**Go Off**

*intermediate*

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| **STUDENT TARGETS** |
| * **Skill:** I will perform the movements of the Go Off routine in the correct pattern.
* **Cognitive:** I will count and move to the pattern and beat of the routine.
* **Fitness:** I will actively engage for the duration of the routine.
* **Social/Emotional:** I will follow directions and stay safely on task.
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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
* Go Off Routine Card
* Video: *Go Off Rhythm Fit Routine* ([YouTube](https://youtu.be/PA19Q76ODZQ))

**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 an intermediate Rhythm Fit routine called Go Off.
2. The object of this routine is to focus on remaining engaged while learning and performing the routine, and trying to be an example of greatness for your classmates.
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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**Go Off** (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** |
| Greatness, Enjoyment, Pattern, Engage |
| **PRIORITY OUTCOMES** |
| **Etiquette:*** Identifies the rules and etiquette for physical activities/games and dance activities.

**Personal Enjoyment:*** Explains the relationship between self-expression and lifelong enjoyment of physical activity.

**Personal Responsibility & Safety:*** Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher).
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| **DEBRIEF QUESTIONS** |
| **Cognitive Question Set:*** **DOK 1:** Can you remember the pattern of movements used for this routine?
* **DOK 2:** What did you notice about the way the music fit together with the 8-counts of movements?
* **DOK 3:** Do you think the way the music fit together with the 8-counts can help us learn other routines as well? If so, how?

**Social & Emotional Question Set:*** **DOK 1:** Name one activity that makes you feel alive and invigorated.
* **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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