

Responding to a growing demand for global curriculum, **Link TV, an independent television channel dedicated to presenting diverse international perspectives**, is proud to launch the **Global Link of World Educators (GLOWE)** pilot initiative. The **GLOWE** project uses **Link TV** programming to develop global cultural understanding and media literacy. The initiative brings Link TV's international media and perspectives to American schools, encouraging student engagement and promoting global citizenship. All media is delivered **free of charge**, **online** or via DVD, and accompanied by standards-based, participatory learning guides.



Explore is a philanthropic multimedia project funded by the **Annenberg Foundation** that showcases extraordinary nonprofit efforts and leaders around the world

INDIA: LAND OF MAGIC

LESSON ONE*: "Kiran Centre"

Highlight: Educating village children with different abilities to be future leaders.

LESSON TWO*: "Fighting for India's Wildlife"*

Highlight: Struggling to save wildlife unique to India.

LESSON THREE: "The Language of Dance"

Highlight: Understanding Indian dance as a communication tool.

*** INCLUDES EXPLORE COMMUNITY ACTION/EXTENSION PROJECT**

THIS CURRICULUM UNIT IS A PARTNERSHIP OF THE ANNENBERG FOUNDATION, LINK TV AND MIND POWER COLLECTIVE



LESSON THREE: THE LANGUAGE OF DANCE

LEARNING GOAL:

How is classical Indian dance a language as well as a storytelling medium? How can I use body gestures to express myself?

GRADES: 6-8 SUBJECTS: Social Studies, Language Arts

TIME REQUIRED: 1 class period

MATERIALS: Online access to media (www.explore.org or www.linktv.org/teachers) or GLOWE Curriculum DVD, TV/DVD Player

THINK, EXPERIENCE & EXPLORE: LANGUAGE OF DANCE

LEARNING PROCESS | SESSION THREE

1. THINK, WRITE NOW PROMPT [5 minutes] Students 'free write' on the following

- * What kinds of dance do you know? What kinds of dance do you like? Why?
- * What do you think is the purpose of dancing? Why?

2. MEDIA EXPERIENCE [10 minutes] Students watch "The Language of Dance" piece.

While students are watching the video, ask them to document at least one instance in which dance is used to communicate an idea.

3. EXPLORE [20 minutes] Students debrief video and create their own story-dance.

After the video, ask students to quickly debrief the idea of dance as a medium of communication and storytelling. Some ideas of debriefing questions include:

"How was dance used to communicate an idea or a story in the video?"

"How can dancing and body movements be used to tell a story or communicate information?"

"What does the dance style in the video have in common with the dances you've seen in American culture? How are they different?"

Break out the class into groups of 3-4. Ask each group to create 5 gestures that communicate a simple story or idea. The students should present their gestures to the class together in unison. Each gesture should convey a main idea. The five gestures expressed together should create a plot or story. The final gesture should resolve the plot.

Perform the gestures for each other to close the class.

If time allows at the next class session, take a few minutes to debrief what it is like to communicate a story using the body as your words and dance as your tool.