AIESEP Conference 2016: Pre-Session Lesson Plan

“Exploring the West Through Dance: An Episodic Lesson” (Stephanie Kirby & Tori Shiver)

Learners: 2-4th grade students
Where: Corbett Gym
Date/Time: Wed, June 8th 1:05-1:40pm (13:05-13:40)

Lesson: COTTON-EYED JOE Line Dance with Incorporation of Technology

Spectrum Teaching Styles: A, B, B/E, H

Wyoming Physical Education Standards, 2014 (Grades 3-5):

1. MOVEMENT: The physically literate individual demonstrates competency and applies knowledge of a variety of movement skills, movement patterns, concepts, principles, and strategies/tactics as they apply to the learning and performance of physical activities.

PE 5.1.1 Students combine locomotor and body control skills into movement patterns relating to rhythm and dance (psychomotor).
PE 5.1.2 Students demonstrate a combination of body control skills relating to performing a sequence of dance steps (psychomotor).
PE 5.1.6 Students explain critical elements of body control skills relating to performing a sequence of dance steps (cognitive).

3. PERSONAL & SOCIAL BEHAVIOR: The physically literate individual exhibits responsible personal and social behavior that respects self and others and recognizes the value of physical activity for challenge, self-expression, and/or social interaction.

PE 5.3.1 Students understand the purpose of and apply appropriate rules, procedures, and safe practices in physical activity setting (cognitive, affective).
PE 5.3.2 Students interact and communicate positively with others (affective).
PE 5.3.3 Students participate in and explain physical activities that promote self-challenge and enjoyment (psychomotor, cognitive).

Learner Objective(s)

a) TSW identify and demonstrate the skill cues associated with each movement/step in the Cotton-Eyed Joe (CEJ) line dance in order to perform and combine each step proficiently. (cognitive, psychomotor)

b) TSW demonstrate their ability to combine and perform each movement/step associated with the CEJ line dance to music, on-beat, with little teacher cues. (psychomotor)

c) TSW demonstrate their ability to work in small groups and partners by working collaboratively and productively to learn and/or create steps/movements associated with the CEJ line dance. (affective)

d) TSW demonstrate their ability to utilize technology (iPad/Laptop) productively in groups in order to learn each step/movement associated with the CEJ line dance. (affective, cognitive, psychomotor)

Equipment/Materials

a) 5-6 iPads/Laptops
b) Music and speaker
c) 20+ task sheets
d) 20+ handouts for audience members (full PDF copy on website)
**Important Information/safety Concerns**

a) Students will respect each other’s self-space when working in small groups and partners.

b) Students will be safe when moving in general space and dancing in self-space by keeping their head up and watching out for others and objects around the parameter of the gym.

c) Students will be respectful and responsible when handling/using the technology provided for the lesson (iPads, laptops, etc.).

