**Shout Out**

*beginner*

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| **STUDENT TARGETS** | |
| * **Skill:** I will move in my personal space to the rhythm of the music. * **Cognitive:** I will discuss how the rhythm of the song changed how we moved. * **Fitness:** I will actively participate by moving to the rhythm of the music. * **Social/Emotional:** I will demonstrate safe movement patterns and self-control in my actions. | |
| **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 * Shout Out Routine Card * Video: *Shout Out Rhythm Fit Routine* ([YouTube](https://youtu.be/DRyDl_XIwNg))   **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 Shout Out. 2. The object of this routine is to lead and motivate your classmates by demonstrating patience as a virtue while learning this bucket routine. 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. | |

**Shout Out** (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** |
| Rhythm, Tap, Virtue, Lead |
| **PRIORITY OUTCOMES** |
| **Non-Locomotor Skills:**   * Refines non-locomotor skills specific to improve performance in dance, fitness, and sport activities.   **Personal Enjoyment:**   * Describes how moving competently creates enjoyment and self-expression.   **Social Interaction:**   * Describes the social benefits gained from participating in physical activity. |
| **DEBRIEF QUESTIONS** |
| **Cognitive Question Set:**   * **DOK 1:** How did this routine make you feel? * **DOK 2:** What was the rhythm we followed during the movements? * **DOK 3:** Since the movements follow the same order every time, how could you know when to do the next movement if the teacher did not call it out for you?   **Social & Emotional Question Set:**   * **DOK 1:** It has been said that patience is a virtue. What virtues do you expect leaders to demonstrate? * **DOK 2:** When have you demonstrated virtues in your behavior? |

**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? |

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

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

**To the Core**

*intermediate*

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| **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](https://youtu.be/g-LF9CvwBrQ))   **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…)

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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** |
| 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? |

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