Planning Assignment

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Unit Plan for Highland Dance

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Introduction

This Highland dance unit plan includes 3 lesson plans for Grade 4 students with a 45-minute physical activity period.

The **focus** for each lesson is: <u>Lesson 1:</u> Hoping and Toe Heels <u>Lesson 2</u> Pas de Basques and First Position <u>Lesson 3:</u> High Cuts and Combining Everything Together to Make A Routine

The **overall goal** of this unit plan is for students to improve their coordination, balance, and work on various locomotor movements. Another goal is to teach students about Highland dance so they can understand the history and benefits of the sport. Furthermore, by introducing an activity the students were previously unaware of, they may develop a love for the art and desire to participate in Highland dance outside of school.

Curriculum Outcomes:

- Physical Literacy:
 - Develop and apply a variety of fundamental movement skills in a variety of physical activities and environments
 - Identify and describe preferred types of physical activity
- Healthy and active living:
 - Participate daily for physical activity at moderate to vigorous intensity levels
 - Identify and describe opportunities for and potential challenges to participation in preferred types of physical activity at school, at home, and in the community
- Content:
 - Proper technique for fundamental movement skills, including non-locomotor and locomotor skills
 - Movement concepts
 - How to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games

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Highland Dance Lesson 1

<u>Grade Level:</u> 4 <u>Unit:</u> Highland Dance <u>Lesson #:</u> 1 of 3 <u>Focus:</u> Highland Dance –Hoping (locomotor movement) and Toe Heels

Learning Objectives:

- <u>Psychomotor:</u> Students will be able to practice the locomotor skill of hopping and properly demonstrate two-foot and one-foot hops. They will also be able to practice their coordination while demonstrating a Highland dance move (toe heels).
- <u>Cognitive</u>: Students will be able to practice carefully listening and responding to instructions. They will also be able to use their prior knowledge to explore locomotor movements (hops), and work on applying modifications when learning a new dance move.
- <u>Affective:</u> Students will be able to work as a group to create a supportive and safe environment while participating in activities. They will also be able to understand the background of Highland dance and learn facts to grow their understandings.

Materials: Music player and Highland dance songs, jump ropes (1 per student), cones (varies depending on number of students), hula hoops (varies depending on number of students).

Parts of the Lesson:

- Set up before class
- Introduction
- Warm-up: Riverbank (Exploration and Game)
- Skill-builder: Hop Demonstration, Hoping Practice, Toe Heel Demonstration, Sticky Popcorn
- Culminating Activity: Hoping/ Toe Heel Maze
- Closure

Lesson Description	Time	Teaching Cues
 <u>Set Up:</u> Get out equipment needed for activities (jump ropes, cones, and hula hoops). 	Before Class	
 Introduction: Highland dance is Scottish traditional dance that was used to symbolize war and the rich history of Scottish culture. Every dance has a story and relates to a different aspect of Scottish heritage. Here are a few benefits of Highland dance: strength, flexibility, coordination, you get to learn another culture, and it's fun to do! 	4 minutes (1:00-1:04)	Does anyone know what Highland dance is? Can anyone think of some benefits of Highland dance?
 Warm Up: Riverbank (Exploration and Game): Students each have a skipping rope. Have them spread out around the gym and lay the rope in front of them. Before playing the game, have the students explore different types of hops (to develop this locomotor skill needed for highland dance moves). 	7 minutes (1:04-1:11) – 3-4 minutes for exploration, 3-4 minutes for game.	<u>Rules and Safety - Riverbank:</u> -Stay on your jump rope and in your personal bubble. -Make sure to LISTEN to my cues (emphasize the importance of listening before jumping)

- They can do different types of hops they are familiar with (over and around the jump rope), depending on their skill level and comfort.
- After a few minutes of exploration, the students can participate in the riverbank game.
- The students stand with their jump rope in front of them and listen carefully for the teacher's cues.
- If the teacher calls "River," the students hop on two feet in front of the jump rope.
- If the teacher calls "Bank," the students hop on two feet behind the jump rope.
- If the teacher calls "Riverbank," the students must jump and put one foot in front of the jump rope and the other behind the jump rope (one foot in "river" and one in "bank").
- If a student messes up or takes too long to figure out what they will need to do, they will need to do 3 jumping jacks to get back into the game.



*This game focuses on hop explorations and getting familiar with hoping as a warm-up to the lesson. Later in the lesson, the students will learn the proper techniques of hops (in order to apply this technique to Highland Dancing).

Modifications - Riverbank:

- To make the game harder for the entire class, the teacher can call "River" and "Bank" quickly, so it is difficult for students to jump to the correct side quickly.
- To make the game easier for the entire class, the teacher can call "River" and "Bank" slowly to give students more time to process.

Skill Builder: Demonstrate a Proper Hop	2 minutes
• Demonstrate a two-foot hop.	(1:11-1:14)
• Feet leave the ground and return at the same	
time.	
 Bend knees. 	
 Soft landing. 	
• Demonstrate a one-foot hop.	
• Start on one foot and land on that same foot.	
 Bend knee. 	
 Soft Landing. 	
• Demonstrate first, and then have students try.	

