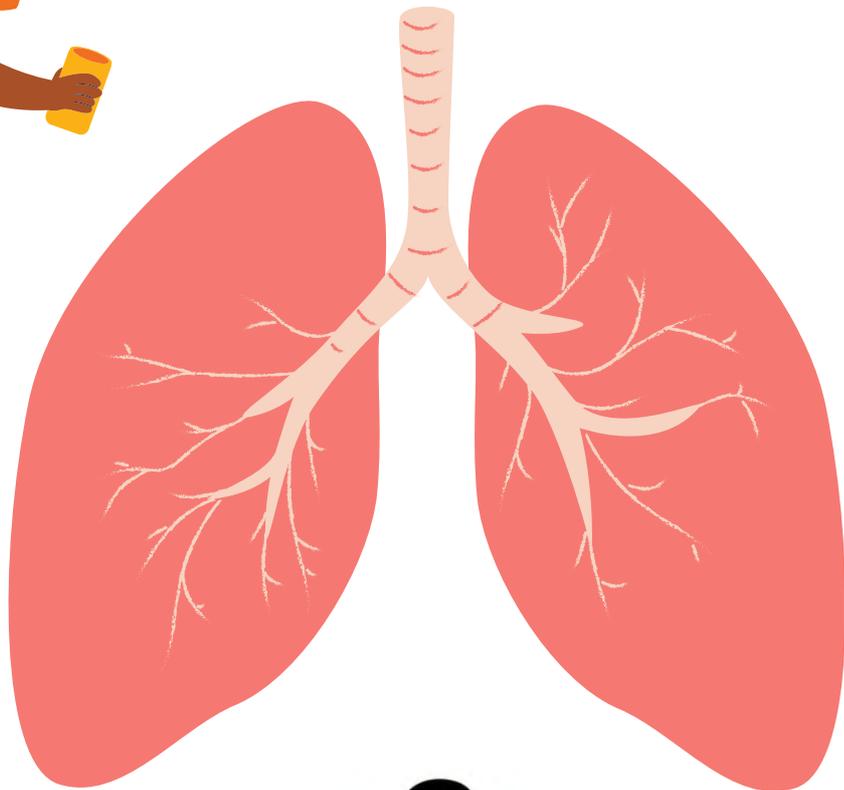
Cardiovascular System-

- Helps beats blood all around our body
- E.g., heart & veins

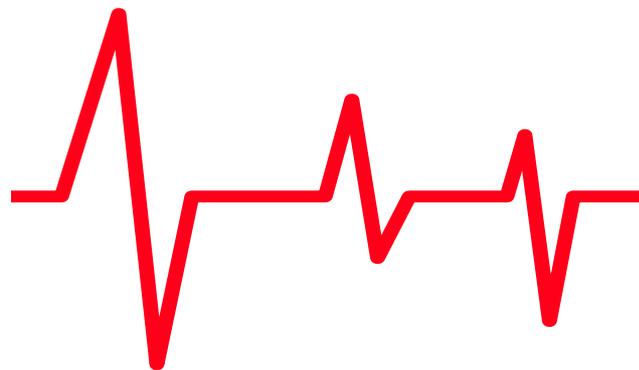
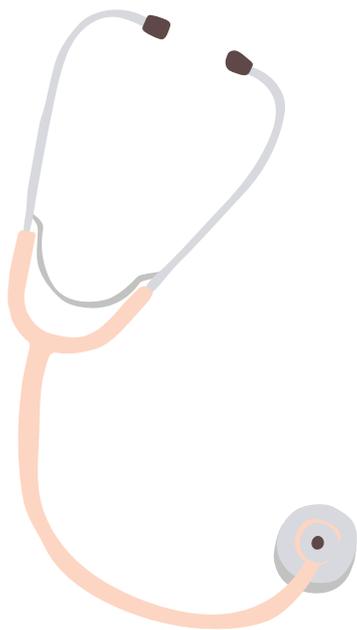
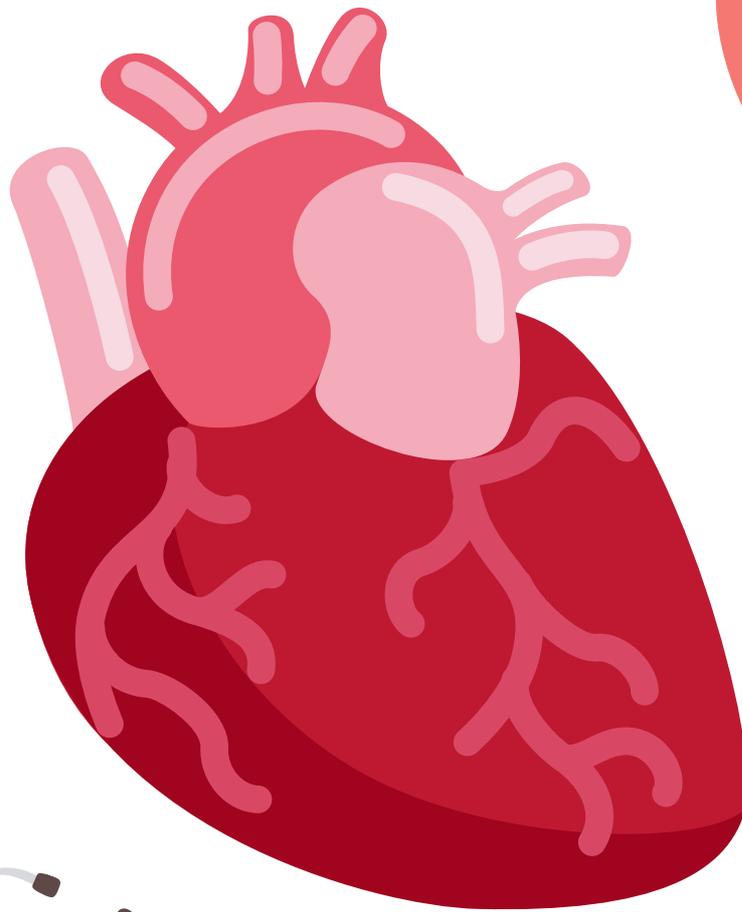
SKELETAL SYSTEM



RESPIRATORY SYSTEM



CARDIOVASCULAR SYSTEM



WARM-UP VIDEO



Dance Lesson

Joshua Maharaj



NSW Curriculum
NSW Education Standards Authority

Lesson Plan: Dance and Nutrition for year 3 - 4 (Stage 2)

Curriculum: Nutrition

Duration: 45 – 50 minutes



Objective and outcome of lesson:

To inform students of the role that nutrition plays in leading an active and healthy lifestyle and to get children involved in an imaginative dancing exercise that includes nutritional ideas. Students to realise healthy foods are more beneficial like fruits and vegetables. Especially at a young age introducing good healthy eating habits is a must for future health.

Equipment needed:

- Music speaker
- Whiteboard and markers (brainstorm nutritional foods and write down for the whole class)
- Printed images of multiple food items (fruits, vegetables, grains, proteins and dairy) (resources page)
- Clear area for dancing
- 1 iPad if available or phone (for teacher)

Introduction (5 - 10 minutes):

Talk and ask them questions to determine their level of nutritional understanding. First ask them what they all like to eat? (*they will most likely say unhealthy/junk foods*). Present the idea of a balanced diet and clarify that it consists of dairy, fruits, grains and vegetables as well as proteins. Allow the students to figure out these categories of foods from printed pictures of them.

THEN

Talk/ask questions like:

- What is nutrition ?
- Why do humans require food ?
- What nutritional foods can you think of ?
- What foods help fuel our bodies ?
- Compare pros and cons of junk food and nutritional foods
- Why is fruits and vegetables a good choice?

Explain nutrition in a simple manner. Describe how proper nutrition involves consuming the correct foods in the right quantities to maintain the health and energy of our bodies.

Brainstorming Dance Ideas (15 - 20 minutes):

The students should be divided into small groups, with each group being given a different nutritional element (such as fruits and vegetables, protein, grains or dairy). To communicate an idea they can make movements, gestures and facial expressions.

- Give the groups some time to come up with their own moves and ideas. Encourage creativity and teamwork.
- After each group comes up with ideas. Let them demonstrate their moves to the class.

Examples: if they were assigned as a dairy group, perhaps their idea was to drink a glass of milk all in sync, even milking a cow or for the fruit group it was picking an apple from a tree as a dance etc.

Nutrition Dance (20 minutes)

"Nutrition Groove": After brainstorming ideas, gather whole class and spread them around the cleared space.

Instructions/Steps: **Choose an appropriate kid song/instrumental.**

For every set of new dance move, march on the spot for 4 counts and clap before commencing to next dance move. Example: "1,2,3,4, CLAP, DANCE MOVE, 1,2,3,4" CLAP, DANCE MOVE, so on.

First Part: Veggies and fruits

1. Cherry Picking: Reach out in the air and pluck fictitious cherries as if you were harvesting cherries from a real tree. Then march for 4 counts (1, 2, 3, 4, clap, commence to next move). Repeat this in between each move for all 3 parts below.
2. Carrot Bunny: Hop around while imitating holding a carrot in a single hand and pretend-eating it.
3. Spinach Spin: Gently swirl around while imagining that you are a spinach leaf sitting in a salad.

Second Part: Protein Strength

1. Chicken dance: Flap your hands like a chicken during the chicken dance.
2. The fishy: Act like a fish while swimming.
3. Silly beans: Dance in a circle while pretending to hold a pot of beans and mix them.

Third Part: Tasty Dairy

1. The shaky shaky: Shake a milkshake while acting as though you are holding one.
2. Yoghurt: Make a twisting motion as though you were opening a yoghurt carton.
3. Cheese shredder: Pretend to use a huge cheese grater to shred cheese.

Differentiation, Inclusion and Involvement

If students are shy or not wanting to get involved, get them to go to the back so they are more relaxed.

Strategies:

- Use familiar music: Decide on tunes that the youngsters will appreciate and be familiar with.
- They may feel more relaxed and likely to join if they are familiar.
- To demonstrate that it's acceptable to let free and have fun, dance with them.
- Praise them on their courage and desire to dance.
- For students with disability/learning difficulties: they can be paired up with a person who has a better understanding of the task.

Motivate the kids to dance for fun and discover themselves. Insist on the value of consuming a range of foods and making healthy decisions. To make it extra interesting, you can add images or accessories like printed photos of fruits and vegetables (resources page).

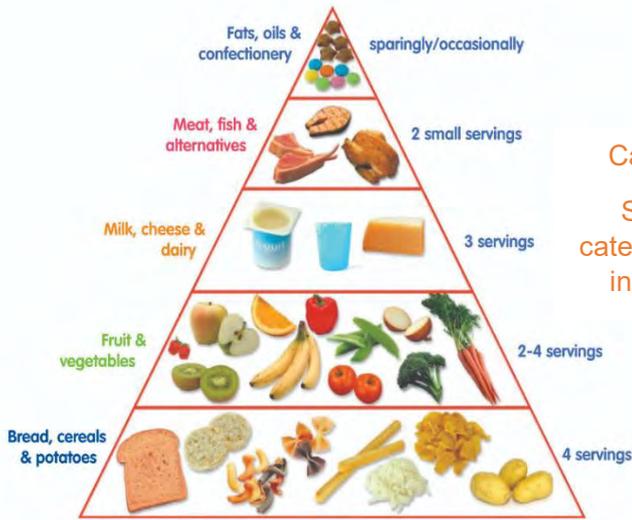
Conclusion (5 minutes):

Reflection: Gather students together

- What was the most fascinating thing you learnt on nutrition today and how has dance improved your understanding of nutrition ?

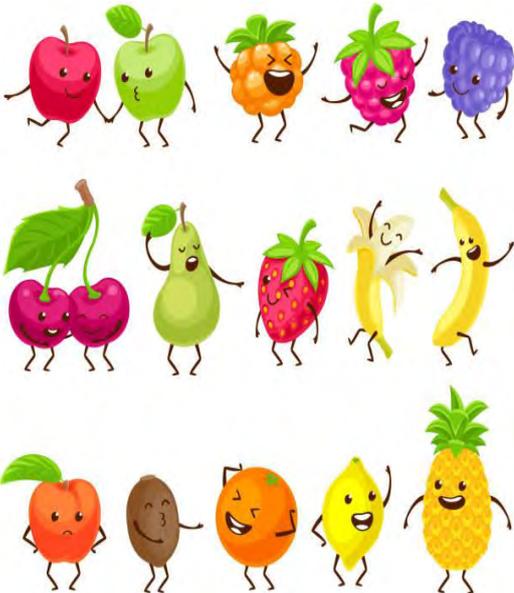
Assemble the students for a quick group discussion on their findings discovered about nutrition. Query about their favourite food group to dance with and the reason.

Resource card

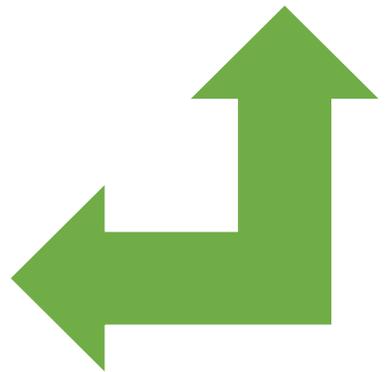


Categorised food groups:

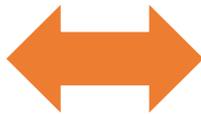
Show and explain each category and how it should be included in their lifestyles



Point at a fruit/vegetable, let students yell out what fruit it is and make them do the same pose as the fruit/vegetable



SCAN THE QR CODES !!!



Fruit Juice | Shake Shake Shake it | Dance Along | Pinkfong Dance Along for Children
38M views • 4 years ago

Pinkfong Baby Shark - Kids' Songs & Stories

Let's Shake and Wiggle with fun Fruit Juice Song! You're watching "Fruit Juice", fun dance-along series brought to ...



Nutrition - Dance for the Food Groups
1.4K views • 5 years ago

Debby Mitchell

*NOTE: All images were taken from Google images

Lesson Plan: Jerusalema Dance

Stage / Year:	Stage 4 (Years 7-8)	Length of Lesson:	60 minutes
----------------------	---------------------	--------------------------	------------

Purpose of the Lesson:	Lesson Links to Curriculum (Australian Curriculum: Stage 4 Dance - Version 8.4)
<p>By combining the "Jerusalema" dance with the exploration of creativity, cultural awareness, and movement skills, students will be addressing specific curriculum points related to dance, culture and fundamental movement skills as well as encouraging students to think about wider PDHPE health topics. Students will form small groups, through peer-based learning, they will work together in order of achieving these goals. Students will develop a deeper understanding of the value of dance, creative expression, and team communication, as well as exploring ideas related to improved health and quality of life for population groups and individuals.</p>	<ul style="list-style-type: none"> (a) extend their understanding and use of space, time, dynamics and relationships including performing in groups, spatial relationships and using interaction to communicate their choreographic intention (b) extend the combinations of fundamental movement skills to explore dance styles (c) explore meaning and interpretation, forms and elements, and social, cultural and historical contexts of dance as they make and respond to dance (d) make and respond to dance independently and with their classmates, teachers and communities (e) perform within their own body capabilities and work safely in groups. (f) engage in and enjoy regular movement-based learning experiences and understand and appreciate their significance to personal, social, cultural, environmental and health practices and outcomes

Equipment and Resources Required:
<p>Printed dance instructions for the "Jerusalema Dance", device with music prepared (Jerusalema Song), speaker/s, printed health topic prompt cards, open space for dancing, teacher lesson notes.</p>

Lesson Timing:
<ul style="list-style-type: none"> ● <u>Activity 1</u>: 20 minutes ● <u>Reflection, Discussion and Share</u>: 10 minutes ● <u>Activity 2</u>: 20 minutes ● <u>Reflection, Discussion and Share</u>: 10 minutes

Activity 1: Learning the "Jerusalema" Dance	Activity 1 Teacher Tips
<ol style="list-style-type: none"> 1) Divide students into small groups of 4-5. 2) Provide each group with printed activity cards containing step-by-step instructions for the "Jerusalema " dance. 3) Give students the opportunity to learn the dance through the use of provided activity cards and group interpretation of these 4) Encourage each group to practice until they feel confident in performing the dance (time allocated 20 min). 5) After practice, have each group partner up with another group and perform the dance to each other to see how each have interpreted the activity cards -similarities and differences 6) If possible show students clips of the dance and see which groups were closest to the videos 	<ul style="list-style-type: none"> ● Provide some general information on the dance, such as its origin and cultural significance. <ul style="list-style-type: none"> ○ <i>Jerusalema is a new age African line dance that has become globally recognised.</i> ○ <i>The dance originated in Angola and became very popular, this is attributed to its minimal resources and achievable skill level.</i> ● The teacher has the option of playing the 'Jerusalema' song to give students a concept of the rhythm and beat to which they will develop their dance movements. ● Teachers are to use this time to visit the groups and assist their learning with teaching cues related to the curriculum points above by prompting conversations on their understanding of the cultural, social, and historical concepts of the dance as well as their abilities to interpret the dance instructions ● Once in groups, the teacher will play the "Jerusalema" song, allowing students to practice the dance while following the instructions on the cards. This allows groups to share interpretations of the activity cards and understanding of the dance. ● A great thing about the Jerusalema dance is that there are many minor variations, with room for a personal style. For example, there are no specific instructions for the upper body, leaving room for creativity. Keep this in mind for the second activity.

Curriculum Links:	Assess Learning:	Activity Equipment:
<p>This activity aligns with the curriculum point by enhancing fundamental movement skills (dance) and understanding cultural differences through dance.</p> <p>Curriculum Points: (see points b,c,d)</p>	<p>Assess students' performance based on their ability to follow dance instructions, interpret and perform the dance correctly. Question students on general knowledge discussed throughout the lesson. Evaluate students' movement skills and teamwork.</p>	<ul style="list-style-type: none"> - Printed dance instructions for the "Jerusalem Dance" (Per each group) <ul style="list-style-type: none"> - Open space for dancing - Device with music prepared (Jerusalem Song) - Speaker/s

Activity 2: Exploring Health Topics Through Dance

- 1) Keep the same groups from Activity 1.
- 2) Provide health topic stimulus cards to each group, with health topics addressed over the whole PDHPE curriculum, such as nutrition, mental health, or physical activity.
- 3) In their groups, students must brainstorm and create a dance routine that incorporates elements related to 1 or more of the health topic stimulus cards, using ideas and concepts from the "Jerusalem" dance.
 - Encourage students to incorporate some similar structures of a line dance, like the Jerusalem dance.
- 4) Each group should choreograph a 1-2 minute dance routine.
- 5) Groups will present their routines to the class, explaining how their dance connects to the chosen health topic.

Curriculum Links:	Assess Learning:	Activity Equipment:
<p>This activity connects with the curriculum by encouraging students to apply movement concepts and strategies creatively while exploring important health topics addressed in the PDHPE curriculum.</p> <p>Curriculum Points: (see points a,e,f)</p>	<p>Assess students based on their ability to create a dance using space, time, dynamics and relationships and ability to integrate health concepts into their dance routines, and their ability to explain the connections between the dance and the health topics.</p>	<ul style="list-style-type: none"> - Printed health topic words - stimulus cards - Open space for dancing

Differentiation, Inclusion, and Involvement:

- Provide modified dance steps for students with varying levels of ability.
- Allow students to choose their own health topics based on interest or relevance.
- Encourage peer support and cooperation within groups to ensure all students are included and can contribute to the dance routines.
- Offer additional support or simplified instructions for students with specific needs.
- Separate sections of the dance between students within a group and get them to pull it together after they have learnt their parts
- Have one or two instructor roles for students that have to organize the group (this is useful for the less interactive students)

APPENDIX



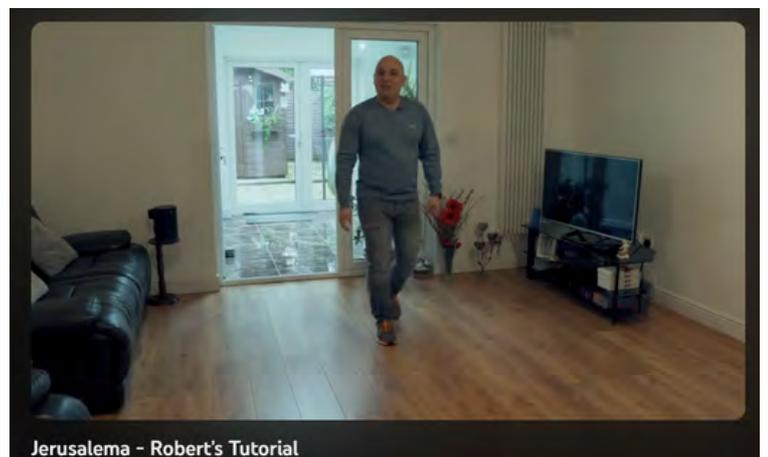
<https://www.youtube.com/watch?v=PbnCb-E5alc>



<https://www.youtube.com/watch?v=613A9d6Doac>



<https://www.youtube.com/watch?v=TH4V-yHbJXk>



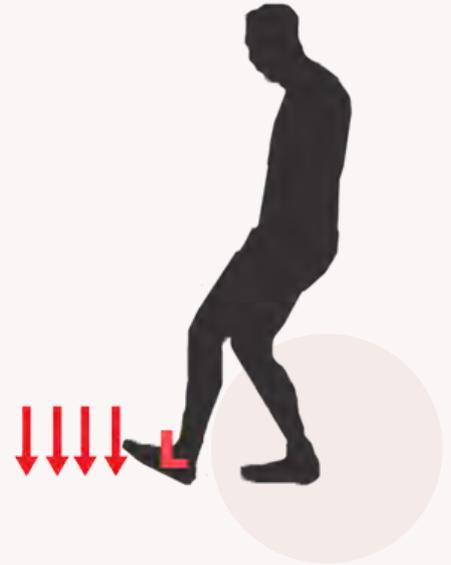
https://www.youtube.com/watch?v=20k_nRvCmPE&t=313s

<p>Personal Health and Well-being:</p> <ul style="list-style-type: none"> Understanding the components of physical and emotional health. Setting personal health goals. 	<p>Nutrition and Diet:</p> <ul style="list-style-type: none"> The importance of a balanced diet. Nutrients, food groups, and portion control. Making healthy food choices.
<p>Physical Activity:</p> <ul style="list-style-type: none"> Benefits of regular physical activity. Types of physical activities and exercise routines. Goal-setting for physical fitness. 	<p>Mental Health and Emotional Well-being:</p> <ul style="list-style-type: none"> Understanding emotions and managing stress. Building resilience and coping strategies. Seeking help for mental health issues.
<p>Substance Use and Abuse:</p> <ul style="list-style-type: none"> Effects of tobacco, alcohol, and other drugs on health. Making informed decisions about substance use. Strategies for resisting peer pressure. 	<p>Sexual Health and Relationships:</p> <ul style="list-style-type: none"> Consent, healthy relationships, and communication.
<p>Safety and First Aid:</p> <ul style="list-style-type: none"> Basic first aid skills, including CPR and wound care. Identifying and avoiding risky situations. Strategies for personal safety. 	<p>Personal Hygiene and Self-Care:</p> <ul style="list-style-type: none"> Maintaining good hygiene practices. Importance of regular health check-ups. Self-care routines and self-esteem.
<p>Health Promotion and Disease Prevention:</p> <ul style="list-style-type: none"> Understanding common diseases and conditions. Preventive measures, such as vaccinations and screenings. Promoting a healthy lifestyle within the community. 	<p>Environmental Health:</p> <ul style="list-style-type: none"> Understanding environmental factors affecting health. Sustainable living practices. Reducing environmental health risks.
<p>Media Literacy and Health Information:</p> <ul style="list-style-type: none"> Evaluating health-related information in the media. Recognizing advertising and media influence on health choices. Critical thinking and decision-making skills. 	<p>Cultural Diversity and Inclusivity:</p> <ul style="list-style-type: none"> Respect for cultural differences in health practices. Promoting inclusivity and equity in health care and education.

