

POLLUTION

Lesson Title: Pollution

Length: 60 minutes

Age Group: 5th Graders

Materials Needed: tambourine, movement chart, markers, KWL chart on board, Nametags, student journals, notebook for rubric notes, chairs

Standards: Dance –

- 1: Identifying and demonstrating movement elements and skills in performing dance
- 2: Understanding choreographic principles, processes, and structures
- 3: Understanding dance as a way to create and communicate meaning
- 4: Applying and demonstrating critical and creative thinking skills in dance
- 6: Making connections between dance and healthful living
- 7: Making connections between dance and other disciplines

Standards: Social Studies –

- 3 D: Modifying and adapting the environment: Explain why and how people adapt to and modify the natural environment and the impact of those modifications.
- 6 C: Ask Social Studies questions: Identify a problem/situation that requires further study

Learning Objectives: Performance Tasks for this lesson:

The Student Will:

Cognitive

- Understand how pollution and cars affect air pollution.
- Discover ways to remedy this problem using carpooling, public transportation etc. Affective
- Follow directions
- Work as a team
- Cooperate and demonstrate good behavior

Artistic

- Demonstrate dance concepts like pathway (curved), free/bound movement, locomotor, non-locomotor, energy, tempo and levels.

Assessment Criteria for this lesson (describe what the student's performance of this task will look like):

- KWL chart
- observations
- individual student
- rubrics

- journaling
- overall pre/post test questions on pollution • We'll realize if the kids are not acting right and take the necessary steps to resolve it
- Ex: lights off and on, counting to three, raising hands, talking to teacher
- Observation • Review dance concepts
- Observation
- Individual student rubrics
- Movement pre/post test
- Student journals

Introduce the Lesson's Target Learning

How will you introduce your lesson's concept?

"Today we are going to learn about how pollution impacts our environment, specifically air pollution caused by cars on our highways. We will use our dance concepts to help bring this idea to life, as well as use choreographic skills to role-play."

Why are you studying this?

The environment is a very important topic in our world today as humans increase consumption and release pollution into the air. Students of this age group need to understand the impacts of air pollution and how to prevent it since they'll be entering society in the near future.

Integrated Activities:

Outline the steps/instructions that will take place for his activity from beginning to end:

Exploration Activity: (15 mins)

- We will begin our lesson by doing a brief review and warm-up using the dance concepts we taught from the movement lesson (non-locomotor, locomotor, pathways, levels, shape, energy, weight, tempo, directions, and tableau). The movement chart will help us in this. (4 mins)
- We will mention that for our lesson today we will be mainly focusing on pathways, levels, non-locomotor, and locomotor. Although other concepts can be used as well. (1 min)
- Ask students what they know and want to know about pollution for our KWL chart (5 mins)
 - o Prompt them with "what is pollution?" "what are the different types?" "How can we prevent it?"
- Give definition of pollution – "contaminants in natural environment that causes adverse change, change that usually isn't wanted" (2 mins)
 - o Different types: water, air, noise, visual, thermal, soil contamination, littering, and radioactive, but we will focus on AIR pollution
- Facts for the day (3 mins)
 - o Every one additional new car on the road travels 3 times as many miles which means they give off

three times the amount of pollution. Thus it is like one driver is driving 3 cars.

o So if I'm a new driver, then I'll be traveling three times as many miles as you Charlie* (pick student) who has been on the road for a while. For every mile he drives, I drive three, which creates 3Xs the amount of air pollution!

o We will show this problem through our movement today in two scenarios

Target Activity: (15 mins)

- Organize the students into Drivers, Cars, and Pollution (we will already have nametags made up to make it more efficient). (3 mins)
- First the Drivers will enter the floor and they will spread out in the dance space. They will use non-locomotor movements because they are the drivers in a car. But they will use free movements because there is nothing constricting them yet. (2 min)
- Next, we will release the Cars. For every driver, three Cars will circle around them using locomotor movements, because new drivers travel three times as far as if they are three cars(2 min)
- As the cars circle them, the drivers' movements will still be fairly free, but getting more bound. (1 min)
- Then we will release the Pollution, who will make a giant circle around everyone. (2 min)
- The Pollution will slide in a circle with free movements, like gas.
- The Pollution will taunt the drivers, moving in on them slowly. The drivers will respond by becoming more and more bound with their movements. (2 min)
- Before the activity gets out of hand, the teachers will yell out, "Freeze!"
- Review with the students what happened, why it happened, how they felt, and how their movements illustrated the events and their emotions (3 mins)

Culminating Activity: (10 mins)

- Now we will have them redo the previous activity, but instead of each Driver being by himself, we will group four of them together signifying carpooling. (3 mins)
- Four people together will still only require 3 cars because they carpool. (So now there are less cars being used because the people are grouped together) (2 mins)
- We will send in a quarter of the pollution we sent in before, and this time they won't enclose the Drivers as much because they will have more space to move. (2 mins)
- The rest of the kids will watch, and we will ask them to explain what has happened. (3 mins)

Assessment: (20 mins)

- We will give an oral exam asking them: what happened? Logistically, do they think carpooling is a feasible way to lower pollution? What about taking advantage of public transportation? What are examples of public transportation? How can we make people more aware of the pollution problem? How can we get people to carpool more, or can we? What else can we do to fix this problem? Which setting has more pollution, urban, suburban, or rural, and why? (5 mins)
- Refer back to movement chart and discuss which movements we used and what their effect was on the scenes we created (3 mins)
- Have students move desks back (2 mins)

- Hand out their journals and have them journal three things they learned, including how using the creative movement and drama helped them visualize the content. (10 mins)