<table>
<thead>
<tr>
<th>Time</th>
<th>Episode/Task Description</th>
<th>Organization</th>
<th>Teaching Style(s)</th>
<th>Objective &amp; Learning Domain</th>
</tr>
</thead>
</table>
| 1 min| • Welcome guests  
• Steph and Tori introductions & overview of objective of conference session (i.e., to demo an authentic 35 min lesson in regards to western line dance and highlight episodic teaching by using a variety of Spectrum teaching styles and episodes/tasks to meet social, cog, and motor objectives in PE) | • S and T in middle of gym, w/ microphones  
• Guests gathered around perimeter  
• Students sitting in front of S and T | N/A | Provide an intro to the session guests are attending                                                                                                                                                                     |
| 2-3 min| **Instant Activity/Warm Up:**  
• Copy teachers—move to beat of music by performing basic moves for cotton-eyed joe dance (prep for learning dance)—i.e., heel tap to beat, toe taps, tap shoe front/back, grapevine, etc.  
• This saves demo time later when students already recognize the movements/steps in the dance | • Students on tape facing teachers  
• Music playing in background | Command (A) | Provide students opportunity to warm up & prep for dance lesson  
Motor                                                                                                                                                           |
| 2 min| **Introduction:**  
• Students will learn & perform a version of CEJ western line dance to music (goal)  
• Provide outline of lesson  
• We will be emphasizing teaching styles A, B, B/E, H--these styles will help you reach our goal for today!  
• S and T demo CEJ dance to music (2 rotations with direction change move) | • Students seated in front of S and T listening | N/A | Provide background and reason(s) as to why students are here for the lesson                                                                                                                                              |
<table>
<thead>
<tr>
<th>Episode #1: Practice CEJ dance using technology</th>
<th>Episode #2: Students practice dance they learned from iPad groups as a class w/ teacher demo and cues</th>
</tr>
</thead>
<tbody>
<tr>
<td>- S and T record video of each part of the dance on device prior to lesson, slow and at regular tempo (no more than 30 sec video).</td>
<td>- With teacher demo, all parts are combined (1-4) no direction change yet</td>
</tr>
<tr>
<td>- S and T will record the directions for each part as well prior to lesson to max activity time.</td>
<td>- Students follow teacher cues</td>
</tr>
<tr>
<td>- Students watch video of part 1 of dance and refer to task sheets of steps, play video @ least 3x before practicing</td>
<td></td>
</tr>
<tr>
<td>- Students then individually practice what they watched 4x</td>
<td></td>
</tr>
<tr>
<td>- Students then watch video of part 2 of dance, practice individually</td>
<td></td>
</tr>
<tr>
<td>- Repeat until all 4 parts are watched and practiced 4x</td>
<td></td>
</tr>
<tr>
<td>- <strong>Students can watch videos as many times as they want, but will need to share equipment (i.e., not all students in group will understand on first play—dance steps will be written on task sheet as well for a second option)</strong></td>
<td></td>
</tr>
<tr>
<td>- Teachers should give them sufficient practice time, but with their warm up they should already have an idea of what the movements are</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Practice (B)</th>
<th>Command (A)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- 5 stations, 5 iPads/Laptops set out at each station/location —remind students of respecting property</td>
<td>- Students in SS scattered on 4 different lines facing teachers</td>
</tr>
<tr>
<td>- Task sheets of dance steps at each station</td>
<td>- 1 teacher facing class, 1 teacher facing wall</td>
</tr>
<tr>
<td>- Students in groups of 4</td>
<td></td>
</tr>
<tr>
<td>- Teachers walking around to each group helping wherever needed, giving individual FB</td>
<td></td>
</tr>
<tr>
<td>- Videos already recorded with each part of dance</td>
<td></td>
</tr>
</tbody>
</table>

**Teachers introduce Practice Style to class**

*Provide an opportunity for students to learn and reproduce/practice each step of the dance individually and at their own pace (while showing collaboration w/ group members). Students also have access to a teacher-led demo video of each part using modern-day technology as well as a task sheet with the dance steps, thus accommodating for different learning preferences.*

Motor, cognitive, social
<table>
<thead>
<tr>
<th>3 min</th>
<th><strong>Episode #3: Choose between 3 different varying-ability moves to do during direction change for CEJ (Working Individually)</strong></th>
<th><strong>Practice/Inclusion (B/E hybrid)</strong></th>
<th><strong>Motor, cognitive</strong></th>
</tr>
</thead>
</table>
|       | • Repeat entire dance together 2x consecutive, no music yet, slow then regular tempo  
• Repeat entire dance 2x consecutive w/ music, regular tempo | • Students seated in front of teachers  
• Teachers demo 3 options for students to choose individually  
• Students then practice in their own SS around the gym | **Teachers introduce Practice/Inclusion hybrid Style to class**  
Provide opportunity for students to individually choose a difficulty level of movement, and practice that move in SS and at their own pace. Also provides students opportunity to make their own decisions and express creativity within a reproduction teaching style. |
<p>|       | with music via teacher direction to work toward mastery of entire dance Motor | | |
|       | • Repeat entire dance 2x consecutive w/ music, regular tempo | | |
|       | <strong>Motor</strong> | | |
|       | <strong>Motor</strong> | | |</p>
<table>
<thead>
<tr>
<th>Duration</th>
<th>Episode #4: Students practice entire dance as a class with teacher cues and incorporation of chosen direction change movement</th>
</tr>
</thead>
</table>
| 2 min   | - With teacher demo, all parts are combined (1-4) and direction change movement  
|         | - Students follow teacher cues  
|         | - Repeat entire dance together 2x with direction change, with music regular tempo  
|         | - Have students show teachers on their own to music 2 rotations  
|         | **Students in SS scattered on 4 different lines facing teachers**  
|         | **1 teacher facing class, 1 teacher facing wall**  
|         | Command (A)  
|         | **Teachers introduce Command style again to class**  
|         | Provide opportunity for students to reproduce the whole dance on cue, with music via teacher direction to work toward mastery of entire dance with chosen movement incorporated from B/E style  
|         | Motor |
|         | **Teachers introduce Divergent Discovery Style to class**  
|         | Provide opportunity for students to express themselves through movement with limited boundaries, invite creativity, find multiple solutions/ideas that will accomplish same goal in performing the dance and direction change  
|         | Motor, cognitive, social |