-Make sure your jump rope is lying flat on the ground, so you don't trip.

Let's explore some different hops!

Lay your jump rope on the ground and see what types of jumps you can do over the rope!

Some suggestions for the exploration component:

-jump off two feet and land on one -jump off two feet and land on two feet -jump off one foot and land on one -jump all the way around your rope on one or two feet

-Jump high like you're going to touch the sky!

-Hop on two feet like a bunny!

-try to hop as high as you can!

-make sure to bend your knees

-focus on a soft landing, like you are landing on a marshmallow!

	1	
Skill Builder: Hoping Practice		Rules and Safety - Hoping Practice:
• The students can spread out around the gym and the	3-4 minutes	-watch out for your friends - keep your
teacher can play some Highland Dance music.	(1:14-1:18)	eyes up!
• As the music is playing, the teacher can call out		-when the music stops, make sure to stop
certain ways for the students to hop (i.e., hop like a		(this is important in case there is an
bunny).		emergency)
• This will allow them to practice and apply the		-have fun and show me your best hops!
hopping techniques they just learned.		
		-soft landing
Modifications – Hoping Practice: *UDL 8.2		-bend your knees!
-If a student is having a difficult time with one-foot hops, they		
can hover their "floating" foot above the floor to make it easier		-two-foot hops like a bunny!
to balance.		-one-foot hops like you have a broken leg.
-To make this more challenging, students can focus on		-big two-foot hops like you're jumping
jumping really far and high (while still demonstrating proper		over a huge puddle.
technique), or they can stick to small hops close to the ground		-small two-foot hop like your feet can
to make it easier.		barely leave the ground.
		-one-foot hop on your right foot really
Skill Builder: Demonstrate Toe Heels	4 minutes	fast!
Teach Toe Heels using detailed explanation and	(1:18-11:22)	-one-foot hop on your left foot really fast!
photos in the appendix (Page 16).		
Demonstrate, explain modifications, and have		
students try.		
		-Kiss your feet together!
Modifications Toe Heels: *UDL 8.2		-Point your foot like a sharp pencil
-Easier: do the movement on flat feet without a hop between		-Point your toes to touch the sky!
"toe" and "heel"		-Pretend like the floor is lava! Tap your
-Harder: do the movement on the ball of backfoot without your		foot then quickly change feet.
heel touching the ground. Add a big spring to movements if		
you can.		
Skill Builder: Sticky Popcorn (game to practice toe heels)		Rules and Safety – Sticky Popcorn
• The students begin by "popping" around the gym as		-be careful when jumping with your
pieces of popcorn by doing two-foot hops with their		friends, watch out for any toes!
hands on their hips around the gym.	1.6	-look straight ahead when hoping - we
• While "popping," they want to try and make their	4-6 minutes	don't want to run into our friends
way to another piece of popcorn (another student).	(1:22-1:28)	-show me your best toe heels! Make sure
• When they get to another students, they can touch		to apply any modifications we went over
elbows and become "sticky popcorn." They now have		earlier to fit your comfort level (review
to travel around the gym together while hoping.		them for students)
• Before they continue to hop together, they each must		, , , , , , , , , , , , , , , , , , ,
perform 4 toe heels.		
• The partners continue hoping around the gym and		-Pop high! – encourage the students to
joining with other popcorn, making sure to do 4 toe		make big, long hops
heels every time they connect with someone new.		-Tight hands on your hips – Glue them (so
• The game is over once the entire class has connected		your link doesn't come apart)!
and become one giant popcorn ball.		-Tight feet – make them kiss together! (for
Modifications Sticky Democry		toe heels)
Modifications – Sticky Popcorn		
-During COVID, the students do not need to psychically		
touch, they can just hop in a socially distanced group to be "sticky popcorn"		
-Students can apply any modifications to toe heels or hops to make them easier or harder, depending on their comfort level		
make them easier of narder, depending on their connort level		

