










Lesson Plan Template

Grade: 6-8	Subject: Dance Dance Revolution-Group Fitness
Materials: DDR Game & Dance Mats	Technology Needed: Computer/Gaming System
Instructional Strategies: <ul style="list-style-type: none">  Direct instruction  Guided practice  Lecture  Technology integration 	Guided Practices and Concrete Application: <ul style="list-style-type: none"> <li style="width: 50%;"> Small group activity <li style="width: 50%;"> Hands-on <li style="width: 50%;"> Pairing/collaboration <li style="width: 50%;"> Technology integration <li style="width: 50%;"> Imitation/Repeat/Mimic
Standard(s) <ul style="list-style-type: none"> • Standard 1: <i>Demonstrates competency in a variety of motor skills and movement patterns.</i> • Standard 2: <i>Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</i> • Standard 4: <i>Exhibits responsible personal and social behavior that respects self and others.</i> • Standard 5: <i>Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</i> 	Differentiation <p>Below Proficiency:</p> <ul style="list-style-type: none"> • <i>Allow students to reduce the number of players on each pad until they are able to find success.</i> <p>Above Proficiency:</p> <ul style="list-style-type: none"> • <i>Have two students in a group close their eyes or turn away from the screen while their peers verbalize when they need to step. Have students use their hands and probe them to clap in between each “touch” on the pad.</i> <p>Approaching/Emerging Proficiency:</p> <ul style="list-style-type: none"> • <i>Continue with the same rules but slow down the pace of the dance and as they get comfortable slowly increase the speed.</i>
Objective(s) <ul style="list-style-type: none"> • <i>TLW demonstrate their ability to learn and perform multiple forms of dance and step count/speed.</i> • <i>TLW work cooperatively in a small group to achieve upper body and lower body physical fitness benefits.</i> • <i>TLW coordinate “steps” with different group members.</i> • <i>TLW explore practice multiple techniques in order to improve and achieve a higher level of success.</i> <p>Bloom’s Taxonomy Cognitive Level:</p> <ul style="list-style-type: none"> • Cognitive: <i>How technology is affecting Physical Education in both positive and negative ways. Students will also know how to work different video game stations in an affective manner.</i> • Psychomotor: <i>Students will use the game Dance Dance Revolution for cardiovascular activity.</i> • Affective: <i>Students will improve their cardiovascular system, coordination, reaction time, agility, and balance.</i> 	<p>Modalities/Learning Preferences:</p> <ul style="list-style-type: none"> • <i>Modifications will be made for various skill levels and abilities so that no student will feel left out and inferior to others who may be more advanced in the dance level and speed.</i>

