

Living Kinected Lesson Plan

(Based on “Where Are You From?” by Yamile Saied Méndez)

Grade: 1st

Mental and Emotional Health

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Dance Standard: Standard 1.D.CR.2: Explore movement inspired by a variety of stimuli.	Physical Education Standard: Standard 1.1.4 Demonstrate twisting, curling, bending, and stretching action.
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Behavioral Objective: In a 30 - minutes class 1st grade students will learn to move in different body shapes, energy, and modes through space by responding to a story book’s character’s conversation with a grandfather. By the end of class, they will be able to create movement in different shapes, speed, and levels.

Materials:

- Book “Where Are You From”
- Music
- Powerpoint

Class Rules:

1. Be Respectful of yourself and others.
2. Be safe and aware of objects and people moving around you.
3. Try your best! I want to see you trying your hardest.

Where are you from?

Experience / Identify

Questions: Raise your hand angular shape if you've ever moved before, raise your hand in a twisted shape if you know someone who has moved, raise your both hands if you've ever changed classes

Show me how you feel when you have to move or when things change? What does it make you do?

Nervous: Shaking and vibrating

Excited: Explosive and big

Try both

Some of you have moved to a place really close by (make a tiny shape!), Some have moved really far away (stretch as far as you can)

Explore / Investigate: "Where Am I From"

(First few pages will be read)

Pampas:

If you were in the pampas, how would you take up and enjoy all of the space?

But we are not going to just run or walk because that is boring. What are some ways we can move through space? Call on a few people.

Example: Run

- Would you run in straight lines? Or would you run in curved pathways?
- How fast can you go while running in curved pathways? How slow can you go while running in straight linear pathways?

Song: Spanish Dinner Party

Gaicho:

Has anyone been in water before? How do you think different bodies of water move?

- How does a small stream or river move? Answers: Sliding, gliding, rolling.
- Now let us slide like a river would! How can our arms be smooth like the river? How can our heads move slowly like a small stream would?
- How does a great waterfall or ocean move to shore? Answers: Running, galloping, colliding
- Now let us run in the way a great waterfall would move! How can our feet be strong like a great waterfall? How can our arms and shoulders move quickly like the ocean?

Song: Just Around the Riverbend (Instrumental)

Mountains:

Now let us embody how a mountain would feel! It is tall and high but also strong and still. What are some ways we can be tall like the mountains? Answers: Jumps, float, high levels

(**ACTIVITY:** Hit the drum and have them freeze in a high level and then they sink slowly to the ground)

Now let us jump and float at high levels, but when I hit the drum, we will melt down like we are carrying the weight of the mountain.

- How can we jump quickly? How slow can we jump? What other parts of the body can we include when jumping?
- How can we melt to the ground in different ways every time? Which parts of our body do we want to touch the ground first? Now choose a different part of the body that touches the ground first.

For *DRUMS*: Slower and light sounds, speeds up and gets louder to prepare for the freeze, big hit = freeze in high shape

Song: Touch the Sky - Brave

Create / Perform:

Ancestors: **SHAPE MUSEUM** - Everyone has their own unique history, pick an interesting shape (angular, curved, twisted, narrow, wide), and then students will move around and observe the interesting shapes that they see. (Half of the class dance/watch)

- As you move in your shape, find different ways you can make that type of shape? What other parts of the body can be included to make a twisted shape? How high can you go while maintaining a twisted shape? Does a twisted shape have to move slowly?
- As you watch, notice what shapes your friends are making? Why do you think they like those shapes? Notice what their shape is like. Are they high, low, or medium? Pause. Are they showing us how big the space is or all how little the space is? Does their shape seem heavy and strong? Or is it light, airy and delicate?

Song: Stars and Butterflies, Pride and Prejudice

Connect / Analyze:

Discussion: *Shapes represent that each of us are unique and different, but because we're all different we can create new and exciting things that we couldn't do on our own.*

How did it feel to take your own shape and see other shapes others were making? Share with your teacher.

Were you surprised to see so many different shapes? Nod your heads slow if yes. Shake your heads quickly if not.

Was it hard to change your shape? Why was it easy or hard for you to change your shape? Turn to the person next to you and share with them how it felt to change shapes.

Conclusion:

We hope that through this lesson, you have gained a greater understanding and appreciation for all people and cultures. It is difficult sometimes to have to change and move to new places. So, we can all be a little better and more understanding the next time we have someone new in class or a new neighbor move into our street. Thank you so much for participating! You were wonderful!