(modifications for these skills are described above and the	1	
students will already be aware of these from prior instruction).		
students will alleady be aware of these from prior instruction).		
 Culminating Activity: Hoping/ Toe Heal Maze Divide the students into groups of two or three. Each group gets some equipment to make a maze (i.e., skipping rope, a few cones, and hula hoops). The group must create a maze with their equipment that they can hop through. They can either do two-foot or one-foot hops and encourage them to be creative with it! Each student will go through their maze doing hops. At the end of their maze, they must do five toe heels, then they can go back through their maze. Each student will try this a few times to practice hoping and toe heels. *If time allows, the students can move around the gym and try other groups' mazes that were created. Modifications - Maze: *UDL 8.2 If a student is having trouble hopping through the equipment, they can work on their hops without the extra challenge of the 	10 minutes (1:28-1:38) *Clean up (lots of equipment) 4 minutes (1:38- 1:42)	<u>Rules and Safety - Maze:</u> -keep the equipment on the ground/ no silly play with it -be careful when hopping through the equipment - we want to make sure not to trip! -cheer on your friends as they are going through the maze! -don't forget your toe heels at the end of your maze! -excellent hops! Try to hop as high as you can to touch the ceiling! -don't forget to bend your knees so you can jump really high!
 maze. -To make it easier, the students can only focus on two-foot hops (if one-foot hops are too difficult). -To make it harder, the students can try to make hops more challenging (for example, hoping backwards or in a circle). 		can jump reany mgn:
 Extra Game: Freeze Tag (with hopping and toe heels): One student can volunteer to be the tagger. The other students will run around the gym to avoid being tagged. Once a student gets tagged, they must hop on the spot (either two-foot or one-foot hops). To get back into the game, another student must run up to them and both students must do two toe heels. Then, the student will be back in the game and can continue running to avoid being tagged. Adaptation: There can be one or two people selected to "save" students by doing toe heels, or everyone in the class can have that role, as explained in the instructions (so, the students' goal is to avoid being tagged and help their friends get back into the game). <u>Modifications –Freeze Tag (Extra Game):</u> To make this easier or more challenging, the students can apply any modifications to "toe heels," as explained earlier in the lesson. 	Extra Game (If another game was quicker than expected)	 <u>Rules & Safety – Extra Game:</u> -Please tag gently. -Watch out for your friends when you are running around. -When you have gotten tagged and are doing your hops, make sure to do them the correct way! (i.e., bend knees, jump really high) -Apply any modifications to the toe heels (like we talked about earlier) to make them easier or harder (review them for students). -Go save your friends! -Big hops! -Don't forget to "kiss" your feet when doing your toe heels! -Don't forget to point your feet like a pencil!
 <u>Closure – Exit Question</u> Before students leave the gym, ask them one thing they need to remember when doing a hop as their exit ticket out! 	3 minutes (1:42-1:45)	

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Highland Dance Lesson 2

<u>Grade Level:</u> 4 <u>Unit:</u> Highland Dance <u>Lesson #:</u> 2 of 3 <u>Focus:</u> Highland Dance – Pas de Basques and First Position

Learning Objectives:

- <u>Psychomotor:</u> Students will be able to practice their balancing, coordination, and various locomotor movements (i.e., hoping, springing, skipping).
- <u>Cognitive:</u> Students will be able to practice listening to instructions and re-creating Highland dance moves by watching the teacher. They will also be able to apply certain modifications to challenge themselves and learn within their current abilities.
- <u>Affective:</u> Students will be able to understand the rich background of Highland dance and learn new skills in a supportive environment.

Materials: Music player and Highland dance songs, gym mats (5-8 mats), bean bags (2 per student), 2 decks of cards, bucket

Parts of the Lesson:

- Set up before class
- Introduction
- Warm-up: Pacman and Icebergs
- Skill-builder: Pas de Basques, Bean Bags, Deck of Cards
- Cumulating Activity: Musical Statues
- Closure

Lesson Description	Time	Teaching Cues
 Set up: Take out gymnastics' mats (for warm-up game - Iceberg) Tape suit posters to each wall of the gym (for skill builder TGFU – Deck of Cards) Introduction: We will be continuing our Highland dance unit today (they already learned about the history/ benefits of Highland dance last class). Today we will focus on a pas de basque, which is one of many Highland dance moves. We will also play games to help with balance and locomotor movements. 	Before class 1-2 minutes (1:00-1:02)	Do you remember any of the benefits of Highland dance we discussed last class? -strength -flexibility -coordination -learn a different culture -fun to do! Review of history of Highland dance: Highland dance is Scottish traditional dance that was used to symbolize war and the rich history of Scottish culture. Every dance has a story and relates to a different aspect of Scottish
 Warm-up: Pac-Man Have 2 students volunteer as taggers. Students need to avoid being tagged by only moving on the lines on the gym floor (helps with balance). Students cannot jump between lines; they can only move by running/ walking on the lines. The tagger can also only move on the lines. If someone gets tagged, they need to sit on the line. 	5 minutes (1:02-1:07)	 heritage. We will focus on a specific Highland dance move today pas de basques. <u>Pac-Man Rules & Safety:</u> What is safe tagging?: light touch on back or shoulder, gentle (like butterfly wings).

