

BalletX Dance eXchange

Spring 2021 Curriculum Guide:
Resilience





SPRING 2021 CURRICULUM GUIDE

“RESILIENCE: together we can!”

Dear Teachers,

Welcome back to Dance eXchange! We are so excited to partner with you again on another semester of fun, creativity, and growth through dance.

This semester we study “Resilience: together we can!” through the lens of learning and creating at home. Due to the COVID-19 pandemic, BalletX dancers have been working from home isolating from one another, similar to how we all must learn at home together. We may be physically distant from each other, but we are continuing to create together! This guide offers direction on how to integrate our program theme, Resilience, into the current Pennsylvania Common Core Curriculum in relevant and accessible ways, such as lesson plans, video and musical suggestions, and literary resources.

As dance artists and educators, we understand that the deepest impact occurs when our students are able to visualize connections between subjects. When math concepts align with dance choreography or when core benchmarks are met through music theory and visual arts, our children gain a deeper understanding of what is being presented in the classroom and on the stage. We hope this guide is helpful as you integrate the arts into your classroom!

As always, we are here to answer any questions you may have about Dance eXchange, whether regarding the program, the technology, or this guide. Please don’t hesitate to reach out to Anne White, our Education and Community Relations Specialist, awhite@balletx.org, with your thoughts!

We can’t wait to share in this journey together!



Sincerely,

A handwritten signature in black ink that reads "Christine Cox".

Christine Cox
Artistic & Executive Director, BalletX

ABOUT THE THEME

How Teaching Artists Will Be Framing the Theme of Resilience with Students



Resilience is being able to recover quickly from difficulties, or having the ability to spring back after being bent or stretched by life. During this time, we all are resilient to the challenges we face in the world, especially during the COVID-19 pandemic. Resilience allows us to be able to cope when things may go wrong! We can all build resilience together, by talking to friends or adults in our lives that will support us. Having good problem solving and communication skills as well as accepting that change can occur and negative situations

may happen are also essential to building resilience. In order to understand and build resilience, some questions we can think about are: I can't control everything, so what IS in my control? Can I change something I'm doing so that I can make the situation better? What can I learn from this? How can I move forward?

This semester, we will learn how together we can become resilient! Building resilience in children helps them to overcome obstacles more easily and reduces stress and anxiety. While we want students to be as resilient as possible, we also want to make sure they know asking for help is okay after trying to solve problems independently. A great strategy we love is to ask the student questions when a problem arises. By bouncing the problem back to the student with questions, this allows the student to think through the issue and come up with solutions all while being supported.

Showing up for our own selves and for others during this difficult time is resilience in itself! Being able to communicate emotions is a wonderful step towards resilience. Hope Boykin's work, *...it's okay too. FEEL*, which premiered on BalletX Beyond in June 2020, was inspired by the desire to give herself permission to feel every emotion and feel the change that occurs within. Francesca Harper's work, which premiered on BalletX Beyond in January 2021, was inspired by Alice Dunbar Nelson, an American activist, poet, and writer. Alice Dunbar Nelson faced much adversity as she was among the first-generation born free in the South after the Civil War, but because of her resilience, she was able to write, activate woman's rights, and overall pave the way for women after her.



In Dance eXchange, we will use the concept of resilience and how we can be resilient together to inform our virtual classes and check ins. We will explore famous figures in history and how their strength and sense of community helped change the world through our class resources, games, and improvisation exercises. We will encourage and support each other virtually, which will ultimately build a sense of community despite not being in the same physical space.

DANCE EXCHANGE LETTERS

A: adaptable

B: buoyant

C: capable

D: determined

E: effervescent

F: flexible

G: gritty

H: heroic

I: intrepid

J: joyful

CLASSROOM ACTIVITIES TO ENGAGE WITH

When students incorporate what they are learning in Dance eXchange into a classroom project, they are more able to dive deeper into the curriculum we provide and create connections. Combined with the PA Common Core Standards, classroom projects offer an excellent opportunity to incorporate these aspects of Dance eXchange into school curriculum. Listed below are a few examples of projects that will integrate and explore resiliency and how we can get through tough times together!

DRAWING:

Have your students draw a self-portrait of themselves, using any material they desire. After they draw themselves, have them write “I am” statements surrounding their picture. Allow them to also include people in their lives who support them. These affirmations will allow them to recognize how much strength they already possess and how they already are resilient.

RIPPING UP TRASH THOUGHTS:

Encourage your kids to take charge of the sneaky thoughts our minds come up with when we are discouraged or tired. Our minds belong to us alone and we have the right to make ours happy. Have children write those negative thoughts down and rip them up; then throw them in the trash. Kids can send ideas and words they don't like to the dumpster.

