

# Life Lessons Through

## FLASH MOB

April 1<sup>st</sup>, 2014

SHAPE America (AAHPERD) Conference, St. Louis, MO



### Life Lessons Taught By Viewing and Participating in a Flash Mob Dance:



*Alignment with new NASPE Standards and Dance Standards*

- **NASPE: Standard 1:** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.
- **Dance Standard:**
  - Identifying and demonstrating movement elements and skills in performing dance

**Flash Mob:** Allow for movement patterns in a creative way. Provides a freedom to express oneself

- **NASPE: Standard 2:** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
- **Dance Standard**
  - Applying and demonstrating critical and creating thinking skills
- **NASPE Standard 3:** The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- **Dance:** Making connections between dance and healthful living

**Flash Mob:** Practicing the dance can increase cardiovascular endurance and flexibility

- **NASPE Standard 3:** The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- **Dance:**
  - Making connections between dance and healthful living

**Flash Mob:** Modeling the dance steps ahead of time creates a visual cue

- **NASPE Standard 4:** The physically literate individual exhibits responsible personal and social behavior that respects self and others.
- **Dance:**
  - Understanding dance as a way to create and communicate meaning

**Flash Mob:** Working together as a team so that everybody is in sync creates communication and social skills

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- **NASPE Standard 5:** The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.
- **Dance:**
  - Demonstrating and understanding dance in various cultures and historical periods
  - Making connections between dance and other disciplines

**Flash Mob:** Large amounts of people can be involved in a flash mobs and it can also be done public place so it can build community

- Leverage the group (maybe the group stands for something)



## **Flash Mob Dance** (Taught in Health and Physical Education Class)

Song: "Smokin in the Boy's Room" by Motley Crue

Objective: Bring awareness about the affect of smoking: Tobacco kills 1200 people a day. Tabacoo Kills Truth PSA video:

[http://www.youtube.com/watch?v=Y\\_56BQmY\\_e8](http://www.youtube.com/watch?v=Y_56BQmY_e8)

### **Health: Tobacco Unit**

- Students learn about the effect of tobacco on their system
- The video is watched in class to understand how groups are trying to bring awareness

### **Physical Education Class: Dance Unit**

#### **Flash mob dance**

- Box Clap-Complete 3x's
  - 2 cts right clap above your shoulder by your right ear
  - 2 cts. Left clap above your shoulder by your left ear
  - 2 cts right clap on the right side of your knees
  - 2 cts left clap on the left side of your knees
- 1 X- Box Clap
  - 2 cts. right clap above your shoulder by your right ear
  - 2 cts. Left clap above your shoulder by your left ear
  - On the last 4 counts extend your left arm waist height and pump your right arm (like your punching the ground) towards the arm extended
- Air guitar- 4x's
  - 1 arm extended, other arm pretends to play the guitar.
- Guitar Circles- 2x
  - 4 cts- each circle- hand playing the guitar makes large circles
- Squat into a lunge- 4x's
  - 2 cts. Squat down both legs
  - 2 cts. Lunge right
  - 2 cts. Squat down both legs
  - 2 cts. Lunge left

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- One person starts at one of the sides where the dance is happening and pretends to smoke a cigarette while wearing a sign that says 1200 people die a day
- As the person smoking walks past the people dancing they fall to the ground like they died due to smoke inhalation.

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