



Equipment	One manipulative item per student (e.g., ball, hoop, ribbon, etc.), music (<u>Eye of the Tiger by Survivor</u>), speaker
Learning Outcome	Compose a movement sequence with group members demonstrating teamwork skills and performing the sequence for the class.
COVID-19 Safety Precautions	Remind students to keep a safe physical distance from each other and other groups. Ensure students only touch their own equipment. Clean or sanitize the equipment before and after the activity.

Flipped Classroom Strategy (Optional)

A flipped classroom is an instructional model where direct instruction is delivered to students outside of and before instructional time. Students are introduced to content that supports the introduction, comprehension, and recall of content and then instructional time is utilized to apply, analyze, synthesize, or evaluate content.

Before implementing this activity during instructional time, create a video or written instructions to share with students providing an overview of the following four elements of dance:

- **Body** – what the body does (actions, activities, shapes)
- **Space** – where the body moves (areas, directions, levels, pathways)
- **Energy** – how the body performs the movement (time, weight, space, flow)
- **Relationship** – relationships that occur in movement (body parts, individuals and groups, equipment)

Encourage students to brainstorm and practice different ways to move their bodies using these elements of dance. Students can also work with a partner to brainstorm and practice different elements of dance together.



Activity Description

Choose a number of different equipment items that students can manipulate (e.g., ball, hoop, ribbon, etc.) and place them around the space. Discuss with students how they can move their bodies with and without others in, around, and through the environment.

Introduce or review movement concepts from all four of the major elements of dance:

- **Body** – what the body does (actions, activities, shapes)
- **Space** – where the body moves (areas, directions, levels, pathways)
- **Energy** – how the body performs the movement (time, weight, space, flow)
- **Relationship** – relationships that occur in movement (body parts, individuals and groups, equipment)

Consider posting the elements of dance or providing each group with a handout.

If utilizing a flipped classroom approach, remind students to apply what they learned or reviewed about the elements of dance from the video or instructions they viewed before the activity.

Introduce students to the different learning roles below and invite groups to decide on a learning role for each group member.

Coach – teaches skills; demonstrates; ensures everyone is heard

Equipment Manager – suggests equipment to group; considers how equipment should be utilized in the movement sequence

Encourager – motivates everyone to become involved; provides positive verbal and non-verbal encouragement

Timer – provides updates on remaining time; keeps everyone on task

Music Controller – turns on, off, and pauses music throughout the activity

Divide students into groups of 5 and ask each student to choose one item to manipulate. In their groups, student choreograph a 64-count dance sequence to the song Eye of the Tiger by Survivor. The end product should be a synchronized dance that include ideas from all group members. The choreography must also include each student's manipulative item being utilized at least one time. Share the following questions with groups to support them with developing their choreography:



Activity Description

- What formations will you use? Single line? Double line that switches places? Circle? Double circle? Square?
- Will there be partner work or groups of 2 or 3 within the dance?
- Which way will you face?
- Will you all face the same way? Will you turn? Will you all turn at the same time? Why? What affect does that have on the audience?
- How will each group member utilize their manipulative? Will it be used more than once? Where will it be placed when it is not being used?
- Will you start moving your body with the first beat of the song or will there be a pause? Will movement be fast, medium or slow? When?
- Will you travel? How? On the floor? In the air?
- What levels will be used? Speeds? Flow? Force of your body/the implement?
- When will you use the whole body, part of the body?

Physical Education Competencies



MOVE

Develop psychomotor skills, tactics, and strategies that facilitate a variety of physical activities across diverse environments.



THINK

Develop cognitive skills and strategies for a variety of movement contexts that facilitate critical thinking, decision-making, and problem solving.



FEEL

Develop affective skills and strategies that facilitate healthy and safe relationships with themselves, with others, and with their environment.



ACT

Practice behaviour skills and strategies that facilitate movement competence and confidence.



Reflection Questions

Reflection is important to support learning during physical education. Consider asking students the reflection questions below and discuss the answers together.

- *What successes did your group have while creating the movement sequence? Challenges?*
- *How did the different learning roles support the implementation of the activity?*



Inclusion Considerations

Modifications can be made to a variety of activity components to ensure inclusion. As you plan activities, consider how everyone can be involved and how to modify or adapt the activities to ensure the full inclusion of all. The STEP framework provides modifications to the following activity components — space, task, equipment, and people.

S Space	T Task	E Equipment	P People
Complete the activity in a space with minimal distractions.	Groups choose their own song and are supported with identifying the beat count to develop choreography.	Students are not required to use a manipulative object in their movement sequence.	Complete the activity in pairs.

Observing Learning Outcomes

Consider the following when observing student learning.

- Is the student able to successfully execute their learning role to support the implementation of the activity?
- Does the student demonstrate teamwork skills such as communication, decision-making, and problem solving?
- Does the student demonstrate effort and engagement when performing the movement sequence for the class?

Connecting to PHE At Home Learning

The following PHE At Home Learning activity can be utilized by students at home or modified for use during instructional time in order to extend learning.

[Dance in Space at Your Place](#)