Jerusalema Dance

1) Begin by standing up in a relaxed and comfortable position with your feet together

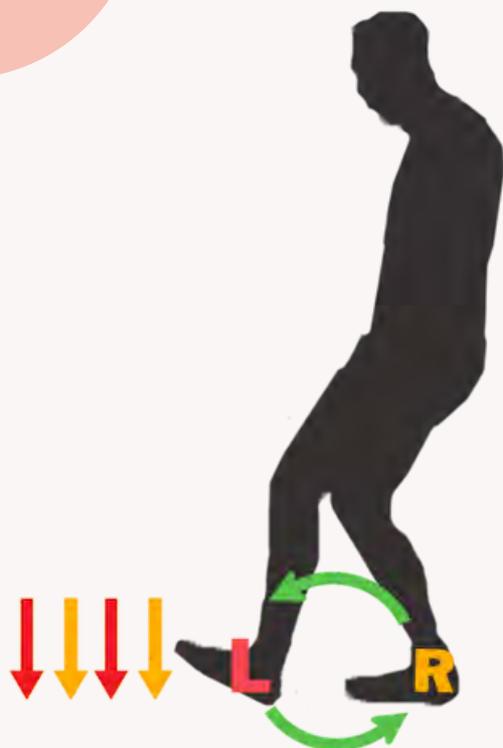
2. **Left** foot taps the ground out in front for 4 counts (heel or toe)
(**Left, left, left, left**)



3. The swaps to the **Right** foot tapping the ground in front for 4 counts (heel or toe) (**Right, right, right, right**)



Jerusalema Dance

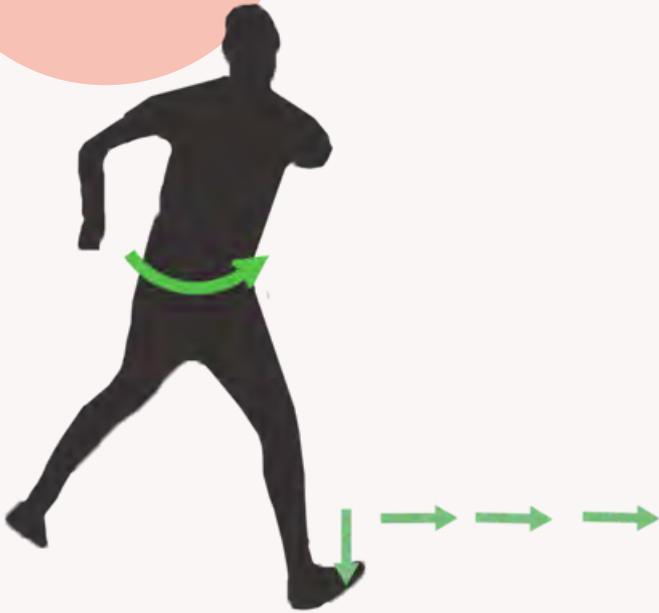


4. Alternate taps by hopping between feet, starting with left foot for 4 counts (heel or toe) (**Left, right, left, right**) (**fast changes**)

5. Hop/Skip into one step forward and then walk forward 3 steps, turning 90 Degrees to the left on the 3rd step (**4 counts in total**)



Jerusalema Dance



6. Tap **Right** foot on the ground on the spot, then do 3 "side-steps/walks" back to the direction you started from.

(you can cross legs over on the 3rd step) (4 counts in total)

7. Tap **Right** foot in front on the ground then walk backwards for 3 steps (4 counts in total)



8. Then repeat! It should form a **square-like** shape

Stage/Year: Stage 4 (Years 7-10)

Length of lesson: 60 minutes

Equipment & resources required:

- 4 devices to access music and digital content via QR codes provided on resource cards
- 1 resource card per group
- Bluetooth speaker

Curriculum dot point:

- Critique behaviours and contextual factors that influence the health and wellbeing of diverse communities
 - describe health and its dynamic nature
 - explore the term ‘wellbeing’ and examine factors that contribute to overall wellbeing
 - examine how contextual factors influence attitudes and behaviours towards health and wellbeing (Australian Curriculum, Assessments and Reporting Authority [ACARA], 2018) - ACPPS098

Lesson purpose/goal:

The following activity aims to emphasise and visually demonstrate that wellbeing is not merely the absence of disease but rather a multidimensional concept that entails the interrelationship between physical, social, emotional, mental, and spiritual aspects of health. The suggested modification also emphasises that the health status of individuals, families, and communities is not solely attributed to individual responsibility but is also externally influenced by the context in which they are born, grow, work, live, and age. Consequently, participation in these activities should result in students developing a greater understanding of health/wellbeing’s holistic and dynamic nature, as well as how individual, sociocultural, socioeconomic, and environmental factors influence health-related attitudes and the degree of control individuals can exert over their health.

Teaching style/approach:

The following activity adopts a student-centred/guided discovery approach to learning in which students explore resources independently and are provided with the creative freedom to generate original solutions to given problems and demonstrate their learning in unique ways. Hence, the teacher's primary role during this lesson is to provide a rationale behind the activity and facilitate group discussion/understanding. If students are struggling for inspiration, the teacher can also suggest ideas/movements they may wish to incorporate within their dance.

Instructions:

Part 1 (15 -20 minutes)

- Students will first be divided into 4 groups consisting of approximately 6 students each
- Each group will be assigned a dimension of health (either physical, social, mental/emotional, or spiritual health) and will be given a resource card displaying general information about health/wellbeing’s holistic and multidimensional nature, as well as four QR codes (see appendix).

- Groups will be asked to scan the QR code that corresponds to their assigned dimension and will be directed to a short YouTube video that discusses their specific dimension in further detail and can be used to draw inspiration for their dance.
- Each group will have approximately 15 minutes to choreograph an original dance that demonstrates behaviours associated with their dimension. For example, if assigned physical health, students may wish to design their dance around physical activity and/or dietary behaviours.
- Students are permitted to choose any song and style of dance and are encouraged to include movements that all members can perform.
- Ideally, when presented, the dance's relation to their assigned dimension and any messages conveyed should be fairly obvious to the remainder of the class
- To test student understanding, groups are encouraged to briefly explain their dimension to the rest of the class, supporting their explanation with examples of behaviours that can positively influence their dimension. For example, the ability to express emotions and seek support can enhance mental/emotional health

Part 2 (40 minutes)

- Once all students have successfully created and learned their group's dance, the class will be brought back together. The remainder of the lesson will involve each group demonstrating and teaching their dance to the rest of the class.
- Once all 4 dances are learned, the class will collaborate and attempt to combine each group's creation into one coherent dance. The idea is that the final product as a whole demonstrates the overarching concept of health/wellbeing, with the individual steps created by each group working in conjunction to represent the interrelationship between the dimensions, thus visually depicting health's holistic and multidimensional nature.

Differentiations/Modifications

- Rather than assigning each group a dimension of health, teachers could assign each group a social determinant of health (either individual, sociocultural, socioeconomic, or environmental factors). The group's dance should demonstrate how these factors either positively or negatively influence attitudes and behaviours towards health. For example, a group whose topic is sociocultural health may choose to demonstrate how family, peers, or the media influence health, whilst a group whose topic is socioeconomic health may choose to demonstrate how educational attainment or income influences health.
- To better test students' understanding of health's holistic and multidimensional nature, groups can scan all QR codes and attempt to design a longer-duration dance that includes an aspect of all 4 dimensions within it, as opposed to just 1 dimension.

Inclusion/Involvement

- Branching the class into small groups and providing student-directed opportunities for learning facilitates more intensive collaboration between students and the psychological needs of autonomy, competence, and relatedness, which positively influences student engagement.
- Students do not need to be highly skilled, coordinated, or experienced dancers to do well in this activity as their understanding is tested through the design of their dance and how well they teach peers about their dimension rather than how well the movements are performed.
- Allowing students to select a song and style of dance allows groups to self-determine the difficulty by selecting an appropriate tempo/pace that is inclusive of all group members.
- All students are physically and socially involved for the entire duration of the lesson.

Dimensions of Health

Definitions and perceptions of health have changed drastically over time and vary between individuals. Historically, health was poorly defined and understood as merely a “State of being free from illness or injury”. However, the World Health Organisation (WHO) has since revised this narrow definition to promote a more holistic understanding, defining health as the “State of complete physical, mental, and social wellbeing and not merely the absence of disease”. In more modern contexts, including PDHPE, health is better understood as a complex combination of 5 dimensions: physical, social, emotional, mental, and spiritual health. To develop a holistic understanding of health/wellbeing, one must understand the interrelationship between these dimensions. In other words, a change in any one dimension will likely result in changes within other dimensions. Lastly, it is important to recognise that health is dynamic in nature, that is, our degree of health within any of these dimensions continually changes over the life course.

Scan the relevant QR code below to learn about your assigned dimension and use the information presented to brainstorm ideas for your dance.

Physical Health



Emotional/Mental Health



Spiritual Health



Social Health



Social Determinants of Health

More often than not, individuals are blamed for their poor lifestyle choices and health status. However, there is a range of underlying and interrelated contextual factors, known as the social determinants of health, that either support or hinder their ability to adopt positive lifestyle changes/cease high-risk behaviours, and consequently result in the presence of health inequalities within and between population groups. It is well established that these determinants, defined as “The conditions in which people are born, grow, work, live, and age”, have a greater influence on health than genetic family history or behavioural risk factors alone. The social determinants of health fall into 4 main categories: individual, sociocultural, socioeconomic, and environmental.

Scan the relevant QR code below to learn about your assigned social determinant of health and use the information presented to brainstorm ideas for your dance.

Individual Factors



Sociocultural Factors



Social Determinants of Health



Environmental Factors



Socioeconomic Factors



Lesson Plan

Focus of Lesson/Aspect of the Curriculum: Investigate the benefits of a balanced lifestyle and explore strategies that contribute to community health, wellbeing and participation in a lifetime of physical activity and how this can be shown through dance and movement.

Number of Students: 20

Length of lesson: 50 minutes

Year Group/stage: Year 7/8 Stage 4

Lesson Objective/s:

1. In this lesson students will understand the benefits of a healthy lifestyle and seek strategies that improve health, wellbeing and participation in a lifetime of physical activity.
2. Students will learn to incorporate space and dynamic movement in a routine while forming relationships with other members of the group.
3. Students will create a movement sequence that highlights and represents a balanced lifestyle, wellbeing and community health.
4. Students will be able to participate in a variety of cultural physical activities.
5. Students can identify the physical, social, emotional and spiritual benefits of being active in outdoor and natural environments to community health and wellbeing.
6. Students will develop loco motor and non loco motor skills, while also improving there

Equipment:

- YouTube, Spotify etc. to play song:
- A hat
- 4 pieces of large butchers paper
- Pens/Markers

Activities:

Cumulative time	Time	Activity	Equipment & Resources
15 minutes	10 minutes	<p>Activity Card Game</p> <p>This activity enhances students ability to work in pairs with other individuals and explore their space and timing skills through dance and locomotor movements.</p> <p><u>Space required</u></p> <ul style="list-style-type: none"> - A dance hall or grass area. <p><u>Instructions</u></p> <ul style="list-style-type: none"> - Firstly explain the activity to the students: “This first warm up activity is mainly about team work and becoming familiar with dance and movement as a form of physical activity. Once you have chosen your partner, you need to come to the front and choose 3-4 activity cards and slowly work through them one by one in your pairs. The instructions are clear on the page and they allow you to also become familiar with space, timing and dynamic movement patterns. Once you have had a turn at trying all the activity cards, you can swap with your partner so they can have a go.” <p>Pair students up, allow them to work with someone they are comfortable with so that they execute the activity at their best.</p> <ul style="list-style-type: none"> - Put a timer on for 8 minutes (it will take 2 minutes to explain the activity). - Monitor progress amongst students and assist where needed. - At the end of the warm up, students should be familiar with movement patterns, sequences, space, timing and dynamics in dance. <p><u>Teaching Points</u></p> <ul style="list-style-type: none"> - “Keep going everybody” - Ensure students are following the instructions on the activity card correctly and participating along with there partner. <p><u>Modifications</u></p> <ul style="list-style-type: none"> - If students are beginning to loose focus, all students can find a new activity card and new partner to do the activity with. - If students are struggling with activity, consider demonstrating examples and using direct instruction when working with the student. 	<ul style="list-style-type: none"> • 7 Resource cards added in the appendix

25 minutes	15 minutes	<p>Brainstorming in a HPE Context</p> <p>This short activity allows students to comprehend the key benefits of a healthy lifestyle and discuss strategies that improve health, wellbeing and participation in physical activity with peers. In groups students will also be able to identify the physical, social, emotional and spiritual benefits of being active in outdoor and natural environments to community health and wellbeing.</p> <p><u>Space required</u></p> <ul style="list-style-type: none"> - Small Hall, Classroom or Outdoor space for students to collaborate in groups. <p><u>Instructions:</u></p> <ul style="list-style-type: none"> - Firstly explain to students the task: “This activity is all about getting your knowledge out onto paper and discussing some key ideas. You will all be divided into groups of 4 or 5 people and I want you to group some butchers paper and some pens. You need to write down and brainstorm on your piece of paper: <ul style="list-style-type: none"> - The benefits of a healthy lifestyle - Strategies that improve health and wellbeing and participating in physical activity such as dance - The key physical, social, emotional and spiritual benefits of being active outdoors on wellbeing. This will help students in identifying the key curriculum objectives that are being addressed and how they can apply this knowledge about physical activity and health to their own personal lives. <p><u>Teaching points</u></p> <ul style="list-style-type: none"> - Think about how you feel after you play sport outdoors. Do you feel happy? Do you feel connected to your sporting team mates? What aspect of wellbeing is this targeting or impacting? - What are some small strategies that could help you in participating in physical activity? Would trying it with a friend or family member make you feel more inclined to try? <p><u>Modifications</u></p> <ul style="list-style-type: none"> - If this is too simple for some students, encourage them to think more critically about how “lifelong physical activity meets the needs and interest of individuals in the community’. - For students finding this activity of brainstorming difficult, encourage them to ‘set some goals that would enable them to achieve personal success in physical activity and sport.’ 	<ul style="list-style-type: none"> • Butchers paper • Pens/Markers
------------	------------	---	--

50 minutes	25 minute s	<p>Dance the Health Behaviour</p> <p>This movement activity is a continuation on from the activity above. Students will represent the wellbeing benefits of a physically active and healthy lifestyle through movement. They will also be able to promote inclusion amongst a variety of groups. Students will be able to show their knowledge of space through their demonstration of movement skills and sequences.</p> <p><u>Space required:</u></p> <ul style="list-style-type: none"> - School Hall or Large Grass Area - Below is a diagram of the students spaced out in their groups, with a path for teacher to take when visiting groups to assist in the activity. <p><u>Instructions:</u></p> <ul style="list-style-type: none"> - Firstly explain to students the task: “This activity is all about how you can represent the points you wrote on your butchers paper through dance and movement. You will need to show how wellbeing can be improved upon through a physically active lifestyle and the effects and implications that has on wellbeing. You will begin groups of about 4 or 5 students and you will need to make a 30 second - 1 minute small dance routine. You will be able to choose a song of your own choice however please use your devices correctly. You may also include whatever dance moves and sequences you like. However, you need to choose 1 of the A4 activity cards here on the floor, and implement all 4 of those small skills throughout your movement sequence at some point. For example, one of the cards has a jump, leap, shake and crouch down. You can easily implement a jump after a turn or a side step and then crouch down for another count. Most importantly, you need to be creative, use the elements of space, show the health benefits on wellbeing through emotion and feeling and work cooperatively as a group. I will be coming around to check your progress and assist anyone who may need help getting started.” - Ask students if they have any questions or queries about the task at hand. - Walk around the area to assist any groups that may need assistance. - Assist students in including key elements and get them to think about how they can represent the positive effects on wellbeing that a healthy lifestyle may have. - Once all groups have finished their small routine, these routines can be presented to the class and feedback can be provided from class mates and teacher. <p><u>Teaching points:</u></p> <ul style="list-style-type: none"> - Think about how you can show the positive effects on wellbeing through emotion in dance. Does being active make someone feel healthy and confident? Show this in your dance. - Keep going guys! 10 more minutes! 	<ul style="list-style-type: none"> • Song of Choice from Students - Students will be allowed to use their devices in class for this section. • 4 x A4 Resource Cards
------------	-------------------	--	--

		<p>Modifications</p> <ul style="list-style-type: none"> - If students are finding it difficult to complete this activity, they can consider implementing 2 skills from the activity card. Vice versa, if students would like, they can implement 8 skills from 2 separate activity cards into their movement sequence as opposed to the required 4. - Students may also like to show the negative effects of not being physically active and living a balanced lifestyle and the effects this has on well-being. This again can be shown through the movement sequence, through emotion, space and different styles of dance. 	
--	--	--	--

Activity Cards for 'Activity Card Game':

<https://www.twinkl.com.au/resource/t3-pe-155-improvisation-tasks-for-dance-activity-pack>

Warm-Up Dance Improvisation Task Five

Warm-Up: Your Name in Lights



Create a motif based on your name

Solo task:

1. Write your name in capital letters. This could be with any body part, on any plane at any level or you could mix these up e.g. first letter with your elbow, low and on the vertical plane. Be bold in the space, you could include gestures, traveling, turns, jumps.
2. Write your name again but this time use your signature. This version could travel, include turns, twists, actions may be varying in size or even use different speeds.

Question: How does this second version compare to the capital letters motif, is it a more fluid representation and does the first motif have a feeling of stopping and starting?

Taking it forward: Could you create a third motif that uses both of these motifs together?

Warm-Up Dance Improvisation Task Six

Warm-Up: A Dance Journey



Solo/Duo task:

Create a simple phrase that travels from one side of the space to the other, which is about a journey that isn't easy and takes effort. It should be a physical journey where you need to push the air to advance. Try travelling from one side of the space to the other creating a journey from A to B whilst pushing air forwards.

Question: What story do you think this could be telling?

Moving forwards: You could try working with other dancers in small or large groups to see what looks effective.

Warm-Up Dance Improvisation Task Six

Warm-Up: Manipulation Duet



Duo task:

Create a short duet where you take it in turns to physically move your partner. You could:

- push;
- pull;
- nudge;
- place the whole body somewhere;
- catch an arm;
- place the head of your partner somewhere new;
- start with using your hands to manipulate but you could also use other body parts.

Start with three alternate moves, each remembering the order and if you have time or like a challenge, try to work to eight moves each. Be careful and considerate of your partner remembering that trust is a key part of this task.

Question: Does each movement take the same time or is there a variation of timing between them?

Moving forwards: You could create a trio, quartet or quintet in the same way.

Warm-Up Dance Improvisation Task One

Warm-Up: The Walking Pattern



This is a simple walking pattern that can be used as a warm-up.

Ask the dancers on their own to add these things together:

- 1 step forwards;
- 2 steps back;
- 3 steps forward;
- 4 steps back.

Then in pairs they can play with doing it together and also facing each other in unison and canon.

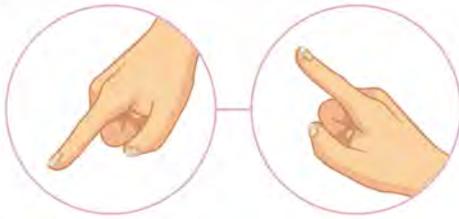
They can play with rhythm and maybe even add on.

They could also turn the walks into runs or even create their own simple walking pattern to teach another pair.

Add music for interesting results – see the music suggestion sheet in Twinkl's [Dance Tool Box](#).

Warm-Up Dance Improvisation Task Two

Warm-Up: Fly on My Finger



In pairs, the dancers decide who is the fly and who is directing the fly.

The person who is the fly follows the direction of the other person's finger and tries to match where it is in space.

The director watches and moves the other dancer like they are watching a fly on their finger.

Add music for interesting results – see the music suggestion sheet in Twinkl's [Dance Tool Box](#).

Warm-Up Dance Improvisation Task Four

Warm-Up: Walk, Sit, Stare, Lie Down



Warm-Up

Ask the dancers to get into groups of four. If the group is more or less, add or take away one from the list below.

Ask the dancers to react to each other and be aware of what everyone else in the group is doing. They can change whenever they like but no one can be doing the same things as another dancer. They have to try the best way into and out of the positions that are fluid in their actions.

- walk
- sit
- stare
- lie down

Once the groups have mastered this, it can be very interesting to watch groups as the audience starts to read relationships and meanings.

Add music for interesting results – see the music suggestion sheet in Twinkl's [Dance Tool Box](#).

Warm-Up Dance Improvisation Task Three

Warm-Up: A Dance Narrative



The dancers respond to simple commands but they decide other key details themselves so that they all create something dynamically different. They could...

- Run down the street (the dancers work out why they are running, what type of street, what else is in the street etc.).
- See a badger (what happens is up to the dancers, if they like the badger, how big the badger is and what happens next).
- Trip up (how, why etc.).
- Sit down (how, why etc.).
- Open a door (how, why etc.).
- Receive some flowers (how, why etc.).

Add music for interesting results – see the music suggestion sheet in Twinkl's [Dance Tool Box](#).