MY GIFTS:

Completing this exercise can help students recognize and appreciate the talents, strengths, and positive traits they have. Encouraging kids to see them as “gifts” adds a fun twist to the whole activity as your child creates a creative “gift box”. Use any box to decorate and have the students write on small pieces of paper with different gifts, traits, and strengths written on them.

PAINTING FOR PEDESTRIANS:

Reminding everyone that we're all in this together is a wonderful way to practice resiliency! Have students paint, draw, or color a picture ("we're in this together! We can do it!") to hang in their windows at their house, so pedestrians can admire and be inspired by the artwork, and remind everyone we will get through this together.

THE STRENGTH CHAIN:

We are stronger and more resilient when we're working together. To help your students thrive, encourage students to recognize their own strengths, which will allow them to see how resilient they all are as a class. Have your students write a strength they believe they possess on a piece of paper. Have the students hold their paper up to the camera after reading it out loud, which becomes an affirmation. Together the students will see all the strengths in the class and see how strong and resilient they are.

PA Common Core for English Language Arts

Grade 3 benchmarks addressed

1.4 Writing Standards PreK-5

✓ Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content (p. 17-26).

1. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
2. Identify and introduce the topic.
3. Develop the topic with facts, definitions, details, and illustrations, as appropriate.
4. Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.
5. Choose words and phrases for effect.
6. Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling
7. Introduce the topic and state an opinion on the topic.
8. Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section.
9. Use a variety of words and sentence types to appeal to the audience.
10. Write narratives to develop real or imagined experiences or events.
11. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
12. Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure.
13. Choose words and phrases for effect.

PEOPLE TO FOCUS ON



Alice Dunbar-Nelson: American activist, poet, and playwright

Alice Dunbar-Nelson was among the first generation born free in the South after the Civil War. Her work portrays the complicated reality of Black women and intellectuals. In her life, her work was largely rejected by publishers as it addressed racism, oppression, family, work, and sexuality.



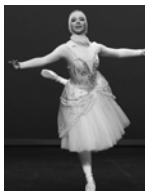
Ruby Bridges: American civil rights activist

Bridges was the first Black child to enter a previously all-white elementary school in Louisiana. She broke the color bar for segregation in the south and overcame the hostility and prejudice of those who opposed her right to equal education.



Octavius V. Catto: Philadelphian educator and civil rights activist

Octavius Catto was an early civil rights activist in Philadelphia who was assassinated on South Street in 1871 after pushing for voting rights for black citizens.



Stephanie Kurlow: Australian dancer

Kurlow began ballet at 2 years old, but classes ceased after her family converted to Islam. Unable to find a dance studio that catered to Muslim girls, she didn't give up. Stephanie is now credited as the world's first Hijab-wearing ballerina.



Maria Quiñones-Sánchez: Philadelphian councilwoman

She is the first Latinx woman to ever be elected to City Council in Philadelphia. Maria has led the charge for behavioral health reforms and invested in improving public safety specifically in Kensington.



Tammy Duckworth: Thai-American Senator

Senator Duckworth is the second Asian-American female senator, and is the first woman senator to have been in combat. She served as a U.S. Army helicopter pilot in the Iraq War. In combat, her helicopter was attacked and she suffered severe combat wounds, which caused her to lose both of her legs and some mobility in her right arm.



Arthur Mitchell: American ballet dancer and choreographer

Mr. Mitchell was the first and only Black dancer with the New York City Ballet and was promoted to principal dancer. He was frustrated with the prejudice Black artists faced, leading to his forming of an all-Black ballet company, Dance Theatre of Harlem.



James Baldwin: American novelist, playwright, and activist

James confronted American racism with fearless honesty through his work. His identity and artistry strove to represent every individual whose access to American civil liberties was hindered by race, gender, sexuality and socioeconomic status.

