

## **Planning Assignment**

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## Unit Plan for Highland Dance

### Table of Contents

<b>Resource:</b>	<b>Page #:</b>
Introduction	3
Lesson Plan 1	4 – 7
Lesson Plan 2	8 - 11
Lesson Plan 3	12 – 15
 <u>Appendix:</u>	
Breakdown of Toe Heels	16
Breakdown of First Position and Pas de Basques	17
Breakdown of High Cuts	18
Create Your Own Routine Worksheet	19
Assessment Tool (for routines)	20
Developmental Task Analysis (Pas de Basques)	21
UDL Inclusive Episodes	22
Suit Posters (Deck of Cards Game)	23-26
References	27

## 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:

Lesson 1: Hoping and Toe Heels

Lesson 2: Pas de Basques and First Position

Lesson 3: 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

Olivia Anacleto and Emily Ashton

### Highland Dance Lesson 1

Grade Level: 4

Unit: Highland Dance

Lesson #: 1 of 3

Focus: Highland Dance –Hoping (locomotor movement) and Toe Heels

#### **Learning Objectives:**

- Psychomotor: 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).
- Cognitive: 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.
- Affective: 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.

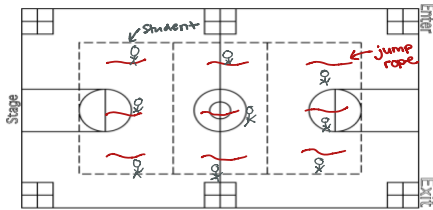
**Materials:** Music player and Highland dance songs, jump ropes (1 per student), cones (varies depending on number of students), hula hoops (varies depending on number of students).

#### **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

<b>Lesson Description</b>	<b>Time</b>	<b>Teaching Cues</b>
<u>Set Up:</u> <ul style="list-style-type: none"><li>• Get out equipment needed for activities (jump ropes, cones, and hula hoops).</li></ul>	Before Class	
<u>Introduction:</u> <ul style="list-style-type: none"><li>• 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.</li><li>• Here are a few benefits of Highland dance: strength, flexibility, coordination, you get to learn another culture, and it's fun to do!</li></ul>	4 minutes (1:00-1:04)	Does anyone know what Highland dance is?  Can anyone think of some benefits of Highland dance?
<u>Warm Up: Riverbank (Exploration and Game):</u> <ul style="list-style-type: none"><li>• Students each have a skipping rope. Have them spread out around the gym and lay the rope in front of them.</li><li>• Before playing the game, have the students explore different types of hops (to develop this locomotor skill needed for highland dance moves).</li></ul>	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 hopping 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**

- Demonstrate a two-foot hop.
  - 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.

2 minutes  
(1:11-1:14)

-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!