Activity Cards for 'Dance the Health Behaviour':

<https://www.twinkl.com.au/resource/cfe-pe-48-cfe-first-level-dance-steps-flashcards>



Lesson Outcomes

- Investigating reasons as to why young people choose to engage in positive and negative risk-taking behaviour
- Development and application of various dance styles to assist in the understanding of the previous outcome

Part and Timing	Subject matter and Teaching and learning strategies	Equipment
-----------------	---	-----------

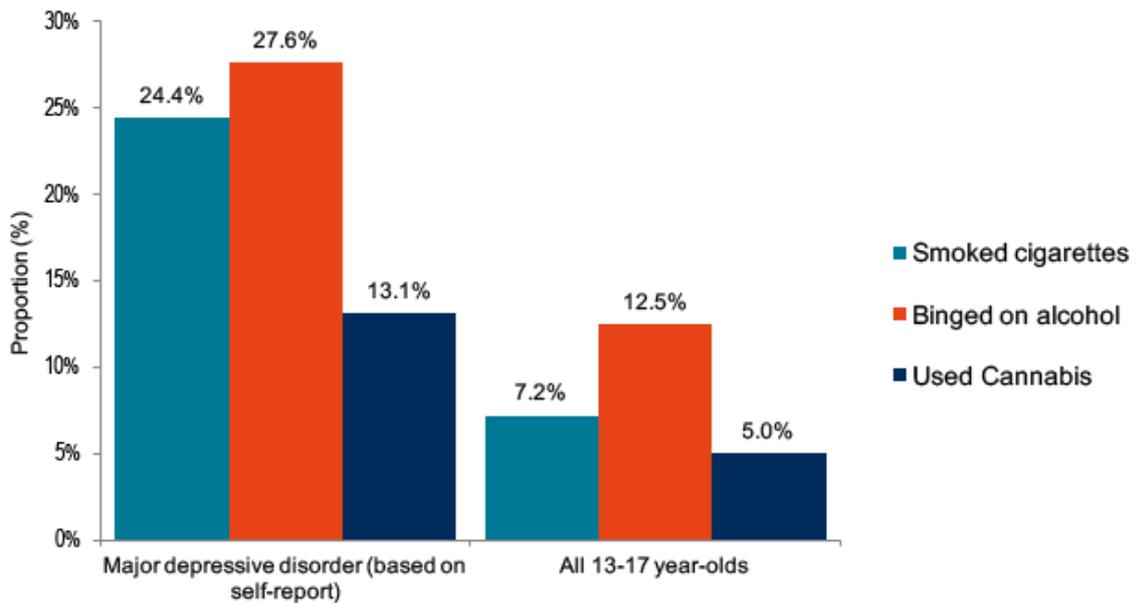
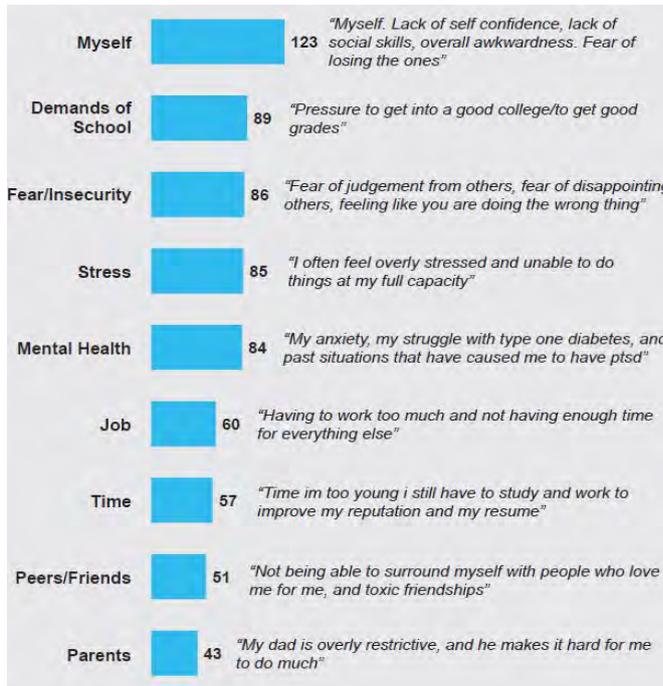
Introduction	<p>Introduction We are investigating reasons as to why young people choose to engage in positive and negative risk-taking behaviour in an active manner through a variety of dance styles.</p> <p>Fast Start: Partner Moves</p> <p>Time Required:</p> <ul style="list-style-type: none"> - 5-10 minutes <p>Description:</p> <ul style="list-style-type: none"> - Students will pair up, and the facilitator will give different movements the students will have to complete - Start with locomotor movements such as walk, skip, jog, jump. - Progress into change of directions such as forwards, backwards, sideways, diagonal - Then, the concept of levels can be introduced with modifications such as high, medium, and low 	N/A
---------------------	---	-----

Body	<p>Activity 1:</p> <p>Student Learning Outcomes:</p> <ul style="list-style-type: none"> - Development of understanding of why people participate in risk-taking behaviour. <p>Description of the Activity:</p> <ul style="list-style-type: none"> - Split into 4 groups, each group will create a mind map. The middle of the mind map will say ‘why do people participate in risk-taking behaviour?’ - Students will have 3-5 minutes. Once the time is up, they may have another 3-5 minutes to look up on their laptop or phone to add to their mind map - Once completed, the students will come together again and discuss what they have written. <p>Cues/Questions for Learning:</p> <ul style="list-style-type: none"> - What risk-taking behaviour have you done and why did you decide to do it? 	Activity 1: Paper and Pens
-------------	---	--------------------------------------

	<ul style="list-style-type: none"> - Have you seen either on tv or in real life someone participating in it and why did they do it? <p>Activity 2:</p> <p>Student Learning Outcomes:</p> <ul style="list-style-type: none"> - Application of scenarios as to why young people participate in risk-taking behaviour - Development and application of various dance styles <p>Time Required:</p> <ul style="list-style-type: none"> - 20-30 minutes <p>Description of the Activity:</p> <ul style="list-style-type: none"> - Split back into the same four groups as the first activity, each group will pick a picture from the cards that are supplied - Each group will have to come up with one dance, that firstly, uses the photo as their risk-taking behaviour, and secondly, must touch on at least three major points from their mind map - The dance should be between 45 seconds to 1 minute long <p>Cues/Questions for Learning:</p> <ul style="list-style-type: none"> - How can we show our scenarios in the most effective way through dance? - What movements can we do to effectively show each risk-taking behaviour? 	<p>Activity 2: Picture cards (located in resource appendix)</p>
<p>Conclusion</p>	<p>Lesson recap, check for understanding/learning questions.</p> <ul style="list-style-type: none"> - What is risk-taking behaviour? - Is risk-taking behaviour a positive or a negative thing? - Why have we introduced dance into a health-related topic? 	

Appendix

To help with activity 1:



Zachary Boddy

Pictures for activity 2:





Two in One Interpretive Dance Activity 40-60 min

SUBJECT	TEACHER	STAGE	DATE
HPE/Dance	Michael Bowd	4	07/10/2023

OVERVIEW

During this activity students will learn to work in groups of three - ten to create a dance routine for one minute. This activity will provide students with the opportunity to explore negative health issues and behaviours and positive health behaviours through creativity and show casing their interpretations of these subjects. Through this activity, students will develop skills such as **Self-management (S) Skills**, Interpersonal Skills(I) and Movement Skills (M) aligned with the PDHPE syllabus (SIM) (NSW Government, 2023b).

ACTIVITY	TEACHER GUIDE	STUDENT GUIDE
OUTCOMES OF LESSON ACTIVITY (NSW GOVERNMENT, 2023A)	<ul style="list-style-type: none"> • PD4-4 - refines, applies, transfers and demonstrates movement skills in a variety of dynamic physical activity contexts. • PD4-5 - transfers and adapts solutions to complex movement challenges • PD4-6 - recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity • PD4-7 -investigates health practices, behaviour, and resources to promote health, safety, wellbeing, and physically active communities. • PD4-8 - plans for and participates in activities that encourage health and a lifetime of physical activity. • PD4-10 -applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts • PD4-11 -demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences. 	
INSTRUCTIONS FOR ACTIVITY	<p>Students will pair into groups of three - ten where one member will select a card with an image in it from each of the two piles. The two piles of cards will include:</p> <ol style="list-style-type: none"> 1. a negative health issue or negative behaviour 2. second pile involving a place. <p>Students will then have approximately 20-30 minutes to construct a 32-beat dance which involves both of the cards, and their understanding of the negative health issue or negative behaviour students may wish to present a positive health behaviour to these issues.,. The Teacher will circulate through the groups during this time checking on the progress each group is making and assisting the groups in constructing their dance. When the time is up and all groups have sorted out their dance routine, they will then perform it in front of the class and other groups will try to guess the two cards which were selected.</p>	
EQUIPMENT	<p>2 x sets of imaged cards; set 1 = negative health issue or problem/ set 2 = place or location. Bluetooth music Gym, field, basketball court</p>	

ACTIVITY

TEACHER GUIDE

STUDENT GUIDE

TIMEFRAME	<ul style="list-style-type: none"> • 5-10 minutes for initial instructions and group pairing • 20-30 minutes for groups to construct a 32-beat dance • 10-15 minutes for each group to perform and other groups to guess cards • 5-10 minutes lesson wrap up provide feedback and some teaching questions • Total time approximately: 50 minutes
SAFETY OF ACTIVITY	<ul style="list-style-type: none"> • Keep in designated area • Do not realistically reenact negative health issue or negative behaviour • Make sure all dances are safe and respectful while identify the issues and ignoring or helping. • Be careful of dance proposals so they don't cause injury. • Respect each other's opinions when organizing dance.
NEGATIVE HEALTH ISSUE OR BEHAVIOUR BEING ADDRESSED	<ul style="list-style-type: none"> • Smoking- e.g., being near someone smoking • Alcohol - e.g., witnessing someone who is excessively drunk • Drug addiction -e.g., witnessing someone overdosing • Bullying – e.g., witnessing someone be Bullied • Risky behaviour – e.g., adolescent drink driving • Domestic abuse – e.g., an argument between spousal partners
TEACHING POINTS FOR ACTIVITY	<ul style="list-style-type: none"> • Explain to students to use QR Codes to better understand each Negative health issue or behaviour topic.
ACTIVITY IDEA AND CHOREOGRAPHY ASSISTANCE POINTS	<p>Students should structure their dance around the place they have chosen incorporating their negative health issue or behaviour. I.e., you are at a footy match, and someone decides to start smoking next to you – interpret this into dancing and what you might do in this scenario.</p>
FEEDBACK AND TEACHING QUESTIONS FOR STUDENTS	<ul style="list-style-type: none"> • Why is it important to address negative health and social behaviours? • How can you as an individual avoid or deal with these situations when confronted by them? • Why might a person take up some of these negative behaviours? • What are the effects of these negative behaviours on life expectancy? • What do you think hard easy or fun about this activity? • What do you think you could improve upon next time? • Praise groups for their efforts and creativity

See appendixes below for more information.

Health issue or behavioural problem cards: each card is separate

Smoking



eg being near someone smoking



References:

- Chodon, T. (2022). Can smoking cause a heart attack? Doctors answer and explain how. *The Times of India*. Retrieved October 7, 2023, from <https://www.timesofindia.com/life-style/health--fitness/can-smoking-cause-a-heart-attack-doctors-answer-and-explain-how-1064274.html>
- Health-direct Australia. (2023). *Quitting smoking: Health Benefits, Quit Plans, Resources* | Healthdirect. Retrieved October 7, 2023, from <https://www.healthdirect.gov.au/quit-smoking-facts>
- LaMotte, S. (2022). E-cigarettes were less effective than gum and other nicotine replacement aids, study says. *CNN*. Retrieved October 7, 2023, from <https://edition.cnn.com/2022/10/07/health/e-cigarettes-quit-smoking-wellness/index.html>

Drug addiction



eg witnessing someone overdosing



References:

- Iocco, A. (2020). How to Tell Your Family You Need to go to Drug Rehab. *Resurgence Behavioral Health*. <https://resurgencebehavioralhealth.com/blog/how-to-tell-your-family-you-need-to-go-to-drug-rehab/>
- National Institute of Health. (2020). *Drug Misuse and Addiction* | National Institute on Drug Abuse. National Institute on Drug Abuse. Retrieved October 7, 2023, from <https://nida.nih.gov/publications/drugs-brains-behavior-science-addiction/drug-misuse-addiction>
- Shahida's Place. (2023). *Warning Signs Of Spousal Drug Abuse* | *Shahida's Place*. Retrieved October 7, 2023, from <https://www.shahidasplace.com/warning-signs-of-drug-abuse-in-a-spouse-or-partner/>

Alcohol



eg witnessing someone who is excessively drunk



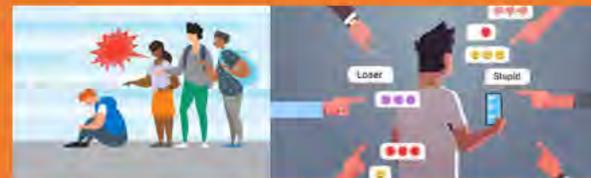
Reference:

- AlcoholAbuse.com. (2021). *Alcohol Abuse Facts - Alcohol Abuse vs. Alcoholism*. Alcohol Abuse. Retrieved October 7, 2023, from <https://www.alcoholabuse.com/info/facts/>
- CDC. (2022). *Drinking too much alcohol can harm your health. Learn the facts* | CDC. Centers for Disease Control and Prevention. Retrieved October 7, 2023, from <https://www.cdc.gov/alcohol/fact-sheets/alcohol-use.htm>
- Cleveland Clinic. (2023). Are you addicted to alcohol? *Cleveland Clinic*. Retrieved October 7, 2023, from <https://health.clevelandclinic.org/drinkng-are-you-overdoing-it/>

Bullying



eg witnessing someone be Bullied



References:

- Australian Human Rights Commission. (2023). *What is bullying?: Violence, Harassment and Bullying Fact sheet*. Retrieved October 7, 2023, from <https://humanrights.gov.au/our-work/commission-panels/what-bullying-violence-harassment-and-bullying-fact-sheet>
- Phillips, C. (2023). *Helping students deal with cyberbullies* | *NEA*. National Education Association. Retrieved October 7, 2023, from <https://www.nea.org/professional-excellence/student-engagement/tools-tips/helping-students-deal-cyberbullies>
- Schneider, K. (2023). How Not To Raise a Bully. *Cleveland Clinic*. Retrieved October 7, 2023, from <https://health.clevelandclinic.org/how-to-stop-a-bully-parenting-a-bully/>

Adolescent Risky Behaviour



eg driving dangerously



References:

Raising Children Network. (2022). *Risky behaviour in pre-teens and teenagers*. Retrieved October 7, 2023, from <https://raisingchildren.net.au/pre-teens-teenagers/behaviour-substance-use/risky-behaviour-adolescence>

The University of Texas Health Science Center. (2020). *Risky Behaviors*. UT Health. Retrieved October 7, 2023, from <https://www.utmsd.edu/learn/risks/adolescence/adolescence/>

Three Peaks Ascent. (2023). *Risky behavior in teens: What parents should know - Three Peaks Ascent Residential Treatment Center*. Three Peaks Ascent Residential Treatment Center. Retrieved October 7, 2023, from [https://threepeaksresidentialtreatment.com/insights/parenting-adolescence/adolescence/risky-behavior/](https://threepeaksresidentialtreatment.com/insights/parenting-adolescence/risky-behavior/)

Domestic Violence



eg a argument between spousal partners



References:

AIHW. (2018). *Family, domestic and sexual violence in Australia, 2018, Summary*. Australian Institute of Health and Welfare. Retrieved October 7, 2023, from <https://www.aihw.gov.au/reports/domestic-violence/family-domestic-sexual-violence-in-australia-2018/summary>

AIHW. (2023). *Family, domestic and sexual violence*. Australian Institute of Health and Welfare. Retrieved October 7, 2023, from <https://www.aihw.gov.au/reports/domestic-violence/family-domestic-and-sexual-violence>

Christenson, P. (2021). *Landmark investment to help more women and children fleeing domestic violence. NSW Nationals*. <https://www.nswnationals.org.au/landmark-investment-to-help-more-women-and-children-fleeing-domestic-violence/>

Place of issue: each card is separate

Party



Reference:
Pexels. (2023). *Party Background Photos*, Download The BEST Free Party Background Stock Photos & HD Images. Retrieved October 7, 2023, from <https://www.pexels.com/search/party%20background/>

School



References:
Excel High School. (2023). *Accredited online high schools*. Retrieved October 7, 2023, from <https://www.excelhighschool.com/aboutus.php>

Home



Resources:
Foyr. (2023). *How To Design A Home? 7 Steps To Design Your Dream Home | Foyr*. Create Beautiful 3D Designs. Retrieved October 7, 2023, from <https://foyr.com/learn/how-to-design-your-dream-home/>

Park



References:
Tripadvisor. (2023). *Sans Souci Park*. Retrieved October 7, 2023, from https://www.tripadvisor.com.au/Attraction_Review-g3329320-d23822834-Reviews-Sans_Souci_Park-Sans_Souci_Kogarah_Greater_Sydney_New_South_Wales.html

Event

eg sports match festival etc



References:

Fitzgerald, G. (2020). *Coronavirus: why are we cancelling large gatherings? And what other 'social distancing' options are left?* The Conversation. Retrieved October 7, 2023, from <https://theconversation.com/coronavirus-why-are-we-cancelling-large-gatherings-and-what-other-social-distancing-options-are-left-133631>

On a train



Reference:

Lapham's Quarterly. (2023). *Strangers on a train*. Retrieved October 7, 2023, from <https://www.laphamsquarterly.org/deja-vu/strangers-train>

In a street



References:

Swire, S. (2023). *Where to find Melbourne's best street art graffiti and murals*. *Time Out Melbourne*. <https://www.timeout.com/melbourne/art/where-to-find-the-best-street-art-in-melbourne>

Lesson Plan

PDHPE: Dance Lesson Plan	Time Frame: 60mins	Game Based Dance: Stage 4
<p>PDHPE Stage 4 Dot Point:</p> <ul style="list-style-type: none"> ● Practice and apply skills and strategies to seek help for themselves and others <ul style="list-style-type: none"> - Identify scenarios and associated thoughts and feelings that might alert us to a potentially unsafe situation - Recognise scenarios that involve change and challenge for young people and rehearse help - seeking strategies to overcome each situation 		
<p>Lesson Brief → Have students understand the emotions, thoughts and feelings associated with unsafe situations and scenarios. Have the skills to be able to identify them and apply help seeking strategies to assist in overcoming them.</p>		
<p>Warm up: Topic: Emotions → Thoughts/feelings</p> <p>Time Frame: 10 minutes</p> <p>Equipment/resources → feelings/ thoughts cards</p> <p>Dot point → Identify scenarios and associated thoughts and feelings that might alert us to a potentially unsafe situation</p>	<p>Introduction: Our brains are constantly taking in information through our senses which then leads us to process them, creating thoughts, emotions and feelings. At times these feelings can be positive and feel great, but at other times can feel upsetting and uncomfortable. It is important that we are aware of the different types and are able to identify when they may be alerting us to a potential unsafe situation.</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. Have students choose groups of 4-5, then individually pick a card from the feelings/thoughts resource cards. Ensure that they keep their selected card anonymous from the others within the group. 2. Once each student has a card, have students take turns in expressing their thought/feeling on their card through movements only, without any talking to the rest of their group. 3. Once the student is finished, other students of the group can try to guess what thought/feeling might be conveyed through the movement. The individual then can inform the group as to which they had on their card if not guessed. 4. Have each student complete until they have all had a turn. <p>Teaching points:</p> <ul style="list-style-type: none"> - Prior to executing warm up read out emotion options to ensure all students are prepared and aware of what they will be faced with <p>Modifications:</p> <ul style="list-style-type: none"> - If students struggle or are not participating, try have them think of one themselves rather than one from the card, provides them with autonomy <p>Reflection: At the end of the warm up, conduct a short discussion allowing students to reflect upon what was just learnt.</p> <ul style="list-style-type: none"> - Have students discuss what this thought/feeling may look like to different individuals? <ul style="list-style-type: none"> - <i>Would you have expressed the thought or feeling the same as your peer?</i> - Why or why not were some thoughts/feelings easy to demonstrate through thoughts/ feelings? - What were some of the ways students showed different feelings/thoughts 	

Main Activity:

Topic: Combining thoughts, feelings and strategies associated with particular challenges.

Time Frame: 25 minutes plan, practice and create +
15 minutes showcase

= 40 mins total

Equipment/resources → speaker, device for playing music off, Challenge cards

Dot Point → Recognise scenarios that involve change and challenge for young people and rehearse help - seeking strategies to overcome each situation

Introduction:

As young individuals, it is common for challenges & change to be faced. Often these are unavoidable, however it is important that help seeking strategies are learnt and understood to allow the overcoming of such situations.

Instructions:

1. Have students choose and form groups of 3-4
2. Using the challenges cards, have each group select a card
3. Once chosen, students are required to use the challenge as a basis for their dance and movement piece. They must construct a 2 minute piece which showcases:
 - > Thoughts and feeling associated with their challenge
 - > A help seeking strategy which can be used to overcome the situation
 - > A song which tone and beat reflects and connects to the feelings associated with the challenge
4. Once students have had 25 mins to plan, create & practice, allow student groups to showcase their piece with the rest of the class.

Teaching points:

- Ensure all students are aware of the challenges/ scenarios which are present on the cards to ensure that any students who are not comfortable are aware
- Have students select their own card, as to what they feel comfortable with.

Reflection: At the end of the warm up, conduct a short discussion allowing students to reflect upon what was just learnt.

- What were some of the help seeking strategies which were used?
 - Are all of these strategies appropriate/ able to be used across all strategies
- What were some elements which we saw across all of the group's pieces?
- Did the music selection emphasise or contribute to the feeling and thoughts of the challenge?
 - If so, how did it do this? (beat, rhythm, lyrics)
- What did you use to inform which movements you would use to convey your message?
 - What are some resources that we could use?

Resources

Thoughts, feelings and emotion cards:



Challenge cards:



Note: Please print in full size.

