

Developing Personal Dancer Wellness Values

Topic, or Concept, and Goal (if the lesson is part of a learning experience or a unit plan)

Students will learn about wellness values in general and personal wellness values as they relate to their dance experiences.

Grade

Grade 5

Class

Lesson # to be determined by the teacher

15-20 minutes of 50-minute class time for project introduction.

State Dance and/or Physical Education (dance) Standards

NE Fine Arts Standards:

FA 5.3.5.c Identify how health and nutrition enhance dance ability (e.g., recognize that some foods and activities are more healthful than others). *List, compare/contrast healthy and unhealthy choices. Understand how the body responds to small and large movements, stretching, and aerobic activity.

NE PE Standards:

PE.4.3.3 Exhibits the knowledge to achieve and maintain a health-enhancing level of physical fitness.

PE.4.3.3.a Identifies the components of health-related fitness. (E)

PE.4.3.3.b Demonstrates warm-up and cool-down for cardio-respiratory fitness self-evaluation. (M)

PE.4.3.4 Communicates the importance of health-related fitness components and nutrition for physical activity.

PE.4.3.4.a Completes health-related fitness assessment (e.g., pre and post). (M)

PE.4.3.4.b Utilizes assessment results with teacher assistance to identify components needing maintenance and/or remediation. (E)

PE.4.3.4.c Identifies strategies for progress in remediation areas with teacher assistance. (M)

PE.4.3.4.d Discusses the importance of hydration and hydration choices for physical activities.

National Dance Society *National Dance Education Standards Framework*

Strand 2 Dance Safety, Health, and Wellness

Standard 2.3 Dance Wellness Values

Performance indicator, grades 3-5: Identify aspects of wellness related to personal needs in dance.

Learner Objectives or Outcomes (must include one “real world” objective or outcome for assessment)

Psychomotor: The student will participate in dance class and rehearsal practicing personal physical, emotion, and mental aspects to enhance personal dance wellness goals.

Cognitive: The student will study the aspects of wellness, identify them in relation to set personal dance needs as goals to track as part of their personal physical, emotion, and mental wellness values throughout a specific time period determined by the teacher.

Affective or Social and emotional learning: The student will take responsibility for showing new behaviors as a continuing commitment and involvement to meet the physical, emotional, and mental wellness values identified in the personal goals listed.

Rubrics	Exemplary (4)	Accomplished (3)	Developing (2)	Beginning (1)
Psychomotor	The student will participate in dance class and rehearsal practicing with complete focus on personal physical, emotional, and mental goals to exceed personal dance wellness goals.	The student will participate in dance class and rehearsal practicing with focus on personal physical, emotional, and mental aspects to attain personal dance wellness goals.	The student will participate in dance class and rehearsal with irregular focus on practicing personal physical, emotional, and mental aspects to increase personal dance wellness goals.	The student will participate in dance class and rehearsal and practice with infrequent focus on personal physical, emotional, and mental aspects to build personal dance wellness goals.
Cognitive	The student will study all aspects of wellness, identify them in relation to set personal dance needs as goals to track as part of their personal physical, emotional, and mental wellness values throughout a specific time period determined by the teacher.	The student will study most aspects of wellness, identify them in relation to set personal dance needs as goals to track as part of their personal physical, emotional, and mental wellness values throughout a specific time period determined by the teacher.	The student will study some aspects of wellness, identify them in relation to set personal dance needs as goals to track as part of their personal physical, emotional, and mental wellness values throughout a specific time period determined by the teacher.	The student will study few aspects of wellness, identify them in relation to set personal dance needs as goals to track as part of their personal physical, emotional, and mental wellness values throughout a specific time period determined by the teacher.
Affective	The student will take complete responsibility for showing new behaviors as a continuing commitment and involvement to meet the physical, emotional, and	The student will take increased responsibility for showing new behaviors as a continuing commitment and involvement to meet the physical, emotional, and	The student will take some responsibility for showing new behaviors as a continuing commitment and involvement to meet the physical, emotional, and	The student will take minimal responsibility for showing new behaviors as a continuing commitment and involvement to meet the physical, emotional, and

	mental wellness values identified in the personal goals listed.	mental wellness values identified in the personal goals listed.	mental wellness values identified in the personal goals listed.	mental wellness values identified in the personal goals listed.
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Assessment: (informal or formative)

Rubrics based upon Learner Objectives or Outcomes (psychomotor, cognitive, affective or social and emotional learning)

Performance Indicators: Exemplary (4) Accomplished (3) Developing (2) Beginning (1)

Materials, Resources, Space Requirements, Media, and Suggested Music

Materials:

Worksheet for writing wellness goals. Students will use notebook or tablet for tracking personal wellness values.

Resources:

Dance Wellness chart, definitions of physical, emotional, and mental wellness and **S.M.A.R.T** goals.

