**Hip Hop Feet**

*beginner*

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| **STUDENT TARGETS** | |
| * **Skill:** I will perform movements with the beat and tempo of the music. * **Cognitive:** I will perform the order and sequence of the routine by memory. * **Fitness:** I will increase and sustain my heart rate for the duration of the routine. * **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) * Lummi Sticks or pool noodles for each student * Spot markers for each student * Hip Hop Feet Routine Card * Video: *Hip Hop Feet Rhythm Fit Routine* ([YouTube](https://youtu.be/Yg08myJl7Yg))   **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). |
| **ACTIVITY PROCEDURES** | |
| 1. This activity is a beginner Rhythm Fit routine called Hip Hop Feet. 2. The object of this routine is to identify your motivation to try new things and discuss ways to increase your engagement in this activity. 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 and 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. | |
| **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. | |

**Hip Hop Feet** (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, Click, Beat, Engagement, Motivation |
| **PRIORITY OUTCOMES** |
| **Non-Locomotor Skills:**   * Refines non-locomotor skills specific to improve performance in dance, fitness, and sport activities.   **Personal Responsibility & Safety:**   * Follows directions for safe participation and proper use of equipment without reminders.   **Social Interaction:**   * Describes the positive social interactions that come when engaged with others in physical activity. |
| **DEBRIEF QUESTIONS** |
| **Cognitive Question Set:**   * **DOK 1:** Can you remember some of the sequences and cues for this routine? * **DOK 2:** What did you notice about the sequence of choreography for this routine? * **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:** Name a person whose engagement improves your school community. * **DOK 2:** What skills or qualities does that person contribute? * **DOK 3:** What skills or qualities do you have to contribute to your school community? |

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

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

**Jump-N-Kick**

*intermediate*

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| **STUDENT TARGETS** | |
| * **Skill:** I will demonstrate the movements with the correct rhythm and in the correct sequence. * **Cognitive:** I will perform the order and sequence of the routine by memory. * **Fitness:** I will actively engage 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) * Lummi sticks or pool noodles for each student * Spot markers for each student * Jump-N-Kick Routine Card * Video: *Jump-N-Kick Rhythm Fit Routine* ([YouTube](https://youtu.be/IbH3IeDXy7o))   **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). |
| **ACTIVITY PROCEDURES** | |
| 1. This activity is an intermediate Rhythm Fit routine called Jump-N-Kick. 2. The object of this routine is to be a leader for your classmates if they are struggling with the routine and to try and reach your 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). * **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. | |

**Jump-N-Kick** (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** |
| Leader, Potential, Movement, Actively Engage |
| **PRIORITY OUTCOMES** |
| **Etiquette:**   * Identifies the rules and etiquette for physical activities/games and dance activities.   **Personal Enjoyment:**   * Describes positive feelings that result from physical activity participation.   **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 some of the movements used for this routine? * **DOK 2:** How did the music affect how you moved during this routine? * **DOK 3:** What did you notice about how the beat and tempo impacted the movement choices used in this routine?   **Social & Emotional Question Set:**   * **DOK 1:** Name a time that you used your talents and abilities to reach a goal. * **DOK 2:** What does being a leader look like? * **DOK 3:** Give an example of a time you thought someone was being a leader. Explain why you thought their actions showed leadership. |

**Run It Back**

*intermediate*

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| **STUDENT TARGETS** | |
| * **Skill:** I will perform movements with the beat and tempo of the music. * **Cognitive:** I will perform the correct movements and sequences on cue. * **Fitness:** I will increase and sustain my heart rate for the duration of the routine. * **Social/Emotional:** I will demonstrate respect for the special and unique qualities of others. | |
| **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 * Run It Back Routine Card * Video: *Run It Back Rhythm Fit Routine* ([YouTube](https://youtu.be/UK31yvaY6Rg))   **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). |
| **ACTIVITY PROCEDURES** | |
| 1. This activity is an intermediate Rhythm Fit routine called Run It Back. 2. The object of this routine is to focus on sharing your enthusiasm while learning and performing the routine and valuing the powerful influence you all have on others. 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). * **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. | |

**Run It Back** (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** |
| Powerful, Share, Combination, Enjoyment |
| **PRIORITY OUTCOMES** |
| **Social Interaction:**   * Describes the social benefits gained from participating in physical activity.   **Personal Enjoyment:**   * Explains the relationship between self-expression and lifelong enjoyment of physical activity.   **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:** Describe a time in which you had a powerful impact on someone’s feelings. * **DOK 2:** What did you do to make that impact? * **DOK 3:** Why was that action so powerful? |

**Cross & Dip**

*advanced*

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| **STUDENT TARGETS** | |
| * **Skill:** I will demonstrate the movements with the correct rhythm and in the correct sequence. * **Cognitive:** I will perform the order and sequence of the routine by memory. * **Fitness:** I will stay actively engaged in this activity in order to increase my heart rate. **Social/Emotional:** I will demonstrate perseverance and have a growth mindset when learning this routine. | |
| **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 * Cross & Dip Routine Card * Video: *Cross & Dip Rhythm Fit Routine*   + Performed Standing ([YouTube](https://youtu.be/aD2DwvR-XQs))   + Performed Sitting ([YouTube](https://youtu.be/n8Xcf3OXvro))   **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). |
| **ACTIVITY PROCEDURES** | |
| 1. This activity is an advanced Rhythm Fit routine called Cross & Dip. 2. The object of this routine is to focus on showing support to your classmates while practicing the sequences and ensuring emotional safety of all while learning and performing this 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). * **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. | |

**Cross & Dip** (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** |
| Support, Safety, Pattern, Practice |
| **PRIORITY OUTCOMES** |
| **Personal Challenge:**   * Discusses the challenge that comes from learning new physical activities.   **Personal Responsibility & Safety:**   * Works independently and safely in physical activity settings.   **Working with Others**:   * Accepts responsibility for class protocols with personal and cooperative behavior as well as performance actions. |
| **DEBRIEF QUESTIONS** |
| **Cognitive Question Set:**   * **DOK 1:** Can you remember some of the movements used in this routine? * **DOK 2:** Can you describe how the music made you feel when it started to play? * **DOK 3:** How were the movements related to the beat and tempo of the music?   **Social & Emotional Question Set:**   * **DOK 1:** What is an example of something that can help you feel emotionally safe? * **DOK 2:** What can you do for your classmates, friends, and family members to help them feel emotional safety? |