



## LESSON PLAN C

# Multicultural Movement

**Time Frame:** Choice of two to three 40-minute classes

### Learning Objectives:

- Identify the benefits of dance.
- Dance and the role it plays in different cultures around the world.
- Learn simple dance moves that incorporate music and fitness from around the world.

### Materials for Lesson Plan:

- Computer with Internet access and projector

### Overview:

What are the benefits of dance? Dance keeps you fit. Dance makes you happy. It can be done with a group or all by yourself. It fits into two of the activity categories (aerobic and bone-strengthening) and since it's fun to do, you can easily rack up many minutes without even thinking about it.

Just as with most sports, dance has many benefits beyond the physical. It has been shown to improve a child's social and emotional skills, with teachers reporting that dance made their students more accepting of one another and respectful of their body and that of others. Dance is also a good means of fitness for children who may shy away from team sports, where coaches and competition can be a bit much to handle for younger students.

### Part A. Dance Around the World

**Time Frame:** 40 minutes

### Materials for Activity:

- Computer with Internet access and projector

Watch a few short videos about different types of dance from around the world (links to be provided). What do they have in common?

[Kou Kou: African/African-American Culture](#) | PBS Learning Media (3:07 minutes)

This is a demonstration of the Kou-Kou dance from the Ivory Coast. Moha Dosso, the lead dancer, explains: "The Kou Kou dance is a social dance, just for fun, to help teach children the basics of African dance. We can do that type of dance any time, in the village or the big city. And it's not just adults — kids do these dances and old people, too."

**Discussion Questions:**

- Does this remind you of any type of dance you've seen before?
- In the Kou-Kou dance, Dosso did the dance moves in slow motion to teach others how to do them. Do you think you could follow along?
- Should we watch it again and all try to learn some of the dance moves?

[We Are the Music](#) | PBS Learning Media

A mashup of dance sequences from 11 different cultural groups that have settled in Sant Fe, NM: Native Americans, Spanish, Mexicans, Crypto-Jewish, Celtic, German, Greek, Japanese, Tibetan, Sikh and the Central Americans.

**Discussion Questions:**

- Which dances did you like best?
- These are dances from all over the world, but they all share things in common. Name some things you see in all of the dances.

**Part B. Learn the Basics**

**Time Frame:** 40 minutes

**Materials for Activity:**

- Computer with Internet access and projector

Use videos to teach a handful of dance moves. Basic slides, steps and pivots can improve coordination and give kids more confidence before moving on to more complicated dance elements. These can be done at one's own pace, without music, and then with music.

**Instructional Videos:**

[Irish Jig \(Grades 3–6\)](#) | SPARK PE

The traditional dance from Ireland is all about the fancy footwork.

[Mambo Mambo \(Grades 3–6\)](#) | SPARK PE

This Latin dance originated in Cuba and later spread to Mexico and the U.S.

[3 Easy Dance Moves](#) | Full-Time Kid | PBS Parents

Learn the Moonwalk, Running Man and Cabbage Patch dance moves.

**Part C. Global Dance Craze**

**Time Frame:** 40 minutes

**Materials for Activity:**

- Computer with Internet access and projector

**Part 1. Practice Your Moves**

Watch the dance videos from Activity B and practice them again. How much did you remember? Can you imagine doing those dance steps to a different style of music? Try doing one of the dance moves to one of your favorite (teacher-approved) songs.

**Part 2. Dance Video: [Do the Sid Shuffle!](#)**

This fun video is multicultural and intergenerational. It shows people of all ages, from all over the world, doing an easy-to-learn dance routine. You can make the “Sid Shuffle” the centerpiece of a class lesson on dance if the kids really like it. Follow their cues, practice your moves, “and walk it out like Granny!”

**“Homework” Assignments:**

**Just Dance!** Are you always listening to music on headphones or watching music videos on a phone or computer? Dance every time to listen to a song and watch the minutes add up! Dance in your bedroom, in your living room, on the playground, wherever and whenever you feel like it. Just keep your eye on the clock so you can write it down on your Calendar.

**Make it social!** Invite a friend over to dance. How many minutes can you clock together for your charts?

**Family Connection:**

Watch the Sid Shuffle video at home with your family and teach them the moves. Practice together until you’ve got the routine down! If you don’t have internet access at home, learn the moves at school. Then teach the moves at home and try it to different songs. Find a tune with a similar beat and dance! **Dance Video: [Do the Sid Shuffle!](#)**

**Community Connection:**

Read this article about [Zumba classes for adults held at public schools](#) via Kaiser Permanente’s “Thriving Schools” Can you think of a similar idea that might work at your school?

**Teacher Resources:**

SPARK PE Blog Post: [The social/emotional benefits of dance for students](#)

There’s a reason why it feels so good when you have an uninhibited dance party in your bedroom. As well as being a great way to release tension — not to mention have a lot of fun — there are studies showing that dance is also an excellent way to foster the emotional and social growth of children.

Dancing combines all the benefits of physical activity with those of educating children about music and the arts. From an emotional and social standpoint, dance classes for kids between the ages of kindergarten and grade 12 are proven to have an impact when it comes to acceptance of others, respect, teamwork, and cooperation.

This could be because dance gives children the opportunity to express themselves freely and creatively, which allows an outlet for emotional and physical release. While children are still developing full cognitive abilities, it could be that they choose to send messages through dance rather than having to articulate their thoughts in speech.

Dance creates a social environment where kids need to cooperate with and trust one another to complete the moves and avoid stepping on toes. At a very young age, it also instills a greater respect for one’s body, and the bodies of others. Socially, it teaches children how to hold one another appropriately, how to be aware of someone else’s movement, and how to understand the physical abilities and limits of one’s own body.

Dance teaches the aforementioned skills in a language children understand: movement. Kids learn by doing, and there’s nothing better than moving through a dance routine to synthesize the lessons learned.

**Standards Alignment | Students will:****National Health Education Standards**

Standard 4. Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Standard 8. Demonstrate the ability to advocate for personal , family, and community health.

**SHAPE America**

**Standard 1.** Demonstrate competency in a variety of motor skills and movement patterns.

**Standard 2.** Apply knowledge of concepts, principles, strategies and tactics related to movement and performance.

**Standard 3.** The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

**Standard 4.** The physically literate individual exhibits responsible personal and social behavior that respects self and others.

**Standard 5.** Recognize the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

**Common Core Standards****English Language Arts Standards > Speaking & Listening**Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.4.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.4.1.C - Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

CCSS.ELA-LITERACY.SL.4.1.D - Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

CCSS.ELA-LITERACY.SL.4.2 - Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.