RESOURCES

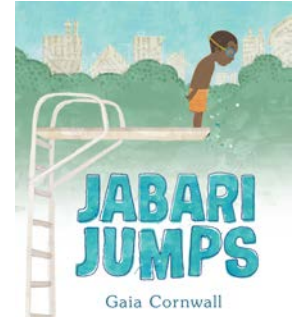
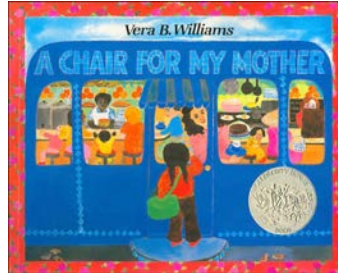
Below are some additional resources Dance eXchange recommends:

BOOKS:

- *I WILL DANCE* by Nancy Bo Flood
- *Featherless/Desplumado* by Juan Herrera
- *A Chair for my Mother* by Vera B. Williams
- *Rosie Revere Engineer* by Andrea Beaty
- *A Long Pitch Home* by Natalie Dias Lorenzi
- *Jabari Jumps* by Gaia Cornwall
- *The Thing Lou Couldn't Do* by Ashley Spires
- *Ben's Trumpet* by Rachel Isadora
- *Tan to Tamarind* by Malathi Iyengar
- *Once I Was Very Very Scared* by Chandra Ghosh Ippen

(PDF) https://piploproductions.com/wp-content/uploads/2017/04/OnceIWasVeryVeryScared.web_.4.pdf

(Read aloud) https://www.youtube.com/watch?v=tXOgvchh_Lc&feature=emb_logo



VIDEOS:

https://www.youtube.com/watch?v=H14bBuluwB8&feature=emb_logo

- Angela Lee Duckworth explains the importance of grit and the power of passion and perseverance.

https://www.youtube.com/watch?v=2MGmVEnoD6U&feature=emb_logo

- Steven Claunch, who was born without fingers on his right hand and with one leg shorter than the other and has excelled in basketball, explains why obstacles can provide an opportunity to both inspire others and develop character through animation.

<https://www.youtube.com/watch?v=HYsRGe0tfZc>

- A video created to help teach resilience skills to adults so they can pass onto children and young people.

https://www.youtube.com/watch?v=isfw8JJ-eWM&feature=emb_logo

- Dr. Sam Goldstein explains resilience and how it's essential to children's development.

QUOTES TO ENCOURAGE AND EXPLORE:

- "Enthusiasm is common. Endurance is rare." - Angela Duckworth
- "Life doesn't get easier or more forgiving, we get stronger and more resilient." - Steve Maraboli

- “Do not judge me by my success, judge me by how many times I fell down and got back up again.” - **Nelson Mandela**
- “I can be changed by what happens to me. But I refuse to be reduced by it.” - **Maya Angelou**
- “When I dare to be powerful, to use my strength in the service of my vision, then it becomes less and less important whether I am afraid.” - **Audre Lorde**
- “Fall seven times, stand up eight.” - **Japanese Proverb**
- “When we learn how to become resilient, we learn how to embrace the beautifully broad spectrum of the human experience.” - **Jaeda Dewalt**
- “I’ve missed more than 9000 shots in my career. I’ve lost almost 300 games. 26 times, I’ve been trusted to take the game winning shot and missed. I’ve failed over and over and over again in my life. And that is why I succeed.” - **Michael Jordan**

PA Common Core Standards for English Language Arts
Grade 3 benchmarks addressed

1. Foundational Reading Standards PreK-5 (6-7)

- ✓ Students gain a working knowledge of concepts of print, alphabetic principle, and other conventions.
- 1. Know and apply grade-level phonics and word analysis skills in decoding words. Identify and know the meaning of the most common prefixes and derivational suffixes. Decode words with common Latin suffixes. Decode multi syllable words. Read grade appropriate irregularly spelled words
- 2. Read with accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Read on-level text orally with accuracy and appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Core Standards English Language Arts
Grade 3 benchmarks addressed

3. Reading Literature PreK-5 (13-16)

- ✓ Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
- 1. Explain the point of view of the author.
- 2. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- 3. Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
- 4. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
- 5. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.
- 6. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
- 7. Acquire and use accurately grade appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.
- 8. Read and comprehend literary fiction on grade level, reading independently and proficiently.

RESILIENCE ART IN PHILADELPHIA

Mural Arts' is a platform for the voices of everyday citizens. They collaborate with community members to imagine and lead projects that build social capital, develop a sense of communal ownership over space, represent diversity, and empower people to make change in their city.

Resilience

by Parris Stancell

- Celebrates the strength and resilience of the Kensington community.

LOCATION: 2012 E. Allegheny Avenue
Philadelphia, PA



Wash Your Hands

by Nilé Livingston

- Promotes togetherness in this pandemic and hygiene with a sink in front of the mural.

LOCATION: 1700 Block of East-Bound Vine Street
Philadelphia, PA



Free and Clean

by Henry Bermudez

- Symbolize the resilience of the Kensington community and bring hope, color and a sense of brightness.

LOCATION: under the bridge at the corner of Kensington
and Lehigh avenues
Philadelphia, PA



Contemplation, Clarity, Resilience

by Eric Okdeh

- Traces the process of acknowledging, accepting, and overcoming hardship.

