**Coastin’**

*beginner*

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| **STUDENT TARGETS** |
| * **Skill:** I will perform the choreography of this routine to the correct beat and tempo.
* **Cognitive:** I will perform the correct movements and sequences on cue.
* **Fitness:** I will stay actively engaged in this activity in order to increase my heart rate.
* **Social/Emotional:** I will recognize and respond appropriately to challenges.
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| **EQUIPMENT & SET-UP** |  |
| **Equipment:*** Computer or tablet to play video
* Projector and screen (or wall to project on)
* Lummi sticks or pool noodles for each student
* Spot Markers for each student
* Coastin’ Routine Card
* Video: *Coastin’ Rhythm Fit Routine* ([YouTube](https://youtu.be/_oiWZe-0Fac))

**Set-Up:*** Arrange spot markers 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 Coastin’.
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 demonstrating positive characteristics and respect towards them.
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).
* **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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**Coastin’** (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** |
| Responsible, Example, Tempo, Choreography |
| **PRIORITY OUTCOMES** |
| **Social Interaction:*** Describes the social benefits gained from participating in physical activity.

**Personal Enjoyment:*** Describes how moving competently creates enjoyment and self-expression.

**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:** Can you describe the pattern of movements we used in this routine?
* **DOK 2:** What did you notice about the way the music fit together with the choreography for this routine?
* **DOK 3:** Do you think that the way the beats of the music fit together with the movements could help with learning other routines as well? How so?

**Social & Emotional Question Set:*** **DOK 1:** Name 1 younger person that you know who you would like to set a good example for.
* **DOK 2:** Ten years into the future, what do you hope that person says when they are asked to describe you?
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