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Honors Expanded Learning Clubs

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### Basics of Stepping Club

Hana Pham

Yara Madit

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NEBRASKA HONORS PROGRAM  
CLC EXPANDED LEARNING OPPORTUNITY CLUBS  
INFORMATION SHEET

**Name of Club:** Step Club

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**Age/Grade Level:** Grades 6 - 8

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**Number of Attendees:** (ideal number)

**Goal of the Club:** (learning objectives/outcomes)

Teach students the basics of step dance, and prepare them for community performances.

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**Resources:** (Information for club provided by)

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**Content Areas:** (check all that apply)

- Arts (Visual, Music, Theater & Performance)
- Literacy
- STEM (Science, Technology, Engineering & Math)
- Social Studies
- Wellness (Physical Education, Health, Nutrition & Character Education)

**Outputs or final products:** (Does the club have a final product/project to showcase to community?)

This specific club performs across the community when that opportunity arises.

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# LESSON PLAN WORKSHEET

(copy table as needed)

**Lesson Activity Name:** The History of Step Dancing

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**Length of Activity:** N/a

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**Supplies:** N/a

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**Directions:**

Step One: Do your own research on stepping, where it originated, and how to recreate it respectfully and correctly.

Step Two: Educate not only your students, but all students that may be interested in step on the history of step dance, where it originated, etc.

Step Three: Make sure that with every action taken, you as well as your students have the origin in mind, and remain respectful of the culture of step dancing.

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**Conclusion of the activity:**

Everyone involved with this club is educated on where the dance style came from.

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**Parts of activity that worked:**

I recommend having an educational activity not just to your students, but to all students that may show interest. For example, at tryouts.

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**Lesson Activity Name:** Team Feedback

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**Length of Activity:** 20 Minutes

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**Supplies:** n/a

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**Directions:**

Step 1: Split students into groups

Step 2: Have one group perform a short routine or combination that has been worked on for the remainder of the students.

Step 3: Have the “audience” of students provide feedback to the group of students that had just performed

Step 4: Repeat until everyone has received and given feedback.

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**Conclusion of the activity:**

Students will be able to give, receive, and elaborate on positive, constructive feedback.

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**Parts of activity that worked:**

Students were able to be kind to each other while remaining constructive.

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**Parts of activity that did not work:**

Students had issues with focusing, I would recommend no more than four groups.

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**Lesson Activity Name:** Full Runs

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**Length of Activity:** 60 minutes

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**Supplies:** n/a

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**Directions:**

Step One: Have the students perform their prepared routine for thirty seconds as if they had an audience.

Step two: Provide feedback to students on how they can appear bigger or louder.

Step three: Repeat this process slowly lengthening their performance time until they are able to run the entire routine, full out, without stopping.

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**Conclusion of the activity:**

Students will have the stamina to perform for longer periods of time without breaks.

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**Parts of activity that worked:**

Students slowly got used to the length of the performance.

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**Parts of activity that did not work:**

I recommend allowing for breaks between feedback periods to promote focus.

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**Lesson Activity Name:** Performance Skills

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**Length of Activity:** 30 minutes

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**Supplies:** n/a

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**Directions:**

Step one: Have the students perform their routines with a designated facial expression (angry, happy, confused, sad, etc)

Step two: While they are performing, have them freeze in place, and give them feedback on their posture, etc.

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**Conclusion of the activity:**

Students will be more able to perform with entertaining facial expressions and sharp arms.

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**Parts of activity that worked:**

Students were able to receive this feedback and apply it to their performance.

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**Parts of activity that did not work:**

I recommend making this a “silent” activity to promote focus.

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**Lesson Activity Name:** Staying on Beat

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**Length of Activity:** 10 minutes

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**Supplies:** Speaker or Radio.

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**Directions:**

Step one: Have students sit on the ground in a circle with any song playing in the background.

Step two: Have students pat the ground in sync with the beat of the music.

Step three: Once all of the students are on the same beat, change the song

Step four: Repeat.

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**Conclusion of the activity:**

Students are able to stay on beat with a song as well as with their peers.

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**Parts of activity that worked:**

Students helped each other and made the task a team activity.

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**Parts of activity that did not work:**

I would recommend making this a “silent” activity to promote focus.

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**Lesson Activity Name:** Teamwork

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**Length of Activity:** 60 minutes

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**Supplies:** n/a

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**Directions:**

Step one: Split students into small groups

Step two: Have the students choreograph a short routine within their groups.

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**Conclusion of the activity:**

Students are able to work as a team towards a common goal.

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**Parts of activity that did work:**

Students were able to work in groups and provide help to each other without an outside source.

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**Parts of activity that did not work:**

I recommend making these small groups about 4, and choosing them carefully based on what you know about your students.

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**Lesson Activity Name:** Leadership

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**Length of Activity:** 60 minutes

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**Supplies:** n/a

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**Directions:**

Step one: Split students into small groups

Step two: Choose one “leader” from each group and teach them a short routine separate from the remaining students.

Step three: Send these “leaders” back to their group to teach this small routine, and provide feedback.

Step four: Repeat until every student has had a chance to be a “leader”

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**Conclusion of the activity:**

Students will be more comfortable with leading in front of small groups.

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**Parts of activity that worked:**

I would recommend keeping the groups under four to make the students more comfortable with leading.

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**Parts of activity that did not work:**

To save time, have the routines that are taught be short.

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**Lesson Activity Name:** Following Deadlines

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**Length of Activity:** 20 minutes

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**Supplies:** Paper, colored pencils, pens

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**Directions:**

Step one: Split students into small groups.

Step two: Provide students with a sample calendar with fake performance dates marked on it.

Step three: Have the students decide what schedule will be best to make all these deadlines.

Step four: Have the students mark choreography dates, teaching dates, cleaning dates, and formation dates that will allow for all of the performances to be made.

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**Conclusion of the activity:**

Students will have a better understanding of what it takes to follow a schedule.

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**Parts of activity that worked:**

Students worked in their teams to understand the complexity of scheduling.

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**Parts of activity that did not work:**

I recommend providing incentives to promote focus.

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**Lesson Activity Name:** Focus Activities

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**Length of Activity:** 10 minutes

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**Supplies:** n/a

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**Directions:**

Step one: Have students sit on the ground in a circle with their eyes closed.

Step two: The goal for the students is to count to as high of a number as they can without communicating. Any student can blurt out the next number at any point. However, if two student speak at once, they must start from zero.

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**Conclusion of the activity:**

Students will be more comfortable with remaining focused during practice.

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**Parts of activity that worked:**

I recommend doing this activity at the beginning of any practice that may require more focus.

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**Parts of activity that did not work:**

I recommend making this a “silent” activity to promote further focus.

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**Lesson Activity Name:** Problem Solving

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**Length of Activity:** 20 minutes

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**Supplies:** n/a

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**Directions:**

Step one: Have the students perform their previously prepared routines as if they have an audience.

Step two: Create chaos! Turn the lights on and off, yell, remove students from the set formation, stop the music, etc.

Step three: Challenge the students to continue performing with quality throughout these setbacks.

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**Conclusion of the activity:**

Students will be better prepared in case of issues during real life performances.

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**Parts of activity that worked:**

Students felt challenged and were able to perform under different circumstances.

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**Parts of activity that did not work:**

I recommend providing incentives in order to promote focus.

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