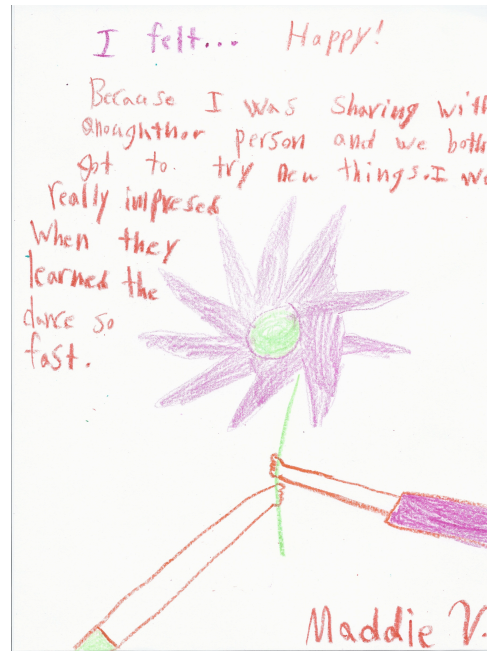


# Intergenerational Dance: Building Communities through Dance



## University of South Carolina

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<b>Class Outline: Elementary Session 1</b>		<b>Title: Verdi</b>		<b>Length of Class: 50 minutes</b>	
<b>Element of Compassion: empathy/understanding</b>					
<b>Dance Content(BESSR): Effort qualities (sudden and sustained time, strong and light weight); Relationship (shadowing)</b>					
<b>Time</b>	<b>Activity/ Content/ Describe Activity</b> <b>How will you lead? What are the directions in every activity?</b>	<b>Formation</b>	<b>Thinking &amp; knowledge supported</b>	<b>Teaching Needs</b>	
10 minutes Basic Classroom Guidelines	<b>Introduction:</b> Remove shoes and sit in circle. Everyone tell me their name and one thing about themselves. What will our routine be? What will our rules be? 1. Safe space: Look around the room, what do you see that you think would be important to stay away from while dancing? Chairs, instruments, bookshelves, other students. 2. Talking: In dance it is very important to listen to directions so that you will be able to create your own movement.	Circle (seated)	Students will follow directions, learn basic classroom rules and routine in order to make class more efficient.		
10 minutes Getting Started	<b>Warm Up:</b> Learn the warm-up dances. What is the importance of warming up our bodies? We must get our muscles warm before we use them so that we can prevent injury, have better control over our bodies. Seated Warm Up dance.	Circle (seated) Scattered	The students will begin to memorize a specific warm-up that they will repeat each class. This warm up builds community while emphasizing musicality.	Eric Chappelle Volume 1 CD: 1, 10	
10 minutes Reading to Generate Literacy	<b>Reading:</b> “Verdi.” How do young snakes move? How do old snakes move? Do young and old people move similarly (slowly and quickly)? Why is that? Did Verdi learn to enjoy and accept both ways of moving once he experienced the ways that green snakes move? Is it important that we accept the ways that others move or dance?	Circle (seated)	The students will discover differences in movement qualities of young and old people through “Verdi.”	Book: “Verdi”	
5 minutes Effort Qualities	<b>Yellow Snake – Green Snake:</b> How did Verdi move when he was yellow and young? Sudden, strong. How did he move when he was green and older? Sustained, light. Remember to dance in safe space.	Scattered	The students will learn about effort qualities associated with age through movement discovered in “Verdi.”	Eric Chappelle Volume 1 CD: 9, 14	
5 minutes Feeling Others’ Movement	<b>Empathy in Dance:</b> During this activity, you may move however you like. Choose movement that feels good to you. You will pair up and one person will dance while the other shadows him or her. Make sure you use a safe distance from your partner. Then we will switch. Try to copy the other person’s movement exactly and be accepting of his or her movement.	Pairs, Scattered	The students will share in others’ movement styles, learning to be accepting of others’ differences.	Eric Chappelle Volume 1 CD: 16	
10 minutes Reflection	<b>Conclusion:</b> Was it difficult to switch between the two different effort qualities of movement? Why? Which effort quality did you like to use? What factors played a role in that? Energy, tiredness, excitement.	Circle (seated)	Students will discuss effort qualities which they examined in class. They will then create their own individual dances to meet criteria.	Eric Chappelle Volume 1 CD: 4	

