

Lesson Title	Trust Fall	Medium	Dance
Curricular Unit	Instill Courage	Lesson #	15

Lesson Goals

Socio-emotional	Perspective taking
Artistic	Principles of Dance: • choreography • form • genre • improvisation • style • technique
Academic	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

Lesson Details (45 minutes total)

Opening Routine Time:	<i>To help create routine and sooth anxiety, every class should begin with the same activity. Consider creating an opening routine that allows students to move, incorporates rhythm, and invites students to offer something (a dance move, a clapped rhythm, a silly sound) that is repeated back by either just one other person or by the whole group.</i>
Warm Up Time: 6 mins	Continue to work on leaps and falls across the floor, adding alternating legs (step, leap R, step, step, leap L). We will also continue working on plies, releve, tendu, etc
Lesson Intro Time: 7 mins	We will discuss more in depth what courage really means and how we can go about dealing with fears that sometimes hold us back from being courageous. We will also discuss methods of helping out peers and friends become more courageous. We will talk about admitting when you are afraid and recognizing how those around you can help you overcome your fear and accept your feelings as they are.
Brain break Time:	Trust falls <i>Choose a brain break in the moment. Brain break used will determine whether the energy of the room becomes energized, calmed, or focused.</i>
Main Lesson Time: 15 mins	Rehearsal for the final performance piece should continue. Students should be encouraged to become more independent with their movement counts and ability to remember the sequence of phrasing without direction from the teacher. Provide the scarves and begin to work in how they will be used in the piece.
Cool down/Closing Time:	Allow time to discuss how to have courage when you "mess up" or forget what step comes next <i>Similar to the opening routine, your closing should be the same activity each day as an expected way to signal the end of the class and transition to what comes next.</i>

Materials

music, speakers, scarves

Lesson Rubric	Developing (1)	Adequate (2)	Excellence (3)
Social/Emotional Skill			
Perspective taking	Students were able to identify what another person may be feeling	Students were able to identify what another person may be thinking	Students were able to identify a way to change the other person's mood
Artistic Skill			

Principles of Dance: • choreography • form • genre • improvisation • style • technique	Students were able to demonstrate a basic understanding and application of the principle	Students were able to demonstrate a good understanding and application of the principle or principles used in the lesson	Students were able to demonstrate an exceptional understanding and application of the principle or principles used in the lesson
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Academic Skill

Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.	Students were able to express ideas with simplistic language	Students were able to adequately express ideas with a mix of general and precise language	Students were able to effectively express ideas with precise language
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