<p>(modifications for these skills are described above and the students will already be aware of these from prior instruction).</p> <p><b><u>Culminating Activity: Hoping/ Toe Heal Maze</u></b></p> <ul style="list-style-type: none"> <li>• Divide the students into groups of two or three.</li> <li>• Each group gets some equipment to make a maze (i.e., skipping rope, a few cones, and hula hoops).</li> <li>• 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!</li> <li>• 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.</li> <li>• Each student will try this a few times to practice hoping and toe heels.</li> <li>• *If time allows, the students can move around the gym and try other groups' mazes that were created.</li> </ul> <p><b><u>Modifications - Maze: *UDL 8.2</u></b></p> <p>-If a student is having trouble hopping through the equipment, they can work on their hops without the extra challenge of the maze.</p> <p>-To make it easier, the students can only focus on two-foot hops (if one-foot hops are too difficult).</p> <p>-To make it harder, the students can try to make hops more challenging (for example, hoping backwards or in a circle).</p> <p><b><u>Extra Game: Freeze Tag (with hopping and toe heels):</u></b></p> <ul style="list-style-type: none"> <li>• One student can volunteer to be the tagger.</li> <li>• The other students will run around the gym to avoid being tagged.</li> <li>• Once a student gets tagged, they must hop on the spot (either two-foot or one-foot hops).</li> <li>• To get back into the game, another student must run up to them and both students must do two toe heels.</li> <li>• Then, the student will be back in the game and can continue running to avoid being tagged.</li> </ul> <p>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).</p> <p><b><u>Modifications –Freeze Tag (Extra Game):</u></b></p> <p>-To make this easier or more challenging, the students can apply any modifications to “toe heels,” as explained earlier in the lesson.</p> <p><b><u>Closure – Exit Question</u></b></p> <ul style="list-style-type: none"> <li>• Before students leave the gym, ask them one thing they need to remember when doing a hop as their exit ticket out!</li> </ul>	<p>10 minutes (1:28-1:38)</p> <p>*Clean up (lots of equipment) 4 minutes (1:38-1:42)</p> <p>Extra Game (If another game was quicker than expected)</p> <p>3 minutes (1:42-1:45)</p>	<p><b><u>Rules and Safety - Maze:</u></b></p> <p>-keep the equipment on the ground/ no silly play with it</p> <p>-be careful when hopping through the equipment - we want to make sure not to trip!</p> <p>-cheer on your friends as they are going through the maze!</p> <p>-don't forget your toe heels at the end of your maze!</p> <p>-excellent hops! Try to hop as high as you can to touch the ceiling!</p> <p>-don't forget to bend your knees so you can jump really high!</p> <p><b><u>Rules &amp; Safety – Extra Game:</u></b></p> <p>-Please tag gently.</p> <p>-Watch out for your friends when you are running around.</p> <p>-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)</p> <p>-Apply any modifications to the toe heels (like we talked about earlier) to make them easier or harder (review them for students).</p> <p>-Go save your friends!</p> <p>-Big hops!</p> <p>-Don't forget to “kiss” your feet when doing your toe heels!</p> <p>-Don't forget to point your feet like a pencil!</p>
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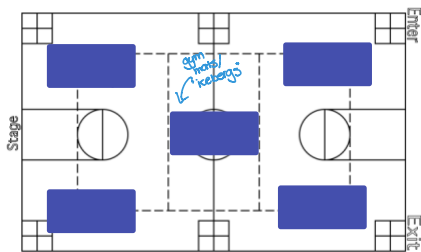
- To get back in the game, one of their classmates needs to tag them. While waiting, they can do a challenge (i.e., sit ups, they can stand and practice their balance, etc.)
- If there are lots of people sitting, teacher can yell Pac-Man to free everyone.
- \*No elimination, just a fun game to warm-up bodies and practice balance.

**Pac-Man Modifications:**

-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.

**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)



\*The diagram shows 5 gym mats as “icebergs,” but more can be used depending on the size of the class.

**Modifications - Iceberg:**

-students can walk if unable to replicate locomotor movements.  
 -Students can do two-foot hops if unable to do one-foot hops

**Skill Builder: First Position and Pas de Basques**

- Teach First Position using detailed explanation and photos in the appendix (Page 17).

5 minutes  
(1:07-1:12)

5 minutes  
(1:12-1:17)

-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!

**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

**Pas de Basques Rules & Safety:**

-make sure you are spread out, so you don’t bump 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





**Highland Dance Lesson 3**

Grade Level: 4

Unit: Highland Dance

Lesson #: 3 of 3

Focus: Highland Dance – High Cuts and Create your own Highland Dance Routine

**Learning Objectives:**

- **Psychomotor:** 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.
- **Cognitive:** Students will be able to plan their dance routine and they will be required to use their prior knowledge of each highland dance move.
- **Affective:** 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) (