 To get back in the game, one of their classmates needs to tag them. While waiting, they can do a challenge (i.e., sit ups, they can stand and practice their balance, etc.) If there are lots of people sitting, teacher can yell Pac-Man to free everyone. *No elimination, just a fun game to warm-up bodies and practice balance. <u>Pac-Man Modifications</u>: -can change how they move along the lines (i.e., hop or skip) -tagged people can join the taggers instead of sitting and waiting to get back in the game. 		 -What is unsafe tagging, and we should we avoid this?: hitting someone, pushing someone down, tagging on other areas of the body aside from back and shoulders. -Only stay on the lines and no jumping between lines -Focus on your balance and try your best to not fall of the lines! -stay on the lines! -go save your friends!
 Warm-up: Iceberg 5 gymnastics mats set up around the gym, which will be the icebergs. The students will do a locomotor skill around the gym (i.e., run, two-foot hops, one-foot hops). The teacher can demonstrate the locomotor movement, so the students know what to do. *UDL Checkpoint 1.2 The teacher will call out a number, and shows that number on her fingers (*UDL checkpoint 1.2), and the students will have to get on a mat with that number of people For example, if the teacher yells 4, the students will need to get into a group of four on the iceberg. If students do not get into a group of four (i.e., they only had three in their group), or if someone did not make it onto a mat, they will need to participate in a challenge (i.e., run on the spot for 20 seconds, do 10 jumping jacks) 	5 minutes (1:07-1:12)	Iceberg Rules and Safety: -no pushing classmates out of a group (if you don't make it in a group, it is okay) -be careful when grouping – don't run into classmates -try not to be around your friends while you are doing your locomotor movements (i.e., not puppy guarding), it's more fun that way! Locomotor movement options: run, two-foot hops, one-foot hops, skip, gallop, run backwards. Challenge options: -balance on one-foot for minutes -10 jumping jacks -run on the spot for 20 seconds -10 two-foot hops
 *The diagram shows 5 gym mats as "icebergs," but more can be used depending on the size of the class. <u>Modifications - Iceberg:</u> -students can walk if unable to replicate locomotor movements. Students can do two-foot hops if unable to do one-foot hops 	5 minutes (1:12-1:17)	Pas de Basques Rules & Safety: -make sure you are spread out, so you don't bump into
 Skill Builder: First Position and Pas de Basques Teach First Position using detailed explanation and photos in the appendix (Page 17). 		 -inake sure you are spread out, so you don't outly into your friends -follow the instructions carefully so you know how to do each skill -challenge yourself! But also modify a step if it is too difficult

 Demonstrate, explain modifications, and have students try. Teach pas de basques using detailed explanation and photos in the appendix (Page 18). Demonstrate, explain modifications, and have students try. *UDL Checkpoint 1.2 *Since pas de basques are the most challenging skill we learn in this unit, we have also included a developmental task analysis on page 21. When teaching this skill, start at the easiest level on the task analysis and work your way up. 		First Position Teaching Cues: -feet in the shape of a slice of pizza -hands in fists on hips (pretend you are holding a marble in there and you don't want to drop it!) Pas de Basques Teaching Cues: - count the two beats as: "Bubble" "gum" - "squish the gum" behind your other foot
 <u>Modifications First Position: *UDL 8.2</u> Easier: hold the position while on flat feet Harder: try holding the position while on the balls of your feet (rising in first position) <u>Modifications Pas de Basques: *UDL 8.2</u> Easier: springing in a side-to-side motion, "beating" your foot beside the other one as opposed to behind one another. Can also be performed on flat feet. Harder: perform actions on the balls of both feet the entire time, making sure to make a tight and quick "springing" action <u>Skill Builder: Bean Bag Pas de Basques</u> Each student will have two bean bags. The bean bags will be placed on either side of the student – the closer together, it will be harder. The teacher will call out a direction (i.e., left or right), and the students will do a pas de pas to the bean bag at that spot. The teacher can also point the direction they need to travel. *UDL Checkpoint 1.2 	5 minutes (1:17-1:22)	 <u>Bean Bag Pas de Basques Rules and Safety:</u> Stay within your bubble (don't jump beyond your bean bag) Listen carefully to teacher cues to know which direction you are moving Focus on maintaining the proper positioning and technique of the pas de basques <u>Bean Bag Pas de Basques Modifications:</u> Can step from one sock to the next, instead of adding a hop Do not need to balance on one foot, can place both feet down To make it harder, stay on the balls of your feet and spread the socks apart further try to jump as far as you can! extend your legs
 Skill Builder: Deck of Cards Teacher will tape a poster to each wall of the gym (4 posters in total – on pages 23-26). Each poster will have a different card suit symbol (heart, diamond, spade, clubs) and a picture of a skill to help learn pas de basques. *UDL Checkpoint 1.2 In the center of the gym, place 2 decks of playing cards face down The students will all start by touching the walls of the gym When the teacher prompts the students, they will all run to the center of the gym and get a card Then, each student will grab a card and run to the wall that has their cards symbol The number on the card will be how many times the do the skill (i.e., 6 of hearts – 6 pas de basques) 	15 minutes (1:22-1:37)	Deck of Cards Rules and Safety: please don't throw the cards (or else we will have to waste time cleaning them up instead of doing fun gymnastics skills!) -place them nicely in the basket (no throwing) -make sure to do the right number of skills for the number on your card -keep your eyes up! Watch out for your classmates while running from the centre to the wall Clubs: balance on one foot for (6) seconds Heart: (6) pas de basques Diamond: (6) 2-foot hops (focus on soft landing) Spade: (6) 1-foot hops (focus on soft landing)