LOCATION: 5630 Chestnut Street
Philadelphia, PA



INTRODUCING GROWTH MINDSET TO CHILDREN

Developing the right mindset early on is crucial for a successful, happy life. When kids learn that putting forth effort and using the right strategies can help them get better at things, they feel more empowered and try harder. When they know their brains are capable of growing, they feel more confident, resilient, and are less afraid to fail!

Growth mindset occurs when we believe our intelligence and abilities can be improved upon with effort and right strategies. Those with a fixed mindset believe their intelligence and abilities cannot be altered in a meaningful way. Essentially from this mindset, the idea of persistence will naturally start to develop to achieve a certain goal. This can be a personal goal or a communal goal.

1. Introduce it
 - a. What does it mean to grow?
 - b. What is mindset?
 - c. What are growth and fixed mindsets?
 - d. Share examples from your life or from famous figures
 - e. Discuss the power of the brain
2. Notice it
 - a. Reflect on the definition of growth and growth mindset
 - b. Recognize the difference between a growth and fixed mindset
 - c. Display visuals as everyday reminders
 - d. Discuss how growth mindset looks, feels, and sounds like
 - e. Use books and movie characters
3. Model it
 - a. Model how growth mindset looks, feels, and sounds like
 - b. Discuss emotions
 - c. Set a goal
 - d. Use the power of “yet,” for example “I can’t do this...yet.”
4. Practice it
 - a. Praise for healthy growth mindset
 - b. Make it a game by using positive reinforcement
 - c. Encourage productive healthy struggle
 - d. Reframe mistakes and failures
 - e. Hit pause

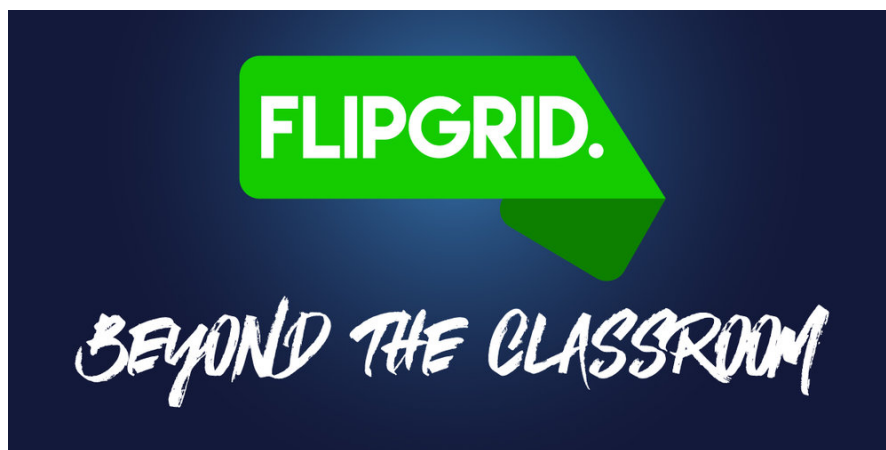
FLIPGRID

What is Flipgrid?

Flipgrid is a free platform that allows Dance eXchange staff to post engaging activities and allows students to respond with fun short videos.

How will we use Flipgrid?

For each classroom, we will direct you and your students to a private group on Flipgrid. Upon opening the URL we share, you may choose to join by Google or Microsoft using your school district email addresses.



In each private group, you will see all the activities we have posted. For each of the them, students can see a video prepared by our teaching artists and can record video responses. While recording themselves, students can add a selfie, a filter, text, or more!

Where are the videos going?

The videos uploaded will only be seen by our program staff. We will compile outstanding videos from students into longer celebratory videos to show our final performance.

We ask that you introduce this to your students and put the link of your classroom group on the calendar every week. If you would like to review or provide feedback to the videos, you will need to create a Flipgrid account, and then we can add you as a "CoPilot!"

T-SHIRT DESIGN CONTEST

Dance eXchange's T-shirt design contest provides students with an additional project to explore the curricular theme through visual arts. Students will create designs in black and white based on the theme of Resilience, and one design will be selected and printed on a T-shirt. The expertise of the visual arts teachers may provide a valuable resource to deepen this work. The following outlines steps for integrating this project with the visual arts teacher's work:

- The Dance eXchange team works with the classroom teacher and assign the T-shirt design to Dance eXchange students as a collaborative project.
- The team sets dates for introduction and completion of the contest.
- The Dance eXchange team will choose the winning design.
- The BalletX design team will design the T-shirts.

