TOOLS FOR ORGANIZING A DANCE MARATHON
KHC EXCLUSIVE MODULE
TOOLS FOR ORGANIZING A
DANCE MARATHON

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The goal of this module is to provide you with the tools needed to create a Dance Marathon experience within your Kids Heart Challenge program. Dance is a heart-healthy physical activity that provides opportunity for self-expression, positive social interaction, and meaningful movement experience.

The materials in this module were created by the team at OPEN with a focus on helping both physical education and classroom teachers easily implement fun and beneficial dance activities. Core social and emotional learning competencies have been infused throughout the activities and resources to align with the messages of the Heart Hero characters that bring energy and excitement to your Kids Heart Challenge program.

For more OPEN resources to help you plan and run a fun and meaningful Kids Heart Challenge event please visit: www.OPENPhysEd.org/best-practices/khc

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USE BRAIN BOOSTS BEFORE YOUR KHC EVENT

Just Dance Brain Boosts are meant to be implemented in the weeks and days before your culminating Kids Heart Challenge event. Introduce Just Dance to your students using the YouTube Playlist provided in this module (LINK HERE).

Each day set aside 2 minutes to discuss the importance of raising awareness and funds to help prevent and fight heart disease. Then, use the next 3 minutes to run a Just Dance Brain Boost. 5 minutes is all it takes to get kids excited to be a part of the KHC mission and to provide your entire class with the health and learning benefits associated with classroom brain boosts.

For more brain boost ideas visit: www.OPENPhysEd.org/ActiveSchools/ActiveClassrooms

USE DANCE MARATHON RESOURCES THE DAY OF YOUR KHC EVENT

There are 3 activities designed to help you run a successful Kids Heart Challenge Dance Marathon in your classroom or gym. This event is designed to run between 30 and 60 minutes with social and emotional learning discussions in between each activity.

START with 4-Corner Boogie (5 minutes)
This fun and simple activity gets students moving quickly and introduces the power of personal behavior as the foundation of personal and social responsibility.

CONTINUE with a Just Dance Marathon Session (Adjust time to fit your schedule)
Cue up our Just Dance Marathon Playlist on YouTube and start dancing! There’s more than 60 minutes of dances to power your marathon. Start and stop the playlist at any time to fit your schedule and the needs of your students. Discuss the importance of social engagement and the impact that a focused group of students can have on the heart health of the entire nation.

FINISH with Dance with Words (10 minutes)
Wrap up your Dance Marathon with a cooperative and fun activity that provides an opportunity for self-expression and teamwork. Discuss the components of teamwork such as sharing ideas, appreciating others, and celebrating the social benefits of being physically activity with friends and family.

IMPORANT NOTE: Dance Marathon resources can be combined with other activities (basketball, warrior fitness challenges, obstacle courses, etc.) to create station-based KHC events. Create a Just Dance station in one area of your activity space and start the playlist.
<table>
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</table>

Teacher Notes:
For more dance resources visit the following module pages from OPEN:

Primary Dance (Grades K-2)
www.OPENPhysEd.org/curriculum_resources/physical_education_modules/dance-k2

Intermediate Dance (Grades 3-5)
www.OPENPhysEd.org/curriculum_resources/dance-35

A Public Service of
**Equipment:**
- Music and music player
- Drum or whistle
- 4 cones
- 4-Corner Boogie Captain Cards

**Set-Up:**
1. Create 4 quadrants in the activity area, with a cone and Captain Card in the center of each quadrant.
2. Create 4 equal groups of students, 1 group per cone.
3. Designate 1 student per group to be the Boogie Captain.

**Activity Procedures:**
1. Today we’ll keep our heart healthy and strong with an activity called 4-Corner Boogie! The object is for you to follow the aerobic movements of each cone’s Boogie Captain. When you hear the drum or whistle, everyone except the Boogie Captains will rotate clockwise.
2. Boogie Captains, you are responsible for creating a safe and high-energy movement (or sequence) with the goal of increasing everyone’s heart rates while they are active at your cone.
3. Once groups rotate all the way around the activity area and make it back to their original cones, the Boogie Captain will select a new captain for the next round.
4. TEACHER NOTES: ✓ Boogie Captains may need specific dance moves to get them started. Provide assistance as needed.