SPORT/ACTIVITY; Dance	STAGE; 4	
<p>CURRICULUM OUTCOMES:</p> <ul style="list-style-type: none"> - Examine factors that influence health and wellbeing; <ul style="list-style-type: none"> o Examine risk-taking scenarios and discuss the outcome of positive and negative risk behaviour on health and wellbeing, eg trying out for a sporting team, drinking alcohol at a party, sexting. 		
TIMING	SUBJECT MATTER AND TEACHING & LEARNING STRATEGIES	EQUIPMENT
<p>50 minute lesson;</p> <p>10 minutes to discuss.</p> <p>25 minutes to create a dance.</p> <p>10 minutes to present dances</p> <p>5 minutes to discuss as a class</p>	<p>ACTIVITY;</p> <ul style="list-style-type: none"> - Students are to put themselves into group of 5 – 6 people. - Each group will be given a sheet with risk-taking scenarios, the teacher will assign each group to one of the scenarios. - The students will be given time to discuss, within their group, what they think are the positive and negative outcomes of the specific scenario they are given and write them down on their sheet. - After they’ve discussed enough ideas, they will then have to create a dance that symbolises one negative outcome and one positive outcome that comes from the scenario. <ul style="list-style-type: none"> o Students have the freedom to use a song of their choice, however, it must be appropriate, and students must get approval from the teacher before they can use the song. o The objective of the dance element is that the students create a dance that’s about 2 minutes. - After having optimal time to create the dance, students will then perform their dance to the teacher. <p>MAIN OBJECTIVES;</p> <ul style="list-style-type: none"> - Students learn different types of scenarios that are classified as risk-taking behaviours, whether they be in a low, medium, or high risk level. - Students understand and create ways to make the scenario a positive outcome whilst acknowledging the negative outcomes that arise in the situations. 	<ul style="list-style-type: none"> - Handout sheet - iPad, for music

	<ul style="list-style-type: none"> - Students learn how to incorporate different themes into creative forms, that being dance <p>MODIFCATIONS;</p> <ul style="list-style-type: none"> - If students struggle to create 2 minutes worth of a dance, they can then aim for the minute mark. - If students struggle to come up with dance moves they can use the iPad to search for inspiration 	
END OF CLASS DISCUSSION	<ul style="list-style-type: none"> - Ask each group to quickly explain their understanding of the positive and negative outcomes of their scenarios in an open discussion format. <ul style="list-style-type: none"> o Encourage students to join discussion and to include their own ideas, even if it wasn't the scenario they were given - Talk about how risk-taking behaviours can be on different levels of a scale and how that impacts the outcomes. <ul style="list-style-type: none"> o E.g. low, medium, or high risk 	

NSW Government. (2018). *PDHPE K-10 Syllabus*. NSW Education Standards Authority. <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/pdhpe-k-10-2018>

Resources

Discuss positive AND negative outcomes of the selected scenario, write them down in the table provided

Scenario One: Lucy is at a party with her friends from school, there are some older kids who are at the party drinking alcohol. Lucy's friends start to hangout with the older group and eventually they offer Lucy a drink of alcohol.

Scenario Two: It's a beautifully hot day so Harry and his friends decide to go to the beach, before leaving Harry checks the weather forecast, to which it says it will be 35 degrees with clear skies. Whilst at the beach, Harry is about to put sunscreen on when all his friends decide to go straight into the water, so Harry skips putting sunscreen on to go hang with his friends.

Scenario Three: Steven and 5 of his friends went to the movies. Once the movie was finished Steven's friend Jarrod offered to drive everyone back to his place. Steven thought this was a perfect idea, however, when they got back to the car they realised that there wasn't enough seats for all six of them. Jarrod tells Steven not to worry and to just squeeze together in the back because it only a 15 minute drive, but Steven knows that's against road safety rules.

Scenario Four: Grace is part of an Under 15's soccer team who are playing the best team in the competition in the afternoon. When Grace gets to the grounds, she realises that she left her shin pads at home. The team feel the need for Grace to play so they suggest and pressure Grace to play without protective equipment.

Scenario Five: Jesse was asked by his mum to go to the shops to get a couple of groceries before she gets home. Jesse decides that he'll ride his bike to the shops and back because it'll be quicker, however, he can't find his helmet anywhere. Instead of walking or continuing to find his helmet Jesse decides to ride his bike without his helmet.

(circle which one you are doing)

Scenario **1** **2** **3** **4** **5**

Positive Outcomes;	Negative Outcomes;

Dance		STAGE 4
<p>Outcomes: A student:</p> <ul style="list-style-type: none"> recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity PD4-6 <ul style="list-style-type: none"> plan and use health practices, behaviours and resources to enhance the health, safety, wellbeing and physical activity participation of their communities investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities PD4-7 <ul style="list-style-type: none"> evaluate individual responses to a range of physical activities including heart rate, breathing rate, ability to talk and perceived exertion in order to monitor the body's reaction to a range of physical activities 		
<p>Key Inquiry Question</p> <ul style="list-style-type: none"> How can I effectively manage my own and support others' health, safety, wellbeing and participation in physical activity? 		
<p>Lesson Objectives Students will:</p> <ul style="list-style-type: none"> learn how to measure heart rate, breathing rate, and perceived exertion. observe the effects that different dance activities have on their heart rate and breathing rate. consider the appropriateness of different styles of dance for a range of population groups. 		
Part & Timing	Subject matter and Teaching & Learning strategies	Equipment
<p>Introduction: 5-10 minutes</p>	<p>Model how to measure heart rate and breathing rate at rest, in a seated position. Students follow instructions as they are given and record the data on the Dance worksheet.</p> <p>Instructions for measuring heart rate:</p> <ul style="list-style-type: none"> Students place their middle and pointer fingers on the opposite wrist, below the base of the thumb. Once the pulse is located, students count the beats for 15 seconds. This number is multiplied by four and is recorded as the beats per minute. <p>Instructions for measuring breathing rate:</p> <ul style="list-style-type: none"> Students count the number of breaths that they take within one minute. This is recorded as their breaths per minute. Prompt students to simply acknowledge the natural breathing rate, rather than attempting to alter it. <p>Perceived Exertion:</p>	<p>1 stopwatch</p>

	<ul style="list-style-type: none"> - Rate of Perceived Exertion (RPE) 1-2: Breathing and talking are very easy. - RPE 3-4: Breathing becomes slightly faster, but conversation is still possible. - RPE 5-6: Breathing becomes more huff-and-puff and only a sentence or two can be spoken at a time. - RPE 7-8: Breathing is difficult and only one word can be spoken at a time. - RPE 9-10: Completely out of breath and talking is not possible. <p>Example explanation of perceived exertion:</p> <p>Perceived exertion is a measurement of how hard you think an activity is. That means that your measurement of how difficult a particular activity is could be very different to someone else that's completing the same activity. The way that we measure perceived exertion is by your ability to breathe and talk while completing an activity. A rate of perceived exertion, otherwise known as RPE, of 1-2 means that breathing and talking is very easy, and that you don't notice any impact on either. An RPE of 3-4 means that you can still hold a conversation, but your breathing rate is slightly elevated. RPE 5-6 is when your breathing becomes more of a huff-and-puff and you can only speak a sentence or two at a time. RPE 7-8 is when you're really struggling to breathe and can only say one word at a time. RPE 9-10 is when you're completely out of breath and can't talk at all, like when you're completing a sprint.</p>	
<p>Body: 35 minutes</p>	<p>Group Activity: Students split into groups of 4-6. Distribute each group an iPad, sheet of QR codes and a stopwatch. Each student also requires a Dance worksheet.</p> <p>Students are to select three of the dance styles and are to follow the instructions on the 'Dance' worksheet for each activity.</p> <p>Modifications: Line Dance (6min 30sec):</p> <ul style="list-style-type: none"> - Allow students to complete the dance to a count, rather than the music in the video, if the music is too fast. Alternatively, students may also change the speed of the YouTube video to allow for a slower dance. <p>Hip-Hop (10min):</p> <ul style="list-style-type: none"> - Reduce the number of movements that students use for their final dance. - Ask the students to concentrate on the movement of their feet for each movement, then add in arms and body movement afterwards. 	<p>Per student: Activity worksheet</p> <p>Per group:</p> <ul style="list-style-type: none"> • iPad • Set of QR codes • Stopwatch

	<p>Yoga (4min 30sec):</p> <ul style="list-style-type: none"> - Each position/stretch should remain comfortable and, if discomfort is experienced, students should return to a comfortable position. If discomfort persists, the student should skip that section of the flow. <p>Dance-Fit (7min 30sec):</p> <ul style="list-style-type: none"> - Encourage students to rest as necessary. <p>NOTE: If students are running out of time to complete all three dances, suggest that they complete one of the shorter dances.</p>	
<p>Class Discussion/ Lesson Conclusion: 5-8 minutes</p>	<p>Students discuss:</p> <ul style="list-style-type: none"> - the ways in which their heart rate, breathing rate, and perceived exertion are affected by each dance style. - which groups of people may benefit from each of the dance styles (E.g., elderly, youth, trained, untrained) - the potential psychological/mental health benefits from participating in a dance class or program. - whether they noted any mental health benefits from participating in any particular exercise. 	
<p>Lesson Evaluation</p>		<p>Register Sign & Date</p>

Dance QR Codes

Line Dance



Yoga



Hip-Hop



Sunflower



Dance Fit



Dance

Dance Style	Heart Rate	Respiratory Rate	Perceived Exertion
Rest			

Line Dance: watch the video and follow along, pausing when necessary. Complete the dance along at the end of the video and rate your perceived exhaustion. Immediately after completing the dance, record your heart rate and breathing rate.

Yoga: watch the video and complete the steps as the video instructs. During the routine, consider your level of perceived exertion. Immediately after completing the activity, measure and record your heart rate and breathing rate.

Hip-Hop: watch the video and follow along. Create an 8 or 16 count routine using at 3 or 4 of the moves from the video and repeat for 2 minutes of Sunflower by Post Malone. While completing the two-minute dance, rate your perceived exhaustion. Immediately after completing the dance, record your heart rate and breathing rate.

Dance-Fit: watch the video and follow along, copying the steps demonstrated in the video. During the workout, rate your perceived exhaustion. Immediately after completing the video, record your heart rate and breathing rate.

Rate of Perceived Exertion

Level	Description
9-10	Very, very hard activity Completely out of breath, unable to talk
7- 8	Very hard activity Can speak only one word at a time
5-6	Challenging activity – huff and puff Out of breath, can speak a sentence or two
3-4	Moderate activity Can still carry on a conversation
1-2	Light activity Breathing is easy

Assessment 2: Dance Lesson Plan

Stage/Year: Stage 4 (Years 7 & 8)

Length of Lesson: 60 minutes

Number of Students: 20

Curriculum: PDHPE K-10 Syllabus 2018 (Health, Safe and Active Lifestyle)

Dot Point Chosen:

- propose and develop protective strategies to effectively manage their own personal health, safety and wellbeing (ACPPS073)

Focus of Lesson/ Aspects of the Curriculum: The focus of this lesson is on healthy, safe and active lifestyles. Students will learn how to effectively manage their own feelings, emotions and support others health, safety, wellbeing and participation in physical activity through incorporating movement and self-expression throughout dance.

Lesson Objectives:

1. This lesson students will propose and develop protective strategies based off certain health scenarios and effectively manage their own personal health, safety and wellbeing.
2. Students will acknowledge and understand the importance of trusting their own feelings, thoughts and reading of different situations.
3. Students will be able to analyse how emotions, strengths and decision making can affect outcomes in different scenarios.
4. Each activity in this lesson will provide students with self-management skills giving them the ability to feel greater control over their behaviour, manage and cope in stressful situations and take personal responsibility for their actions.
5. Students will incorporate dance into their physical activity lesson and will help students connect with their emotions, while encouraging them to explore how their bodies function and move.
6. Students will express themselves, feelings and emotions based on selected situations/ scenarios through the use of dance movements and music.

Equipment and Resources Required:

- Speaker to play music
- YouTube, Apple music, Spotify
- Whiteboard or chalk markers
- Whiteboards or mirrors to write on
- Safety protection like hat, sunscreen etc if lesson is outdoors
- Resource cards/ Stimulus
- Whistle

LESSON PLAN:

Part & Timing	Subject Matter and Teaching & Learning Strategies	Equipment
<p>Introduction: Warm up: Musical Elements of Dance</p> <p>Time Required: 10 minutes</p>	<p>Student Learning Outcomes:</p> <ul style="list-style-type: none"> - Students learn the foundation for creating, appreciating and performing movement and what the main elements of dance are allowing students to incorporate different elements when performing or choreographing dances. - Students learn all aspects of space within dance; shape, levels, direction, pathways and focus. - Students learn time in dance; beat, tempo, accent, rhythmic, pattern/duration. - Students learn dynamics in dance; force/energy, heavy/light, sharp/smooth, tensed/relaxed, bound/flowing. - Students will warm up their bodies by being highly physically active in dance and preparing themselves for the other activities within the lesson. - Students will work together in a fun and engaging learning environment. - Students are engaging in safe dance practice by warming up their bodies and minimising any injuries. - Students will understand how the elements of space, time and dynamics can enhance movement sequences. <p>Introduction to the Activity: Musical Elements of Dance This activity enhances all student’s ability to work as a group and individually while learning and exploring their space, timing and dynamics through dance and a variety of locomotor/non-locomotor movements. By introducing space, time and dynamics at the beginning of the lesson will provide students with an understanding on the importance of these elements with dance and when creating dances in the future.</p> <p>Description/Instructions/ Rules of the Activity:</p> <ol style="list-style-type: none"> 1. Music will be played using the speaker and students will be given a locomotor movement (running, skipping, jumping, walking) to move around the room to the music. 2. When the music stops, teacher will say a number, body part and level which then students must form and complete. For example three hands touching the floor. 3. Once the task has been complete the teacher will then continue the music and students will be given a new locomotor movement to move around the room. 4. As this game goes on the teacher can start to include different dance elements in such as direction, space, different group numbers, tempo etc. 5. All resources cards have a variety of different dance elements that can be used within this activity to teach students about space, time and dynamics. <p>Playing Area: This activity can be done in a dance room, school hall or outdoors in open space.</p>	<ul style="list-style-type: none"> - Speaker - Music - Dance Element Resource cards - Body Image Resource cards - Hat/Safety protection e.g. sunglasses if activity is done outdoors. - Whistle

Safety Considerations:

- Students and teachers need to consider the environment and amount of space around them when engaging in the activity.
- Appropriate footwear and clothing need to be considered e.g. if outside hats must be worn, protective equipment.
- Ensure to have clear view of all students while they are engaging in activity.
- Include modifications to best suit the students' needs and capabilities.
- Provide clear instructions to all students and ensure they understand before they engage in the activity.
- Always have a first aid kit in case of any injuries or emergencies.

Modifications:

- If students are not understanding the activity you can start by showing the different dance elements and only focus on one specific element like space and then eventually add the other elements into the activity.
- Use a variety of locomotor and non-locomotor movement to ensure students are engaging and it is inclusive for all students depending on their needs.
- You can include equipment into musical elements of dance such as hula hoops, bean bags, balls etc to make the game more challenging.
- Can make this activity into a small sided game to ensure more inclusion and involvement when warming up depending on how big the class is.
- Change the number in each group to either make it more challenging or easier depending on their physical levels.

Teaching Points/Cues:

- If it is too easy or challenging add modification into the activity to ensure the game flows and is fun and inclusive for all.
- Ensure to use a whistle when gaining students attention.
- Have a clear, loud and concise voice when explaining instructions and rules of the activity.
- Encourage creativity and physical fitness within this activity.
- Encourage teamwork and ensure everyone is having fun.
- Ensure I tailor my teaching strategies so students are able to participate fully in learning the elements of dance to meet their individual needs during the activity.
- Ensure to motivate students during the activity to keep achieving and continue hard work.
- Reinforce an inclusive learning environment and appropriately engage all participants through inclusive strategies.

Aspects of the Curriculum:

- This activity links to the curriculum as students are able to be physically active through incorporating movement as well as basic fundamental movements.

- Students are being safe by actively engaging in a warm up, therefore decreasing any risk of injuries.
- If this activity is performed outside then students are practicing safe practices in outdoor environments e.g. hat and wearing protective clothing.
- This allows students to participate in activities that encourages health and a lifetime of physical activity.
- Demonstrates their ability and understanding to use space, time and dynamics.
- Allows students to be creative and move their bodies in different ways while still being physically active.

Diagram:



SPACE	TIME	DYNAMICS
Shape	Beat	Force=Energy
Level	Tempo	Heavy/Light
Direction	Accent	Sharp/Smooth
Pathways	Rhythmic	Tensed/ Relaxed
Focus	Pattern/ Duration	Bound/ Flowing

Activity 2:
Stimulus scenarios on a variety of health topics and how they make an individual feel.

Time Required:
20 minutes

Student Learning Outcomes:

- Students will acknowledge and understand the importance of trusting their own feelings, thoughts and reading of different health situations.
- Students will be able to analyse how emotions, strengths and decision making can affect outcomes in different scenarios.
- Students will propose and develop protective strategies based off certain health scenarios and effectively manage their own personal health, safety and wellbeing.
- Students will learn how to effectively manage their own feelings, emotions and support others health, safety, wellbeing.
- Students will gain knowledge on how to support others and themselves in a variety of situations.
- Students will be able to emotionally express their feelings on certain health topics and scenarios.
- Students will promote overall wellbeing and personal development skills.

Introduction to the Activity:

This activity allows students to express their emotions and feelings on a variety of different health scenarios while working on their self-management and

- Whiteboards
- Whiteboard markers
- Emoji Resources
- Scenario resources
- Hat/ Safety protection e.g. sunglasses if activity is done outdoors.
- Whistle

interpersonal skills. This activity also allows students to think and develop protective strategies to enhance their health, safety and wellbeing.

Description/Instructions/ Rules of the Activity:

1. The teacher will have a variety of health scenarios stimulus they hold up in front of the class. For example bullying, body image, friendship, playing outdoors, social media, family, mental health etc.
2. Students then have to select one or two emojis on how that certain scenario stimulus makes them feel.
3. After students have selected the emojis expressing the way they feel about that situation, students then have to write down on the whiteboard how they can support or help someone or themselves if they were in that certain situation.
4. Repeat this using different stimulus.
5. Students can do this activity in pairs or small groups depending on the size of the class.

Playing Area:

This activity can be done in a dance room, school hall or outdoors in open space.

Safety Considerations:

- Ensure everyone is being respectful to one another when engaging and sharing their emotions.
- Ensure to have clear view of all students while they are engaging in activity.
- Include modifications to best suit the students' needs and capabilities.
- Provide clear instructions to all students and ensure they understand before they engage in the activity.
- Always have a first aid kit encase of any injuries or emergencies.
- Consider students cultural needs when providing different scenarios.

Modifications:

- Use a variety of stimulus scenarios
- Give students a list of examples of protective strategies to make it easier for their understanding
- Make students change groups or partners for each scenario.

Teaching Points/Cues:

- This activity allows students to open up and be vulnerable and can sometime be quite personal depending on the scenario given, therefore ensure to respect all students and if anyone needs further support or assistance explain that students can leave the room if needed or can speak to you privately.
- Ensure students that it is a safe space and environment they are working in.
- Remind students to be respectful to each other when expressing their emotions.
- Make this activity engaging, inclusive and fun for all students.

- Encourage teamwork and ensure everyone is having fun.
- Ensure I tailor my teaching strategies so students are able to participate fully in learning the elements of dance to meet their individual needs during the activity.
- Ensure to motivate students during the activity to keep achieving and continue hard work.
- Reinforce an inclusive learning environment and appropriately engage all participants through inclusive strategies.
- Include modifications into the activity to suit student's needs.
- Provide clear and loud instructions to ensure students understand what is involved with the activity and this will allow maximum involvement within the activity.

Aspects of the Curriculum:

- Allows students to emotionally express their feelings promoting overall well-being and personal development.
- Students will learn how to effectively manage their own feelings, emotions and support others health, safety, wellbeing.
- Provides students with self-management skills giving them the ability to feel greater control over their behaviour, manage and cope in stressful situations and take personal responsibility for their actions.
- Recognises the importance trusting their own feelings, thoughts and readings of different situations.
- Promotes their health, safety and wellbeing.
- Promotes mindfulness and self-reflection helping students to connect with their emotions and physical sensations.

Diagram:



Health Scenarios

- Body image
- Mental health
- Friendships
- Physical Activity
- Social media
- Assignments/Homework
 - Change
 - Bullying
 - Sense of Self
- Healthy Eating
 - Drugs
 - Nutrition
 - Disease
 - Outdoors
 - Family
- Safe Driving
- Cyber Bullying



<p>Activity 3:</p> <p>Creating a dance selecting one of the stimulus from the previous activity and expressing throughout dance how it makes them feel.</p> <p>Time Required: 30 minutes</p>	<p>Student Learning Outcomes:</p> <ul style="list-style-type: none"> - Enables students to work together as a team and be creative. - Students will choose a stimuli and manipulate/ incorporate the elements of dance to compose a dance that expresses their emotions on the selected stimuli. - All students will develop their self-management skills such as decision-making and problem-solving through creating a dance. - Students will manipulate locomotor and non-locomotor movements and incorporate elements of dance to enhance their overall performances. - Students will learn to collaborate, include and build relationships with one another. - Interpersonal skills will be developed such as communication, listening, giving and receiving feedback from peers, ultimately enhancing performance. - Students will use their body as an instrument to express their ideas and emotions through dance using their interpersonal skills. - Students will learn to compose and perform a group sequence based off a stimuli and music. - Students will explore the emotional and social benefits of dance such as enhanced self-esteem and develop social connections through group dancing. - Students will be physically active through dancing and will improve their coordination, balance, cardiovascular fitness and muscular strength. - Students will learn to develop body awareness and explore how their bodies move. - Students will express themselves, feelings and emotions based on selected situations/ scenarios through the use of dance movements and music. <p>Introduction to the Activity:</p> <p>This activity allows students to connect with their emotions while engaging in physical activity. Students are able to be creative by creating a dance through their stimulus and expressing to each other their emotions and feeling based on the stimulus selected. This activity allows students to express themselves more effectively and dance is a way to communicate feelings in a creative and personal way, conveying messages to an audience.</p> <p>Description/Instructions/ Rules of the Activity:</p> <ol style="list-style-type: none"> 1. Students are to form groups of 4 to 5 people. They can stay in their groups from the previous activity or can form new groups. 2. In their groups students must select one stimulus from the previous activity and select one to two emojis on how they feel based on the stimulus picked. 3. They then need to create a dance that goes for four counts of eight using and implementing different movement qualities and elements of dance. 4. Their dance needs to express the stimulus in the dance and how the stimulus they choose makes them feel to the audience. 5. Students must also pick a song to perform their four counts of eight to. 	<ul style="list-style-type: none"> - Speaker - Music - Emoji Resources - Scenario Resources - Basic Dance movement resources - Hat/ Safety protection e.g. sunglasses if activity is done outdoors - Whistle
--	---	---

6. Once they have created their four counts of eight, they will then perform the dance to the class.

Playing Area:

This activity can be done in a dance room, school hall or outdoors in open space.

