**NYC ROLL CALL**

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| **STUDENT TARGETS** |
| * **Skill:** I will perform movements with the beat and tempo of the music.
* **Cognitive:** I will perform the order and sequence of the routine by memory.
* **Fitness:** I will increase and sustain my heart rate for the duration of the routine.
* **Social/Emotional:** I will demonstrate safe movement patterns and self-control in my actions.
 |
| **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
* NYC Roll Call Routine Card
* Video: *NYC Roll Call Rhythm Fit Routine* ([YouTube](https://youtu.be/lkxL_bZ3ByA))

**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).
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| **ACTIVITY PROCEDURES** |
| 1. This activity is a Rhythm Fit routine called NYC Roll Call.
2. The object of this routine is to focus on having the courage to try new things and enthusiasm for fun and engaging ways to move.
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.
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**NYC Roll Call** (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** |
| Rhythm, Tempo, Sequence, Courage, Enthusiasm |
| **PRIORITY OUTCOMES** |
| **Movement Concepts:*** Safely moves demonstrating a variety of relationships with people and objects.

**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 sequences and cues for this routine?
* **DOK 2:** What did you notice about the sequence of choreography for this routine?
* **DOK 3:** Since the movements follow the same order every time, how could you know when to do the next movement if the teacher did not call it out for you?

**Social & Emotional Question Set:*** **DOK 1:** What does it mean to have courage?
* **DOK 2:** Describe one positive thing that has happened as a result from you having courage.
* **DOK 3:** What might have happened if you hadn’t acted courageously?
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**ISLAND HOPPING**

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| **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](https://youtu.be/3g5ULUQkfgw))

**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.
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**Island Hopping** (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** |
| 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?
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**RIDE OUT**

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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 actively engage for the duration of the routine.
* **Social/Emotional:** I will demonstrate patience with myself and others as we learn this routine.
 |
| **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
* Ride Out Routine Card
* Video: *Ride Out Rhythm Fit Routine* ([YouTube](https://youtu.be/Kgi9I1pptWM))

**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 Ride Out.
2. The object of this routine is to focus on having empathy for your classmates if they are struggling with the routine and have optimism for yourselves and others that you will be successful.
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.
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**Ride Out** (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** |
| Empathy, Optimism, Movement, Actively Engage |
| **PRIORITY OUTCOMES** |
| **Personal Challenge:*** Participates in physical activities that bring confidence and challenge.

**Personal Enjoyment:*** Describes positive feelings that result from physical activity participation.

**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 for this routine?
* **DOK 2:** How did the music affect how you moved during this routine?
* **DOK 3:** What did you notice about how the beat and tempo impacted the movement choices used in this routine?

**Social & Emotional Question Set:*** **DOK 1:** What is one thing that you feel optimistic about?
* **DOK 2:** What can you do to help someone who has lost their optimism?
* **DOK 3:** What might you say to help someone regain their optimism?
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**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** |  |
| **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?
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**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** |  |
| **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?
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