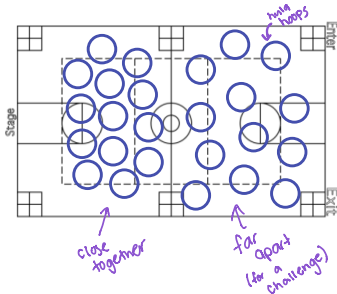
**Parts of the Lesson:**

- 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
<p><u>Set up:</u></p> <ul style="list-style-type: none"> <li>• <a href="#">Print dance routine worksheets.</a></li> </ul> <p><b><u>Introduction:</u></b></p> <ul style="list-style-type: none"> <li>• 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!</li> <li>• What skills have we learned so far?</li> </ul> <p><b><u>Warm Up: Simon Says:</u></b></p> <ul style="list-style-type: none"> <li>• Students will spread out around the gym</li> <li>• Teacher will be “Simon” and ask students to do warm-up tasks so they can stretch and warm-up for their sequence</li> <li>• Teacher says, “Simon says” and demonstrates a warm-up skill following that</li> <li>• If teacher doesn’t say “Simon says,” the students do not do the skill</li> <li>• No elimination (even if they do the activity without doing Simon says)</li> </ul>	<p>Before Class</p> <p>1-2 minutes (1:00-1:02)</p> <p>5-7 minutes (1:02-1:09)</p>	<p>Skills we have learned so far: hoping, toe heels, pas de basques, first position</p> <p>You will be adding these skills to your Highland dance routine (plus one more we will learn today)</p> <p>Let’s do a review of everything we have learned!</p> <ul style="list-style-type: none"> <li>-Simon says run on the spot for 30 seconds</li> <li>-Simon says do 10 jumping jacks</li> <li>-Simon says do 8 frog jumps</li> <li>-Do 5 push ups</li> <li>-Simon says do 5-star jumps</li> <li>-Simon says do arm circle for 20 seconds</li> <li>-Switch directions</li> <li>-Simon says switch directions</li> <li>-Simon says do 8 toe heels</li> <li><b>-kiss your feet!</b></li> </ul>

<p><b>**Make sure to demonstrate skills</b> and include teaching cues (especially for the highland dance skills), so students are familiar with them for their sequence</p> <p>*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</p> <p><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</p> <p><b><u>Skill Builder: Demonstrate High Cuts</u></b></p> <ul style="list-style-type: none"> <li>• Teach high cuts using detailed explanation and photos in the appendix (Page 18).</li> <li>• Demonstrate, explain modifications, and have students try.</li> </ul> <p><u>Modifications High Cuts: *UDL 8.2</u>  <u>-Easier:</u> Do it on flat feet and do not add a jump. Students can also hold on to a wall if they have trouble balancing.  <u>-Harder:</u> Students can try a “double high cut,” where instead of tapping the back of your legs once, you do it twice.</p> <p><b><u>Skill Builder: Island Jumping (game to practice high cuts)</u></b></p> <ul style="list-style-type: none"> <li>• Scatter hula hoops around the gym. These will be the “islands.”</li> <li>• Place the islands close enough so they students can jump between them.</li> <li>• The goal is to jump from one island to another without falling in the water (the gym floor).</li> <li>• Once students jump into a new hoop, they must do 3 high cuts on that “island” before moving to the next one.</li> </ul> <p><u>Modifications – Island Jumping *UDL 8.2</u>  <u>-To make this easier,</u> a portion of the gym can have the hoops closer together for students who only feel comfortable jumping a small distance between hoops.  <u>-To make this harder,</u> another portion of the gym can have hoops place far apart for students who want more of a challenge.</p>	<p>3 minutes (1:09-1:12)</p> <p>8 minutes – play (5-6 minutes)/ clean-up time (2-3 mins) (1:12-1:20)</p>	<p><b>-point your foot like a sharp pencil</b>  <b>-pretend the floor is lava!</b>  -Simon says do 10 two-foot hops  <b>-bend your knees</b>  <b>-start on two-feet and finish on both feet</b>  <b>-jump as high as you can!</b>  <b>-land on a marshmallow</b>  -Do 6 one-foot hops  <b>-bend your knee</b>  <b>-start on one-foot and land on same foot</b>  <b>-balance!</b>  <b>-land on a marshmallow</b>  -Simon says do 6 pas de basques  <b>-Bubble gum</b>  <b>-squish the gum behind your foot</b>  <b>-tight feet! Give your feet a hug!</b>  -Simon says show me first position  <b>-hold your marbles in your hand</b>  <b>-pizza feet!</b></p> <p>-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!</p> <p><u>Rules &amp; 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!</p> <p>-big takeoff to get to the next island!  -land quietly on the island!  -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!!</p>
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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.



**Culminating Activity: Make your own Highland Dance Routine!**

- The students will get into groups of 3-5.
- The teacher will explain what they need to do while creating their sequence (please see teaching cues).
- The students will focus on incorporating the Highland Dance skills they learned throughout this mini unit.
- While students are creating their routines, the teacher can circle the gym and provide help if needed. The teacher can also fill out the observation assessment checklist (Page 20)
- The groups can also complete a worksheet, where they write down (or draw pictures) of their routine. The worksheet is located in the appendix on page 19. They can submit this to the teacher at the end of class.

