



GO OFF *intermediate*

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.
- **Personal/Social Responsibility:** I will demonstrate respect for the special and unique qualities of others.

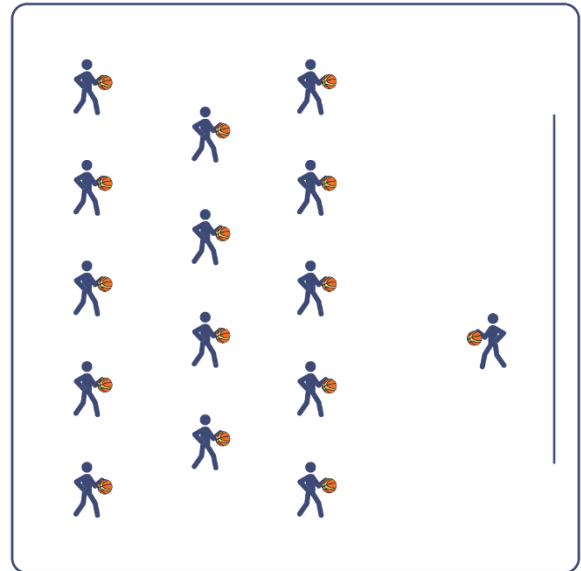
EQUIPMENT & SET-UP

Equipment:

- Computer or tablet to play video
- Projector and screen (or wall to project on)
- Basketball for each student
- Spot markers for each student
- Go Off Routine Card
- Video: *Go Off 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 Go Off.
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 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.



GO OFF (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

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?

Personal & Social Responsibility 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?