Vocabulary Terms (for additional terms see NDS *National Dance Education Standards Framework Glossary*)

Wellness values: Emotional, environmental, intellectual, physical, social, spiritual.
(adapted from “Six dimensions of wellness”, Dancer Wellness, figure 1, p. vii)

Physical wellness

Emotional wellness

Mental wellness

S.M.A.R.T. goals design

Dance Lesson Instruction

The **dance lesson instruction sequence** includes **Introduction** or **Warm-up** (time), **Exploratory Experiences** (time), **New Material** (time), **Recap of Learning** (summary) and **Cool Down** (time), **Closure** (time), and **Assessment** (time).

Each of these instructional topics **may** require **management** (diagrams), **transition** (between each lesson component place and content), **teaching process** (the how), and **teaching points or cues** (technique or music).

Teacher’s pre-assessment of the students in class is ongoing observation and assessment throughout the dance instruction sequence.

Introduction/Warmup

Set by the instructor and dependent on the dance form unit being studied at the time.

Teaching Process: What does the term “Wellness” mean? What do you think “Dance Wellness” means?

Teaching Points or Cues: Teacher or a student collects the class answers on the board under the topics of “Wellness” and a second section for “Dance Wellness.”

Exploratory Experiences

Management: Teacher and students explore wellness values (show chart).

Transition: Students have time to assimilate the wellness values, ask questions, and then pose the question of how these wellness values relate to personal dance goals.

Teaching Process: For our lesson today, we are going to focus on three aspects of wellness: physical, mental, and emotional.

How do each of these three aspects of wellness relate to your personal dance goals today and by the end of this unit?

Teaching Points or Cues:

Focus on the three aspects of wellness and their descriptions. Put the three aspects on the white board.

Hand out the three wellness values with their descriptions.

Ask students for ideas on physical aspects of wellness, then mental, then emotional.

Leave room to then have students respond to how each of these wellness values relate to personal dance goals today and in the future.

New Material

Management: Setting **S.M.A.R.T.** goals for your personal dance wellness goals.

Transition: How do we accomplish a goal you set to achieve?

A system called **S.M.A.R.T.** goals help you decide if the goal is possible or not possible.

Teaching Process: **S.M.A.R.T.** is an easy way to remember how to judge if the goal you write can be accomplished.

S stands of specific with what you want to achieve and how you think you can achieve it.

M stands for measurable or can you meet a deadline and the expectations for your goal.

A stands for achievable or should you start with a smaller goal that you could achieve.

R stands for relevant or related to your current or later goals.

T stands for timely by setting and completing smaller goals to achieve success by the deadline.

Teaching Points or Cues: Write **S.M.A.R.T.** on the white board.

Hand Out 1: **S.M.A.R.T.** goals. Setting guidelines for implementing the project.

Recap of Learning (Summary) and Cool Down

Management: Review of the project.

Teaching Process: In your notebook, determine the 2 or 3 goals (teacher decides) that you will focus on during class until the end of the unit.

Then compare your goals to the parts of a **S.M.A.R.T.** design.

Turn in your wellness goals as they relate to your personal dance goals.

Teaching Points or Cues: First write a goal for 2 or 3 (teacher decides) wellness values (physical, mental, or emotional) that related to your dance goals.

Cross check that each of the goals you have identified are **S.M.A.R.T.** to be attained by the end of the unit.

The teacher reviews each student's personal dance goals using **S.M.A.R.T.** design, Then the student can track the development and completion of these goals several times a week and prepare to give a one-minute summary of their goals and achievement examples by the end of the unit.

Closure

Teacher or the students summarize the wellness values and what are **S.M.A.R.T.** goals, and how do they apply to this project. Ask if there are any questions.

Assessment

See rubric and review for informal assessment or use the rubric for formal formative assessment.

Modifications (Gifted and Talented students)

Present the wellness value project and assessment criteria. Meet with each student to review their personal dance wellness plan. Check-in with each student at several points during the project to review progress in attaining their goals.

Accommodations (Of individuals with disabilities)

Present the class dance wellness value project and help each student select number and types of personal physical, mental, and emotional wellness goals.

Talk with each student about personal wellness and dance wellness goals.

(Teacher or teacher aid) work with students during the class project to develop realistic personal Dance Wellness Values (physical, emotional, and mental) that are attainable.

Extensions (Interdisciplinary topics)

Dance Wellness Values:

Physical values lead to learning and understanding movement science.

Emotional learning and understanding about behaviors (see *Hellison*) and responsibilities as an individual as part of a class or a group.

Mental learning and understanding about the foundations of Dance Wellness and how it relates specifically to every individual in the class and the class as a whole.

Establishing dancer wellness values leads students to set new goals for themselves to put them on a life-long path to wellness.

Lesson Reflection and Next Teaching Steps

After the lesson, reflect upon your presentation of each part of the lesson. Then review how you managed, paced, and transitioned from one part of the class to the next. Recall your teaching process for each part of the class, and determine changes you might make in the future and identify your best presentations. Evaluate the teaching points or cues (technical or musical) you used and determine which ones were effective and which cues should be revised for similar teaching in the future.

What research, lesson, modeling, or presentation (teaching processes, points or cue adjustments) do you have to do to teach this lesson better? Make a list to add the information you gathered from your personal teaching assessment for when you review and revise this lesson for the next time you teach it.

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