Safety Considerations:

- Ensure everyone is being respectful to one another when engaging and sharing their emotions.
- Ensure to have clear view of all students while they are engaging in activity.
- Include modifications to best suit the students' needs and capabilities.
- Provide clear instructions to all students and ensure they understand before they engage in the activity.
- Always have a first aid kit in case of any injuries or emergencies.
- Consider students cultural needs when providing different scenarios.

Modifications:

- The number of students in each group can be varied and made smaller or bigger to make it more challenging.
- You can include equipment into musical elements of dance such as hula hoops, bean bags, balls etc to make the activity more challenging.
- Students can come up with their own stimulus instead of providing stimulus to use.
- Provide basic dance movements to make it easier for students to create a dance.

Teaching Points/Cues:

- Ensure to motivate students to stay on task and be creative when making a dance.
- Ensure students are including elements of dance into their dance.
- Encourage teamwork and collaboration with one another.
- This activity can be personal depending on the scenario given, therefore ensure to respect all students and if anyone needs further support or assistance explain that students can leave the room if needed or can speak to you privately.
- Ensure students that it is a safe space and environment they are working in.
- Remind students to be respectful and supportive to each other when expressing their emotions.
- Make this activity engaging, inclusive and fun for all students.
- Provide clear steps and instructions for all students so they have a full understanding of the task required.
- Add any modifications to improve engagement and inclusivity.

Aspects of the Curriculum:

- Health and fitness enhancing movement as students participate actively.

- Including dance aspects into the curriculum helps students keep their body conditioned and their mind focused while elevating the ability to perform other physical activities.
- This activity develops movement skills and concepts students need to participate in physical activity with confidence, creativity and competence in the future.
- Students will express themselves, feelings and emotions based on selected situations/ scenarios through the use of dance movements and music.
- Students will express themselves through dance movements.
- Students will recognise the importance of trusting their own feelings, thoughts and readings on different situations.
- Students analyse their emotions through different situations.
- Students are able to understand the importance of healthy, safe and active lifestyles through dance.
- Students are able to manage their own personal health, safety and wellbeing.
- Incorporating dance into PDHPE lessons provides students with engaging ways to promote physical activity, creativity, self-management skills and overall improve their wellbeing.

Diagram:

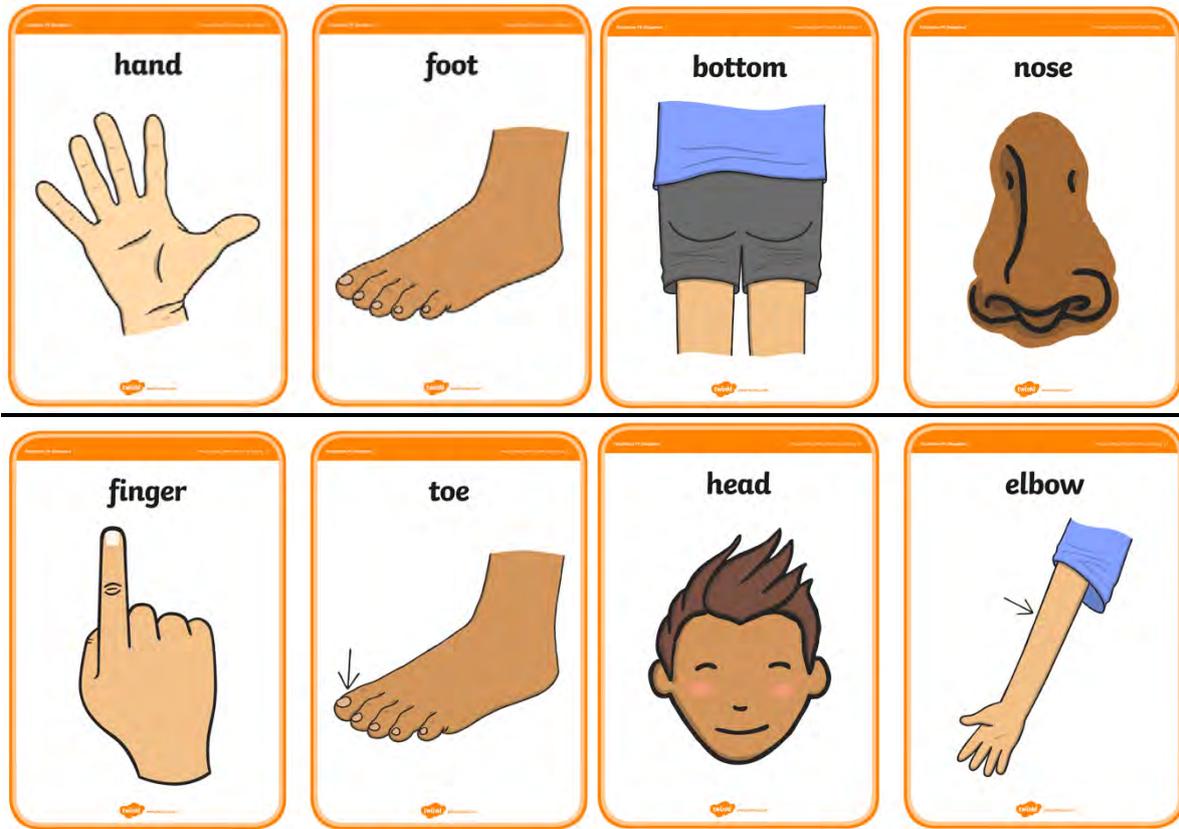


SPACE	TIME	DYNAMICS
Shape	Beat	Force=Energy
Level	Tempo	Heavy/Light
Direction	Accent	Sharp/Smooth
Pathways	Rhythmic	Tensed/ Relaxed
Focus	Pattern/ Duration	Bound/ Flowing

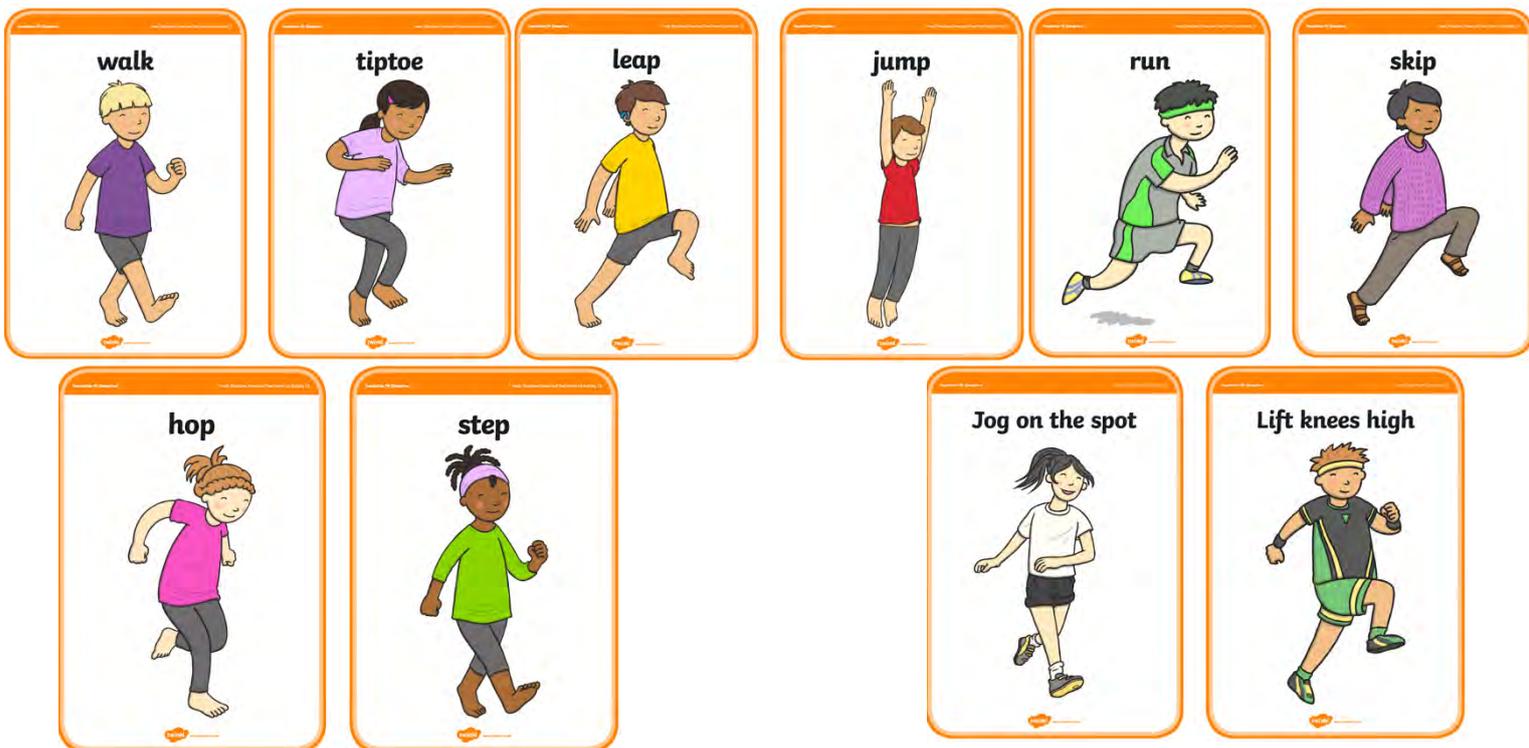
MOVEMENT QUALITIES

- Sustained**
These movements are continuous, constant and flowing.
- Swinging**
These movements sway, shift and are pendulum like.
- Suspended**
These movements are pulled, hovering or hanging.
- Collapsing**
These movements are often falling, relaxed, faint, flopping or a release.
- Percussive**
These movements are sudden, chopping, jagged and sharp.
- Vibratory**
These movements are buzzing, shaky, wobbly or quivering.

Activity 1: <https://www.twinkl.com.au/resource/au-tf-pe-061-musical-body-parts-warm-up-activity-card>



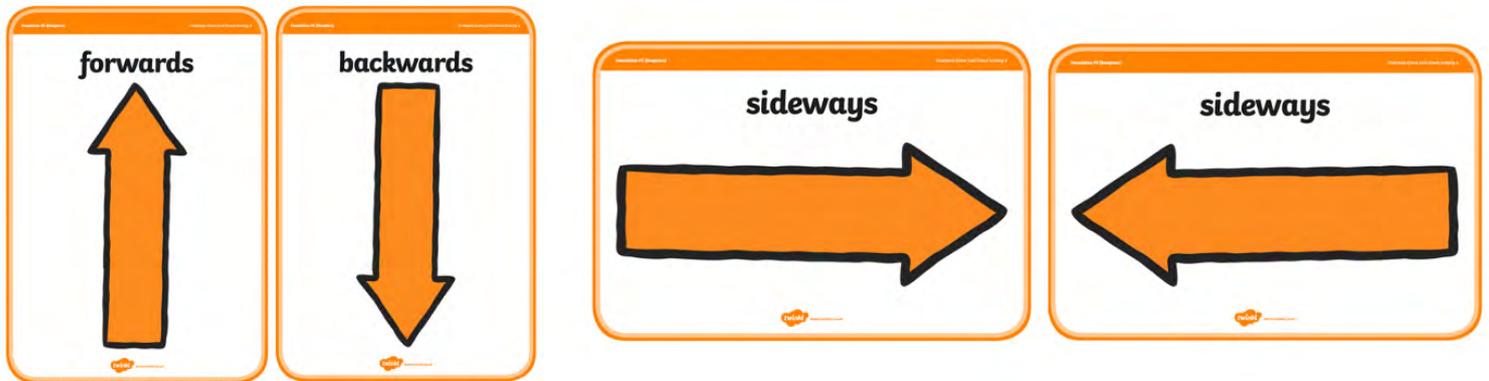
Locomotor Movements: <https://www.twinkl.com.au/resource/fundamental-movement-skills-action-cards-activity-pack-au-a-174>



Elements of Dance:

<https://www.twinkl.com.au/resource/dance-elements-word-cards-nz-a-1634629791>

<https://www.twinkl.com.au/resource/au-tf-pe-050-directions-game-warm-up-activity-card>



- Time**
- Tempo
- Accent
- Rhythm
- Duration
- Beat

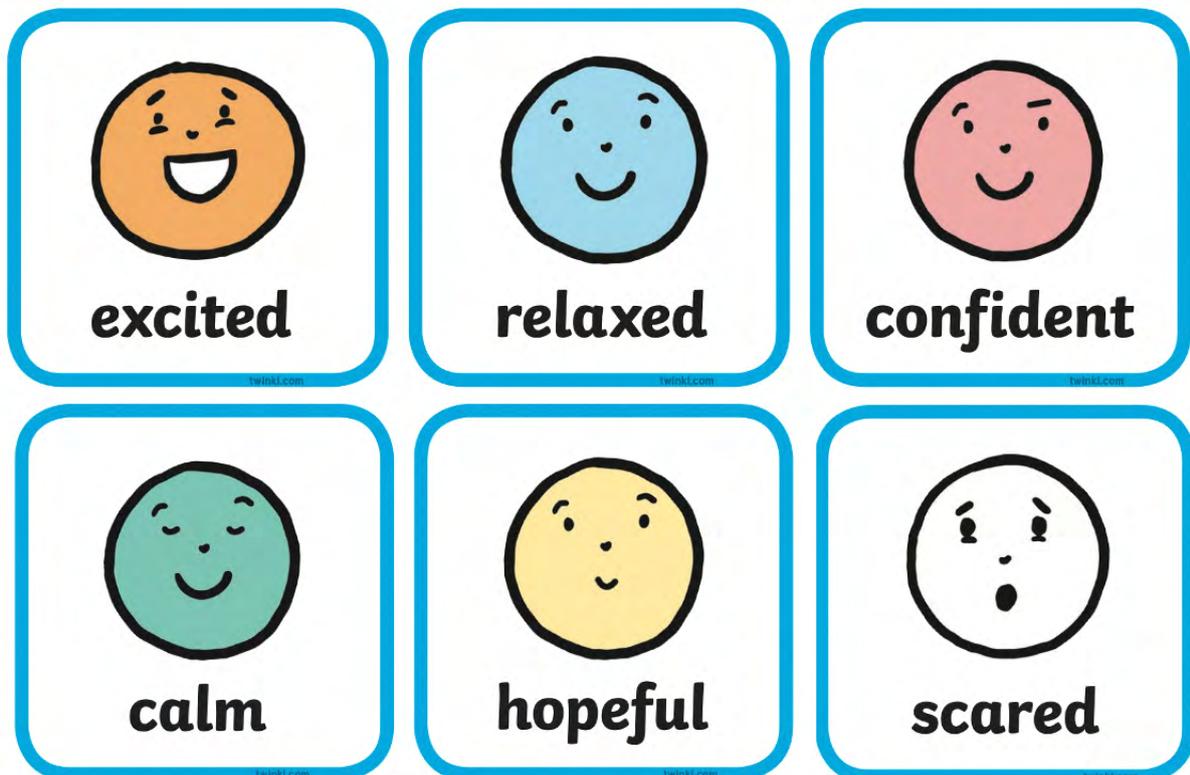
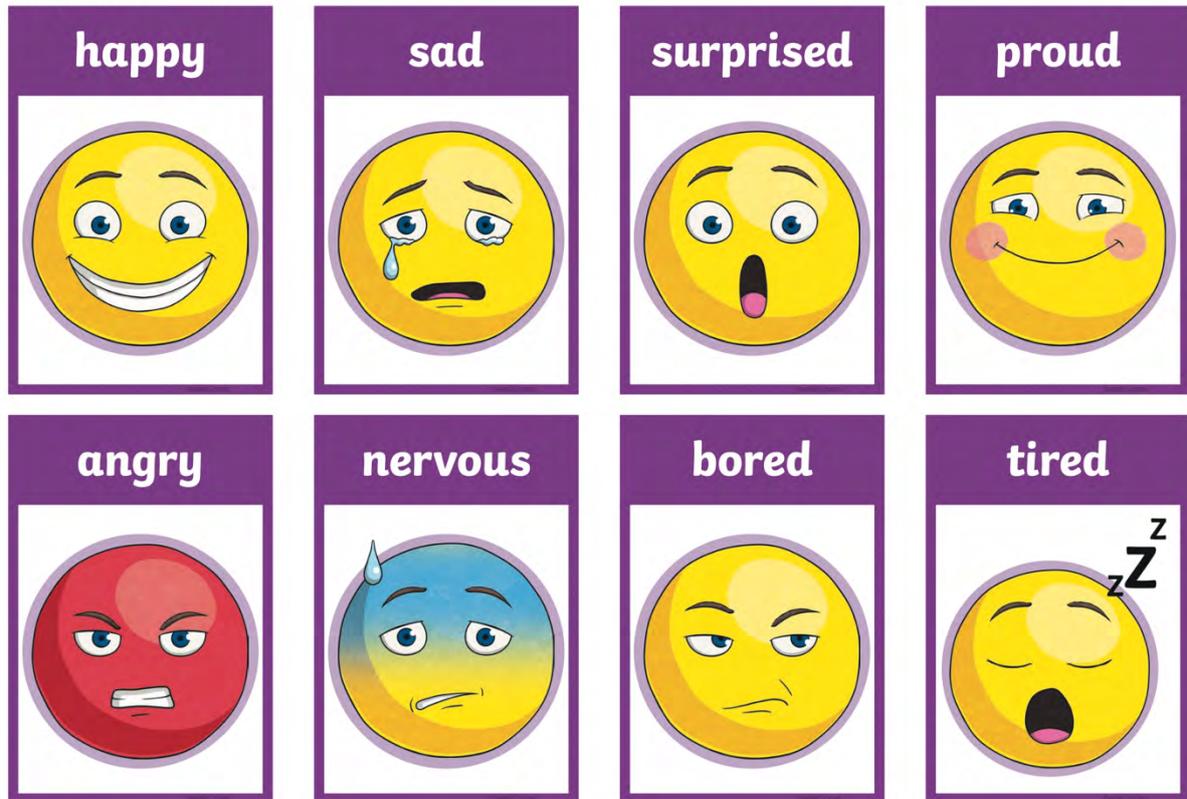
- Dynamics**
- Weight
- Flow
- Energy
- Quality
- Force

- Space**
- Levels
- Range
- Place
- Direction
- Pathways

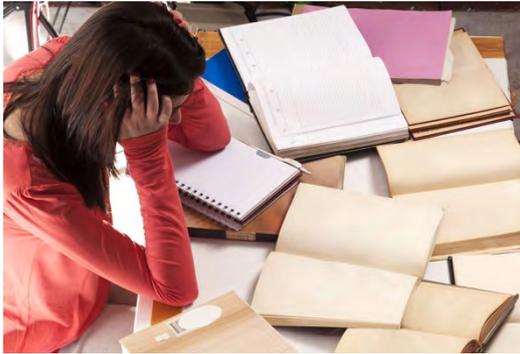
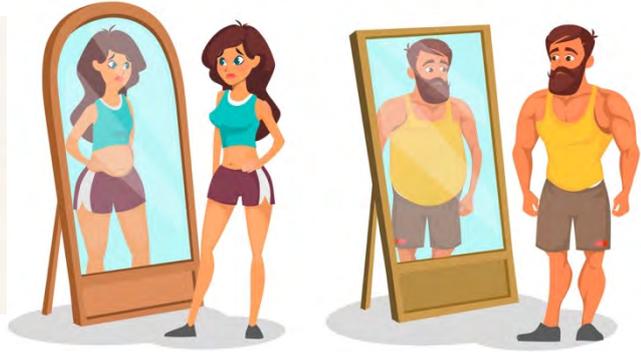
Activity 2 Resources:

<https://www.twinkl.com.au/resource/emoji-emotion-cards-au-t-10003409>

Emoji Emotion Cards



Health Scenario Stimulus:



Activity 3: <https://www.twinkl.com.au/resource/create-a-dance-routine-snap-cards-cfe-pe-68>



Movement Qualities



<p>Sustained</p>	<p>These movements are continuous, constant and flowing.</p> 
<p>Swinging</p>	<p>These movements sway, shift and are pendulum-like.</p> 
<p>Suspended</p>	<p>These movements are pulled, hovering or hanging.</p> 

<p>Collapsing</p>	<p>These movements are often falling, relaxed, faint, flopping or release.</p> 
<p>Percussive</p>	<p>These movements are sudden, chopping, jagged and sharp.</p> 
<p>Vibratory</p>	<p>These movements are buzzing, shaky, wobbly or quivering.</p> 

Topic: Dance and using preventive measure to promote healthy outcomes		<h1>STAGE: 4</h1>
Outcome from Syllabus: Investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities		
Lesson outcomes: <ul style="list-style-type: none"> • Further students' knowledge and understanding of preventive measures and practices in health • Further students' knowledge and understanding of health conditions/risk that are present to youth • Promote the implementation of preventative practices • Students will able to identify health risks to young people • Students will able to create a dance/movement that portrays a message 		
Part & Timing	Content	Equipment
Introduction: 10-15 Minutes	<p>Acknowledgement of Land: We would like to take a moment to acknowledge the traditional custodians of this land, the Dharug People, on which we live and play. We would like to recognize leaders past present and emerging</p> <p>Activity 1: Brain Storm <i>10-15 Minutes</i></p> <p>Student learning outcomes: Students will further their knowledge of Health of young people. They will further their knowledge of preventative measures that are necessary to take in order to promote healthy outcomes.</p> <p>Introduction to activity: <i>Students are required to create a dance/movement that promote preventative measures in Health</i></p> <ul style="list-style-type: none"> • Students are split into even groups • Each group has a set amount of time to research health issues that may pose a threat to young people • The group then has to research preventative measures that could be put into place to negate these risks/issues • The group then has listed the health issue and the preventative measures they have researched (this can be done on a doc or a mind map) <p>Refer to Appendix for sources, stats and information</p>	<ul style="list-style-type: none"> • Students' personal devices • Paper • Pens

<p>Body: 30-45 Minutes</p>	<p>Activity 2: Dance and Health Outcomes <i>30-45 Minutes</i></p> <p>Student learning outcomes: Further students understanding and knowledge of preventive measures. Students will learn how to design a dance to illustrate preventative measures and promote healthy outcomes.</p> <p>Introduction to activity: <i>Students have 20-30 minutes to create a dance/movement. The dance ought to demonstrate the health risk the group has identified as well as identify preventative measures to these health issues</i></p> <ul style="list-style-type: none"> • Students are to display what knowledge they have gained from their research in the form of a dance • The dance should display 1 health risk/issue to young people • The dance should display one or numerous preventative measures that the students have identified • Dance can be hip-hop, contemporary or even game-based exer-dance • Dance does not have to be a certain number of steps, however has to for at least 45 seconds • The design of the dance is largely up to students • Students can select a song that goes with their dance/movement (providing song is appropriate) <p>Modifications:</p> <ul style="list-style-type: none"> • <i>Implement step count</i> instead of time limit, • <i>Lower time of dance</i> if groups are struggling <p>Extension Activity <i>Turn the dance to social media advertisement/campaign</i> encouraging the preventive measures identified.</p>	<ul style="list-style-type: none"> • Speaker • Device for music • Phone for QR codes
---------------------------------------	--	--

<p>Lesson Evaluation – Self-Reflective Questions</p> <ul style="list-style-type: none"> • Was my questioning effective? Could it be better? • Was the activity engaging? • Was my presentation engaging? • Did I give enough feedback? • Was my feedback specific enough? • Could my questioning be more extensive? • Did I talk too much? • Were my instructions clear enough? • Was the activity enjoyable for the students? • Did the students learn? • Were my lesson outcomes met?