**Academic Language Focus:**
- **Personal Behavior (noun):** How a person acts in any given moment in time.
- Discuss the importance of personal behavior choices and those behaviors’ impact on students’ personal health and the well-being of their friends and family members.

**STANDARDS & OUTCOMES Addressed**

**Responsible Decision-Making (CASEL’s Core SEL Competencies)**
Personal behavior may be the most important indicator of positive social and emotional behavior. This very broad concept has very specific consequences to individuals and families. Reinforce the importance of personal behavior in the context of physical activity and heart-healthy lifestyle choices.

**Depth of Knowledge (DOK) Tiered Question Sets:**
- **DOK 1:** What does personal behavior mean?
- **DOK 2:** How do your personal behaviors affect your health? How do your personal behaviors affect your friends and family members?
- **DOK 3:** How is responsible decision-making related to personal behaviors? Can you give specific examples of responsible heart-healthy decisions that have affected your personal behaviors?
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ACTIVITY SET-UP & PROCEDURE

Equipment:
- Music player
- “Gonna Make you Sweat” by C+C Music Factory (available via iTunes or YouTube) or any song with a strong, steady beat
- Dance with Words Cards

Set-Up:
1. Divide students into groups of 4–5.
2. Scatter groups throughout the classroom/activity area with enough space to dance safely.

Activity Procedures:
1. It’s time for Dance with Words! We are going to work in small groups to combine 8-count movements to create a dance.
2. Each student will be handed a dance movement card and will be responsible for using it to create their own 8-count dance move. (Teachers, introduce the music and count the 8-count out loud to help each group understand the beat.)
3. Give students time to work on sequencing all of the movements together and connecting the dance moves to music.
4. Next, student groups will present their creation to the rest of the class. See if the rest of the class can pick out the words that the group used to create their dance sequence.
5. TEACHER NOTES:
   ✓ For added fun and challenge, have 2 groups combine their routines to create an extended routine to perform for the class.

Academic Language Focus:
- Teamwork (noun): The combined action and effort of a group of people working toward a goal or purpose.
- Focus student interaction on sharing ideas, appreciating and respecting their classmates, and celebrating the social benefits of being physically active together.

STANDARDS & OUTCOMES ADDRESSED

Relationship Skills (CASEL’s Core SEL Competencies)
Activities that focus on teamwork provide important chances for students to practice clear communication, which includes listening. Dance with Words provides a rich social engagement opportunity with a focus on fun and physical activity.

DEBRIEF QUESTIONS

Depth of Knowledge (DOK) Tiered Question Sets:
- DOK 1: How can you recognize good teamwork?
- DOK 2: How would you compare and/or contrast teams that display good teamwork with those that do not display teamwork?
- DOK 3: How is clear communication related to teamwork?
ACTIVITY SET-UP & PROCEDURE

Equipment:
- OPEN’s Just Dance KHC Playlist (Link Here)
- SMART Board® or another web-enabled projector and screen with an attached sound system

Set-Up:
1. Click the link above to cue the OPEN’s Just Dance KHC Playlist.
2. Students stand up next to their desk and push their chairs in.
3. Click play when students are ready to move

Activity Procedures:
1. It’s time for a Just Dance Brain Boost! Let’s stand in space where we can dance like nobody’s watching!
2. Each student gets up and pushes in their chair to make sure the space is safe for movement. Students may stand next to their desks, behind their chairs, or in a designated dance area.
3. TEACHER NOTES:
   ✓ Remember, you can use any of the songs on the playlist. Mix it up based on your students’ interest as well as the season.
   ✓ Prompt students to move safely and with consideration for others. Take a few moments to remind students that Dance Marathon activities are meant to be fun and active.

Academic Language Focus:
- Culture (noun): The behaviors, customs, arts, and beliefs that are characteristic of a particular social, ethnic, or age group.
- Discuss and reinforce that different dances come from different cultures. Dance is one of the many things that makes different cultures similar and different.