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<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <ul style="list-style-type: none"> • Lesson Focus: <i>Teach students how to incorporate technology into physical activity for fitness.</i> • Organizing: <i>Gather and teach students how the game works and establish the rules and consequences of not following them.</i> • Task: <i>After division of teams, students will disperse to positions and begin playing the game as I go around and assess students through participation, attitude, ability to follow directions/steps.</i> • Wrap-Up: <i>Have an encouraging attitude and give positive and negative feedback to the class as a whole about how their progress was. Cover the new vocabulary words that were given throughout today's lesson.</i> 	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</p> <p><u>EVERYDAY RULES:</u></p> <ul style="list-style-type: none"> ✓ <i>All students dress for class unless previously pre-excused for specific reason</i> ✓ <i>Every student starts class with 5 participation points and will only lose points if they break one of the "golden rules" posted on the gym wall.</i> ✓ <i>Whenever music stops, everyone freezes and waits for further instruction</i> ✓ RESPECT: <i>Yourself, Others, Equipment</i> ✓ Participation: <i>For the ENTIRE activity</i> ✓ <i>Win without gloating-lose without blaming</i> ✓ <i>Attempt new things and always try your best, and learn from you mistakes</i>
Minutes	Procedures
0	Set-up/Prep: <i>I will have already set up the projectors and gaming systems/mats prior to the beginning of class so that we could transition quickly and efficiently from our opening activity into the lesson.</i>
10	<p>Engage: (opening activity/ anticipatory Set - access prior learning / stimulate interest /generate questions, etc.)</p> <ul style="list-style-type: none"> - <i>Class time will begin when the students have entered the classroom and gone to the White Board to see what their partner warm-up activity is for the day. They are responsible for completing the warmup activity and recording their results to me.</i> <p><u>Post Warmup:</u></p> <ul style="list-style-type: none"> - <i>Students will be gathered in a circle seated in the middle of the gym where I will break down what we are going to be doing today.</i> • <i>Today they will be learning how to work together a group activity that will test both their fitness levels and their teamwork skills using Dance, Dance, Revolution. They will have to coordinate their movements with their partners in order to successfully play the game. There will be four people to each pad and their group will experiment with different techniques and use of body parts to figure out which strategies will be the most effective.</i>
30	<p>Explain: (concepts, procedures, vocabulary, etc.) This will immediately follow our brief intro on today's lesson and I will cover in depth the procedures and concepts of how we will carry out the lesson and when and where they will be needing to move during this time.</p> <p>Game Breakdown:</p> <ul style="list-style-type: none"> • <i>Begin with DDR on the beginner mode (this can be altered and will be decided based upon the skill level of the students).</i> • <i>Each DDR pad has four main squares that are used during the game. Square 1 is the up arrow, square 2 is the right arrow, square 3 is the left arrow and square 4 is the down arrow.</i> • <i>Students will be in groups of 2-4 to a pad. Each student will have a square they are responsible for during the game.</i> • <i>After each song the groups on the live game pads will record their score and move to the practice pads.</i> • <i>At this time eight more students will move to the live game pads.</i>
0 Linked with above time slot	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> • <i>Students are encouraged to experiment and try different methods, for example: switch hands, switch feet, switch sides, switch squares, etc. in order for them to figure out on their own which technique they think as a group is the most effective.</i> • <i>I will incorporate a form of guided discovery where I will probe students to help them try an learn alternative dance techniques throughout the lesson.</i> • <i>I will move from mat to mat asking students various questions about the difference dance styles as well as, address any questions or struggles they are having and assess accordingly.</i>

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Review (wrap up and transition to next activity):

- We will review concepts of teamwork and cooperation.
- Discuss how the students were able to benefit on both an upper and lower body fitness level.
- Ask a variety of comprehension questions, for example:
 - Which body part did they prefer to use and why?
 - Was there a specific technique or approach that appeared to work the best?
 - Was there good communication in their group? And if so what was the most effective?

Formative Assessment: (linked to objectives)

Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.

- I will have students that are not currently on the mats, standing in the space behind and following the beat and practicing their own steps. This way it allows for more practice and no one will be standing still.
- I will go from group to group and have each student show me a certain step count and then I will critique and give helpful tips for improvement.
- At this time, they will also have the opportunity to ask about any questions or problems they are having with timing, step count, balance, etc.

Consideration for Back-up Plan:

- If we were to experience technical difficulties with the gaming systems I would resort to a class "game day" and we would have a vote on what activity/game they would like to play. This would then be replaced with DDR on the day that the "game day" was supposed to take place.

Summative Assessment (linked back to objectives)

End of lesson:

- I will give both positive and negative feedback about the progress that I saw throughout the class.
- Discuss the new vocabulary words that were introduced in today's lesson and quiz them on how they relate to various aspects of the game and it's tie to fitness.
- As students are exiting the gym I will give them a handout with a checklist on it that they will be responsible for filling out honestly and bringing it back to our next class period.
- The checklist will have various yes or no questions involving various aspects of the lesson: Was it fun? Do they want to do it again? What surprised them? What can they do to improve?, etc.

If applicable- overall unit, chapter, concept, etc.:

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

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