

#danSIRS Across the US: Beats to Move Your Feet

SHAPE America Convention

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[@thedanSIRS](#)

Scott Williams - [@PEScottWilliams](#)

Brandon Herwick - [@BrooklynDreamer](#)

Chris Walker - [@CoachWalk](#)

Ben Pirillo - [@CoachPirillo](#)

Alex O'Brien - [@AlexOBrien](#)

Matt Bristol - [@PutneyPhysed](#)



Session Agenda

- [Bap U - Party Favor](#)
- [Safety Dance](#)
- Creative Cupid Shuffle
- [Dancin' Train](#)
- [Space Jam-Activity Plan on OPEN](#)
- **Watch Me Watch Me**-Perfect if you have two teachers but easily modified by using a student leader! Best used with our [Music Mixes](#), start with the teacher leading part one of the mix (or song). The teacher dances however s/he wants and the students follow along! The goofier the better to engage all students! When the song changes, tell students to find the other leader standing elsewhere in the gym. Continue this pattern of switching when the songs change while changing locations in the gym. The more novel the locations, the better! I've stood on tables before, hid in closets, and even left the gym and the kids absolutely love it!
- **Dance Jigsaw**-Divide your class into at least 4 groups. Give them 60 seconds (or more if needed) to create an 8 count (preferably repetitive) dance that they will repeat to make a 16 count dance move. At the end of creation period, have the groups form a

circle around the gym with all groups facing in towards the middle. The teacher will assist by “counting the first group in” (5-6-7-GO!) as they show their 16 count dance and everyone else follows along. Teacher will also facilitate the rotation and cue the next group(s) on their start time. Eventually, students will know when to change on their own. Repeat as often as needed to learn the dance and modify number of groups to fit the mapping of the song you choose as songs have different structures.

<http://bit.ly/2lxpUNw>

- **Triangle Dance 2.0**
- **Dance Telephone**-Participants in groups of 5 in a single file line. The first person faces the front while other participants face away and do a choice dance/fitness activity (teacher is playing music) while they wait in line. Teacher predetermines a simple 8-count dance sequence (use repetitive moves to ensure success). Teacher shows the sequence to the first person in each line twice before they turn and “telephone” the moves to the next person in line. Continue this process until the last person in line has seen the sequence twice and send her/him up to the stage/front of the class to perform the final product. Teacher can stand behind students and perform sequence simultaneously to show accuracy of the telephone communication! Increase difficulty in following rounds as needed by using longer counts and repeating the moves less frequently.

For more resources go to **danSIRS.com