

Merging Identities through Hula - LESSON PLAN #2

GRADES: 3-5

APPROXIMATE LENGTH: 1 hour

OBJECTIVES	<ol style="list-style-type: none">1. SWBAT create a Hula dance that represents their identity2. SWBAT collaborate to create a story that merges/blends/unites the identities of the group members into one story.
STANDARDS	<p><u>NJSLS - DANCE:</u></p> <p>1.1.5.Cr2 b. Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates non-verbally</p> <p>1.1.5.Re8 a. Interpret meaning or intent in a dance or phrase based on its movements. Explain how the movements communicate the main idea of the dance using basic dance terminology.</p> <p><u>SOCIAL JUSTICE STANDARDS:</u></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><u>SEL COMPETENCIES:</u></p> <p>4. Relationship skills, 1. Self-Awareness, 3.Social Awareness</p>
ESSENTIAL QUESTIONS	<ul style="list-style-type: none">● How can movement tell our stories?● How can my identity and the identity of others connect/merge/unite?
VOCABULARY	Vamp/Kaholo, Sway/Ka`o, Slide/Holoholo, Rock/Kalakaua, Walk/Lele, Circle/Ami, Close/big pose, identity, gesture
PRIOR KNOWLEDGE	<p>Students need to have previous experience with</p> <ul style="list-style-type: none">● isolate different body parts● understand the rhythms of a 4/4 tempo● basic spatial awareness● buoyancy in legs● ability to reflect on self● working vocabulary of Hula and identity representation

	<ul style="list-style-type: none"> • create original movement or be heavily guided through this process • choreograph independently • Ability to work well with others 				
	Description of Each Instructional Component Powerpoint: https://docs.google.com/presentation/d/10INTKBYRIPgojd3_vzf_07SxlpIt5_1s9iR20MFLOgl/edit#slide=id.ga388cd930a_1_173	Assessments: Checks for Understanding	Differentiation Modifications Suggested Adaptations	Student Materials	Teacher Resources/Prompts
Anticipatory Set/Opening (3 minute) Review	<p>1.Welcome: Students are welcomed back to class with a video from Ms. Stine and Ms. Popino. (Slide 19)</p> <p>2.Recall Lesson 1: Ms. Stine and Ms. Popino will ask students to recall what they remember from Lesson 1. The students can pull from the history/background, the vocab/steps, and their identity representations from Lesson 1.</p>	<p><u>Informal Assessment:</u> Check that students are paying attention through observation</p> <p>How well students are able to recall knowledge</p>	<p><u>Teacher will relay instructions following the video or ask students to repeat instructions back</u></p>	<p><u>Computer</u></p>	<p><u>Video on Powerpoint</u></p> <p><u>Teacher Prompts:</u> Encourage students to raise their hands and verbally share or demonstrate what they remember.</p> <p>Teacher will call on students on a voluntary basis and offer prompts if needed Example: “The first step we learned starts with the letter V or the step we’re missing looks like this”</p>

