**BOUNCE**

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| **STUDENT TARGETS** | |
| * **Skill:** I will demonstrate the movements with the correct rhythm and in the correct sequence. * **Cognitive:** I will perform the order and sequence of the routine by memory. * **Fitness:** I will stay actively engaged in this activity in order to increase my heart rate. **Social/Emotional:** I will demonstrate perseverance and have a growth mindset when learning this routine. | |
| **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 * Bounce Routine Card * Video: *Bounce Rhythm Fit Routine* ([YouTube](https://youtu.be/v0x4zC2wLxs))   **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 Bounce. 2. The object of this routine is to focus on having a growth mindset while practicing the sequence and utilizing grit and perseverance to learn and perform this routine successfully. 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. | |

**Bounce** (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** |
| Grit, Growth Mindset, Pattern, Practice |
| **PRIORITY OUTCOMES** |
| **Personal Challenge:**   * Recognizes that challenges can lead to success. * Discusses the challenge that comes from learning new physical activities.   **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 used in this routine? * **DOK 2:** Can you describe how the music made you feel when it started to play? * **DOK 3:** How were the movements related to the beat and tempo of the music?   **Social & Emotional Question Set:**   * **DOK 1:** What does it mean to have a growth mindset? * **DOK 2:** What skill(s) have you developed that required you to maintain a growth mindset? * **DOK 3:** What skill(s) do you want to develop in the future that will require you to maintain a growth mindset? |