

## Lesson Plan Assignment

Age: Grade 8 -12

Concept: Size

Length: 90 minutes

Part of Lesson	Content and Instructions	Learning Cues	Organizations
Warm-up and Brain Dance Time: 5 minutes	<p>Breath</p> <ul style="list-style-type: none"> <li>The teacher will asks the students to take a deep breath in, and deep breathe out while standing in their self-space. (2 counts)</li> <li>The teacher will asks the students to take a big deep breath in, and hold, then big breath out while standing in self-space. (4 counts)</li> </ul> <p>Tactile</p> <ul style="list-style-type: none"> <li>The students will tap their whole body with a light tap while standing in their self-space (16 counts).</li> <li>The students will squeeze their whole body with a light squeeze (16 counts).</li> </ul> <p>Core-Distal</p> <ul style="list-style-type: none"> <li>The students will bring their whole body as close to their stomach, then slowly stretch as far as they can. (8 counts, repeat 3 times)</li> <li>The students will go down in low-level by sitting down then hold, then quickly transition in high-level while stretching their arms and legs as far as they could possible do. (8 counts, repeat 3 times)</li> </ul>	<p>Try to follow and do all the movement together.</p> <p>Try to concentrate when doing all the movements</p> <p>I see a lot of students not doing the movement</p> <p>I see most of the students feeling the motion of the movements</p>	<p>The student will face the teacher. Then the teacher will demonstrate and explain all the brain dance pattern one at a time. The student will mirror the teacher movements and do the movement the same time with the teacher. This warm-up are all done in students' own self-space with accompany by music.</p> <p>Music: Too Good At Goodbyes by Sam Smith</p>

	<p>Head-Tail</p> <ul style="list-style-type: none"> <li>• The student will slowly crunch down and bend over, ensure that they roll through their spine then touch their feet following with their head down. (8 counts, repeat 3 times)</li> <li>• The student will tuck their stomach slowly, roll through their spine following with head slowly going down then slowly raise their spine and back to original position.</li> </ul> <p>Upper-Lower</p> <ul style="list-style-type: none"> <li>• The students will spread their legs wide apart, while they raise both of their arms and swing it to their right side slowly all the way down to the floor and swing it back up then towards the center (8 counts, repeat 3 times).</li> <li>• The students will spread their legs wide apart, while they raise both of their arms and swing it to their left side slowly all the way down to the floor and swing it back up then towards the center (8 counts, repeat 3 times).</li> </ul> <p>Body Side</p> <ul style="list-style-type: none"> <li>• The student will move their head to the right, hold for, to the center, and then move their head to the left. (4 counts, repeat 4 times)</li> <li>• The students will twist their torso and both arms to the right, then hold, then to the center and then move their torso to the left. (4 counts, repeat 4 times)</li> </ul>		
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	<p>Cross Lateral</p> <ul style="list-style-type: none"> <li>The student will raise their left arm up, bring it across their body then touch their right knee. (4 counts, repeat 4 times)</li> <li>The student will raise their right arm up, bring it across their body then touch their left knee. (4 counts, repeat 4 times)</li> </ul> <p>Vestibular</p> <ul style="list-style-type: none"> <li>The students will bring left knee up, then hold, then bring it down to the ground. (4 counts, repeat 4 times)</li> <li>The students will bring right knee up, then hold, and then bring it down to the ground. (4 counts, repeat 4 times)</li> </ul>		
<p>Introduction the Concept Time: 10 minutes</p>	<p>The student will explore the concept of Size. The teacher will explain that size depends on how much the body takes up and how close or far apart the body parts are to each other. The students will move their arms and legs stretch far away from their stomach, to illustrate the Big (far-reach) shapes. Then the students will bring their arms and legs near to their stomach, to show small (near-reach) shapes. The students will try to stretch their arms and legs halfway between big and little to create a middle shapes.</p> <p>The teacher could use imagery to explain the concept of size. For instance, the teacher could say when thinking of big shapes, think of hugging a really big elephant, and when thinking of small shapes think of your body parts being glued to one another.</p>	<p>I see a lot of the same shapes</p> <p>Try different size movement through self-space and general space</p> <p>Try to change your movements</p> <p>Try different size movement in different level</p>	<p>At first, the teacher will write the different concept in the white board and gather the student to discuss the different type of size qualities. Then the teacher will ask the students to be in line segment with 4-5 students in the each row. The teacher will face the students to explain the different qualities in size concept. The teacher will lead examples of different qualities in size such as big, medium and small. Throughout, the students will mirror the teacher in self-space and</p>