Social Awareness (CASEL’s Core SEL Competencies)
Many of today’s students are familiar and comfortable using dance-based video games and YouTube videos for fun and entertainment. However, they may not recognize that tools like this are resources that can support a physically active lifestyle for themselves and their families. Just Dance Brain Boosts and Marathon sessions can help student utilize and share resources with their family and friends.

Depth of Knowledge (DOK) Tiered Question Sets:
- DOK 1 What is a resource?
- DOK 2 What do you know about resources that can help your family stay physically active?
- DOK 3 What do you think about using Just Dance videos and games as a resource for staying physically active? Can you support your thoughts with examples?
ACTIVITY SET-UP & PROCEDURE

Equipment:
- OPEN’s Just Dance KHC Playlist (Link Here)
- SMART Board® or another web-enabled projector and screen with an attached sound system

Set-Up:
1. Click the link above to cue OPEN’s Just Dance KHC Playlist.
2. Students stand up next to their desk and push their chairs in.
3. Click play when students are ready to move.

Activity Procedures:
1. It’s time for a Just Dance Marathon! Let’s stand in space where we can dance like nobody’s watching!
2. Each student gets up and pushes in their chair to make sure the space is safe for movement. Students may stand next to their desks, behind their chairs, or in a designated dance area.
3. TEACHER NOTES:
   - The playlist is about an hour long and can be played in sequence or in a random order.
   - There is about a minute of rest between each dance so that students can regroup and catch their breath.
   - Prompt students to move safely and with consideration for others. Take a few moments to remind students that Dance Marathon activities are meant to be fun and active.

Academic Language Focus:
- **Social Engagement (noun)**: How a person participates in a social group setting.
- Discuss and reinforce how participating in the Dance Marathon is a way to show that you value healthy habits for your health (Echo) and advocate for others to engage in healthy habits (Finn).

Relationship Skills (CASEL’s Core SEL Competencies)
Kids Heart Challenge events are a powerful way for students to demonstrate teamwork, practice communication and advocacy skills, and build rewarding relationships with their classmates, teachers, and school community members. Emphasize the importance of helping others and how helping can enrich our experiences and relationships.

Depth of Knowledge (DOK) Tiered Question Sets:
- **DOK 1**: What does social engagement mean?
- **DOK 2**: How does social engagement affect your community (class, school, town)?
- **DOK 3**: What would happen if everyone in our community participated in the Kids Heart Challenge? Give examples of how this would help our local community as well as our national community.
PERSONAL BEHAVIOR
(noun)

How a person acts in any given moment in time.

Jenna’s personal behavior demonstrates her willingness to help other people and improve her school community.
RESOURCE
(noun)
A stock or supply of money, materials, personnel, and other assets that can be drawn on and used by a person or organization in order to function effectively.

The talents of all students are resources that can be used to make improvements in our school and in our community.
SOCIAL ENGAGEMENT
(noun)

How a person participates in a social group setting.

The class made an effort to focus on positive social engagement because they wanted to create an environment that was fun and safe for learning.
TEAMWORK
(noun)

The combined action and effort of a group of people working toward a goal or purpose.

The class displayed amazing teamwork as they demonstrated the effort needed to reach their Kids Heart Challenge fund raising goal.
DANCE MARATHON
(noun)
A social event which increases awareness of a specific cause while providing the physical and social benefits of dance.

During this year’s Dance Marathon our class learned about keeping our hearts active while raising money for life-saving heart research.
KIDS HEART CHALLENGE
(noun)

A fun and exciting event where students learn about their heart while helping others and raising money for the American Heart Association.