 Each of the skills on the posters will help them practice pas de basques or help with strengthening the muscles used for the skill. Repeat the process of running to the center, then to the 		-run as fast as you can! -watch out for your friends!
suit, then doing the skill until all the cards are gone		-don't forget the modifications!
 When students are done with the card, they place them in a bucket that will be in the center of the gym. If the cards run out while other students are still doing the skills, the students waiting can choose one of the skills to practice on the side. 		-keep grabbing more cards!
Deck of Cards Modifications: *UDL 8.2Clubs: Can rest foot on ground to make it easier or hold on to the wall// can lift arms up to make it harderHeart: Can step (with no jump) to make it easier// can jump far/ be on balls of feet to make it harderDiamond: Can do small jumps to make it easier// can jump high (still with soft landing) to make it harderSpade: Can do two-foot hops to make it easier or can hold on to 		
 This game is similar to freeze dance. The students will do a locomotor skill around the gym (i.e., run, skip, hop, etc.) while the music is playing. When the music stops, the teacher prompts the students to freeze, and tells them, or demonstrates, a Highland dance move (that was previously taught in this lesson) to recreate. *UDL Checkpoint 1.2 The students will have to make sure they are executing all parts of the move (they can apply modification if needed, which will be explained prior to starting). Repeat this process so students can practice their memory-retention and practice pas de basques/ first position. *No elimination, just a fun game to practice pas de basques/ first position. 	5 minutes (1:37 – 1:42)	 <u>Musical Statues Rules & Safety:</u> -watch out for classmates when moving around the gym -stop moving when music stops (so you hear the instructions on how to freeze, or in case there is an emergency) Freeze! *Loud and clear voice First position: tight hands, stand up tall like a tree! Pas de Basques: tight feet! (Make your feet give each other a hug), tight hands-on hips.
<u>Musical Statues Modifications</u> : *UDL 8.2 -When freezing in pas de basque, students can either balance on one foot, or they can have their weight mainly on one foot, and the other can be resting on the ground.		
*If there is extra time in the lesson (due to an activity being quicker than expected), the students can play musical statues for a longer amount of time.		
 Closure: What are some key things to keep in mind when doing a pas de basque? What are some key things to keep in mind when standing in first position? 	3 minutes (1:42-1:45)	

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Highland Dance Lesson 3

<u>Grade Level:</u> 4 <u>Unit:</u> Highland Dance <u>Lesson #:</u> 3 of 3 <u>Focus:</u> Highland Dance – High Cuts and Create your own Highland Dance Routine

Learning Objectives:

- <u>Psychomotor:</u> Students will be able to practice all the skills they have learned in the unit and bring their knowledge together to create a dance routine. They will also be able to practice a new skill (high cuts) to practice their balance and coordination.
- <u>Cognitive:</u> Students will be able to plan their dance routine and they will be required to use their prior knowledge of each highland dance move.
- <u>Affective:</u> Students will be able to work as a group to plan a routine and they will practice working with other students in a respectful manner.

Materials: Music player and Highland dance songs, routine worksheet and pencils (varies depending on number of groups), hula hoops (approx. 35) (

Parts of the Lesson:

- Set up before class
- Introduction
- Warm-up: Simon Says
- Skill-builder: High Cut Demonstration and Island Jumping
- Culminating Activity: Create your own routine and Dance Move Tag
- Closure

Lesson Description	Time	Teaching Cues
 Set up: Print dance routine worksheets. Introduction: Today we will be learning one more highland dance skill and then you will create a routine using all the skills you have learning over the last few lessons! What skills have we learned so far? 	Before Class 1-2 minutes (1:00- 1:02)	Skills we have learned so far: hoping, toe heels, pas de basques, first positionYou will be adding these skills to your Highland dance routine (plus one more we will learn today)
 Warm Up: Simon Says: Students will spread out around the gym Teacher will be "Simon" and ask students to do warm-up tasks so they can stretch and warm-up for their sequence Teacher says, "Simon says" and demonstrates a warm-up skill following that If teacher doesn't say "Simon says," the students do not do the skill No elimination (even if they do the activity without doing Simon says) 	5-7 minutes (1:02- 1:09)	Let's do a review of everything we have learned! -Simon says run on the spot for 30 seconds -Simon says do 10 jumping jacks -Simon says do 8 frog jumps -Do 5 push ups -Simon says do 5-star jumps -Simon says do arm circle for 20 seconds -Switch directions -Simon says switch directions -Simon says do 8 toe heels -kiss your feet!