<table>
<thead>
<tr>
<th>Duration</th>
<th>Episode #5: Make up your own move to change direction</th>
</tr>
</thead>
</table>
| 5 min   | - Teachers remind students of direction change  
|         | - In partners, create one move of 8 counts (must be different than previous move in B/E style)  
|         | - Must turn to the right, clockwise and last for 8 counts  
|         | - Examples: jump turn, march while turning, leaping in a circle, fitness movement of choice, etc.  
|         | **Teachers do not demo choices, as students will need to create their OWN movements and think of ideas**  
|         | - Then have students practice the entire dance (at least 2 rotations) with new move they created for direction change  
|         | **Students in SS with a partner (find partner in 5 seconds)**  
|         | **Teachers walking around to help with moves if needed**  
|         | Divergent Discovery (H)  
|         | **Teachers introduce Divergent Discovery Style to class**  
|         | Provide opportunity for students to express themselves through movement with limited boundaries, invite creativity, find multiple solutions/ideas that will accomplish same goal in performing the dance and direction change  
|         | Motor, cognitive, social |
| 2 min | Episode #6: Students perform entire dance to audience (w/ their chosen moves):
- Students choose between their chosen level movement or their created movement for direction change in dance
- Entire CEJ dance is performed for audience to music, w/ limited teacher cues, regular tempo
- Perform 2-3 full rotations of dance with chosen moves in between rotations | • Students scattered on tape facing same wall/direction | Final Performance
Provide opportunity for students as a class to perform the dance in its entirety to music, in-sync, and to an audience, including the moves they chose/created (main lesson objective) |

| 2 min | Closure of Lesson:
- Students will be praised regarding their efforts, creativity, and ability to work productively together/individually
- CFU—
  o What dance did you learn today?
  o What did you enjoy most about today?
  o Do you remember any of the teaching styles we used?
  o How did the style/styles help you learn the dance?
  o What was your favorite style?
- Dismiss students and collect iPads and task sheets | • Students gathered in front of teacher | N/A
Provide teacher FB to individuals and whole class; provide opportunity for students to communicate what they learned and what they enjoyed about the lesson and teaching styles |

|  | Motor | Cognitive |
Dance Steps Task Sheet for Cotton-Eyed Joe Line Dance

- Review of Left (L) and Right (R) foot & directions

**PART 1 (16 counts total)**
- (begin with R foot)
- Heel tap forward 2 times for 2 counts, toe tap backward 2 times for 2 counts, repeat 1 time for total of 8 counts
- Touch R heel in front of you with bent knee for 1 count
- Tap toe on floor to R side 1 count
- Touch R heel behind you with bent knee for 1 count
- Tap toe on floor to R side 1 count
- Repeat from “touch R heel in front of you with bent knee” for four counts

**PART 2 (8 counts total)**
- Grapevine turn R 4 counts, clap on 4th count
- Grapevine turn L (wave hand in air like cowboy) 4 counts

**PART 3 (16 counts total)**
- With L foot, heel tap forward 2 times for 2 counts, toe tap backward 2 times for 2 counts, repeat 1 time for total of 8 counts
- Touch L heel in front of you with bent knee for 1 count
- Tap toe on floor to L side 1 count
- Touch L heel behind you with bent knee for 1 count
- Tap toe on floor to L side 1 count
- Repeat from “touch L heel in front of you with bent knee” for four counts

**PART 4 (16 counts total)**
- Grapevine turn L 4 counts, clap on 4th count
- Grapevine turn R (wave hand in air like cowboy) 4 counts