The class looked forward to the Dance Marathon as a part of the Kids Heart Challenge. It was fun, helped others, and let them exercise during the school day.
<table>
<thead>
<tr>
<th>Captain</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Captain 1</td>
<td>Increase Your Heart Rate</td>
</tr>
<tr>
<td>Captain 2</td>
<td>Make Your Dance Jump</td>
</tr>
<tr>
<td>Captain 3</td>
<td>Dance with Legs Only (-: no arm movements:-)</td>
</tr>
<tr>
<td>Captain 4</td>
<td>Dance in Slow Motion</td>
</tr>
</tbody>
</table>

**Captain** (noun): The leader of a team. This leader typically sets an example through personal conduct, communication style, and commitment.
<table>
<thead>
<tr>
<th>Hand On Your Waist</th>
<th>Catch the Butterfly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Swim Forward</td>
<td>Zip Your Jacket</td>
</tr>
<tr>
<td>Shoot the Stars</td>
<td>Hands On Your Heat</td>
</tr>
<tr>
<td>Clap Hands Way Down Low</td>
<td>Swim Backward</td>
</tr>
<tr>
<td>March Loud &amp; Proud</td>
<td>Tiny Jumps</td>
</tr>
<tr>
<td>-------------------</td>
<td>------------</td>
</tr>
<tr>
<td>Splash the Water</td>
<td>Mow the Lawn</td>
</tr>
<tr>
<td>Paint the Walls</td>
<td>You’re a Sprinkler</td>
</tr>
<tr>
<td>Pass the Cookie</td>
<td>Shake the Salt</td>
</tr>
<tr>
<td>Taffy Pull</td>
<td>Pick the Flowers</td>
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<tr>
<td>------------------</td>
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</tr>
<tr>
<td>Sweep the Floor</td>
<td>Kick the Ball</td>
</tr>
<tr>
<td>Shake the Cheese</td>
<td>Belly Laugh</td>
</tr>
<tr>
<td>Put On Your Socks</td>
<td>Shop for Groceries</td>
</tr>
<tr>
<td>Dance in the Mud</td>
<td>Surf the Wave</td>
</tr>
<tr>
<td>--------------------------</td>
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</tr>
<tr>
<td>Diagonal Reach</td>
<td>Dribble the Basketball</td>
</tr>
<tr>
<td>Throw the Baseball</td>
<td>Fill the Cup</td>
</tr>
<tr>
<td>You’re a Firework</td>
<td>Cut the Grass</td>
</tr>
<tr>
<td>Hide and Seek</td>
<td>Stuck in the Mud</td>
</tr>
<tr>
<td>---------------</td>
<td>------------------</td>
</tr>
<tr>
<td>Fly like a Bird</td>
<td>Up &amp; Down</td>
</tr>
<tr>
<td>Get the Wiggles out</td>
<td>Push, Push, Clap</td>
</tr>
<tr>
<td>Spider in a Web</td>
<td>Put your Seatbelt</td>
</tr>
</tbody>
</table>
Universal Design for Learning (UDL) is a strategy for eliminating instructional and environmental barriers for every member of a learning community in order to meet the needs of all students across the continuum of physical, intellectual, and emotional abilities. Although we acknowledge that it would be impossible to build one curriculum to meet the needs of every single child, we strongly believe that striving to maximize the active and meaningful participation for all students is a core responsibility of every educator.

OPEN has embraced this responsibility by working to create suggested Universal Design Adaptations that serve to act as baseline recommendations for modifying learning activities. The text *Strategies for Inclusion: A Handbook for Physical Educators* by Lauren J. Lieberman and Cathy Houston-Wilson provides the foundation for our work in this area.

The table below offers additional adaptations in an effort to move closer to the ideal of Universal Design.

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<th>Rules</th>
<th>Environment</th>
<th>Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Directional arrows</td>
<td>• Allow students to move in their own space and at their own speed</td>
<td>• Provide mirrors for visual feedback</td>
<td>• Provide ongoing verbal cues</td>
</tr>
<tr>
<td>• Spot-marker footprints</td>
<td>• Allow students to improvise and create their own dance moves at any time</td>
<td>• Provide directional markings such as arrows</td>
<td>• Provide physical assistance</td>
</tr>
<tr>
<td>• Utilize a strong subwoofer to amplify vibrations from bass</td>
<td></td>
<td></td>
<td>• Provide a peer tutor/mentor</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Use videos, graphics, and pictures as visual examples</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Provide individualized (one-to-one) instruction</td>
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