Appendix A. (*Department of Health and Aged Care*)



Appendix B. (*Australian Institute of Health and Welfare*)



Appendix C. (*Youth.Gov*)



DANCE LESSON PLAN

PREPARED BY CHLOE JONES

STAGE 4

SUBJECT: DANCE
(PDHPE)

DATE: 1/10/2023

TOPIC: MUSCULAR
SYSTEM

LESSON #2

DURATION: 40-60MIN

LEARNING FOCUS & GOAL;

The goal for this lesson is to use dance to educate students on how utilising different muscles in the body can complement certain movements. The focus is on the muscular system and movement and skill concepts.

CURRICULUM OBJECTIVES: (PD4-11)

To demonstrate how movement and skills and concepts can be adapted and transferred to perform movement sequences.

SAFETY CONSIDERATIONS:

- Ensure you are in a wide open space
- No flips or advanced acrobatic tricks to be used
- Always warm up and cool down

EQUIPMENT:

- Resource handout (attached)
- Speaker
- Music source (iPhone)

STUDENT CRITERIA:

- Participate in choreographing the dance moves
- Ability to create connection to the muscles and the movement sequence
- Ability to justify what muscles are being used
- Ability to be creative and ensure movements relate to dance and flow to chosen music
- Actively listen and watch other group performances and think of what muscle group they may be using

WARM UP DURATION 10MIN

- Teacher to play appropriate warm up music through speaker.
- Teacher leads warmup and students follow.

SEQUENCE:

- 10 jumping jacks
- 10 x jump up then touch the floor
- Roll shoulders backwards for 10 seconds and forwards for 10 seconds
- Stretch out neck forwards, backwards and sideways
- put one arm across chest and gently pull with other both sides)
- Roll ankles in circular motion
- Repeat until 10 minutes is up

TEACHING NOTES:

- Make sure students are spread out throughout class
- Allow students to collaborate in groups and choreograph on their own
- Supply guidance when needed
- Ensure music played is appropriate
- Offer students water breaks throughout
- If students are struggling for ideas please refer to the muscle group examples below. Get students to perform certain movements and see which muscles are engaged

Teaching structure:

1. Explain to students what the lesson will look like (5min)
2. Allow for questions (2min)
3. Spread students out and begin warm up led by teacher- Refer to warm up sequence (10min)
4. Place students into even groups and hand out resource- 1 per group (2min)
5. Allow students to begin working on the main activity and walk around offering assistance (25-30min)
6. Complete a brief reflection on what they have learnt through completing this activity (5min)

Main Activity:

Aim:

Explain to students that they will be getting specific muscles. The aim of the activity is to create a 16-32 count dance utilising the muscles given to them. When creating the dance students are to focus on how they can be creative whilst still utilising the correct muscles. Students peers should clearly be able to see what muscle groups students were using throughout the dance.

Structure:

1. Explain the aim to students
2. Split students into even groups (no more than 5 groups)
3. Hand out 1 muscle worksheet per group, ensuring each group has a different muscle group
4. Tell the students they have between 15-25 minutes to create a 16-32 count dance using those muscles
5. Allow students to pick an appropriate song for their dance
6. Once all students have finished their dance call all groups back to the centre
7. Allow groups one by one to showcase their dance (connect device to speaker and play the chosen song)
8. Ask other peers to guess which muscles they think the group were using

Examples of movement for different muscles:

Hamstrings & Quads: Lunges, Leg kicks
Biceps & Triceps: Push up position, handstand
Glutes: Squats
Abdominals & Pecks: Plank position, sit ups, bench press movement
Rotator cuff muscles: Handstands, push ups, downward dogs

Teaching strategy:

During the main activity allow students to take the lead and collaborate to create the dance. Giving students the autonomy throughout the class will help keep individuals engaged and interested in the lesson.

Reflection:

- Did you enjoy creating your own dance?
- Did you feel the muscles being worked
- Was it hard to make it creative and not just workout moves?
- Do you think building up your muscles will help you execute the movements better?
- Share one idea that the other group had for their muscle group
- Would you want to do this activity again with different muscle groups?

Justification:

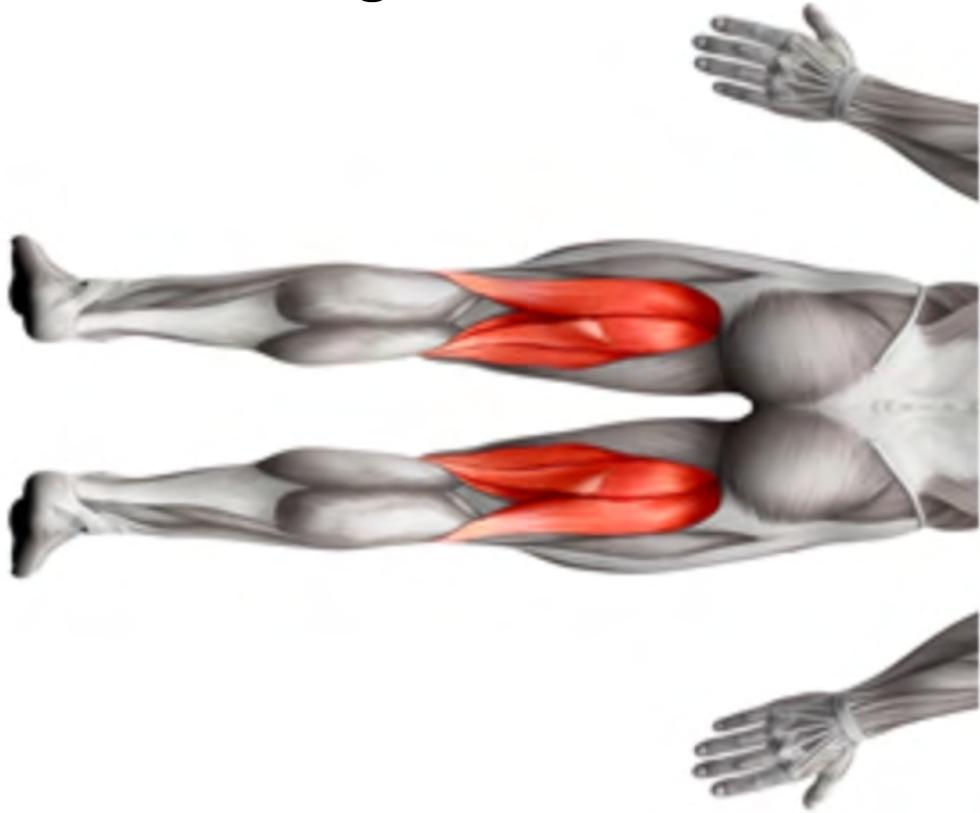
The students choreographing their own dance will allow them to think about which muscles they use when they want to perform a specific movement. Demonstrating the dance skill they create will help individuals make the connection on how the muscles in the body create the movement, and how building on muscle strength can have an impact on performing movement skills more effectively.

Allowing students to teach themselves and others in the group allows individuals to learn collaboration, leading, and teamwork skills. The Teacher only offers assistance during the main activity to help keep students on track and the lesson flowing.

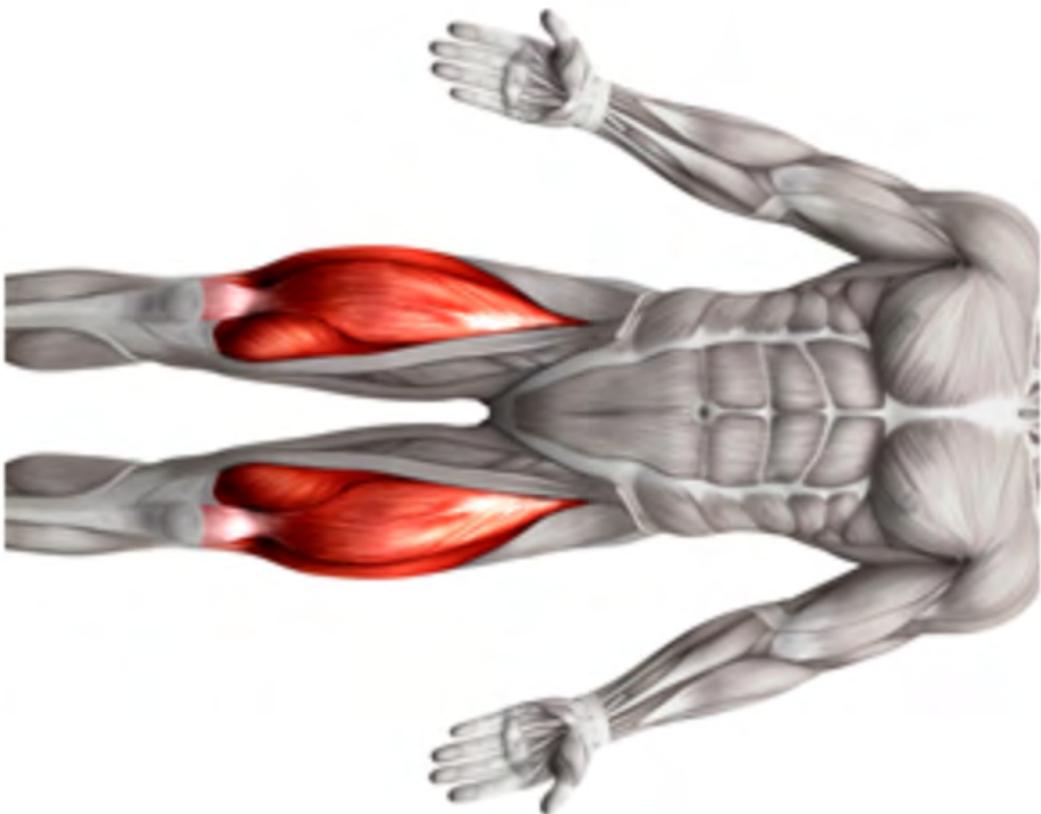
Hamstrings & Glutes:

