**KEEP CLIMBIN’**

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| **STUDENT TARGETS** | |
| * **Skill:** I will perform movements with the beat and tempo of the music. * **Cognitive:** I will perform the correct movements and sequences on cue. * **Fitness:** I will increase and sustain my heart rate for the duration of the routine. * **Social/Emotional:** I will demonstrate respect for the special and unique qualities of others. | |
| **EQUIPMENT & SET-UP** | A group of people holding balloons  Description automatically generated with low confidence |
| **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 * Keep Climbin’ Routine Card * Video: *Keep Climbin’ Rhythm Fit Routine* ([YouTube](https://youtu.be/H_igdU98Okw))   **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 Keep Climbin’. 2. The object of this routine is to focus on remaining engaged while learning and performing the routine and valuing the special and unique qualities you all have. 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. | |

**Keep Climbin’** (continued…)

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| **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** |
| Engage, Unique, Combination, Enjoyment |
| **PRIORITY OUTCOMES** |
| **Social Interaction:**   * Describes the social benefits gained from participating in physical activity.   **Personal Enjoyment:**   * Explains the relationship between self-expression and lifelong enjoyment of physical activity.   **Personal Responsibility & Safety:**   * Follows directions for safe participation and proper use of equipment without reminders. |
| **DEBRIEF QUESTIONS** |
| **Cognitive Question Set:**   * **DOK 1:** Can you remember some of the movements and sequences from this routine? * **DOK 2:** What did you notice about the sequence of choreography for this routine? * **DOK 3:** If we changed the music used for this routine, would the movements need to be performed differently? If yes, how?   **Social & Emotional Question Set:**   * **DOK 1:** Name one activity that you want to engage in. * **DOK 2:** Why is that activity so engaging for you? * **DOK 3:** How does your participation in that activity enhance your life and the lives of the people you care about? |