



VIBES *intermediate*

STUDENT TARGETS

- **Skill:** I will demonstrate the movements with the correct rhythm and in the correct sequence.
- **Cognitive:** I will perform the correct movements and sequences on cue.
- **Fitness:** I will actively engage for the duration of the routine.
- **Personal/Social Responsibility:** I will demonstrate patience with myself and others as we learn this routine.

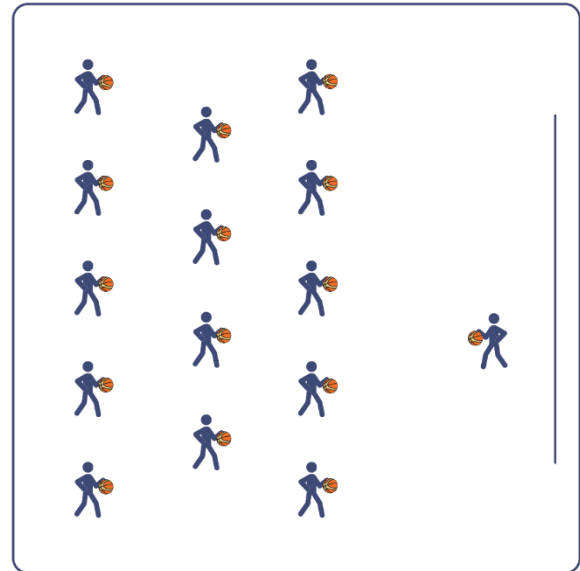
EQUIPMENT & SET-UP

Equipment:

- Computer or tablet to play video
- Projector and screen (or wall to project on)
- Basketball for each student
- Spot markers for each student
- Vibes Routine Card
- Video: *Vibes Rhythm Fit Routine* ([YouTube](#))

Set-Up:

- Arrange spot markers in rows, with enough space for all students to safely move and dribble.
- Have technology set up to project the video for students (with sound).



ACTIVITY PROCEDURES

1. This activity is an intermediate Rhythm Fit routine called Vibes.
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 a modified ball (e.g., not a basketball) and with students sitting on the floor or in a chair.
- **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, join back in on the next movement.



Vibes (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

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?

Personal & Social Responsibility 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.