Repeat entire dance (all four parts) facing new direction
Episodic Lesson Overview

<table>
<thead>
<tr>
<th>Greeting</th>
<th>Welcome and overview of pre-conference session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warm up (Style A)</td>
<td>Students follow teachers’ movements</td>
</tr>
<tr>
<td>Introduction</td>
<td>Description of lesson purpose</td>
</tr>
<tr>
<td>Episode 1: Style B</td>
<td>Practice style in groups with videos</td>
</tr>
<tr>
<td>Episode 2: Style A</td>
<td>Teacher-led whole group dance</td>
</tr>
<tr>
<td>Episode 3: Style B/E</td>
<td>Students practice dance with chosen difficulty level for direction change</td>
</tr>
<tr>
<td>Episode 4: Style A</td>
<td>Teacher-led whole group dance with various levels of direction change added</td>
</tr>
<tr>
<td>Episode 5: Style H</td>
<td>Students create their own move for direction change</td>
</tr>
<tr>
<td>Episode 6: Style A</td>
<td>Final group performance</td>
</tr>
<tr>
<td>Closure</td>
<td>Review with the students</td>
</tr>
</tbody>
</table>

Description of Spectrum Teaching Styles A, B, B/E, and H

**Style A**

About the Style: In Style A, or command style, the teacher makes all of the decisions throughout the episode. The teacher must introduce the style to the learners and explain who will make the decisions. There are a total of nine decisions to be made: location, order of tasks, starting time, pace and rhythm, stopping time, interval, initiating questions for clarification, attire and appearance, and posture. The teacher can demonstrate the task in person, by video, through pictures, etc. and then learners may perform. The learners perform as a synchronized group. Following performance, the teacher provides feedback regarding the task and the learner’s ability to follow the teacher’s decisions. The primary goal is to develop the psychomotor domain.

In the Lesson: This style was present during the instant activity of the lesson as the children warmed up. The teachers led the group through a series of dance moves while providing them with prompts and cues. It was also present in episode two and episode four as the group performed the dance all together following teacher-led prompts.

**Style B**

About the Style: In style B, or practice style, the teacher makes the decisions while planning the episode, the learner makes the decisions during implementation, and the teacher makes the decisions regarding feedback and assessment. The teacher will provide individual feedback to the students regarding their performance of the task and ability to make effective decisions. The primary goal is to develop the psychomotor domain.

In the Lesson: Style B was present during episode one and episode four. Following the demonstration of the dance sections on the laptop or iPad, the learners reproduced the movements in
their own space, at their own pace, making the majority of the decisions on their own. This lesson added the social domain when the children worked in groups.

**Style B/E**

**About the Style:** Elements of the practice style are present in this style combination. Style E, or inclusion style, is also present. Inclusion allows for all students to select their own level of difficulty when reproducing the demonstrated movements. The teacher makes the decisions during the planning process, the learner makes the decisions during implementation and, based on performance, the learner makes decisions regarding personal feedback and assessment. For the combination, students will first make a decision regarding the given difficulty levels (style E), adjust as they perform based upon their success, and ultimately practice individually and at their own pace (style B) while continuing to adjust their decision-making when necessary. In this combination style, the teacher provides feedback to the performer while they provide themselves feedback as well. The goal of this style is to develop the psychomotor domain (practice) as well as the cognitive domain (self-assessment).

**In the Lesson:** This style was present in episode three. Learners practiced the dance individually, similar to episode one, but the inclusion piece was added when they assessed and chose an appropriate difficulty level regarding the three direction change movement options.

**Style H**

**About the Style:** In style H, or divergent production, the teacher makes the decisions while planning, the learner makes the decisions during implementation, and the learner makes decisions during assessment with the teacher available to provide feedback regarding the learner’s ability to develop multiple ideas. The teacher provides a prompt or question that leads the learner to developing multiple responses. There is no demonstration provided as creativity and development are promoted. The goal of this style is to develop the psychomotor domain and the cognitive domain.

**In the Lesson:** This style was present in episode five. Learners were given the opportunity to create and add their own 8-count direction-change move to the dance. They were encouraged to be creative and thoughtful in this process. This lesson added the social domain when the children worked in partners.