



To the Core *intermediate*

STUDENT TARGETS

- **Skill:** I will perform the correct movements with the beat of the music.
- **Cognitive:** I will remember and perform the correct movements when they are called.
- **Fitness:** I will increase and sustain my heart rate for the duration of the routine.
- **Social/Emotional:** I will demonstrate patience with myself and others as we learn this routine.

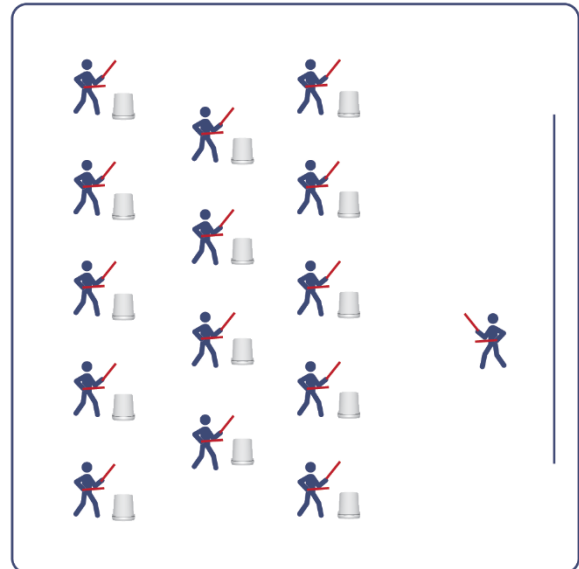
EQUIPMENT & SET-UP

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
- To the Core Routine Card
- Video: *To the Core 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 an intermediate Rhythm Fit routine called To the Core.
2. The object of this routine is to focus on empowering others while learning and performing the routine and helping yourself and others reach their full potential.
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.



To the Core (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

Empower, Potential, Beat, Sequence

PRIORITY OUTCOMES

Personal Challenge:

- Recognizes that challenges can lead to success.
- Discusses the challenge that comes from learning new physical activities.

Personal Responsibility & Safety:

- Works independently and safely in physical education.

DEBRIEF QUESTIONS

Cognitive Question Set:

- **DOK 1:** Can you remember some of the movements and sequences from this routine?
- **DOK 2:** What did you notice about the sequence of choreography for this routine?
- **DOK 3:** If we changed the music used for this routine, would the movements need to be performed differently? If yes, how?

Social & Emotional Question Set:

- **DOK 1:** If you had unlimited resources, who would you empower?
- **DOK 2:** Why did you choose that person or group?
- **DOK 3:** How would your support empower and/or improve the world?