			<p>general space depends on teacher wants.</p> <p>The teacher will also shows different non-locomotive and locomotive in big, medium and small. In this section there will no music accompany while the teacher introduce the concept.</p>
<p>Exploring the Concept Time: 30 minutes</p>	<p><b>Activity 1: Movement Exploration “Mirroring”</b></p> <p>The teacher will explain that the group will be divided into pairs, and each pair will discuss between the two who would start first. The pairs will stand facing each other, fairly close and about arm-length apart. When the music begins, the person that the pair discusses will start first and begin to move in self-space to create a movement considering to size concept qualities. The partner of the student will mirror their partner movements, trying to look as much like a mirror reflection of the other person as possible. The objective of the pair students is to create movement in different qualities such as big, medium, and small and mirror images of each other. The students need to create non-locomotors movements in big, medium and small to show the different concept in size. After couple of minutes, the music will stop and the pairs switch roles so the other person in pairs will create the movement and be mirror by their partner.</p>	<p>I see a lot of different shapes with different height levels.</p> <p>I see a lot of small size shapes</p> <p>Try to express your size shapes clearly as possible</p> <p>Try to do all the different kind of non-locomotors movement</p>	<p>The teacher will ask the students to be in line segment with 4-5 students in the each row. Then the teacher will face the students to explain the different qualities in size concept. The teacher will explain the students the instructions and the arrangement of how mirroring in movement explorations present. Also the teacher will explain the type of non-locomotors movement that students could use when doing their mirroring movement exploration. The teacher will also get one student in the class to partner with him/her and show a visual demonstration to all the students. Then the teacher will</p>

