**Groove and Flow**

*beginner*

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| **STUDENT TARGETS** | |
| * **Skill:** I will perform movements with the beat and tempo of the music. * **Cognitive:** I will discuss how the song we moved to is made up of many 8-counts put together. * **Fitness:** I will stay actively engaged in this activity in order to increase my heart rate. * **Social/Emotional:** I will move safely and respectfully in self-space. | |
| **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 * Groove and Flow Routine Card * Video: *Groove and Flow Rhythm Fit Routine* ([YouTube](https://youtu.be/iTH20Gj_4cw))   **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). |
| **ACTIVITY PROCEDURES** | |
| 1. This activity is a beginner Rhythm Fit routine called Groove and Flow. 2. The object of this routine is to focus on being responsible and setting a good example for your classmates. You can do that by utilizing your power to be a positive influence on your friends. 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 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. | |
| **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. | |

**Groove and Flow** (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** |
| Power, Responsible, Tempo, Choreography |
| **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:** Describe the choreography used in this routine. * **DOK 2:** What patterns did this routine follow? * **DOK 3:** Do you think that the way the music fit together with the movements could help with learning other routines as well? How so?   **Social & Emotional Question Set:**   * **DOK 1:** You have the power to influence the attitudes of your friends. What is one action that you take to use that power? * **DOK 2:** How can you purposefully use your power to help others? |