

### Merging Identities through Hula - LESSON PLAN #3

GRADES: 3-5

APPROXIMATE LENGTH: 1 hour

<b>OBJECTIVES</b>	<ol style="list-style-type: none"><li>1. SWBAT collaborate effectively in their teams to problem-solve and connect their identities through movement.</li><li>2. SWBAT revise their group dance based off of feedback from the previous lesson and teamwork discussion.</li></ol>
<b>STANDARDS</b>	<p><b><u>NJSLS - DANCE:</u></b></p> <p>1.1.5.Pr6 b. Rehearse a dance to improve group awareness, unison movement, consistency, and attention to detail.</p> <p>1.1.5.Cn10 a. Describe feelings and ideas evoked by a dance that are observed or performed and examine how they relate to personal points of view and experiences.</p> <p>DA:Pr5.1.5 c. Collaborate with peer ensemble members to repeat sequences, synchronize actions, and refine spatial relationships to improve performance quality. Apply feedback from others to establish personal performance goals.</p> <p><b><u>SOCIAL JUSTICE STANDARDS:</u></b></p> <p>DI.3-5.9 I feel connected to other people and know how to talk, work and play with others even when we are different or when we disagree.</p> <p><b><u>SEL COMPETENCIES:</u></b></p> <p>4. Relationship skills, 1. Self-Awareness, 3.Social Awareness</p>
<b>ESSENTIAL QUESTIONS</b>	<ul style="list-style-type: none"><li>• How can my identity and the identity of others connect/merge/unite?</li><li>• Why is it important to learn about others' identity along with your own?</li></ul>
<b>VOCABULARY</b>	Vamp/Kaholo, Sway/Ka`o, Slide/Holoholo, Rock/Kalakaua, Walk/Lele, Circle/Ami, Close/big pose, identity, gesture, teamwork
<b>PRIOR KNOWLEDGE</b>	<p>Students need to have previous experience with</p> <ul style="list-style-type: none"><li>• isolate different body parts</li><li>• understand the rhythms of a 4/4 tempo</li><li>• basic spatial awareness</li><li>• buoyancy in legs</li><li>• ability to reflect on self</li></ul>

	<ul style="list-style-type: none"> <li>• working vocabulary of Hula and identity representation</li> <li>• create original movement or be heavily guided through this process</li> <li>• choreograph independently</li> <li>• working cohesively and effectively with a small group</li> </ul>				
	<b>Description of Each Instructional Component</b> <b>Powerpoint:</b> <a href="https://docs.google.com/presentation/d/10INTKBYRIPgojd3_vzf_07SxlpIt5_1s9iR20MFLOgl/edit#slide=id.ga388cd930a_1_173">https://docs.google.com/presentation/d/10INTKBYRIPgojd3_vzf_07SxlpIt5_1s9iR20MFLOgl/edit#slide=id.ga388cd930a_1_173</a>	<b>Assessments: Checks for Understanding</b>	<b>Differentiation/ Modifications/ Suggested Adaptations</b>	<b>Student Materials</b>	<b>Teacher Resources/Prompts</b>
<b>Anticipatory Set/Opening (1 minute)</b>	1.Welcome: Students are welcomed back to class with a video from Ms. Stine and Ms. Popino. (Slide 32) Students will be reminded of the work that was completed in class during Lesson 2 and to recall the feedback they received during their peer feedback time in Lesson	<b>Informal Assessment:</b> Teacher checks that students are paying attention through observation.  <b>Optional:</b> Consider asking students to verbalize their group feedback to facilitate recall.	<b>Suggested Adaption:</b> Teacher will verbally relay instructions following the video or ask students to verbally share their feedback	<b>Computer</b>  <b>Glow and Grow Worksheet (Lesson 2)</b>	<b>Video on PowerPoint</b>  <b>Teacher Prompts:</b> <i>"Can one volunteer from each group tell the class one piece of feedback you'll apply?"</i>  <b>If Stuck:</b> Remind students to recall their Grow and Glow sheet from Lesson 2

