

**Lesson 4 of 6**

**DANCE ACTIVITIES**

**EQUIPMENT**

Music player » music » piece of equipment (tennis ball, balloon, beachball — one per pair of students) » computer/projector/screen » internet access/DVD player » obstacle-free area

**RELATED RESOURCES**

- Jive Bunny and the Master Mixers CD
- PHE Canada Dance Program, [www.phecanada.ca/programs/dance](http://www.phecanada.ca/programs/dance)
- Arts Alive website, [www.artsalive.ca](http://www.artsalive.ca)

**ESSENTIAL QUESTION**

How can dance contribute to physical, emotional, intellectual, social and spiritual wellness?

**WARM UP**

**TOGETHER-APART**

As students enter the activity area, collect the written descriptions of their projects and show a variety of videos of the swing/jive (e.g., Mad Hot Ballroom – Dancing the Swing and DWTS Top 10 Jive Part 1 and Part 2). Explain the purpose of the lesson is to further explore sequencing and to develop partnering skills. Dance style for the day is jive. Encourage students to determine the skills and strategies that contribute to effective work with a partner and small group when dancing. Give half of the students a tennis ball and explain that when the music starts (music suggestion: any fast paced song), all students should dance and move freely throughout the activity area, at a pace that will elevate their heart rate. Students with a tennis ball should carry it in their hand while moving. When the volume of the music is turned down and the leader says “together,” students with a tennis ball should quickly find a partner who does not have a tennis ball. The challenge for pairs (or groups of three with two tennis balls) is to balance the ball between them (e.g., shoulder, elbow, knees, head) while dancing in slow motion around, under and over each other. When the volume of the music is turned up again and the leader says “apart,” students return to moving individually and freely throughout the activity area. Repeat several times, gradually increasing the size of the groups.



**Safety First!**

“Safety Guidelines for Physical Activity in Alberta Schools”, Alberta Centre for Injury Control and Research (ACICR, 2013) page 49.



Cooperation

**Cooperation**

Communication	
Fair Play	
Leadership	
Teamwork	C(10-30) 6

**Clues that students are achieving the outcome...**

“Students will identify and demonstrate positive behaviours that show respect for self and others” *K-12 Physical Education Program of Studies, Alberta Learning, 2000*

- Students can willingly dance with a variety of classmates
- Students can communicate positively both verbally and non-verbally
- Students can persevere and encourage others when learning steps and elements of dance



**MAIN LESSON**

**JIVE**

Invite students to stand facing a partner with whom they will dance the jive, or distribute cards from a deck of cards and ask students to find a partner with a card of the same suit. Determine who will be in the leader role and who will be in the follower role. Leaders stand in one long line facing the followers, who stand in a line two metres away. Provide a brief overview of the dance style of jive (see Background on supplemental material from, [www.everactive.org](http://www.everactive.org)) and ask, “In ballroom dances, why is there a leader and a follower?” and “What roles do each of the dancers have?” You might also critically consider why the leader is typically male and the follower is typically female. Introduce the basic steps followed by turns (both partners travel) and twirls (one partner travels). Some steps are described on the supplement. Demonstrate or have a proficient student demonstrate the footwork, and then allow time for individual practice before dancing with a partner in single hand or two-handed jive position (hands held at waist height). Gradually increase the speed with which the steps are performed providing verbal cues as appropriate. Frequently change partners (e.g., the student at one end of the “leaders” line moves to the opposite end while all other students in the line shift one partner to the right). Music suggestion: Jive Bunny and the Master Mixers CD.

When students are comfortable with a few jive steps, challenge partners to choreograph four steps to perform in a continuous sequence. Incorporate ideas from Lesson 3, such as how to make movements flow from one to the next. Encourage students to reflect the high-energy style of the dance, smiling, raising knees and including kicks.

		Counts 1 & 2	Counts 3 & 4	Counts 5 & 6
Leader	Basic 1	Step to the left on left foot	Step to the right on right foot	Step back and transfer weight on ball of left foot, then transfer weight back to right foot
	Triple Step	Three fast steps to the left (left-right-left)	Three fast steps to the right (right-left-right)	Same as basic 1
Follower	Basic 1	Step to the right on right foot	Step to the left on left foot	Step back and transfer weight on ball of right foot, then transfer weight back to left foot
	Triple Step	Three fast steps to the right (right-left-right)	Three fast steps to the left (left-right-left)	Same as basic 1

For step descriptions and background, download the supplemental material from [www.everactive.org](http://www.everactive.org).

**COOL DOWN**

Begin a jive dance marathon, where all partners dance their sequence continuously for one minute. Celebrate the dances at the end of the minute (e.g., round of applause). Ask, “What successes and challenges did you have dancing with a partner?” and “How can you overcome the challenges when dancing with a partner or small group?” Share ideas and revisit expectations for the project. Allow an opportunity for students to determine who will bring the necessary materials for practice during the next lesson.