



## Groove and Flow *beginner*

### 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.

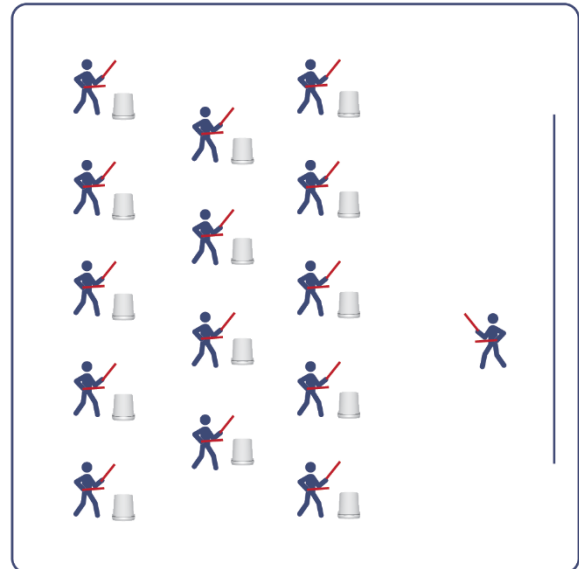
### EQUIPMENT & SET-UP

#### 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](#))

#### 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...)

### 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?