



VIRTUAL BALLET EXPERIENCE: "BECAUSE OF YOU"

CURRICULUM PLAN

**We're so glad to share North Pointe Ballet's
"Because of You" Social-Emotional Learning Tool with you!**

What "VBE: BOY" includes:

- 18-minute recorded rendition of NPB's original work, "Because of You"
- Access to **virtual reality simulation** allowing students to experience the perspective of the main character of "Because of You" in a 360-degree augmented reality experience
- A short instructional video leading students through **movement exercises and choreography** featured in "Because of You"
- Additional **student and teacher resources** to engage in classroom exercises and discussion in alignment with state standards for social-emotional learning

VISION

Encouraging students' reflection, discussion, participation, and self-evaluation to broaden their understanding and inclusion of individuals with diversabilities.

OBJECTIVES

All discussion questions, reflection prompts, and resources were created with the 5 Core Social-Emotional Learning Competencies in mind:

- Self-awareness (of internal bias)
- Self-management (anti-exclusion)
- Social awareness (being aware/understanding of differences)
- Relationship skills (empathy)
- Responsible decision-making (intentional inclusion)

In parenthesis is the NPB focus in this area.

Questions?

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SUGGESTED LESSON PLAN

- Distribute KWL chart out to students. Have students fill out the first two sections.
- If desired, ask a discussion question or two prior to watching "Because of You." Suggested would be the first question under the "Relating to Lucas" section: What emotions do you feel when you aren't being included or feel like you don't belong?
- Watch "Virtual Ballet Experience: Because of You."
- Engage in additional class discussion. Follow given discussion prompts as desired.
- To reinforce the theme of thinking about a certain situation or diversability from another person's point of view, have students participate in the virtual reality element, getting a 360-degree view of Lucas' first-day-of-school experience.*
- Ask students to answer the given reflection questions, and then fill out the third section of their KWL chart. Ask students to share their answers if they desire.
- Suggested interactive activity: have students write their answer to the last discussion question ("As a class, what could we do better to make sure everyone feels included and supported?") on a notecard to be turned in anonymously. Read each card aloud to the class, allowing each students' voice to be heard.
- Have students participate in the short instructional video leading students through movement exercises and choreography featured in "Because of You," once again encouraging that dance is for everyone, of all abilities!

If possible, please film your students following along with the movement and choreography video. With your permission, we might feature you on our social media!

***NOTE:**

The 360-degree video is intended to be Augmented Reality/Virtual Reality (AR/VR) simulated experience for students to view the perspective of Lucas's character. Sensory stimulation has been altered from the 2D perspective to create an experience that more closely aligns with what an individual on the autism spectrum or with other sensory needs might experience. The experience is designed to be viewed from a VR headset that has access to the YouTube app. However, with accessibility in mind, NPB has designed this file to be viewed with any mobile device (or laptop computer that can be easily carried while viewing). Individuals should hold the device and rotate 360 degrees (turn around while holding the device) as they choose throughout the short video to get the character's perspective from all angles.



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VIDEO EXPLANATION

PART 1: "BEST DAY OF MY LIFE"

- Couple (Janet & Josh) marries and has a child (Lucas). "Life is good."

PART 2: "SWEET CHILD OF MINE"

- Janet and Lucas attend parent/child dance class.
- Lucas exhibits atypical, disruptive behavior.

PART 3: "SOME NIGHTS"

- Janet & Josh experience emotional and relational turmoil over discovery and repercussions of their son's diagnosis.

PART 4: "HELLO, I LOVE YOU"

- It's the first day of school, and Lucas exhibits social challenges, culminating in a "fit"/outburst.

PART 5: "BEN"

- Janet realizes she's not alone.
- Lucas makes a friend.

PART 6: "CAN'T STOP THE FEELING!"

- Janet realizes she can incorporate her love for and career in dance into increasing the arts opportunities available to her son, and to those living with diversabilities.

"My favorite part was sharing about NPB's mission to make ballet accessible to everyone and the class discussion that it led to. We talked about how that may look, how it makes everyone feel when we use inclusive practices, and many students were able to share personal connections based on their experiences with friends and family members that have diversabilities."

- Teacher review of Virtual Ballet Experience



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NAME

CLASS



NORTH POINTE BALLET

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KWL CHART

**WHAT I THINK I
KNOW A
DIVERSABILITY /
EXCEPTIONALITY
IS:**

**WHAT I WANT TO
KNOW ABOUT
DIVERSABILITY:**

WHAT I LEARNED:



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DISCUSSION QUESTIONS

RELATING TO JANET

- How do you think Janet was feeling when Lucas couldn't follow directions in the very same way as the rest of the class?
- Think about the family tensions that the discovery of Lucas' diversability caused. Have you ever had an argument with someone you loved? How did you resolve the issue?
- The struggle is lightened when Janet learns to let other people into her struggle, and Lucas develops a strong friendship. In light of this and how their family was affected by Lucas' diversability, how does letting others in and working together lead to better results than each person fighting for themselves (and against each other) in the face of a hardship?

RELATING TO LUCAS

- What emotions do you feel when you aren't being included or feel like you don't belong?
- Without sharing aloud, think to yourself about a time you were quick to judge or exclude someone because they were different from you in some way. How could you have responded differently in that situation to make sure they felt welcomed or included? You might have to think - we don't always do this on purpose.
- As a class, what could we do better to make sure everyone feels included and supported?

"Sometimes the greatest gift you can give another person is simply to include them."



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REFLECTIONS

Describe a time you felt misunderstood by the people around you. What emotions did it cause? How did you respond?

The definition of diverse is "different, showing great variety," while the prefix "dis-" means "not, none, lack of." Why do you think it's important to refer to our differences as **diversabilities**, rather than **disabilities**?

Inclusion is a choice. What are steps you can take (conversations you can have, things you can do) to further incorporate inclusion of people of all abilities into your everyday life?