Create a 16-32 count dance that stretches and/or strengthens this muscle

The Hamstrings

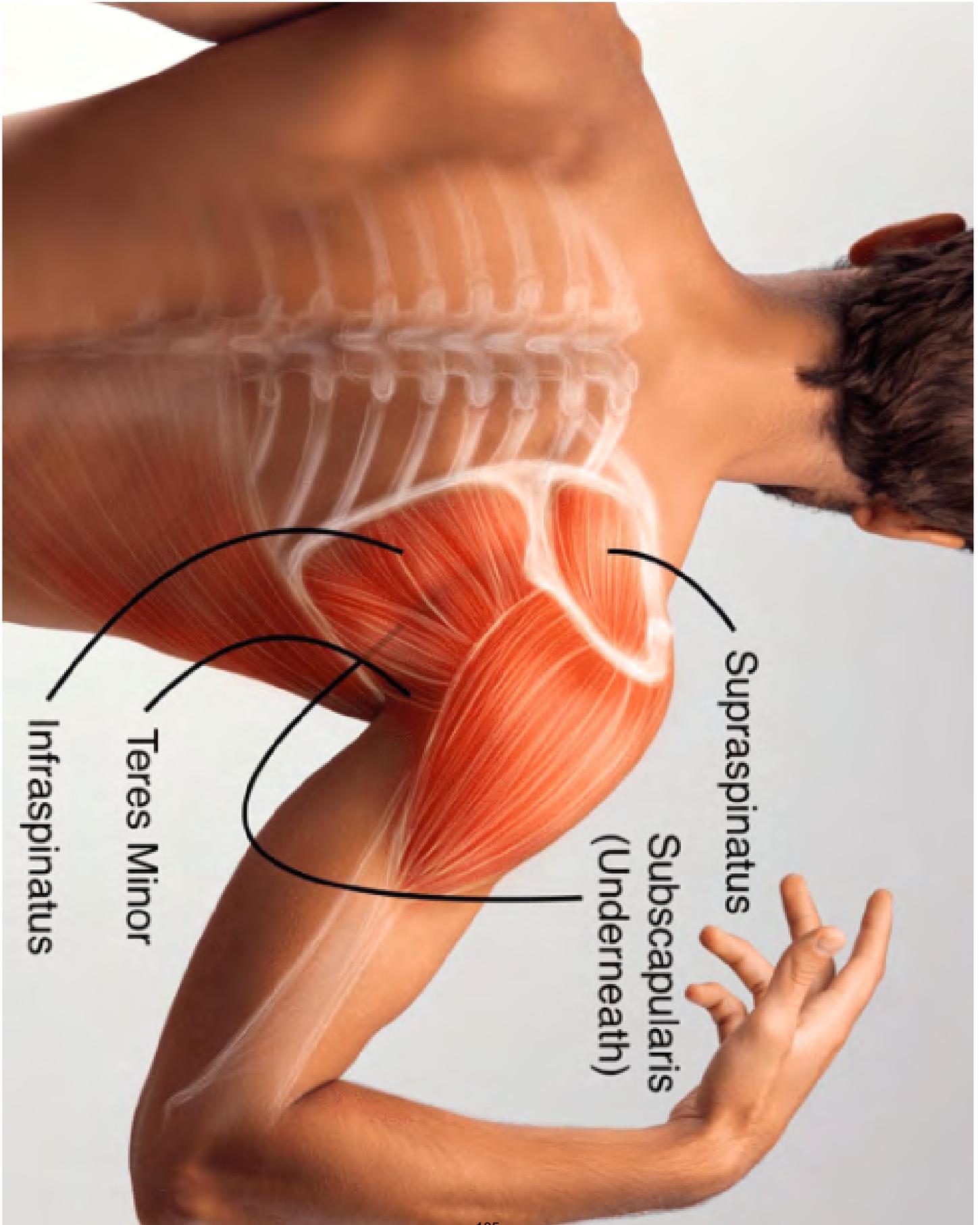


The Quadriceps



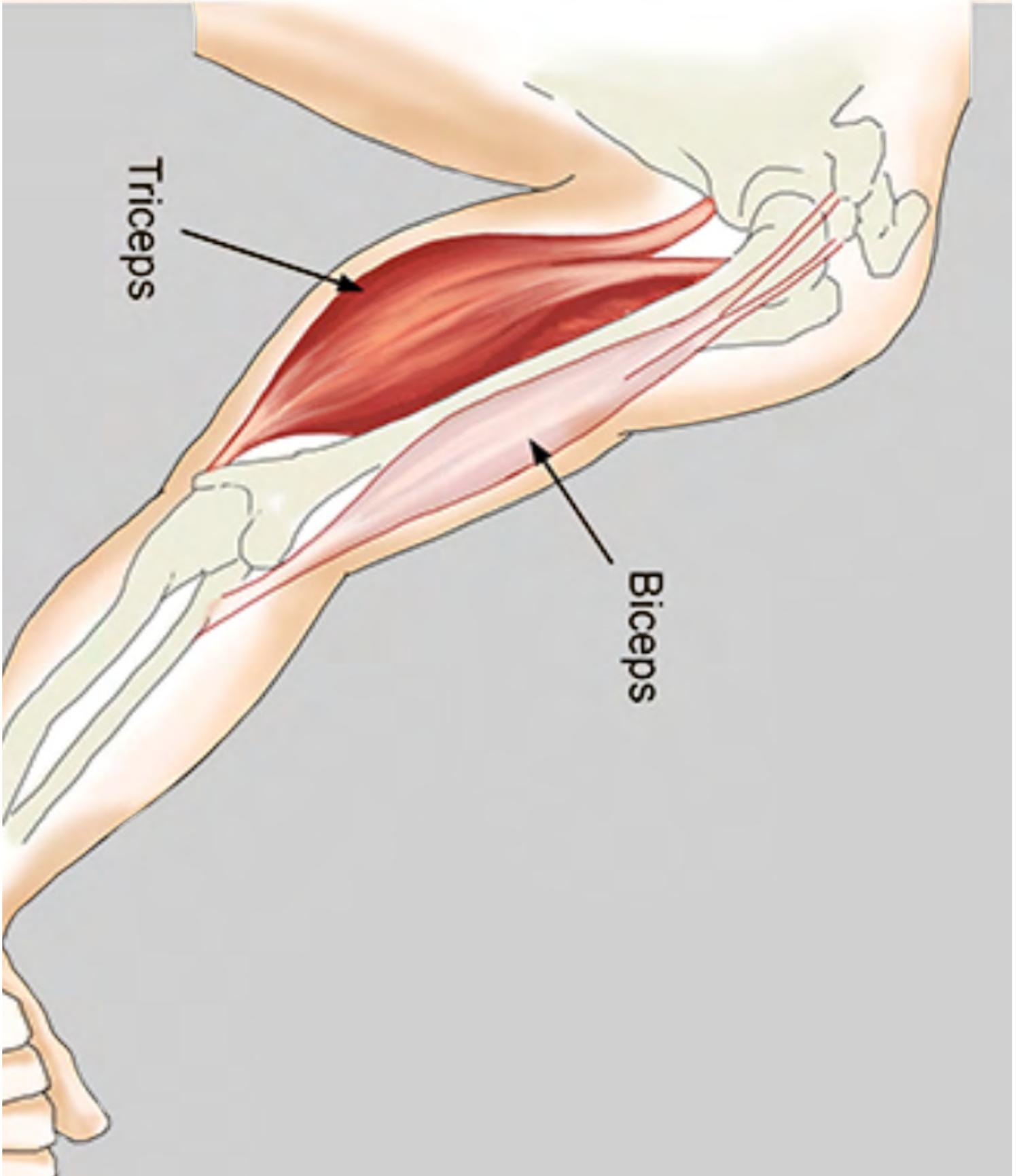
Rotator Cuff Muscles

Create a 16-32 count dance that stretches and/or strengthens this muscle



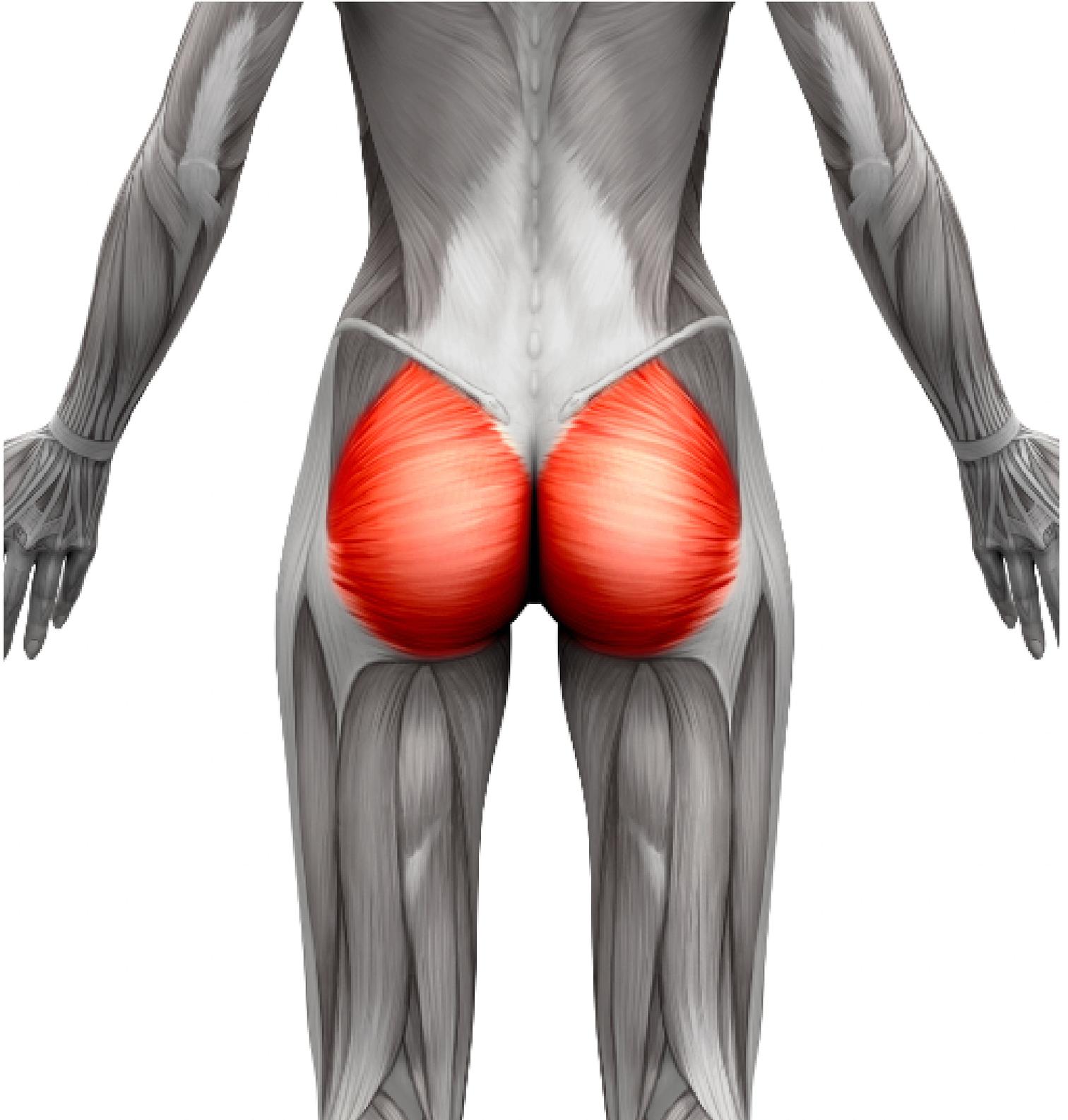
Biceps & triceps

Create a 16-32 count dance that stretches and/or strengthens this muscle



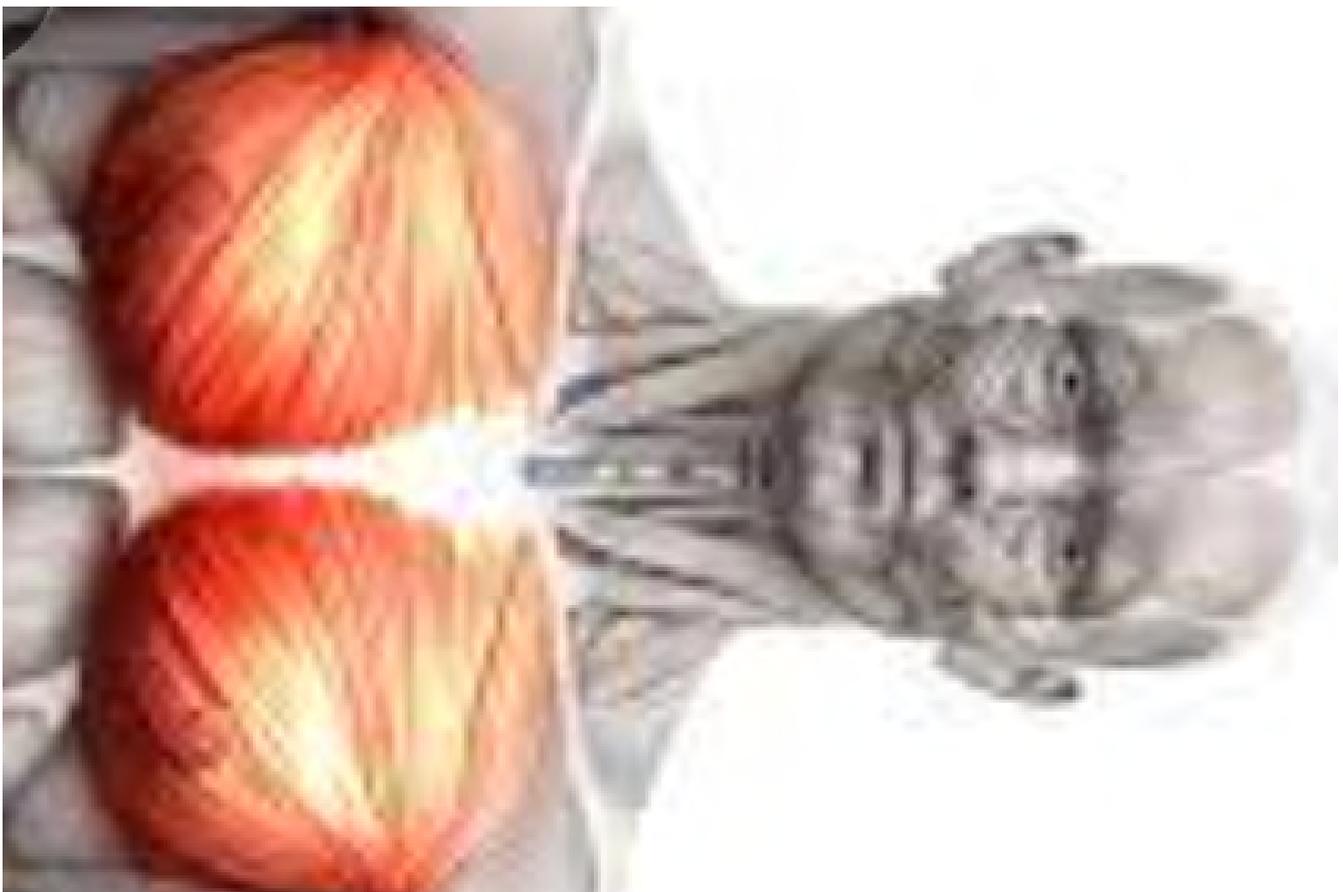
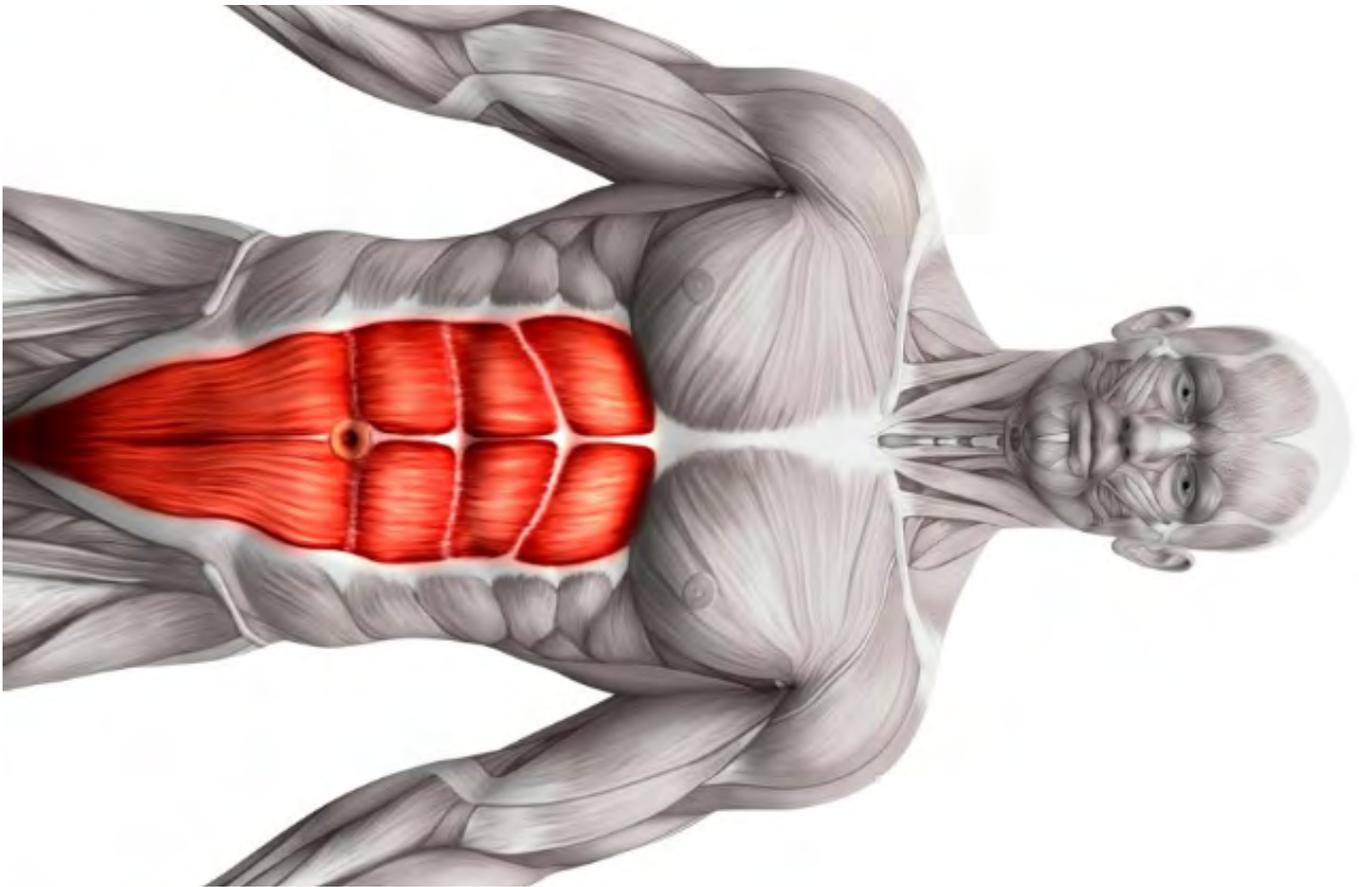
Glutes (gluteus maximus, Meidus, & Minimus)

Create a 16-32 count dance that stretches
and/or strengthens this muscle



Abdominals & Pectoralis

Create a 16-32 count dance that stretches and/or strengthens this muscle



PDHPE DANCE LESSON PLAN STAGE 4

Syllabus: Personal & Social Capability		STAGE:4/Year 8)
<p>Lesson outcomes: This lesson will integrate various dance elements, allowing students to develop self-management and interpersonal skills. In this lesson, students will enhance their independent decision-making and identify personal strengths and peers. This lesson will encourage students to become self-directed learners capable of applying their knowledge and abilities of health and physical activity principles to their decisions. Students will gain personal and social skills and an understanding of their classmate's and community's diverse thoughts and decisions via opportunities to collaborate. Students enhance their personal talents to improve performance and address movement obstacles by using movement principles and feedback.</p> <p>Students will learn</p> <p><u>Interpersonal skills</u></p> <ul style="list-style-type: none"> - Verbal and non-verbal communication - Listening and observing - Giving and receiving feedback - Creativity and decision-making under pressure <p><u>Self-management</u></p> <ul style="list-style-type: none"> - Solving solutions to problems - Creating or taking inspiration from others to form new ideas - Understanding one's strengths, beliefs and values <p><u>Movement</u></p> <ul style="list-style-type: none"> - Demonstrate a variety of dance movement sequences - Perform non-locomotor skills, eg punching, slashing, flicking, swaying - Perform locomotor skills in various directions from one point to another, eg moving to the music during a performance, maneuvering around the space using the laban efforts <p>Time: 50 minutes</p>		
Part & Timing	Description/Learning Outcomes	Equipment
<p>ACTIVITY 1</p> <p>25 minutes: Mirror Movement</p>	<ul style="list-style-type: none"> ● Divide students into pairs and give one student from each pair an iPad ● On each of the iPads, students can navigate their way to Microsoft Teams where they will find a video in their class folders. The video will involve a quick demonstration of each of the Eight Efforts of Laban movement (Dab, slash, flick, glide, float, punch, press and wring). ● The first 10 minutes of the lesson should allow students to watch the video in pairs to grasp a basic understanding of these skills ● After all the students have viewed this content, instruct the pairs to find their own space around the room and face each other at least a metre apart ● Students then decide which one out of the pair will be doing the actions first and who will be copying (If this takes too long, allocate them yourself) ● The teacher will then call out one of the eight Laban efforts at random 	<p>1. iPads for half the class 2. Speaker x 1</p>

	<ul style="list-style-type: none"> ● One student from each pair will then create a spontaneous dance sequence or movement pattern that demonstrates that particular effort. The other student will mirror their every movement as closely as possible ● Whilst this is happening 'Man in the Mirror' will be playing and students should be encouraged to keep in time with the music <p><u>Learning outcomes:</u></p> <p>This task enables students to utilise independent and cooperative thinking. By using Laban's Eight Efforts as a stimulus for their movements, students use dance to manipulate their own sequences and generate thoughtful motion. Grouping students up in pairs also allows for collaboration and acceptance of peer ideas and decisions. Mirroring movements can also be a fundamental way to remember and rehearse Laban's efforts. Having the student instruct the movement of another student encourages the learning process strongly but also inspires student creativity. Using the music as an assisting stimulus helps students to keep in rhythm and practice sequencing their movements thoughtfully and purposefully. By putting students in a position to lead another student, they can recognise their own strengths, weaknesses and ability to create ideas under pressure.</p> <p><u>Modifications/Variations</u></p> <ul style="list-style-type: none"> - If there is no access to iPads, watching the video and teaching the students the movements is also a viable option - Students can be split up into groups instead of pairs with one leader each time and the other students mirroring their actions. This will put the students on the spot and in a state of pressure which should help them to come up with creative new ideas and force quick decision making. Putting students in groups also assists with the collaboration and distribution of different peer ideas which links with the social capability from the syllabus. Choosing to use an action made by another student or deciding whether to formulate an original concept ties into syllabus outcomes and strengthens these learning goals. - If students are unable to work together in a pair you can have some groups of three, the concept will still be there 	
<p>ACTIVITY 2</p> <p>35 minutes Performance</p>	<ul style="list-style-type: none"> ● Using the Laban Efforts as a foundational stimulus, students will be divided into groups of four to create their own two-minute dance performance ● Students can use a song of their choice as long as it is appropriate ● Allow 25 minutes for planning and rehearsing ● After the 25 minutes decide which side of the room will be the performance area and where the audience will be seated ● Each group will perform their choreographed performance to the whole class within their two-minute time frame ● Use the speaker to play music for the performances 	<p>1. Speaker x 1</p>

	<p><u>Learning outcomes:</u></p> <p>Using the different skills from the previous activity, students are encouraged to use collaborative thinking and individual input. Designing a group performance involves various teamwork skills, coordination, cohesion and one collective goal to perform the dance sequence correctly. Students can identify their personal strengths by putting forward ideas into the dance. Students can also develop social skills by accepting and encouraging peer knowledge. All students are involved in this activity so inclusivity is prominent throughout the activity and the lesson. Students will manipulate these elements of dance to compose and improve sequences for a group performance. By engaging in an activity that strongly encourages teamwork and communication, students are able to understand the importance of building caring and respectful relationships. Group work can have various important benefits for students in the future. Having the opportunity to express and reflect on their own opinions, enables them to become independent learners. Students can apply the knowledge and skills from health and physical activity concepts and use them in the future. Being able to listen and understand their fellow peer's opinions and values is vital to social capability.</p> <p><u>Modifications & Variations</u></p> <ul style="list-style-type: none"> - Group performances could be presented by the original pairs which will provide a higher opportunity for students to input ideas and discuss the process. Larger groups can sometimes result in some students taking over as lead and others losing participation - If students are struggling to think of a piece, ask them what movements they used in the previous activity and how they can put their different ideas together to create a performance 	
--	--	--

Appendix

Laban Efforts Pre-recorded:



Mirroring YouTube videos:



TEPA FALETOESE 20459084

Microsoft Teams:



(No actual class unit but if there was the links would be posted there for students to access)

Dance Fitness Lesson Plan

Stage: Stage 4 (Years 7 and 8)

HPE Curriculum Outcome: Movement and Physical Activity - Learning through movement

The objective of the lesson: The objective of the lesson is for students to gain an understanding of moving the body through dance fitness. Students will conduct a range of activities that allow them to gain basic knowledge of dance fitness and how it works in relation to the movement of the body and physical activity. Students will also learn basic fitness movements that can be incorporated into dance but all of them use these movements in a physical activity setting.

Equipment List

- Speaker
- Dance floor/ adequate floor space
- Laptop
- Projector

Activity 1: Follow the leader - 20 Min

Instructions:

1. Students are spread out across the floor standing up
2. The teacher plays a 15-minute video "Dance Fitness for Beginners"
3. The teacher instructs the class while the video is playing to ensure all students gain a basic understanding of all movements (Refer to Appendix A for the video)
4. After students have a basic understanding of the dance movements they will move on to understanding basic fitness movements like star jumps, pushups etc (Refer to Appendix B for examples)

Modifications:

- Students teach each other in small groups
- Use a different video if it teaches better
- Breakdown each dance move or fitness movement and turn the activity into a circuit-based activity

Activity 2: Pair City - 15 Min

Instructions:

1. Students are placed into pairs
2. Students take turns mirroring each other practising dance moves they just learnt
3. Students think quickly to change dance moves every 15/30 seconds keeping their partner engaged
4. Students swap every 3/4 minutes coming up with different dance moves

Modifications:

- Students do a fitness movement if they stuff up a dance move (e.g 5 starjumps or pushups)
- Join pairs together (groups of 4) each student gets a number and the teacher shouts a number out and everyone in the group has to copy their dance move

Activity 3: Collect the points - 15 Min

Instructions:

1. Students are placed into teams of 4/5 to compete against each other
2. Students complete 4 rounds of two minutes to come up with a dance to a chosen song from the teacher (each round the song changes)
3. Teams have to incorporate fitness movements from activity one in their dance routines to gain points for their team
4. After each round, the teacher gives each team a score based on the amount movements conducted during the routine

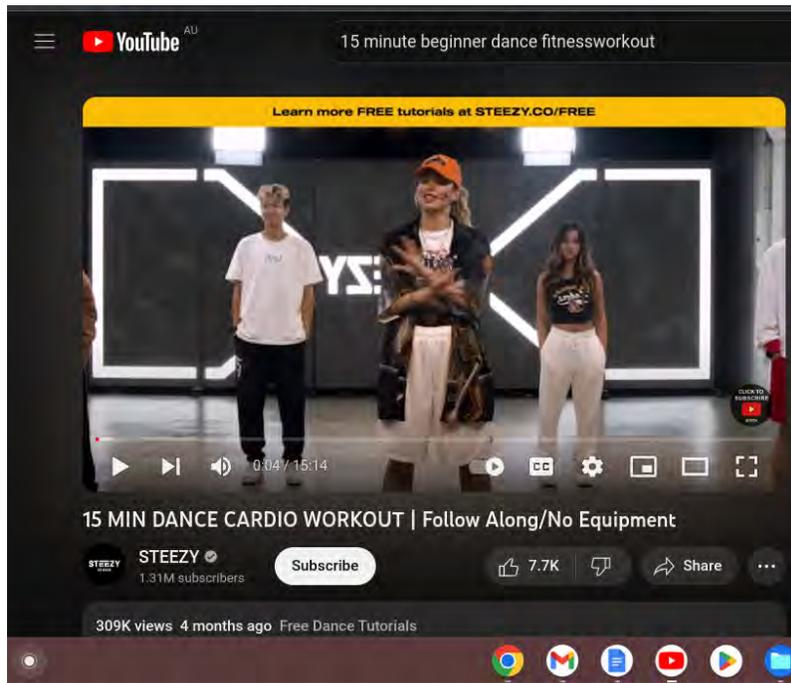
Each dance routine must include dance moves along with fitness movements that fit in with the music and the routine. Students **MUST** have some form of timing with the chosen song and incorporate movements based on that and not throw in random movements that don't make sense.

Modifications:

- Smaller or larger teams
- Increase planning time at the beginning
- Decrease planning after each round
- Can't use the same dance moves in more than 2 rounds (2 rounds max)

Appendix

A.



B.



DANCING CHARADES – WELLBEING / IDENTITY EDITION

Lesson Outcomes:

- Students will use knowledge of dance to create a unique piece / performance.
- Students will use their knowledge of wellbeing and identity to create the dance.
- Students will improve dance skills and creativity.
- Students will discover the importance of working within a team.

Stage: 4 (years 7-8)

Duration: 40-60 minutes

Equipment:

- Flashcards
- Open Space
- Props can be used (such as Hula hoops, balls etc)

Safety:

- Stay within area.
- Students behave responsibly
- Teacher to monitor

Introduction:

- Good morning class. Firstly, I would like to pay my respects and acknowledge the traditional owners of the land on which we meet, the Daraug people. Today we are going to participate in a group activity of dance which incorporates your knowledge of wellbeing and identity while growing up throughout life.

Intrusions / Description of Activity:

- Students will be placed into groups at the start of the class (minimum of 4 groups, maximum of 6 groups).
- There will be 6 flash cards of important events that happen in an individual's life up to the age of 18 (being born, learning to walk, starting school [primary or high school], a sporting achievement, getting your first job, and graduating).
- One of these flashcards will be assigned to a group randomly (students may pick blindfolded or teacher can hand them out randomly).
- Student will have roughly 30 mins to research and create a dance (can be any style of dance such as, line dance, hip-hop, contemporary etc but it is recommended to use contemporary and lyrical as this form of dance tells a story) associated to your topic e.g., if you have the flashcard of 'a sporting achievement' you may want to create of dance of winning your soccer grand finale.
- The dance should go for roughly 3-5 minutes each group.
- Once the dance is complete the rest of the class must guess what important life moment it is that they just performed, just like a game of charades.
- Once it is guessed correctly, the group that performed is to briefly outline and highlight what their dance was about and how the movements associated to the flashcard.
- All groups are to perform, this lesson should take a maximum of 60 minutes.

Teaching Points / Questions for learning:

- How can we adjust the challenge level for the students?
- Ensuring that everyone is having fun and participating.

Modifications:

- Groups can be a minimum of 4 and maximum of 6
- Students are free to choose the music, pace and moves they perform.

Conclusion:

- Class discussion on the impact these events can have on an individual's life.
- How these events can affect our wellbeing physically, emotionally, spiritually, mentally, and socially.
- Ask for the feedback of the students on how they enjoyed the lesson / activity.

Lesson Evaluation:

- Has the behaviour in the lesson been successful?
- Did students always take part in the activities?
- Did the students' ability to do dancing moves improve?
- Did the student's ability to work in a team improve?
- How clearly were the activities' explanations delivered?

Appendix:

Brief Plan:

Curriculum dot point being used:

How do change, transition and environment shape my identity?

Students:

- **investigate the impact of transition and change on identity (ACPPS070)**
 - **investigate the changing nature of personal identity and how it can differ in various contexts, e.g., home, school, sport, online identity.**
 - **examine the impact of physical, social, and emotional changes during adolescence, e.g., friendship groups, sexuality.**
 - **identify feelings and emotions associated with transition and change.**

Brief Lesson Structure/Plan: Stage 4

- Students placed into groups (min 4 groups, max 6 groups).
- 6 flash cards of important events in individual's life (being born, learning to walk, starting school [primary or high school], a sporting achievement, getting your first job, and graduating).
- One flashcard given to a group
- Students have 30 mins to search and make dance associated to your card.
- Dance go for 3-5 minutes per group.
- When dance is done rest of the class to guess what flashcard they performed.
- When guessed correctly, group that performed to give brief overview of how they created it etc.
- All groups to perform, lesson should not longer than 60 mins.

Benefits:

- Students get to be individually creative when creating the dances, no limitations.
- Anyone can participate.
- Students are engaging with one another, sparking each other's ideas.
- Directly relates to the syllabus / HPE curriculum dot point.

FLASHCARDS: Laminate and cut into individual flashcards.

<p><u>Create a dance on:</u></p> <p>BIRTH</p>	<p><u>Create a dance on:</u></p> <p>FIRST STEPS</p>
<p><u>Create a dance on:</u></p> <p>STARTING SCHOOL PRIMARY OR SECONDARY</p>	<p><u>Create a dance on:</u></p> <p>SPORTING ACHIEVEMENT</p>
<p><u>Create a dance on:</u></p> <p>FIRST JOB</p>	<p><u>Create a dance on:</u></p> <p>GRADUATING</p>

Activity: Dance

Stage/Year: Stage 4

Activity 1: Fundamental movement routine

Curriculum Content:

7-10 Life Skills Content

Movement and skill performance (NSW Education Standards Authority, [NESA], 2018)

How do we experience a range of movement skills in everyday situations?