**Make sure to demonstrate skills and include		-point your foot like a sharp pencil
teaching cues (especially for the highland dance skills), so students are familiar with them for their sequence		-pretend the floor is lava! -Simon says do 10 two-foot hops
*This is a fairly quick warm-up today so students can review the skills they learned and get right into learning the new skill and creating their routines		-bend your knees -start on two-feet and finish on both feet -jump as high as you can! -land on a marshmallow -Do 6 one-foot hops
<u>Modifications – Simon Says: *UDL 8.2</u> <u>-run on spot:</u> walk on spot or run really fast! <u>-push-ups:</u> put your knees on the ground or keep them off the ground and make sure your bum is down <u>-toe heels:</u> do it on flat feet without the jump or do them on the balls of your feet and add a big jump! <u>-hops:</u> small hops and can hover/ place foot on ground (for one-foot hops) or try to jump really high! <u>-pas de basques:</u> flat feet and step to the side or perform action on the balls of your feet and focus on "springing" motion <u>-first position:</u> stay on flat foot or go on the balls of your feet		 -bend your knee -start on one-foot and land on same foot -balance! -land on a marshmallow -Simon says do 6 pas de basques -Bubble gum -squish the gum behind your foot -tight feet! Give your feet a hug! -Simon says show me first position -hold your marbles in your hand -pizza feet!
 Skill Builder: Demonstrate High Cuts Teach high cuts using detailed explanation and photos in the appendix (Page 18). Demonstrate, explain modifications, and have students try. Modifications High Cuts: *UDL 8.2 Easier: Do it on flat feet and do not add a jump. Students can also hold on to a wall if they have trouble balancing. Harder: Students can try a "double high cut," where instead of tapping the back of your legs once, you do it twice. 	3 minutes (1:09- 1:12)	 -pretend your leg is a tree and the leg you are standing on is the trunk you hide your foot behind -use your tummy muscles to hold yourself up on one leg. Squeeze! -make sure you have a pencil pointy foot! -no toes curling around the trunk trying to get a sneak peak! -just tap the back of your leg, then jump and change!
 Skill Builder: Island Jumping (game to practice high cuts) Scatter hula hoops around the gym. These will be the "islands." Place the islands close enough so they students can jump between them. The goal is to jump from one island to another without falling in the water (the gym floor). Once students jump into a new hoop, they must do 3 high cuts on that "island" before moving to the next one. 	8 minutes - play (5-6 minutes)/ clean-up time (2-3 mins) (1:12- 1:20)	<u>Rules & Safety – Island Jumping:</u> -Only one person in a hoop -be careful when island jumping! (don't trip/ run into your friends) -show me your best high cuts while on the island! -big takeoff to get to the next island! -land quietly on the island!
<u>Modifications – Island Jumping *UDL 8.2</u> -To make this easier, a portion of the gym can have the hoops closer together for students who only feel comfortable jumping a small distance between hoops. -To make this harder, another portion of the gym can have hoops place far apart for students who want more of a challenge.		-don't forget to hide your foot behind the tree! -point your toes like a sharp pencil, but no curling them around the trunk of the tree!!

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-Students also have the option to apply any modifications		
to their high cuts to make them easier or harder. They		
will already be familiar with these modifications, as they		
were explained earlier in the lesson.		
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Culminating Activity: Make your own Highland		
Dance Routine!		
		Time to create our own dance routine! Use the
	15 minutes	
• The students will get into groups of 3-5.	(1:20-	skills and dance steps that you have learned and
• The teacher will explain what they need to do	1:35)	bring them into a routine!
while creating their sequence (please see	ŕ	
teaching cues).		For your routine:
• The students will focus on incorporating the		-groups of 3-5
Highland Dance skills they learned throughout		-about 1 minute long
this mini unit.		-include at least 3 (or more!) of the following
 While students are creating their routines, the 		dance steps we practiced – one- or two-foot
teacher can circle the gym and provide help if		hops, toe heels, pas de basques, and high cuts
		-also, start your routine in first position and
needed. The teacher can also fill out the		make sure you have proper hand positioning
observation assessment checklist (Page 20)		(hands in fists on hips)
• The groups can also complete a worksheet,		
where they write down (or draw pictures) of		-please write down or draw each move on the
their routine. The worksheet is located in the		worksheet (and don't forget to include your
appendix on page 19. They can submit this to		names)
the teacher at the end of class.		-I'll be circling the gym if you need any help!
Modifications – Routine *UDL 8.2		<u>Rules & Safety – Routine:</u>
The instructions allow for students to add		-work together as a group!
		-be safe, no silly play, and have fun!
certain dance moves to their routine depending		-focus on practicing the highland dance moves
on their comfort level. If they are not		and making sure you are doing the skill
comfortable performing all the dance steps we		correctly.
learned, they have the option to only include a		-don't forget, add any modifications you need to
few of them in their routine.		
• To make this easier, students can also work in		the moves (that we talked about at the beginning
groups with students of similar skill level (so		of class and throughout the unit)! – can review
they can create their routine with easier		these if students need
modifications). If students want to challenge		
themselves and include harder modifications,		*circle the gym and help students with their
		routine. Also let them know how much time
they can create their routine with other students	Extra	they have left to finish their routine.
at that level.	activity (if	-
	creating	
	the	
Extra Activity:	routines	
• If there is extra time in the lesson (i.e., if		
creating the routines takes less time than	takes	
	shorter	