**Modifications – Routine \*UDL 8.2**

- The instructions allow for students to add certain dance moves to their routine depending on their comfort level. If they are not comfortable performing all the dance steps we learned, they have the option to only include a few of them in their routine.
- To make this easier, students can also work in groups with students of similar skill level (so they can create their routine with easier modifications). If students want to challenge themselves and include harder modifications, they can create their routine with other students at that level.

**Extra Activity:**

- If there is extra time in the lesson (i.e., if creating the routines takes less time than

15 minutes  
(1:20-1:35)

Extra activity (if creating the routines takes shorter

Time to create our own dance routine! Use the skills and dance steps that you have learned and bring them into a routine!

**For your routine:**

- groups of 3-5
- about 1 minute long
- include at least 3 (or more!) of the following dance steps we practiced – one- or two-foot hops, toe heels, pas de basques, and high cuts
- also, start your routine in first position and make sure you have proper hand positioning (hands in fists on hips)
- please write down or draw each move on the worksheet (and don't forget to include your names)
- I'll be circling the gym if you need any help!

**Rules & Safety – Routine:**

- work together as a group!
- be safe, no silly play, and have fun!
- focus on practicing the highland dance moves and making sure you are doing the skill correctly.
- don't forget, add any modifications you need to the moves (that we talked about at the beginning of class and throughout the unit)! – can review these if students need

\*circle the gym and help students with their routine. Also let them know how much time they have left to finish their routine.

<p>expected), the students can participate in a sharing session!</p> <ul style="list-style-type: none"> <li>• Students can volunteer to share their routine with the class. This is totally optional, and students only need to participate if they feel comfortable.</li> </ul> <p><b><u>Culminating Activity: Dance Move Tag</u></b></p> <ul style="list-style-type: none"> <li>• Have all the students line up at the edge of the gym.</li> <li>• One student can volunteer to be the tagger, who will be in the middle of the gym.</li> <li>• Each student will be given a Highland dance move to do across the gym (while avoiding getting tagged).</li> <li>• 1/3 of the students will do high cuts, 1/3 will do two-foot hops, and 1/3 will do toe heels.</li> <li>• 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 high cuts while moving across the gym, instead of running.</li> <li>• The tagger will also need to do high cuts while trying to tag people.</li> <li>• Once someone gets tagged, they can join the tagger.</li> <li>• 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.</li> </ul> <p><b><u>Modifications – Dance Move Tag</u></b></p> <ul style="list-style-type: none"> <li>• 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).</li> <li>• 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.</li> </ul> <p><b><u>Closure:</u></b></p> <ul style="list-style-type: none"> <li>• What was your favourite skill your learned in this unit?</li> <li>• What did you one thing you learned about Highland dance during this unit?</li> </ul> <p>*As students leave, have them submit their dance routine worksheet for participation marks.</p>	<p>than expected)</p> <p>7 minutes (1:35-1:42)</p> <p>3 minutes (1:42-1:45)</p>	<p>-be respectful when watching your friends perform their routine!</p> <p>-cheer on your friends!</p> <p>-only share if you would feel comfortable!</p> <p><b><u>Rules &amp; Safety – Dance Move Tag:</u></b></p> <p>-No running across, only do your assigned dance move to get to the other side!</p> <p>-Watch out for your friends while travelling across the gym!</p> <p>-Taggers – please tag gently!</p> <p>-jump high and land as softly as you can for your hops!</p> <p>- “kiss” your feet together for your toe heels!</p> <p>-hide your foot behind the tree for your high cuts!</p> <p>\\</p> <p>Don’t forget to submit your dance routine worksheet!</p>
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## 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 is – 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:

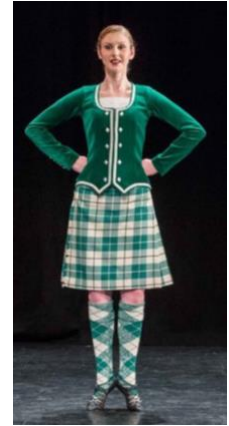
- Flat feet
- Put your heels together with feet slightly pointed outwards, replicating the shape of a slice of pizza

Hands:

