



EVERYBODY HAS THEIR OWN GROOVE!

Grades K – 8

What's The Big Idea?

EveryBODY can dance! Dancing doesn't have to mean fancy steps and choreography. Through movement we express our personal style, celebrate, and connect with others.

EveryBODY has the ability to do this.

You can't get it wrong!

A. Lesson Overview

Curriculum Links

The Arts, Health, and Physical Education (Fundamental Movement Skills, Movement Competencies, and The Living Skills), Learning Skills, Character Education

Learning Objectives

Students will be able to:

- Think critically about what defines a dancer.
- Use various forms of communication to express themselves and their creativity.
- Practice fundamental movement skills, and build physical literacy and movement competency.
- Identify ways to adapt movements for people of different abilities.
- Discover how to make dancing an inclusive activity.
- Put into practice the understanding that ALL humans can enjoy moving to music, dancing for fun, and expressing themselves.

Teacher Prep

Before you facilitate this activity, make sure you've logged in and can access the **Moving EDGEducation** Resource Library Activity and Music:

1. Visit <http://www.getedgeucated.ca/courses/everybody-can-groove>.
2. Create an account.
3. View or download the pdf about how to facilitate the 3 moves using the Body, Brain, Being progression and/or use the video provided. You will also find a FREE music download on the **Moving EDGEducation** resource library.

Opening Motivator

Students discuss the assumptions they have about the type of people who are dancers, using a T-chart.

Main Activity

Students learn three movements and explore them in different creative ways by expressing their personal style and interacting with each other. Students then assess the inclusiveness of the activity for people with disabilities.

Conclusion

Students reflect on their answer to the opening motivator. Students have the option to create an additional move.

Materials

- Space to move around
- Internet access to show the video and find the **Moving EDGEducation** Activity in the Resource Library
- Music player or computer

Lesson Length

30-40 minutes



B. Lesson Plan

Opening Motivator

Make a T-Chart with students:

What makes someone a dancer?	What kind of people are not or cannot be dancers?	What kind of people are, or can be, dancers?

Note to teacher:

Although you know anybody can dance, you are trying to draw out misconceptions and stereotypes about the perceptions students have of dancers. Students may say things about dancers like, they're athletic, they like to move their bodies, they're strong, they're talented, etc. Acknowledge all answers at this point.

Main Activity

1. Show a video of traditional choreography.

Suggested Links:

<https://www.youtube.com/watch?v=20yOGNQOhqc>

<https://www.youtube.com/watch?v=9eb2Goz6o78>

Discussion Questions

- Could someone with a physical disability do that kind of dance?
- Could someone who is blind or has low vision do that kind of dance?
- Could someone who is Deaf or hard of hearing do that kind of dance?

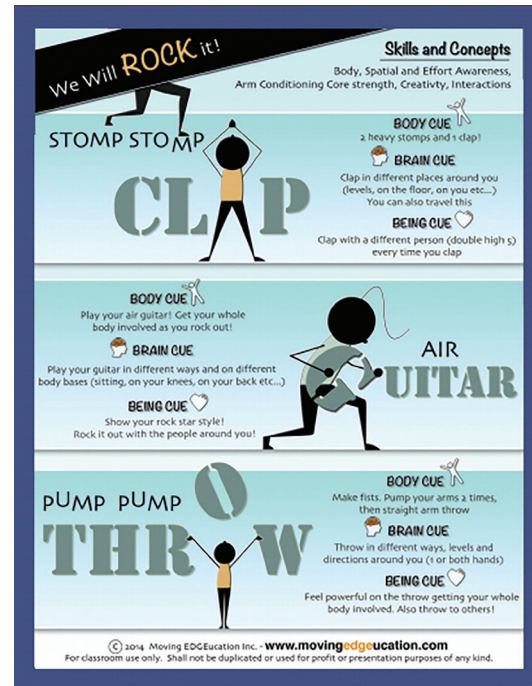
Note to teacher:

Student might observe that everybody looks the same or is doing the same steps in the same way, that there are lots of different complicated steps, that the dancers are in different formations, etc.

Ask students:

What if we thought about dancing in a different way?

2. Implement the *Moving EDGEducation* Activity!



Song: Use a FREE music download or find *We Will Rock You* by Queen on iTunes!

Moves:

- Stomp, Stomp, Clap
- Air Guitar
- Pump, Pump, Throw



3. After facilitating the three moves and having a great time grooving to the song, ask students: What was different about dancing in that way compared to learning dance steps or choreography?"

Note to teacher:

The answers to the above questions should be “yes”. Finding your own groove is an inclusive way for everyone to dance. However, if a student answers “no”, you will need to facilitate discussion. Each move can be adapted by:

- Using hands instead of feet;
- Using feet or parts of our bodies instead of hands for those with physical disabilities;
- Using modelling, pictures cards, or lights that blink to the beat of the music for students who are Deaf or hard of hearing; or
- Using very descriptive language while doing the moves for students who are blind or have low vision.

Students could be paired up to learn the moves until they understand the actions required.

Keep in mind that when we groove, we can’t get it wrong. It is important for everyone to be united in a similar action, but expressing it in their own unique way. Students are doing the move “right” if they are expressing the move differently than their peers.

Conclusion

Re-ask the questions from the opening motivator and see if any of the answers have changed now that everyone has danced in a more inclusive way.

Ask students:

What makes someone a dancer? Can everyBODY dance?

Note to teacher:

To get into a groove, or a flow, simply means to do what we enjoy. In this activity, everyone did the same movement, but in a different way. This shows that no matter what, all human beings are both similar and different at the same time.

Optional Extension Activities

Working in small groups, have students create a fourth move to go to the song in the activity. Students will teach this move to the class and demonstrate how they can adapt it to be inclusive for people of all abilities.

*This activity was inspired by Misty Tripoli and The Groove Method®. To learn more about **Moving Edgeeducation**, visit www.movingedgeeducation.com.*



To find out more about the Rick Hansen Foundation School Program or download our resources, visit **www.rickhansen.com/schools**, call **1.800.213.2131** or email **schools@rickhansen.com**.