

MUSIC MOVES

STUDENT TARGETS

- **Skill:** I will maintain proper body alignment while performing burpees.
- **Cognitive:** I will discuss the benefits of routine physical activity breaks as related to personal productivity.
- **Fitness:** I will create a Music Moves routine to be used as a physical activity break during my school/work day.
- **Personal & Social Responsibility:** I will participate safely with attention to exercise form and injury prevention.

TEACHING CUES

- Focus on Form
- Build Fun and Vigorous Routines

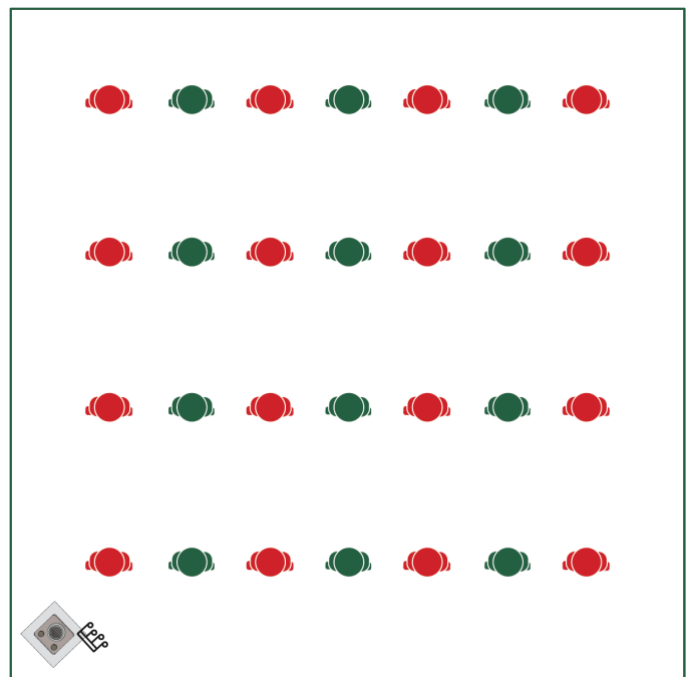
ACTIVITY SET-UP & PROCEDURE

Equipment:

- *Ghostbusters* by Ray Parker Jr.
- Music player

Set-Up:

1. Students scattered with room to safely perform a burpee.
2. Music player ready to play.



Activity Procedures:

1. We're going to learn the Music Moves concept using the song *Ghostbusters*. When the music begins, everyone will start doing jumping jacks.
2. Whenever the song gets to the word, "Ghostbusters!" everyone will perform a single burpee and then return to jumping jacks. We'll continue until the song is over.
3. Once we learn and practice this workout format, we'll work in pairs to create our own Music Moves routines.

Grade Level Progression:

L1: Discuss the benefits of routine physical activity breaks and strategies for creating physical activity habits.

L2: Have students create multiple Music Moves routines, predict the exertion rate of each, and then perform each routine, checking their perceived exertion level upon completion of the routine.

MUSIC MOVES

UNIVERSAL
DESIGN
ADAPTATIONS

- Modify or replace jumping jacks and burpees so that all students can participate.
- Provide visual signals to indicate when it's time to change exercise.

ACADEMIC
LANGUAGE

Aerobic Intensity, Benefit, Burpee, Exercise Form, Fatigue, Muscular Endurance, Physical Activity Break, Routine

STANDARDS
& OUTCOMES
ADDRESSED

- **Standard 3 [H1.L1-2]:** Discusses the benefits of a physically active lifestyle as it relates to college/career productivity (L1).
- **Standard 3 [H3.L 2]:** Applies rates of perceived exertion and pacing (L2).
- **Standard 4 [H5.L1]** Applies best practices for participating safely in physical activity, exercise, and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection) (L1).

DEBRIEF
QUESTIONS

- **DOK 1:** How can you recognize a physically active lifestyle?
- **DOK 2:** How would you apply a physical activity break within a physically active lifestyle?
- **DOK 3:** How is routine physical activity related to your productivity? Give specific examples.
- **DOK 4:** Create a list of strengths and weaknesses related to the physical activity levels of your daily personal routine. Identify one area of weakness and a strategy for personal improvement in this area.

TEACHING
STRATEGY
FOCUS

Manage response rates with tiered questioning techniques: Utilize OPEN's DOK debrief questions in a purposeful way with attention and patience for complex dialogue. Taking class time for these discussions is essential for understanding your students' readiness for increasing complexity and the effectiveness of your instruction.