**Shout Out**

*beginner*

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| **STUDENT TARGETS** |
| * **Skill:** I will move in my personal space to the rhythm of the music.
* **Cognitive:** I will discuss how the rhythm of the song changed how we moved.
* **Fitness:** I will actively participate by moving to the rhythm of the music.
* **Social/Emotional:** I will demonstrate safe movement patterns and self-control in my actions.
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| **EQUIPMENT & SET-UP** |  |
| **Equipment:*** Computer or tablet to play video
* Projector and screen (or wall to project on)
* Bucket for each student
* Lummi Sticks or drumsticks for each student
* Shout Out Routine Card
* Video: *Shout Out Rhythm Fit Routine* ([YouTube](https://youtu.be/DRyDl_XIwNg))

**Set-Up:*** Arrange buckets in rows, with enough space for all students to move side to side.
* Have technology set up to project the video for students (with sound).
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| **ACTIVITY PROCEDURES** |
| 1. This activity is a beginner Rhythm Fit routine called Shout Out.
2. The object of this routine is to lead and motivate your classmates by demonstrating patience as a virtue while learning this bucket routine.
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.
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| **GRADE LEVEL PROGRESSION** |
| * **Grades K-2:** Try this activity with students sitting on the floor, using pool noodles (instead of Lummi sticks or drumsticks) and spot markers on the floor in front of them (instead of a bucket).
* **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.
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| **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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**Shout 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.
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| **ACADEMIC LANGUAGE** |
| Rhythm, Tap, Virtue, Lead |
| **PRIORITY OUTCOMES** |
| **Non-Locomotor Skills:*** Refines non-locomotor skills specific to improve performance in dance, fitness, and sport activities.

**Personal Enjoyment:*** Describes how moving competently creates enjoyment and self-expression.

**Social Interaction:*** Describes the social benefits gained from participating in physical activity.
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| **DEBRIEF QUESTIONS** |
| **Cognitive Question Set:*** **DOK 1:** How did this routine make you feel?
* **DOK 2:** What was the rhythm we followed during the movements?
* **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:** It has been said that patience is a virtue. What virtues do you expect leaders to demonstrate?
* **DOK 2:** When have you demonstrated virtues in your behavior?
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