



ISLAND HOPPING

STUDENT TARGETS

- **Skill:** I will perform the choreography of this routine to the correct beat and tempo.
- **Cognitive:** I will perform the correct movements and sequences on cue.
- **Fitness:** I will stay actively engaged in this activity in order to increase my heart rate.
- **Social/Emotional:** I will recognize and respond appropriately to challenges.

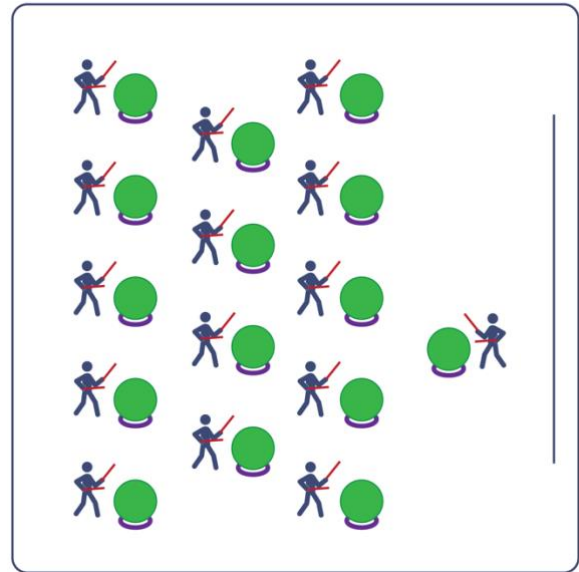
EQUIPMENT & SET-UP

Equipment:

- Computer or tablet to play video
- Projector and screen (or wall to project on)
- Exercise ball for each student
- Large deck rings (for each exercise ball to sit on)
- Drumsticks, Lummi sticks, or pool noodles for each student
- Island Hopping Routine Card
- Video: *Island Hopping Rhythm Fit Routine* ([YouTube](#))

Set-Up:

- Arrange exercise balls (on large deck rings) in rows, with enough space for all students to move in a full circle around their exercise ball.
- Have technology set up to project the video for students (with sound).



ACTIVITY PROCEDURES

1. This activity is a Rhythm Fit routine called Island Hopping.
2. The object of this routine is to focus on showing kindness and respect to your classmates. You do that by appreciating their abilities and acting in a considerate way toward them.
3. When the video begins, you will follow along working to perform movements with the beat and tempo of the music.
4. Teachers: you can teach the movement sequences using the routine card prior to playing the video.

GRADE LEVEL PROGRESSION

- **Grades K-2:** Try this activity with students sitting on the floor, using pool noodles (instead of drumsticks/Lummi sticks) and spot markers on the floor in front of them (instead of an exercise ball).
- **Grades 3-5:** Perform the activity as described above.
- **Grades 6-8:** Choose a few students to be in the front of the class to help demonstrate the routine and call out the sequences/counts from the routine card.

TEACHING CUES

- **Cue 1:** Listen and count with the beat of the music.
- **Cue 2:** Use equipment safely.
- **Cue 3:** If you get lost, jump back in on the next movement.



Island Hopping (continued...)

UNIVERSAL DESIGN ADAPTATIONS

- **UDL 1:** Provide modified movements or equipment to make sure the activity is inclusive for all.
- **UDL 2:** Provide noise canceling headphones to reduce the volume of noise the equipment will make.
- **UDL 3:** Display the routine sequence card.

ACADEMIC LANGUAGE

Kindness, Respect, Beat, Choreography, Mindfulness

PRIORITY OUTCOMES

Non-Locomotor Skills:

- Combines actions and traveling with movement concepts to create movement sequences.

Personal Enjoyment:

- Describes how moving competently creates enjoyment and self-expression.

Personal Responsibility & Safety:

- Follows directions for safe participation and proper use of equipment without reminders.

DEBRIEF QUESTIONS

Cognitive Question Set:

- **DOK 1:** Can you describe the pattern of movements we used in this routine?
- **DOK 2:** What did you notice about the way the music fit together with the choreography for this routine?
- **DOK 3:** Do you think that the way the beats of the music fit together with the movements could help with learning other routines as well? How so?

Social & Emotional Question Set:

- **DOK 1:** What does it mean to have respect for someone?
- **DOK 2:** What qualities would a person have that is worthy of respect?
- **DOK 3:** Do you have any similar qualities that make you worthy of someone's respect?