



# ***The Social Side of P.E.!***

## **Respectful Rhythms 'Round the Globe**

**Presented by Dr. Wendy Guess  
with Special Guest presenter:  
Claudia Munguia from Mexico**

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### **Session Description:**

When does 1 + 2 equal 4? When you put Respectful Rhythm dances in the National Standards. Physically literate individuals who learn movement patterns (#1) applied in a variety of concepts and strategies (#2) exhibit social/respectful behavior (#4). Join Dance Educator of the Year (2007) for a social and cultural dance unit called Respectful Rhythms. You will leave with tools to implement a successful dance unit aligned with National Standards.

### **Learning Objective/Outcome:**

1. Participants will learn 10 basic movement patterns that create most cultural dances
2. Participants will combine the patterns into cultural dances using a format that allows them to connect to movement patterns, respectful behaviors, and physical activity from the National Standards
3. Participants will learn the teaching strategies of the various dances that highlight the expected social behaviors in a fun, positive and active manner
4. Participants will be discover the presenter's 25+ years of dance teaching tips and templates to ensure successful implementation
5. Participants will leave with a template for a Respectful Rhythms Unit that will increase positive social behaviors and decrease bullying type behaviors.

### ***A Dance Unit for all***

Rhythmic activities and dance has been a challenging unit for many Physical Educators. This material will allow you to facilitate an effective, useful introduction to rhythm using locomotor language that you are familiar with. The activities are designed with the 21<sup>st</sup> Century physical educator in mind: you facilitate and mentor the natural curiosity of your students using discovery learning techniques. The following pages will prepare you to present the best dance unit EVER!!!

## ***#1 Learn Movement Patterns***

### Activity One: Discovery Stations –

Using the Respectful Rhythm cards (handouts), divide students into small groups with an icebreaker activity. Invite each group to find a station where you have placed one set of the movement cards. Invite students to review the cards and “discover” each movement on their own. After a few minutes (or when you see they have completed the steps) invite them to move to the next station, and repeat until they have gone through all 4 stations.

### Activity Two: Confirmation Corners

This activity will help you and your students practice and “confirm” that understanding of each step has been acquired. Using a projector or chart, and music, of course, review each card as a collective group. Then, mix up the movements and call out movements or show the card while students demonstrate the movements. This will feel like an impromptu fitness routine as well as build efficacy for their upcoming choreography activity.

## ***#2 Variety of Concepts and Strategies***

### Activity Three: Application Stations

**Invite students to form groups using icebreaker activities. Introduce them to the activities below, or add some that you make up as well.**

***Current Combos:*** Using the Combination Cards, invite student to form groups with icebreaker activities. Steps combine together to form dance sequences.

***Get Rhythmic.*** Combine a random set of Movement Cards to form a sequence (8 beats per card) Repeat the sequence using a variety of musical styles to change the feel

***Get Cultural:*** Invite students to view traditional dances from around the world ([YouTube.com/ChoreographYourLife](https://www.youtube.com/ChoreographYourLife)) and translate the dances using the movement cards.

***Get Transformative.*** Invite students to form groups and discover how the steps in the movement cards can be used with other activities (transfer to sports, etc.)

#### **#4 Social/Respectful Behavior (Etiquette/Sportsmanship, etc. on & off the floor)**

##### **Activity Four: Choreography Creators**

**Get Choreographic.** Invite students to form groups. Using the movement cards, create a sequence and prepare to share with the class. This develops performance confidence and provides students to opportunities to practice socially respectful behavior. Invite each group to share their "choreography" while inviting the rest of class (audience) to practice their best audience behavior.....what does that look like? It looks like: Respectful attention, sharing the joy of movement, clapping to show respect. Performers have a clear beginning and clear ending (bow), politely wait for feedback and then carefully return to their places to watch the next performance.

##### ***Dance Styles – for your reference and student discovery opportunities***

*Ballroom* – Foxtrot, Waltz, Tango

*Latin* – Mambo, Cha-Cha, Rumba

*Caribbean* – Salsa, Bachata, Calypso

*Country* – Two Step, Polka, Double Two

*Line Dance* – Hustle, Electric Slide, Cha Cha Slide

*Square Dance* – Square, English, Round

*Group* – Hip Hop, Capoeira, Circle Dance

*Performance* – Ballet, Jazz, Contemporary

*Traditional* – Hula, Polka, Quadrille, Maypole

##### ***Teaching Tips***

1. Music selections – [www.DrWendyGuess.com/SHAPE15](http://www.DrWendyGuess.com/SHAPE15)
2. Storytelling approach to teaching/learning movement
3. Visual library of dance forms –  
[www.youtube.com/user/choreographyourlife/playlists](http://www.youtube.com/user/choreographyourlife/playlists)
4. Movement Cuing –
  - Cuing – prepare for action 5,6,7,8 or ready/begin. Prepare before the move
  - Find the Beat – bass, main drum, Clave
  - Look for Patterns – 4 beat or 3 beat, 2 beat
  - Repeat patterns/sequence or freestyle (2, 4, 8, 16, 32, 64 counts) (Waltz – 3,6,12)

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