Students:

participate in fundamental movement skills

- recognise a range of fundamental movement skills
- recognise and plan movements required to perform a set task **M**
- demonstrate fundamental movement skills across a range of contexts, eg roll, walk, jump, run, hop, catch, throw, kick, balance **M**

Learning outcomes:

- Students will demonstrate collaborative skills in sequencing and demonstrating a group dance.
- Students will apply their understanding of fundamental movements to create an original dance/rhythmic sequence. These elements are incorporated and demonstrated in a creative unique manner.
- Students will demonstrate an understanding of fundamental movements including throwing, catching, kicking, stepping and walking in a routine sequence

Time: 20 minutes

Area/space: Grass/undercover area/classroom

Equipment: Speaker

Introduction: This activity will require the students to receive 9 flashcards with different fundamental movement patterns, with the flashcards students are required to create an 8-12 count rhythmic routine incorporating their own interpretation of the movements listed on the flashcards. The students can mix and match the flashcards and create a routine using more than one movement pattern in one count, for example, students can slide whilst doing a throwing movement with their arms. The students can implement different speed and height variations to the movement and any variation of the flashcard movement they wish to use.

Instructions:

1. Split students into groups of 4-6
2. Students will receive 9 flashcards with different fundamental movements
3. Students are to create an 8-12 count rhythmic sequence using the flashcards (minimum 6 to be used)

Teaching Strategies/Cues:

- Demonstrate the movement patterns to provide a clear example
- Advise students to lay out their flashcardsPra to help break down each movement
- Demonstrate how to count the “rhythm”
- Advise students to say the movement out loud as they practice to help them remember and timing
- Activity is suitable for students with physical disabilities (students can choose to make their routine seated)

Safety considerations:

- Supply adequate space free of obstructions like chairs, furniture and bags

- Remind the students no backflips, frontflips or other dangerous movements

Rules:

1. 8 counts of the flashcards
2. Students can put the movements in any order
3. Students can repeat moves
4. Students must use a minimum of 4 different movements

Resources: The fundamental movement pattern flashcards (each group will need a set)

and routine with the stimulus implement the basic elements of dance.

Time: 20 minutes

Area/space: Grass/undercover area/classroom

Resources: Sports flashcard (each group will need 1 card) and “Elements of Dance” card (each group will need a set)

Equipment: Sports balls (soccer, volleyball, basketball), equipment relative to the chosen sport, Speaker

Activity 2: Sport-inspired routine

Curriculum Content:

Movement and skill performance (NSW Education Standards Authority, [NESA], 2018)
7-10 Life Skills Content

How do we experience a range of movement skills in everyday situations?

apply movement skills to a variety of sequences and situations in everyday contexts

- use movement skills to perform routines M
- apply movement skills to a sequence M
- use space, time, objects, effort and/or people in movement sequences M
- use movement skills with increasing accuracy and independence in games, sports and outdoor recreation M

Learning outcomes:

- Students will demonstrate collaborative skills in sequencing and demonstrating a group dance.
- Students will develop choreographic skills using stimuli that will include a range of movements, formations and transitions
- Students will demonstrate their collaborative ability to creatively interpret a given stimulus, choreograph

Introduction: This activity will require the students to be in 4 groups and select a flash card, each flashcard has a sport and QR code. As a group the students are to watch the video by scanning the QR code on their card, students will also receive an “Elements of Dance” card which highlights basic elements of dance that will need to be considered when making their routine. After watching the video students are to create and record an 8-16 count dance using the movement patterns associated with the sport on their flash card, students have full creative freedom and can utilise basic equipment such as balls in their dance that corresponds with their sport. The students may choose to do their own sport, the flashcards and videos are there for inspiration and guidance. Students may choose a song to go with their dance and will perform in front of the class if time permits.

Instructions:

1. Split into groups
2. Distribute sports flash cards or let them choose (ensure groups are as even as possible, students may choose their sport)
3. Students are to watch the video using the QR code provided or brainstorm their own chosen sports moves
4. Students are to also read/watch the elements of dance sources provided
5. Students are to create an 8-16 count dance based on their sport incorporating the elements of dance and the fundamental movements of their chosen sport

Teaching Strategies/ Cues:

- If students struggle they can use the same moves as the video
- Give sufficient time to practice
- Advise students to utilise as many of the basic elements of dance as possible
- Encourage students to break the movements into small steps
- Activity is suitable for students with physical disabilities (students can choose to make their routine seated)

Safety considerations:

- Supply adequate space free of obstructions like chairs, furniture and bags
- Remind the students no backflips, frontflips or other dangerous movements

Activity 1 (flash cards)

WALK/STEP

JUMP

HOP

**THROW/
SWIPE**

CATCH

KICK

SLIDE

BEND

SPIN

Soccer



Volleyball



Basketball



Swimming



Activity 2 (Links)

[Basketball](#)

[Volleyball](#)

[Swimming](#)

[Soccer](#)

Activity 2 (Elements of dance material attached below)

Elements of Dance

SPACE The area covered by the dance movements

Shape - The design of the body as it exists in space

Level - The distance from the floor

Pathways - Patterns that the body makes as it moves through space or on the floor

Direction - Which way a dance faces or moves

TIME How fast or slow (tempo), even or uneven (beat), and long or short (duration) the movement is

FORCE The use of energy while moving

What could we be looking for?

- Shapes
- Reaction to music, each other, and movements
- Position
- Story (Beginning, middle, and end)

The Elements of Dance

B



Body

WHAT



The different parts of the body, and the shapes and movements they create.

E



Energy

HOW



The different force/effort or qualities of the movement.

S



Space

WHERE



Movement in relation to the dancer's environment or surroundings.

T



Time

WHEN



The speed, duration, rhythm, or sequence of the movement phrase

Elements of dance video



Basic Elements of Dance:

Time

- **Speed:** slow, medium, fast, freeze, suspend
- **Rhythm:** pulse, beat, pattern, syncopation

Space

- **Place:** personal, general
- **Size:** small, medium, big
- **Level:** low, middle, high
- **Direction:** forward, backward, left, right, up, down, diagonal
- **Pathway:** straight, curved, zigzagged, turning

Energy

- light, strong, weak, sharp, smooth

Weight

- light, medium, heavy

Improvised Barre Workout Jam

Stage 5

Learning Outcomes:

1. **Muscle and Skeletal System Understanding:** (PD5-4)
 - o Students gain a comprehensive understanding of the muscular and skeletal systems, particularly in the context of Barre movements, to better comprehend the implications for safe and efficient performance.
2. **Adaptability and Versatility:** (PD5-4)
 - o Students are able to demonstrate adaptability and versatility in movement by tailoring choreography to different tempos, music choices, and themes while maintaining the essence and principles of Barre.
3. **Collaborative Group Dynamics:** (PD5-I0)
 - o Enhance teamwork and collaboration skills by effectively participating in group choreography, valuing diverse ideas, and integrating contributions to co-create a cohesive Barre dance routine.
4. **Innovative Choreography and Artistic Expression:** (PD5-II)
 - o Students cultivate the ability to compose and perform innovative and creative movement sequences that reflect individual artistic expression while adhering to the principles and aesthetics of Barre.

Curriculum Outcome:

The learning outcomes harmoniously align with specific syllabus dot points in the PDHPE curriculum. Understanding the intricacies of the muscular and skeletal systems, especially in the context of Barre movements, directly addresses the objective of adapting and improvising movement skills creatively across diverse physical activity contexts (PD5-4). Furthermore, showcasing adaptability and versatility in movement by tailoring choreography to different tempos, music choices, and themes, all while upholding the essence and principles of Barre, perfectly embodies the goal of adapting and improvising movement skills within various physical activity contexts (PD5-4). Additionally, fostering collaborative group dynamics through effective participation, diverse idea valuation, and seamless integration of contributions to craft a cohesive Barre dance routine, significantly relates to the curriculum's focus on critiquing interpersonal skills to cultivate respectful and inclusive relationships within a variety of group or contextual settings (PD5-I0). Lastly, the development of innovative choreography and artistic expression within the Barre framework precisely aligns with the curriculum's intent to refine and apply movement skills for the composition and performance of innovative movement sequences (PD5-II). In summary, these learning outcomes aptly and comprehensively address the PDHPE curriculum's specific dot points by integrating a profound understanding of anatomy, artistic expression, teamwork, and adaptable movement skills within the encompassing framework of Barre.

Rules:

- **Respect:** Emphasise to students there should be no teasing or any forms of bullying amongst their peers. Everyone should feel respected, valued, and treated with kindness.
- **Focus:** When instructions are being delivered from the choreography sheet and accompanying photo demonstrations, students should be 100% committed to listening and watching.
- **Participation:** Highlight to students that they should be actively participating in all activities and putting in their best effort as this demonstrates commitment and respect for the learning process.
- **Timeliness and Preparedness:** When students are given a task and have time to prepare, they must adhere to the allotted time and come back prepared and organised.

Equipment Needed:

- x5 iPads (connected to Wi-Fi)
- x5 Pens
- x1 Quality Bluetooth Speaker
- x20 Cones & Markers
- x3 8m Lines of Tape
- x1 Stopwatch or Timer
- x5 Printed Barre Dance Routine Creation Worksheet (attached as an appendix)



Inclusive Strategies:

- **Visual Support for Understanding:** If visually oriented students find it challenging to grasp the intricacies communicated verbally, guide them with visual aids and demonstrations.
- **Promote Peer Support and Collaboration:** Foster an environment that encourages students to support one another and collaborate effectively within their groups.
- **Adaptations for Varied Abilities:** Recognise and address diverse abilities by modifying dance moves to suit individual students who may face challenges or are at varying levels of physical ability.
- **Creating a Positive Inclusive Atmosphere:** Cultivate an inclusive and uplifting atmosphere, ensuring every student feels not only confident but also genuinely inspired to actively participate and contribute.

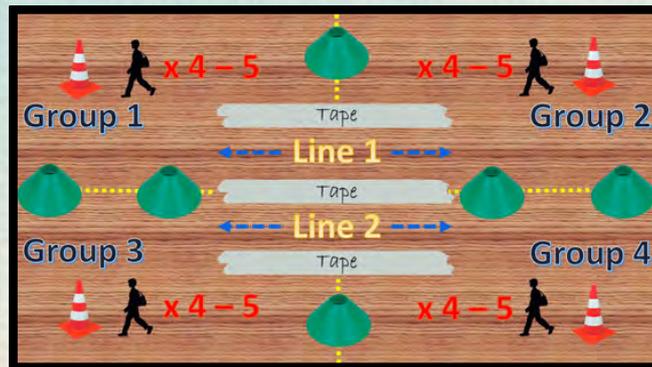
Warm-Up Activity Instructions: (Approximately 12-15 minutes)

- Use the QR Codes from Appendix I, 2 & 3
- 1. **Formation and Setup:** (30 seconds)
 - Begin the warm-up activity by asking the students to arrange themselves into two lines (or three if necessary) on the tape behind a cone, ensuring there's an arm's length of space between each student.
- 2. **Explanation of Activity:** (1 minute)
 - Read the "Objective of the Activity", (in Appendix 2) which emphasises the importance of students being able to identify different muscle and skeletal groups and joint actions.
- 3. **Music Cue:** (30 seconds)
 - Cue the start of "Stereo Love" by Edward Maya from the QR code (in Appendix I) to access the audio source.
- 4. **Providing Guidance:** (6 minutes)
 - Before each movement, pause the song, read and demonstrate the "Detailed Instructions" (in Appendix 2) to break down how each movement is correctly and safely achieved, for the novice students especially.
- 5. **Curriculum Information:** (3 minutes) (PD5-4)
 - Upon completing the warm-up activity, talk students through the "Joint Actions Involved" and the "Muscular and Skeletal Interplay" (using Appendix 3) for at least 2 movements to provide relevant information for students to apply during the main activity.



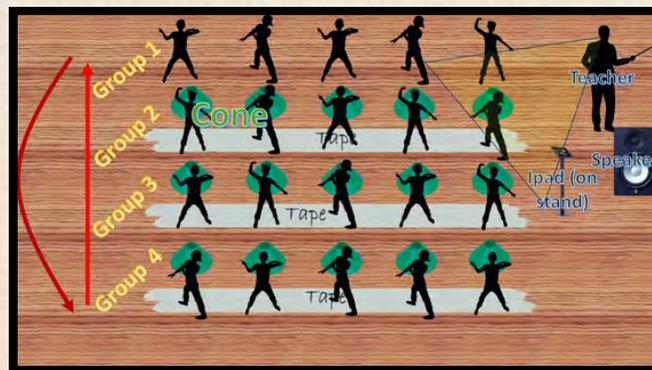
Important to Curriculum Outcomes: (PD5-4)

Flexibly adjust the playback speed of the music (if necessary) to allow students to explore the different tempos in music, enforcing adaptability and versatility in their synchronised movements.



Main Activity Instructions: (Approximately 32 minutes)

- Use the QR Code from Appendix I, 4, 5 & 6
- 1. **Group Division:** (30 seconds)
 - Begin the main activity by dividing the class into 4 small groups of 4-5 students each.
- 2. **Explanation of the Activity:** (1 minutes)
 - Explain the objective of the main activity (using Appendix 3), which involves groups choreographing their own Barre dance routine.
- 3. **Design, Practice, and Refine:** (15 minutes)
 - Distribute the "Barre Dance Routine Creation Worksheet" (included in Appendix 4) and allocate 20 minutes for each group to design, practice, and refine their routine.
- 4. **Group Presentations:** (15 minutes)
 - Rotate groups into the spotlight, with each group presenting their completed "Barre Dance Routine Creation Worksheet" and leading their routine in front of the dance area.
 - Prudently select the desired song choice (using either Appendix I, 5 or 6), and adjust the music volume to ensure it aligns with each dance routine.
 - Other groups will actively engage in the dance area by mirroring the movements they observe from the performing groups' leaders.



Important to Curriculum Outcomes: (PD5-I0) (PD5-II)

Motivate students to incorporate a diverse range of innovative and creative movement ideas within the structured framework of Barre, while also fostering a dynamic group environment characterized by inclusivity, where members feel empowered to exchange ideas.

Reflection: (Approximately 8 minutes)

- Use the QR Code from Appendix 7
- 1. **Praise Students:** (30 seconds)
 - Conclude the lesson by expressing appreciation for each group's dedication and creativity, acknowledging their hard work in the Barre dance routine.
- 2. **Discussion:** (2 minutes)
 - Facilitate an open-ended discussion, encouraging students to share their experiences and insights gained from the lesson.
 - Prompt them to discuss what they found challenging, what they enjoyed, and any new discoveries about Barre practice.
- 3. **Reflection Questions:** (5 minutes)
 - Using Appendix 7, present students with open-ended reflection questions to encourage thoughtful consideration of their learning and its application during the warm-up and main activity.

APPENDIX 1



**LINK TO THE SONG:
STEREO LOVE-
EDWARD MAYA
(INSTRUMENTAL)**

APPENDIX 2



**LINK TO THE
CHOREOGRAPHY
(WARM-UP
ACTIVITY)**

APPENDIX 3



**LINK TO THE
ANATOMY OF DANCE
MOVEMENTS (FROM
WARM-UP ACTIVITY)**

APPENDIX 4



**LINK TO THE BARRE
DANCE ROUTINE
CREATION
WORKSHEET**

APPENDIX 5



**LINK TO THE
SONG: HALLMAN
- SOLITARY**

APPENDIX 6



**LINK TO THE SONG:
BASEBOARD- FAR
ORANGE**

APPENDIX 7



**LINK TO THE
REFLECTION
QUESTIONS**

Dance Lesson Plan (Stage 5)

In this lesson students will participate in dance, practicing creativity and learning various locomotive and fundament movement skills to complete the tasks to music.
Students will also rehearse their knowledge of the skeletal system through this lesson, using handouts and specific rules within the activities.

Equipment Needed

1. Space (hall, gymnasium or large outdoor area).
2. iPad or a device for students to scan QR codes with (Access to youtube or spotify is required.)
3. Speaker to play music with in part three.

Time Allocated

40 - 50 minutes total

(Part one - 10mins
Part two - 10 mins
Part three - 20 mins)

ACTIVITY: Part One:

1. Students get into groups, with roughly the same number of people in each group.
2. In their groups, students are given the skeletal system hand out sheet (appendix A), and are tasked to fill in the blanks.
3. Once roughly 5 minutes is passed or when all students have filled in the answers, the teacher should go around the circle and instruct students to share their answers.

Part Two:

1. Begin this part of the lesson by instructing students to scan 'QR code 1' in appendix B. Only one person per group needs to scan on the device.
2. A page will open where students spin the wheel, and receive the name of a bone in the skeletal system. (note: "do not show anyone else what you got").
3. With this one body part, students in their groups, must think of a singular dance move that predominately uses that bone. (note: the movement can involve other parts but the centre of the dance move must incorporate that one body part).
4. Once time is up, the groups demonstrate their one movement to the class. The students observing then have to guess what body part that group was assigned.
5. Next, students spin the wheel again and receive a second body part (if students get the same bone, instruct them to spin again).
6. Repeating steps 3 and 4 with their new body part.

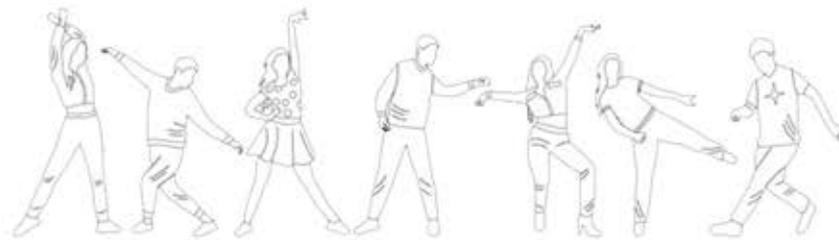


Dance Lesson Plan



Part Three:

1. Students can then either come up with their own song OR students scan 'QR code 2' on appendix B and hit spin. The generator randomly assigns them a song.
2. Instruct students that they will be making their own 32 count dance to the song they have just received.
3. Students MUST incorporate the two body parts they received in the previous activities.
4. Students can use any other movements to fill the gaps, however the dance should still centre around the previously picked body parts.
5. Students spend 20 minutes preparing their 32 counts.
6. To conclude the lesson students once prepared must film their 32 count dance using the device provided.



Modications

If students are struggling give them some examples of movements they can do.

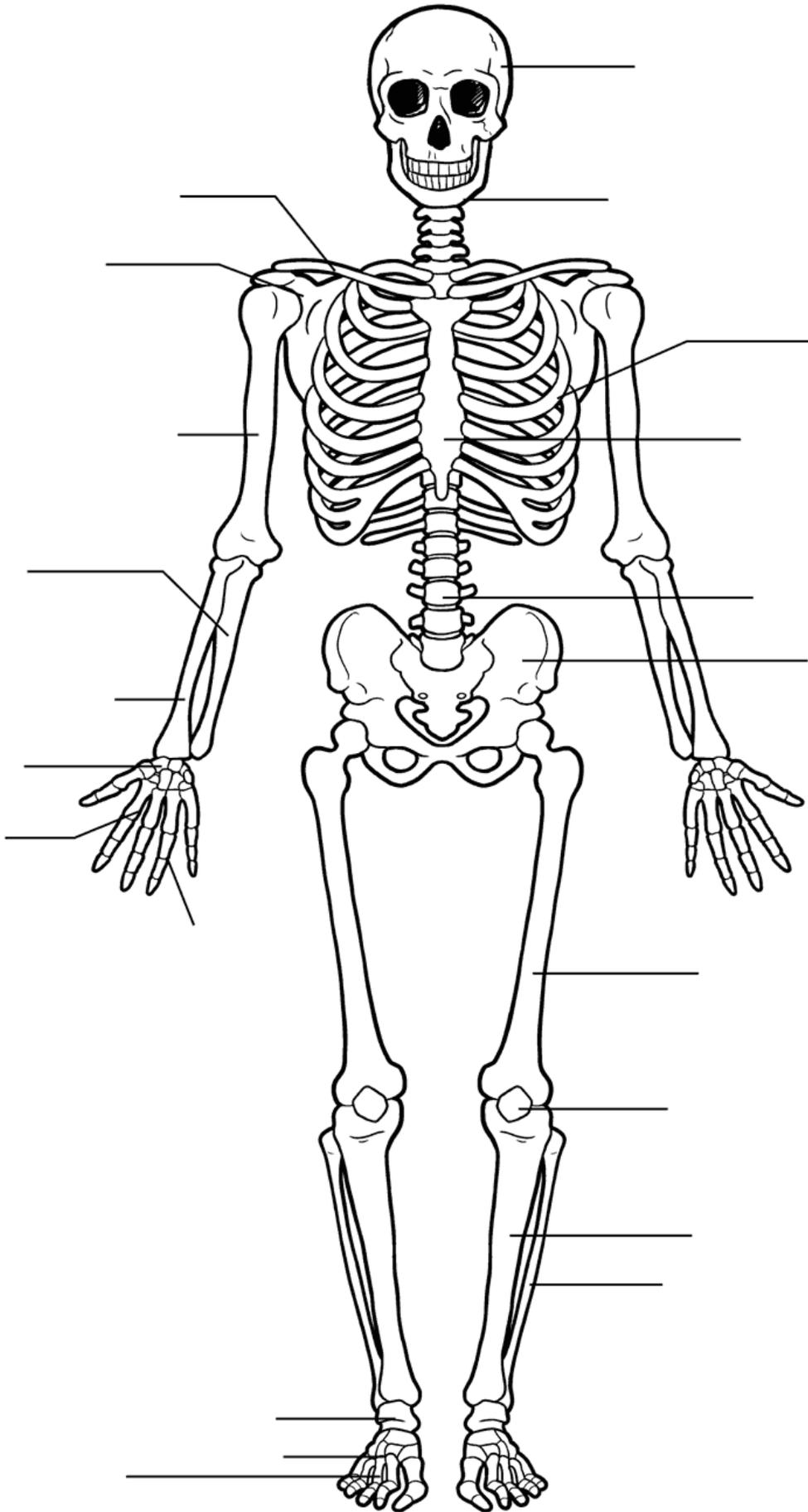
Students with a physical disability can participate in the group which is doing the corresponding body part (student in a wheelchair can participate in the groups doing upper body dance moves).

If students would prefer to choose their own song, they can do this, as long as it is approved by the teacher.

Teaching Tips:

Walk around to each group and ensure students are working together.
Provide feedback where needed and recommend solutions when they are stuck.





1. Skeletal System



2. Pick a Song!



WESTERN SYDNEY
UNIVERSITY