<p><b>TeamWork Discussion (TIME 15 minutes)</b></p>	<p>1.Group Discussion (Slide 33) Students will think about the word “Teamwork” and how they can apply it in their group Hula projects. Students will answer the five questions prompted on the slide. Classroom teacher acts as scribe to record students' answers.</p> <p>2.Teamwork T-Chart (Slide 34) Students will be divided into their Hula small groups to complete the Teamwork T-Chart. This resource can be found in the GoogleSlides for Lesson/Day 3. Students will fill out the Teamwork T-Chart with specific examples of how their group can work together to represent their identities and how they can show this in their Small Group Hula Dance. Students will come back together as a group and verbally share 1+ idea from each side of the T-Chart</p>	<p><b><u>Teacher Instructions:</u></b> Play video from Ms. Popino and Ms. Stine for both group discussion and Teamwork T-chart</p> <p><b><u>Visual Checks:</u></b> -Teacher checks that students are paying attention and verbally contributing to group discussion -Teacher will circle the room if in person or access students’ Google Docs virtually to check for completion and to answer any questions. -Teacher will check for understanding as students share verbally following the completion of the Teamwork T-Chart</p>	<p><b><u>Have students think or write down their answers to guiding questions</u></b></p> <p><b><u>Guiding questions</u></b></p> <p><b><u>Provide students with examples for each side of the Teamwork T-Chart (bonus if they are specific to your students, ex. They reference a previous unit)</u></b></p>	<p><b><u>Computer</u></b></p> <p><b><u>T-Chart</u></b></p>	<p><b><u>Video on PowerPoint</u></b></p> <p><b><u>Link for Teamwork T-Chart:</u></b> <a href="https://docs.google.com/document/d/1HVeLZ8tNNxL6XFi7oYSPvJ1QIDvRzF14bTbRcKYB6tg/edit?usp=sharing">https://docs.google.com/document/d/1HVeLZ8tNNxL6XFi7oYSPvJ1QIDvRzF14bTbRcKYB6tg/edit?usp=sharing</a></p> <p><b>Important: Prompt students to reflect on their teamwork abilities from Lesson 2</b></p> <p><b><u>Guiding Questions</u></b> The classroom teacher should facilitate a group discussion using these questions and note student responses on the Group Discussion Slide Students will be asked to consider the following questions: <i>“What worked well yesterday in your groups? What could be improved for today? What teamwork means to them? What does it mean to be a good team member? What does it mean to not work well as a team? How can we be a good team member in our Hula Small Groups? How can we show we are a team through dance?”</i></p>
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<p><b>Hula (TIME 8 minutes)</b></p>	<p>1.How to Close a Hula: Students will learn the two different ways to end a Hula (Slide 35). Students later on will be expected to incorporate this into their group project for their Day 3 Checklist (Slide 38).</p> <p>2. Hula Students will continue the Hula from the previous lessons adding on community aspects such as eye contact and acknowledging their peers.</p>	<p><b><u>Visual Check:</u></b> Each student is following along and clearly understands how to end a Hula.</p> <p>Physical check that students are performing the Hula with more clarity then the previous lessons.</p>	<p><b><u>Imagery</u></b></p> <p><b><u>Movement modifications</u></b></p> <p><b><u>Video Modeling</u></b></p>	<p><b><u>Computer and space to dance</u></b></p> <p><b><u>Scarves or ribbons if available to demonstrate full movement of arms</u></b></p>	<p><b><u>Instructions Video</u></b></p> <p><b><u>Review Video</u></b></p> <p><b><u>Guiding questions</u></b> Continue to emphasize Hula arm movements. Example: Imagine you're holding long ribbons lifting them up and down, then imagine your arms are the ribbons, starting from your shoulders getting smaller until your arms resemble a soft wave, movement in the wrist</p>
<p><b>Group Work Time (TIME:15 minutes)</b></p>	<p>1.Feedback and Apply: Students will listen to a video of Ms. Popino and Ms. Stine reviewing the instructions and expectations for group work. Students will be expected to apply feedback from peers in Lesson 2 and apply their ideas from the t-chart. (Slide 37)</p> <p>2. Group Work Time Students will split into their groups to review their dance from the previous lesson. Students will apply new knowledge and ideas into dance. Students will continue to utilize the checklist (Slide 38).</p> <p><b>**Reminder: The checklist has evolved to include 5 basic steps and a closing**</b></p>	<p><b><u>Verbal Check:</u></b> Teacher checks for understanding through having a student repeat the directions</p> <p><b><u>Verbal Check:</u></b> Teacher ask students to share ideas and movements with them.</p>	<p><b><u>Assign group roles if students have trouble working in groups</u></b></p> <p><b><u>Print checklist for each group or keep screen shared on checklist</u></b></p>	<p><b><u>Computer</u></b></p> <p><b><u>Checklist</u></b></p>	<p><b><u>PowerPoint</u></b></p> <p><b><u>Ms. Popino and Ms. Stine's Instruction Video</u></b></p> <p><b><u>Discussion Prompts</u></b></p> <p><b><u>Teacher Prompts:</u></b> Teacher should emphasize that today students should add on one Hula step from 4 to 5 from the checklist</p> <p>The teacher should be floating around groups to ensure all students understand the task.</p>

<p><b>Teacher Check In and Closing (TIME:5 minutes)</b></p>	<p>1.Closing Students will gather as a class to close out the lesson. Ms. Stine and Ms. Popino's video.</p> <p>2.Breath. Ms. Popino will close out class with an audio instructing the class to internally reflect. This breath will focus on the importance of working together in order to grow.</p>	<p>1. Checking that each group answers</p>	<p><u><b>Option to keep eyes open during breath</b></u></p> <p><u><b>Share new ideas that emerge</b></u></p>	<p><u><b>Computer</b></u></p> <p><u><b>Discussion Prompts</b></u></p> <p><u><b>Imagery in Breath</b></u></p>	<p><u><b>PowerPoint</b></u></p> <p><u><b>Optional Teacher Prompts:</b></u>  <i>"Can one member from each group share a t-chart idea and how you used it in your group dance?"</i></p> <p><u><b>Ms. Popino's breath audio</b></u></p>
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**POSSIBLE EXTENSION ACTIVITIES:**

If time permits, students will share aspects of their peers identities they learned with the class. The teacher will prompt, "Can someone share one feature of a group members identity you learned that you didn't know before?"

OR

Bonus Craft on Slide 39