<b>Class Outline: Elementary Session 2                      Title: The Quiltmaker's Gift                      Length of Class: 50 minutes</b>				
<b>Element of Compassion: sharing/ giving</b>				
<b>Dance Content: Body (activity, base); Shape (forms, qualities); Space (levels)</b>				
<b>Time</b>	<b>Activity/ Content/ Describe Activity</b> <b>How will you lead? What are the directions in every activity?</b>	<b>Formation</b>	<b>Thinking &amp; knowledge supported</b>	<b>Teaching Needs</b>
10 minutes Getting Started	<b>Class Introduction:</b> Today we are going to talk about sharing as it is an element of showing compassion for others. What is sharing? <b>Warm up:</b> Continue learning Seated Warm Up Dance	Circle (seated)	Students will continue learning community-building warm up, sharing in positivity.	Eric Chappelle Volume 1 CD: 1
5 minutes Guided Improvisation	<b>Positive Tidbits:</b> Begin moving around the room on a (low, middle, high) level. Now make a (ball, wall, pin, twisted shape) with another person in an interesting way while (sitting, standing, kneeling, lying). Say a positive word to that person such as encourage, help, love, share, hope. Move around the room again while (balancing/falling, traveling/stopping, turning, twisting, swinging, shaking-wiggling, jumping). Connect with another person and do a (contracting/expanding, narrowing/widening, rising/sinking, advancing/retreating) shape with that person. Say another positive word to this person.	Scattered	Students will be introduced to dance content that will be included in their choreography activity. They will share positive verbal and physical connections with one another as a component of compassion.	Eric Chappelle Volume 1 CD: 10
10 minutes Reading to Generate Literacy	<b>Reading:</b> "The Quiltmaker's Gift" Why can it sometimes be hard to share things that you have or have created? What can result from sharing with others? Why would you want to share? How does it feel when you share with others? Are we sometimes reluctant to share? Why is that?	Circle (seated)	Students will learn about the positive attitudes which can result from giving.	Book: "The Quiltmaker's Gift"
10 minutes Creating and Giving	<b>Quilt Dance:</b> In groups, create your own dance using quilt cards with movement directives on them. Each card has a movement word on it from our positive tidbits. Then, give half of your quilt to another group, sharing your choreography with them. They will share half of their cards and choreography with your group. Then you will have new dances after you have traded cards and choreography with another group.	Scattered Groups	Students will create their own group dances according to their quilt pattern. Students will then experience giving by actually giving part of their choreography and quilt away to another group.	Quilt Dance Cards  Madagascar 2 Soundtrack CD: 7
5 minutes Sharing and Talking about Dance	<b>Sharing Thoughts and Ideas:</b> After groups perform quilt dances for each other, then they will share thoughts and ideas about each other's dances.	Circle (seated)	Students will discuss others' dancing by sharing their thoughts and ideas about it in a sensitive way.	
10 minutes Reflection	<b>Conclusion/Discussion:</b> What can you learn from sharing with each other? How did it make you feel to see your choreography becoming part of another group's dance? <b>Drawing:</b> Draw/color a picture of your reflection on sharing your dances. Think about how you felt after you shared part of your quilt dance with another group.	Circle (seated)	Students will reflect on how they felt about the compassion experience of sharing. They will put their reflections on paper.	Paper, crayons

