**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.
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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
* 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).
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| **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.
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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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**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.
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| **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.
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| **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?
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