expected), the students can participate in a	than	-be respectful when watching your friends
sharing session!	expected)	perform their routine!
• Students can volunteer to share their routine		
with the class. This is totally optional, and		-cheer on your friends!
students only need to participate if they feel		
comfortable.		-only share if you would feel comfortable!
Culminating Activity: Dance Move Tag	7 minutes	
• Have all the students line up at the edge of the	(1:35-	
gym.	1:42)	
• One student can volunteer to be the tagger, who		
will be in the middle of the gym.		Rules & Safety – Dance Move Tag:
• Each student will be given a Highland dance		-No running across, only do your assigned dance
move to do across the gym (while avoiding		move to get to the other side!
getting tagged).		-Watch out for your friends while travelling
• 1/3 of the students will do high cuts, 1/3 will do		across the gym!
two-foot hops, and 1/3 will do toe heels.		-Taggers – please tag gently!
• The teacher will say one of these moves. For		
example, high cuts. The students who have been		
assigned high cuts will need to get across the		
gym without being tagged. They will need to do		-jump high and land as softly as you can for
high cuts while moving across the gym, instead		your hops!
of running.		- "kiss" your feet together for your toe heels!
• The tagger will also need to do high cuts while		-hide your foot behind the tree for your high
trying to tag people.		cuts!
• Once someone gets tagged, they can join the		
tagger.		
• The teacher will continue calling out each of the		
three dance moves for everyone to have a		
chance to do their move across the gym.		
Modifications – Dance Move Tag		
• If all the students are fairly comfortable with all		
three of the moves, the teacher can randomly		
assign them. However, if students are not fully		
comfortable with all the moves, they can choose		
which one they would like to do across the gym.		
This can be determined as the teacher is		
watching the general comfort level of the class		
(during the "create your own dance routine"		
activity).		
• Since not all students are at the same level, they		//
can also apply any modifications (discussed		
earlier in the lesson) to make fit their skill level.		
Closure:		
• What was your favourite skill your learned in	3 minutes	
this unit?	(1:42-	
• What did you one thing you learned about	1:45)	Don't forget to submit your dance routine
Highland dance during this unit?		worksheet!
*As students leave, have them submit their dance routine		
worksheet for participation marks.		
	1	1

Breakdown of Toe Heels (Lesson 1)

Toe Heels:

- Start with your feet flat on the floor.
- Jump and place one foot on the toe beside the instep of the other foot (explain where the instep of your foot it the arch/ high part of your foot).
- Then, jump again and take the foot that was placed on the toe and place it on the heel with your toes pointed up to the sky (flex your foot!).
- Switch feet and try the other side.

*Hands are on your hips with your hands in tight fists (pretend you are holding marbles)

Modifications:

-Easier: Do the movement on flat feet and without a hop/ jump between the "toe" and "heel" -Harder: Do the movement on the ball of the backfoot without your heel touching the ground. Add a big spring between movements if you can.

*When instructing this dance step, start with the easiest modification and then move to the "actual" version of the step, and finally the more challenging version. This will help kids work their way up when they feel comfortable to do so.

Teaching Cues:

- You want to "kiss" your feet together other foot touching the instep on toe and heel
- Use "bubble gum" to count the 2 beats
- Point your foot on the toe like a sharp pencil only the toe touches the ground, and your foot is super straight
- On the "heel" part point your toes up to the sky! Flex your foot as much as you can
- Pretend the floor is lava you just want to tap it then quickly change feet (from toe to heel movement)





Breakdown of First Position and Pas de Basque (Lesson 2)

First Position:

Feet:

- Flat feet

- Put your heels together with feet slightly pointed outwards, replicating the shape of a slice of pizza

Hands:

- Hands are in tight fists resting just above each of the hip bones.

Modifications:

- This movement can be held on flat feet (easier) or with the heels raised and feet resting on the balls (harder). (See photo) – this is called "Raised first position"

Pas de Basques:

- 1. Stand in first position with hands on the hips, extend your working foot directly out to the side, while pointing your toes and bending your supporting leg.
- 2. Spring onto the working foot placing the new working foot on the half point placed at the arch of your other foot.
- 3. Raise the ball of the other foot (the one at the back) slightly "beating it" and return it back to its original position.
- 4. Repeat changing feet and extending the opposite foot to the other side.



Adaptations:

- To begin, this movement can be performed on flat feet as opposed to on the balls of both feet when advanced.

- Movement may also be simplified by simply springing from foot to foot and practicing only the "beating" movement beside your foot and not interlocked as shown in the photo.

*When instructing this dance step, start with the easiest modification and then move to the "actual" version of the step, and finally the more challenging version. This will help kids work their way up when they feel comfortable to do so.



Breakdown of High Cuts (Lesson 3)

High Cuts:

- Start with your hands on fists on your hips (holding marbles in your hands).
- Stand on one leg and place your other foot on the back of your calf (make sure it is pointed).
- Jump and switch feet so that your other foot is now on the back of the leg.
- Keep switching back and forth with a jump in-between
- *Make sure your foot is pointed so that it is hidden being the tree and that you cannot see it from the front!



Modifications:

- Easier: Do it on flat feet and do not add a jump in the middle of switching legs. Or, if it is too hard to balance, they can hold on to the wall to help with balancing.
- Harder: The supporting leg is up on the ball of the foot without the heel touching the ground. They can also try a "double high cut," where instead of tapping the back of your legs once and then switching, you do it twice.