Class Outline: Elementary Session 3		Title: The Three Questions		Length of Class: 50 minutes	
Element of Compassion: helping Dance Content (BESSR): relationship (individuals to each other, groups to each other), shape (shape forms)					
Time	Activity/ Content/ Describe Activity How will you lead? What are the directions in every activity?	Formation	Thinking & knowledge supported	Teaching Needs	
10 minutes Getting Started	<b>Class Introduction:</b> Today we are exploring how we can help in different ways and how it makes us feel. Think about a time when you've helped someone. How did you feel afterward? <b>Warm Up:</b> Seated Warm Up, Positive Tidbits	Circle (seated) Scattered	Students will continue learning community-building warm up, sharing in positivity.	Eric Chappelle Volume 1 CD: 1, 10	
10 minutes Reading to Generate Literacy	<b>Reading:</b> "The Three Questions" Do you think that Leo's solution answered the 3 questions? Why? How did doing these things affect Nikolai? Why did helping others make Nikolai happy? How might helping someone else change how you feel and how they feel? What can result from helping others? Can this cause other people to be more helpful if they see someone helping another person? How can we inspire each other to show compassion?	Circle (seated)	Students will learn about and discuss the importance of helping others through "The Three Questions."	Book: "The Three Questions"	
5 minutes Guided Improvisation	<b>Helping Words:</b> I am going to say different helping words and I want you to move in a way and create shapes that depict those words. This movement should not be literal but abstract. (Discuss/explain difference.) Words: lift, lean, share, give, release, hold, pick up, reach, encircle, embrace, accept, listen, uplift.	Scattered	Students will discover how they can embody the concept of helping, as they dance in a positive and uplifting way.	Madagascar 2 Soundtrack CD: 13	
10 minutes Experiencing Compassionate Situations	<b>Helping Relationships with Others:</b> I am going to give each group of 2 a card with a situation on it. Discuss how this situation would affect you. Trade advice with each other about the problem and try to help each other with the problem. Then create a dance together about the problem and how you helped each other overcome it. Situations: friend has a new friend and I feel left out, family member is sick, worried about my pet that ran away, afraid of a bully	Pairs	Students will work together, helping each other, and creating a dance to show how they felt during the process.	Situation/Problem Cards  Madagascar 2 Soundtrack CD: 7	
5 minutes Discussing Outcomes of Showing Compassion	<b>Share Dances:</b> Viewers, how did the movement change to show resolution? What movements did you see that conveyed a sense of help and working together? What did you like about this type of movement?	Seated in circle	Students will discuss dances and feelings with each other in a sensitive way.	Madagascar 2 Soundtrack CD: 7	
10 minutes Reflecting	<b>Conclusion/Discussion:</b> Was it difficult to discuss the situations with a partner? Would it be more difficult if the situations were real? Why? Do you think you could try to help others and seek help when it is necessary for you to resolve issues? <b>Drawing:</b> Draw a visualization of how you felt when giving and receiving help.	Circle (seated)	Students will discuss results of helping others and visualize how they feel.	Paper, crayons	

<b>Class Outline: Elementary Session 4</b>					<b>Title: The Raft</b>					<b>Length of Class: 50 minutes</b>				
<b>Element of Compassion: attitudes, positivity</b>														
<b>Dance Content (BESSR): Space (spatial relationships, body relationships)</b>														
<b>Time</b>			<b>Activity/ Content/ Describe Activity</b> <b>How will you lead? What are the directions in every activity?</b>					<b>Formation</b>		<b>Thinking &amp; knowledge supported</b>			<b>Teaching Needs</b>	
10 minutes Getting Started			<b>Class Introduction:</b> What is the importance of having a good attitude? What is it like if someone has a negative attitude toward you? <b>Warm Up:</b> Seated Warm Up, Positive Tidbits					Circle (seated) Scattered		Students will continue learning community-building warm up, sharing in positivity.			Eric Chappelle Volume 1 CD: 1, 10	
10 minutes Reading to Generate Literacy			<b>Reading:</b> “The Raft” How do you think his attitude made a difference? How did his attitude toward his grandmother change? Bound flow may reflect his attitude before he gave his grandmother a chance. Free flow may reflect his attitude once he discovered and explored alongside his grandmother, appreciating her. How would the story have been different if he did not allow his attitude to change?					Circle (seated)		Students will examine attitudes towards other people through “The Raft” and how those attitudes affect the outcomes of our experiences.			Book: “The Raft”	
5 minutes Spatial Relationships Through Attitude			<b>Connecting with Others:</b> Free Flow and Bound Flow: How does your relationship change when you must make a physical connection with someone through bound flow? Hesitancy, disconnect. Free flow? Natural, easier, connected. How does this change you emotionally? Positive attitude versus hesitant one.					Scattered pairs		Students will examine how they connect with others and how their attitudes change with the situational relationship.			Eric Chappelle Volume 1 CD: 4	
15 minutes Creating Choreography			<b>Class Choreography:</b> Two groups will form on opposite sides of the room. Group A will advance with hesitancy toward Group B, and then retreat. Group B will then approach Group A with openness and infiltrate with A. Then both groups will dance together, doing choreography that they choose.					Two Groups		Students will create group and class choreography based on attitude.			Madagascar 2 Soundtrack CD: 10	
10 minutes Discussing and Reflecting			<b>Conclusion/Discussion:</b> Was it easier to connect with someone while moving with bound flow or free flow? Why? How did you feel when someone approached you with hesitancy and caution? With openness and acceptance? <b>Written Reflection:</b> Write about this experience with words. Use words to describe how you felt, what you liked, what you did not like, what was difficult for you.					Circle (seated)		Students will discuss and verbalize feelings about attitudes toward one another. They will also use language to describe what they learned and experienced through dance.			Paper, writing utensils	