<p>Hula and PowerPoint (TIME: 15 Minutes)</p>	<p>1.Introduce use of Arms: Classroom teacher will play the clip of Ms. Stine teaching the technique of Hula hands/arm gestures. Ms. Stine will then guide students through storytelling arm gestures (hearing, seeing, palm trees, flowers, etc.).</p> <p>2.Students will perform the Hula learned during Lesson 1 with the addition of set arm movements that communicate different ideas about identity.</p>	<p><u>Check for understanding:</u> Through observation and asking students to describe how they imagine they’re moving their arms in hula</p> <p><u>Visual Check:</u> Check for physical understanding as students dance the Hula (paying close attention to their arms)</p>	<p><u>Imagery</u></p> <p><u>Movement modifications</u></p> <p><u>Video Modeling</u></p> <p><u>Guiding questions</u></p>	<p><u>Computer and space to dance</u></p> <p><u>Scarves or ribbons if available to demonstrate full movement of arms</u></p>	<p><u>Instructions Video</u></p> <p><u>Review Video</u></p> <p><u>Teacher Prompts:</u> Play video on Slides 21 and 22 <i>“What do the arm movements remind you of? How might I create hula arms for my favorite food?”</i></p> <p><u>Reinforce Video Teaching:</u> Uses the imagery of holding long ribbons and lifting them up and down. Then imagine your arms are the ribbons, starting from your shoulders and then getting smaller until your arms resemble a soft wave.</p>
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<p>Hula Creation (TIME 10 minutes)</p>	<p>1.3 Main Qualities Students will discuss and list three main qualities of Hula arms. Classroom teacher acts as scribe (Slide 23)</p> <p>2.Identity Hula Gestures: Students will be guided to develop 3 Hula arm gestures based on their identity. Students will pull from their Identity Representation they created in Lesson 1 to use as inspiration for their 3 features of Identity. Students will have 5-10 minutes to independently create their arm gestures (Slide 24)</p>	<p><u>Visual Check:</u> Circle the class, either virtually or in-person and ask students to show you what they've created so far. Provide support when needed.</p>	<p><u>Modifications:</u> Depending on student comfort with choreography, consider decreasing the amount of arm gestures students will choreograph.</p> <p><u>Provide students more examples if needed:</u> Consider using an element of a student's Identity Representation and work together as a class to create a gesture (Ex. favorite food is soup: stirring motion to represent soup)</p> <p><u>Option:</u> Students may write down their three identity features</p>	<p><u>Computer</u></p> <p><u>Space to Dance</u></p>	<p><u>Video examples from PowerPoint</u></p> <p><u>Ms. Stine's Instruction Video</u></p> <p><u>Possible Answers:</u> (Slide 23) Examples: flowy, ribbons, your gestures can have little waves (like in hula hands), stillness (like in picking a flower), and are usually softer and gentle.</p> <p><u>Identity Hula Gestures:</u></p> <p><u>Video Pauses:</u> :12 Reflect on Identity Representation creations from last class :50 Write down three features of identity :56 What is a gesture?</p>
<p>Group Work Time (TIME:15 minutes)</p>	<p>1.Group Project Guidelines Students will be given the guidelines for their group project. The instructions outline the checklist students will utilize as they work. (Slide 25). Students will be split into small groups based off</p>	<p><u>Teacher check:</u> For understanding through having a student repeat the directions</p>	<p><u>Assign group roles:</u> (NOTE WILL BE GROUPS FOR Lessons 2/3/4 so group responsibly) if students have trouble working in groups</p>	<p><u>Computer</u></p> <p><u>Checklist</u></p>	<p><u>PowerPoint</u></p> <p><u>Ms. Popino's Instruction Video</u></p> <p><u>Discussion Prompts</u></p> <p><u>Teacher Instructions:</u></p>

	<p>of the class size (preferably 3-4 students per group).</p> <p>2. Students will work together to create their group piece. As students work, they will be tasked to complete the Hula Choreography Worksheet and listen to instructions on Slide 26. Through this worksheet, students will have a structured task during their work time.</p>	<p>The teacher should check in on each group to ensure they are on the right path.</p> <p><u>Informal Assessment:</u> Teacher can collect Hula Choreography Worksheets to ensure each group has a solid foundation for their project.</p>	<p><u>Print checklist:</u> For each group or keep screen shared on checklist (Slide 27)</p>		<p>The teacher will first guide students through the discussion and split them into their groups either in person or in a breakout room.</p> <p><u>Planning Ahead:</u> Teacher should note how students are working together. In lesson 3, students will reflect on effective teamwork.</p> <p><u>Link for Hula Choreography Worksheet:</u> https://docs.google.com/document/d/1NQeF-vahXteyPF6KVcKwAP81E_O4yhW_2A8AvNTMxoc/edit?usp=sharing</p>
Feedback and Closing (TIME:15 minutes)	<p>1.Glow and Grow Students will learn glow and grow feedback (Slide 28). Two groups will work together to receive and provide feedback on their progress so far. Students will be guided through the Glow and Grow worksheet (Slide 29).</p> <p>2. Students will split into their feedback groups to receive and give feedback. The students should use the Glow and Grow Feedback Collection paper to organize and document their feedback.</p>	<p><u>Verbal Check:</u> Go over expectations for feedback</p> <p><u>Review:</u> feedback and give constructive criticisms</p> <p><u>Visual Check:</u> The teacher should float around the room/breakout rooms to ensure</p>	<p><u>Sentence Starters</u></p> <p><u>Groups:</u> Match groups based off of strengths/weaknesses</p> <p><u>Imagery in Breath</u></p>	<p><u>Computer Guidelines</u></p>	<p><u>PowerPoint</u></p> <p><u>Glow and Grow:</u> https://docs.google.com/document/d/1qsNxCYdLOPnmyE5ovoKnDfyxFaxO-nWMd2_CMNHItFI/edit?usp=sharing</p> <p><u>Instructions video:</u> Teacher will play the video of Ms. Popino and Ms. Stine discussing feedback guidelines.</p> <p><u>Ms. Stine's breath audio</u></p>

	<p>3.Closing and Breath</p> <p>Students will return to the main screen or all together to close out the class. Each group will share one piece of feedback they will use in class tomorrow. After, Ms. Stine will lead the class in a calming closing breath.</p>	<p>that students are working effectively.</p>			
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POSSIBLE EXTENSION ACTIVITIES:

Students can re-group and go over the feedback. Students can think of ways to incorporate the feedback for the next class.

OR

Continue coloring worksheet in teacher resources.

<https://www.scribblefun.com/lilo-and-stitch-coloring-pages/>