*When instructing this dance step, start with the easiest modification and then move to the "actual" version of the step, and finally the more challenging version. This will help kids work their way up when they feel comfortable to do so.

Teaching Cues:

- Pretend your leg is a tree! Hide your foot behind it!
- Use your tummy muscles to hold yourself up on one leg. Squeeze!
- Make sure you have a pencil pointy foot
- Make sure your toes are not curling around the trunk of the tree trying to get a sneak peek!
- Just tap the back of your leg then jump and change!

Create Your Own Highland Dance Routine!

Group Members:

Please at least 3 of the following (you can repeat a few if needed):

- One-foot hops
- Two-foot hops
- Toe Heels
- Pas de Basques
- High Cuts

Also, start your routine in First Position and include proper hand positioning throughout (hands on hips and pretend you're holding marbles!).

Write or draw a picture of each move in your routine. Hand this in after class!



Assessment: Teacher Observation Checklist for Student Participation

- Walk around the gym and provide a mark out of 3 for students' level of participation while creating their Highland dance routine. Also, at the end of class, record if they submitted their worksheet for participation.
- The comment section can be used to mention student attitudes, if they were able to correctly perform the skills (with modifications if needed), or if they worked well in their group.

For a mark of 1: The student did not participate at all in this activity.

For a mark of 2: The student participated while creating their dance routine. However, they did not work very well with their peers and they were not demonstrating full effort while partaking in the routine (i.e, not doing the dance moves to the best of their ability).

For a mark of 3: The student participated fully while creating their dance routine. They were respectful and cooperated while working with their peers. They also demonstrated full effort while practicing the dance moves and applied modifications as needed to fit their comfort level.

Student Name	1	2	3	Submission of Worksheet	Comments

Developmental Task Analysis: Pas de Basques

Easy:

Step 1: Start on flat feet. Do not worry about hand placement at this stage, focus on feet. Start by stepping to one side and "beating" your foot beside the other one.

Step 2: Still stay on flat feet. Now, add in proper hand placement (hands in fists on hips). Continue with stepping to one side but focus on adding the "bubble gum" motion as well.

Step 3: Still stay on flat feet and keep proper hand positioning. Instead of just stepping to one side, work on extending your leg first (with a pointed foot). Continue to focus on the "bubble gum" motion as well.

Step 4: Now, transition to the balls of your feet. Extend your leg to the side with a pointed foot, raise the ball of your other foot, do the "bubble gum" motion, and return it back to its original position. *This is the typical version of a pas de basque.

Step 5: Once students master the further step, they can try to challenge themselves. While doing the pas de basque, they can make sure they remain on the balls of their feet the entire time. They can also focus on making a tight and quick "springing" action, as well as jumping as far as they can to the side.

Difficult

UDL Inclusive Episode (Lesson 1-3)

UDL Checkpoint 8.2: Vary Demands and Resources to Optimize Challenge

UDL Checkpoint 8.2 explains that learners vary in their abilities. Additionally, learners need to be challenged depending on their abilities. Since every student will have a different comfort level with dance, we have including varying demands for all the dance steps. These allow students to make the dance moves easier or make them more challenging. For example, in lesson 1 we teach hoping and toe heels, lesson 2 we teach pas de basques and first position, and lesson 3 we teach high cuts. For all of these skills, we have modifications to make it easier or harder. While teaching these skills, the teacher can demonstrate the modifications to students so they know how they can adapt each skill to fit within their comfort level. Additionally, the teacher can teach the skills starting at the easiest level, and progress through the other options so students can find which level best fits their abilities/ will challenge them.

UDL Inclusive Episode (Lesson 2)

UDL Checkpoint 1.2: Offer Alternatives for Auditory Information

The UDL Checkpoint 1.2 explains that sound is an effective way to demonstrate information; however, information shared solely through sound is not always accessible for all learners, especially those with hearing disabilities. Thus, for this lesson, we included various alternatives to sound and have different ways students can learn the information. For example, for the Deck of Cards TGFU, students have the option to read the skill they need to complete on the suit poster, or they can look at the picture on the poster if they have trouble reading. This is in addition to explaining the instructions auditory for students who prefer to learn through sound. Another way to teach this lesson without using solely auditory teaching is to demonstrate the skills and modifications, in addition to explaining them. The teacher can either show students a photo or video of what the skill should look like (if a projector is available), or they can demonstrate it themselves. This demonstration approach can also be incorporated for Iceberg and Musical Statues. Instead of only calling out the locomotor movement or pose for the students to recreate, they teacher can demonstrate it first so the students have a visual cue of what they should be recreating.

Spades = 1-foot Hop



*If your card is a 7, do 7 one-foot hops (focus on a soft landing).



Clubs = 1-foot balance



*If your card is a 7, balance on one-foot for 7 seconds.



Hearts = Pas de Basques



*If your card is a 7, do 7 pas de basques.



Diamond = 2-Foot Hops



*If your card is a 7, do 7 two-foot hops (focus on a soft landing).



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