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

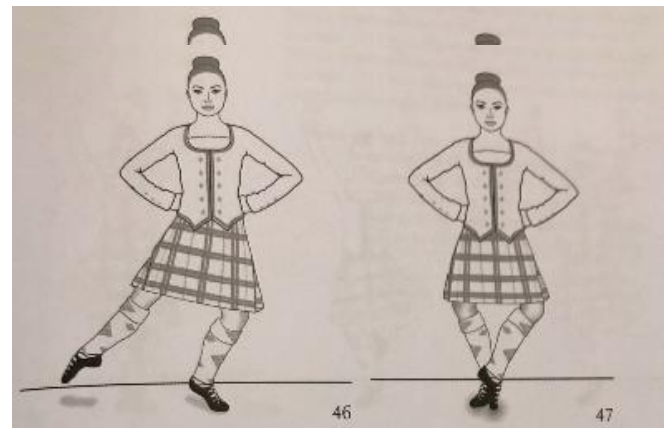
Modifications:

- 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!**

The diagram consists of six empty rectangular boxes with green borders, arranged in two rows of three. The top row has three boxes connected by right-pointing blue arrows. The bottom row has three boxes connected by left-pointing blue arrows. A vertical blue arrow points down from the rightmost box of the top row to the rightmost box of the bottom row.

**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.

<b>Student Name</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Submission of Worksheet</b>	<b>Comments</b>

## 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)**

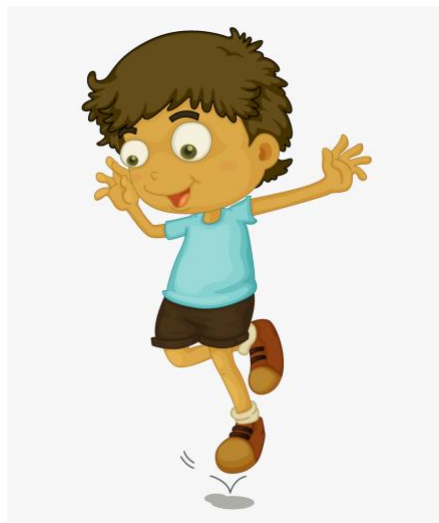
#### UDL Checkpoint 1.2: Offer Alternatives for Auditory Information

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.**

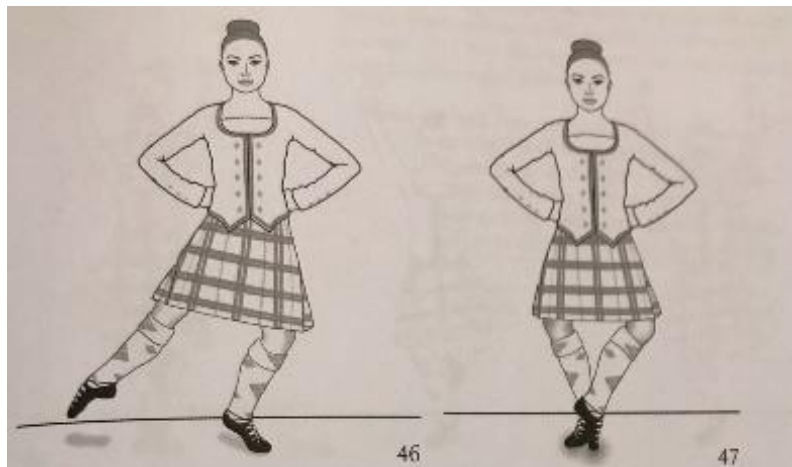




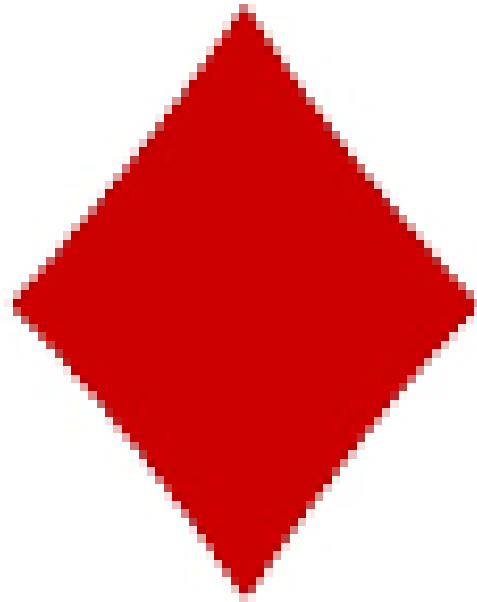
# Hearts = Pas de Basques



**\*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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