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| **Lesson #:** 1/3**Topic:** Zumba**Grade:** 1-2**Materials/Resources:** * Music
	+ Taylor Swift’s “Shake it Off”
* Speakers

**Parts of the lesson**Set up/Equipment * Music/ speakers (download songs before class)
* Taylor Swift’s “Shake it Off” for the mini routine

**Activities:**1. Follow the Leader (warm-up)
2. Miming Activity (body)
3. Freeze Dance (body)
4. Mini Routine (culminating activity)
 | **Learning objectives: TSWBAT…** * Psychomotor
	+ Learning basic Zumba steps
	+ Will be able to jump, clap, and complete movements mimicked by the instructor
* Cognitive
	+ Moving rhythmically to music
	+ Counting beats and moving at the same time
	+ Thinking of the next step before you do it
	+ Follow the rules and listen to instructions
* Affective
	+ Be able to work with a partner
	+ Follow teachers instructions and movements
	+ Uneven amount of students leading to someone being left out of the group
	+ They will not become frustrated when they cannot do a move right away
	+ They will be patient as they learn
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| **Lesson Description**Warm-upFollow the Leader (10 mins)* The students will practice copying the movements the teacher is doing in preparation for later activities
* The students will be spread around the gym (stand on the lines to make it easier for them to stay in their spot/know where to stay)
* The teacher will stand at the front of the class and will do different movements to warm up the students’ bodies for the rest of class
* The students will follow the teacher and copy the actions as they do them
* None of the actions will require the students to move around the gym, so they should all be staying in their area
* Some movements that can be done are:
	+ Arm circles
	+ Running on the spot
	+ Pivoting
	+ Shuffling side-to-side
	+ Jumping jacks

 Miming Activity (10 mins)* The students will be put into pairs and will need to find their own space in the gym
* In their pairs, students will take turns being the leader
* When they are the leader, they will do whatever dance movements or steps they want (start slowly, and gradually moves can get more complex)
* Their partner will then have to “mime” and try to copy their partners moves to the best of their ability
* Halfway through, the students will change the leader in their pairs

Freeze Dance (10-15 mins)* The students will spread out in the gym to find their own space
* The teacher will begin to play some music over the speakers, and whenever the music is playing, the students must be dancing/moving around to the beat and interpret the music
* When the music stops, everyone needs to freeze and hold whatever pose they are in until the music starts again
* If someone does not freeze immediately, they need to do 10 jumping jacks or demonstrate a dance move to re-enter the game
* As the game continues, the teacher will count the beats of the music when it plays, so that students can get familiar with the rhythm and timing of music

Mini Routine (15-20 mins)* Have 2 moves prepared to demonstrate to a song
	+ Should be easy moves the class will catch on to the idea quickly but take longer to master the moves
* Divide the class into lines with the teacher at the front to demonstrate
* Our routine will use the song “Shake it Off” by Taylor Swift
* Start off the song by running on the spot for a few counts and ensure the students get a feel for the beat and rhythm of the song
* Step 1
	+ Chassé to the side with hands straight out and then step in front with your back foot and clap
	+ Go back and forth with Chassés to each side for 4 counts of 8
* Step 2
	+ Lunge to the right with arms rotating around each other. Then lunge to the left with arms rotating. Then squat down the middle with arms rotating around each other. Shake it out by running on the spot and shaking arms. Each move should last about eight counts.
* In between steps, have children run on the spot and shake their arms like they are “shaking it off”
* If there is time, allow the students to improve a couple bars where they can demonstrate dance moves they already know
* Demonstrate the moves live and explain slowly what you want the children to do and know
* Film a video and project it after the students have gotten used to the choreography so they have something to watch if the teacher would like to watch the children and not dance.
* If there are a few students that are especially good, have them guide the class while the teacher watches.
 | **Teaching points/ Diagrams*** Ask them to list some safety concerns
	+ Need to stay in their spot to make sure no one bumps into each other
	+ Be careful and pay attention to what you are doing so you do not injure yourself
* Remind them to stay in their space in the gym so they do not enter another students personal space, and so they all have enough space to warm up properly
* Depending on the number of students, the lines or places students stand in the gym can be adjusted
* Make sure students know that if they cannot do one of the actions properly, it is okay, as long as they try their best and move around to warm up
* Make sure that each pair has there own space in the gym
* If students are unsure what moves to do, give them suggestions
* Students should be going at a pace where their partner can follow along with their movements
* Make sure that each student has enough space to move without getting too close to anyone else for safety reasons
* Have the music play for different lengths of time so the students can get used to the beat
* Count the beats out loud (8 count) so that the students can start to understand the music
* Have students stand in windows of each other so everyone can see
* Make sure the students are spread out and will not hit each other, since they are going to move
* Mix around the kids that are experts or take dance extracurricularly so they are not gathered in one section
* If chasséing and stepping behind is too hard for the students, have them jump and clap or step and clap..
* If steps are too hard, have the students focus on their legs and have them add in their arms when they are ready
* Make sure students are wearing proper footwear since the gym can be slippery. If some students have long hair encourage them to tie it so it does not become a distraction.
* As the teacher, follow the beat and do what feels right with the music and timing..
* If you count the beats while the students are improving, they learn more about counts in dancing
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| **Closure** **Movement:*** Introducing Zumba in a fun engaging way
	+ What kind of moves did we learn today?
		- Chassé to the side step clap
		- Salsa move
		- Lunge and circling arms
		- Arm circles
		- Running on the spot
		- Pivoting
		- Shuffling side-to-side
		- Jumping jacks
	+ Would someone like to demonstrate?
* What are some ways we can stay safe while dancing?
	+ Standing in windows of each other
	+ Wearing proper footwear
* What are some ways of staying in rhythm with the music?
	+ Counting beats
	+ Being aware of the people around you
* What are some examples of poses we can do?

**Team Play:*** How can teamwork be used while dancing?
	+ Complimenting each others moves
	+ Keeping counts together so the group is on time
	+ Seeing someone elses dance moves and joining in.
	+ Spreading out so no one gets hurt
* Does someone want to demonstrate their teamwork from the miming activity?
	+ Making sure they are not moving too fast or too slow for their partner
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UDL

 A UDL guideline that can be added to this lesson is checkpoint 8.1, “vary demands and resources to optimize challenge”. This UDL guideline is useful in this lesson since it requires using different resources and varying challenges for the students. In our culminating activity, we are using a video which can decrease the difficulty of the dance. By including the video, the students do not feel as much pressure to remember all of the steps in the dance if there is no leader. However, if some of the students are doing a really good job memorizing and performing the steps, you can have them guide the class and challenge them. We also have different modifications for the steps in our mini-routine. In step one, there is a modification where, to decrease difficulty, a student can hop instead of step, or to increase difficulty, can do a salsa step instead of a step. Students will have the freedom to choose whichever modification works for their level. For all of the steps, if it is too challenging at the beginning, have the students remove their arms and add them back on when they are ready.

References

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