

COVID ADAPTATION: NEEDS VS WANTS OVERVIEW

Dance - Secondary Intermediate - Public

General Tips for Safety in our Classrooms:

- ❖ Stay home if you are feeling ill or showing signs of COVID 19
- ❖ Avoid contact before, during and after school hours with people who are sick
- ❖ Wear a mask and/or a shield. All teachers and students in grades 4 to 12 must wear them.
- ❖ Although the Ontario government allows people in classes with mandatory masks to work 1 metre apart, CODE recommends that all dance and drama work be done with 2 metres of social distancing in effect to maximize safety.
- ❖ Primary students are not required to wear masks although you may encourage them to do so. Always maintain at least 2 metres or more of distance between these younger students.
- ❖ Practice mask wearing etiquette (see [infographic posted](#))
- ❖ Because students are not touching one another, masks should not be a safety problem in dance or drama work.
- ❖ Ensure students are hydrated at all times as masks can be hot.
- ❖ If you have more than one classroom door, designate an in & out door
- ❖ Greet each other with a smile, bow or nod
- ❖ Agree with the students on a signal or word they will use if they feel others are getting too close to them. Practice it to normalize its use.
- ❖ Open doors and windows to allow air flow
- ❖ Work outside whenever possible
- ❖ Wash your hands with soap and water frequently
- ❖ If soap and water are not available, sanitize your hands at the beginning and end of class
- ❖ Post info-graphics about coughing, sneezing and mask wearing etiquette
- ❖ Practice good cough and sneezing etiquette (see [infographics posted](#))
- ❖ Avoid touching your face
- ❖ Use assigned seating
- ❖ Class circle should be larger than normal or staggered to accommodate physical distancing
- ❖ Use more groups with smaller numbers of group members
- ❖ Project or send electronic versions of handouts & course outlines rather than using paper
- ❖ Post or project handouts and success criteria on the wall

Dance Specific Tips:

- ❖ To ensure adequate distance practices, tape out designated spots for students which are 2 metres apart. Use different colour tape to mark out pathways for across the floor work and designated teacher instruction space.
- ❖ If space and safety allow consider working in outdoor settings in order to maximize on space
- ❖ If using mats ensure proper sanitizing practice and encourage students to bring their own
- ❖ If going across the floor work consider using tape to indicate pathways
- ❖ Avoid the use of costumes and props.
- ❖ If used, never share them.
- ❖ Store individual costumes and props in a separate plastic or garment bag
- ❖ Clean equipment and props (e.g. lighting and sound) before and after use
- ❖ Special attention must be paid to sanitizing barres (if used) and floors.

Context

The Vision for Financial Literacy: “Ontario students will have the skills and knowledge to take responsibility for managing personal financial well-being with confidence, competence, and a compassionate awareness of the world around them” (*A Sound Investment: Financial Literacy Education in Ontario Schools/Un investissement judicieux/L'éducation à la littératie financière*, page 4)

These lessons empower students to use dance to explore compassionate awareness in a Needs versus Wants unit. They may be used in isolation, used together, or adapted to insert during a pre-existing Needs versus Wants unit. The order of these lessons may be altered in order to meet the needs of the teacher and the class.

The lessons continue to foster students' learning of the Elements of Dance.

Summary

Through these lessons, students will examine their understanding of 'needs' and 'wants', their relationship with money, and assess the value of charitable organizations in society. Students will investigate various media, such as song lyrics, peer/social/family pressures, and commercials and consider how their perception of money is influenced by the world around them. They will create their own movement pieces that explore these concepts, as well as express their own ideas. They will extend their understanding of the value of money to self and others, and begin to make connections between money and society: people relations and economic relations. Emphasis will be placed on collaboration and the creative process throughout the unit.

Please note: Each carefully selected recommendation around physical distancing needs to work within the physical boundaries and make up of your space. At all times, the health and safety of

the participants is the number one consideration. Consider students comfort and safety by providing them choice in working as a soloist, in a duet or in a small group.

Have a class discussion about the fact that some activities will make them want to engage or work more closely in the space, as we normally would, but physical distancing must be maintained at all times.

Important Note: Physical Distancing Physical Cue - work out with class on the first day a physical cue students may use and agree upon which indicates that someone is coming too close and within two metres of space.

Online Strategies for this Unit:

- ❖ Use digital platforms as requested by your board for sharing of documents.
- ❖ Lyric analysis, needs vs wants list and review of quotations may be completed online
- ❖ Consider the use of synchronous and asynchronous platforms for student conferencing
- ❖ Students may record their work using their own devices and share with teachers and classmates for feedback and growth opportunities

Unit Guiding Questions

What is the difference between a need and a want?

What are your needs and wants?

Why do people have different needs and wants?

How does consumerism/societal/political/economic/cultural pressures impact peoples' opinions of what are needs and wants?

What are some of the social biases around money, saving money, and spending money?

What is the role, function, and purpose of charities?

Should you contribute to charities? Why or why not?

How should you contribute to charities? Financially? Volunteer? Support causes?

How do you decide how much to financially contribute to a charity?

How can dance be used to explore issues around needs vs. wants?

Assessment and Evaluation

Assessment FOR Learning

Lesson 1 - side-coaching (maintain physical distance), observation, student-teacher conference

(2metres apart)

Lesson 2 - teacher observation, group discussion(this can be facilitated at a safe distance in an in class model or via a virtual meet program in a hybrid model), anchor chart ([create shareable document](#))

Assessment AS Learning

Lesson 1 - teacher-student conferences, reflection

Lesson 2 - self/peer feedback of performances, oral questioning, student-teacher conferences, checklist, exit card

Assessment OF Learning

Lesson 1 - written responses, observation

Lesson 2 - reflective writing, summative checklist (per group and individual)

Lessons

Lesson 1 - Do I Really Need This?

Students will use their prior knowledge of the Elements of Dance: energy & time to examine energy words that express needs and wants. Students will use dance as a vehicle to demonstrate the internal conflict between needs and wants.

Lesson 2 - Your Relationship with Money

Students will use their prior knowledge of the Elements of Dance: relationship to examine social bias around the role and perception of money. Students will use dance as a vehicle to demonstrate an appreciation for money and challenge how money is viewed by various socio-economic classes.