	<p><b>Activity 2: Shaping Chain Exploration</b></p> <p>This is shaping activity used to explore the size concept and understand the different qualities: big, medium, small sizes shapes. The students will be instructed to form group of 3. The group will start in one end and should finish in the other end. In the groups, the first person will create a big size shape and hold until the next student comes to connect by connecting one of his/her one body part touching the first person. The second student will create a medium size shape. Then the third person will connects by connecting one of his/her one body part touching the second person. The third student will create a small size shape. Each student must hold their shapes to in order to connect their shape to other students. Once all students create their shape, the first person must go again and repeat the activity with the students ensuring to do different non-locomotive shapes. When all the students reach the other end where they started from, student must switch their arrangement of who goes first, second and third. The student will be required to hold their shape in 16 counts so everyone has time to see everything.</p>	<p>Try to change your level or direction when creating your size shapes</p> <p>I see different non-locomotive shapes</p> <p>Try to plan ahead with your shapes</p> <p>I see different body parts being connected</p>	<p>let the students work in pair once the music start. In this activity, it accompany with music but no props.</p> <p>Music: Perfect by Ed Sheeran</p> <p>The teacher will gather the student to come to the front and the teacher will face the students explain the activity. The teacher will go over the different qualities of size concept on more time to remind the students. At first the teacher will explain the concept using auditory teaching style. Then teacher will request a Three students to use as visual demonstrations. The students will start with accompany music with choice of teacher</p> <p>Music: Attention by Charlie Puth</p>
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<p>Developing Skills X2 Time: 30 minutes</p>	<p>Activity 1: Basic Steps</p> <p>This movement focuses more on lower body extremities. The students will be taught by cue word “ lift, together lift”</p> <p>First, the students will transfer all their body weight on their right foot while lifting their left foot slightly above the ground while bending the knee in 30 degree; this stage is called “left lift”.</p> <p>Second, the students will bring their left foot down to the ground, putting the weight evenly and together to both feet, this stage is called “together”.</p> <p>Third, the students will lift the right foot slightly above the ground bending the knee in 30 degree putting all the weight on their left foot, this stage is called “right lift”. This step requires 8 counts.</p> <p>The lifting feet are not part of the counts, the count start once the left foot hits the ground completely and evenly distributing the weight to both feet. Count 2 starts when the right foot touches the ground and evenly distributing the weight to both feet. Then counts continue as the feet alternate until the performing hit the 8 counts. Chasse is different if performer with the follower or the leader. The follower first step with the right foot while the leader step with the left foot. Together when the students ask to face their partner both feet that facing each other should start together.</p>	<p>I see some people bumping knees</p> <p>Try to give each other arm-length space apart</p> <p>Try to count your movements</p> <p>Try to say “lift, together, lift” to help your remember the movement</p>	<p>The teacher will face the students to demonstrate the chasse movement. At first the teacher will show what to movement would look like with the count of 8. At first, the students will try while facing the teacher. Once the students are familiar with the movement, the teacher will explain the different between the follower and the leader. The teacher will first demonstrate the leader then the follower after. The students will be given a chance to try both positions. Since the students are learning the new step, there is no music required to avoid distractions.</p>
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	<p>Activity 1: Meringue Overhand turn</p> <p>The students will be divided into leader and follower. First the follower and leader will face each other and hold both hands; leader hands are underneath palms up, while follower hands are on top of the leaders' hands. Then both follower and leader would start by doing the chasse movement step together while holding hands in 8 counts. The follower will step with the right foot first while the leader will step with the left foot first. Together when facing each other their feet should both start in same side.</p> <p>For the leaders, they will perform the chasse movement steps with 8 counts in continuous movement. Once 8 count is over, the leader would swing his/her left hand giving the follower a signal for changing the movement. At count 1, the leader will swing his/her left hand while holding his partner and bringing his elbow up in 90 degree while still holding his partner's hand. This position will help the follower to follow the movement by giving him/her a signal. This is called "J signal", where both of the leader and follower hands make a "J" shape motions. Once the leader holds their partner's hand in 90 degree, the leader will break the holding hands in the other hand and slowly drag his hand away from him/her, while slowly spinning her/him partner (the follower). The leader should spin the follower slowly in 8 counts ensuring that speed of spin is not too fast or too slow for the follower.</p>	<p>I see a lot of fast spinning with your partner. Don't rush it.</p> <p>Try to count together with your partner</p> <p>I see</p> <p>Try to make the "J signal" obvious for your partner</p>	<p>The teacher will ask the students to find a partner and face each other. The teacher will also ask the students to decide who will be the leader and the follower. First, the teacher will show what the leader would look like, then will let the students who's the leader practice the steps. Then the teacher will show the follower movement would look like, then will let the students who the follower practice the steps. Then together the students both leader and follower would perform both of their steps together and putting it as one whole movement as a partner. The teacher will give the students numerous times to practice the movement together with their partner, once the students are familiar with their movement, they switch partners and find someone else who can be their partners then continue to practice the steps. Once the students are</p>
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	<p>For the follower, once the leader made a “J signal” expect the leader to make a move in changing the movement. Then the follower will spin counter clockwise in 8 counts, while still holding the leaders right hand. The follower will ensure to hold the leader one hand at all time, and following the lead of spins. Once the follower spins in 8 counts, the leader will grab the other hand and go back to facing each other and while both follower and leader are holding hands.</p>		<p>comfortable the teacher will put the music on for the students to practice with their partners.</p> <p>Music: La Despedida by Daddy Yankee</p>
<p>Creating Activity Time: 15 minutes</p>	<p>Activity 1: ABA ABA or BAB BAB</p> <p>The students will be dividing into 3 to 4 students. The groups will create a big/little/big dance or little/big/little twice using different non-locomotors movements. The groups need to be creative and decide which non-locomotors to choose and to perform. Each group will perform and the other student will guess the order of the elements and that name whether the student use ABA or BAB and identify the non-locomotors.</p>	<p>Try to change the non-locomotors movement for each qualities</p> <p>I see different position arrangement of the students. Some in circle formation, some in lines.</p> <p>Try to make your size shape clear and easy to identify</p> <p>I see a lot of rehearsing</p>	<p>The teacher will gather the student in front and instruct to be in groups of 3 to 4 students. The teacher will ask the students to pick whether ABA or BAB order of the elements. The teacher will demonstrate one example of ABA to give the students idea of what to do. The students will be given 5 minutes to rehearse and remember their sequence before performing it in front of the entire class. The students will begin once the teacher says go.</p> <p>This activity will require no music to avoid distraction in identifying the order of elements.</p>



### Cool Down

The teacher will ask the students to sit down and form a circle shape. The teacher will ask the students to play a guessing game. The teacher will ask the students to closed all their eyes for one minutes and try to open their eyes closest before 1 minute ended. The students who open their eyes close before 1 minute ended win the game. After the students play the game, the teacher will ask few questions regarding to what the students learn. The teacher will ask the students opinion or any input about the concept size that they just learned.

### Characteristics Paragraph

**Skilled Technicians** – Skilled is required in meringue especially for the leader because the students will need to plan ahead what moves he/she wants and ensure that follower were able to follower the movement.

**Creative movers** – Creative movers involve in the lesson plan in activity shaping chain, it involve all the students to think on the spot and be creative when doing their movement in the chain.

**Critical Thinkers** – Critical thinkers involve in lesson plan when the students were ask to do activity ABA or BAB, it makes the students to think outside the box and be creative.

**Collaborative workers** – the lesson plan include collaborative workers when the students do mirroring movement explorations