



## Cross & Dip *advanced*

### 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.

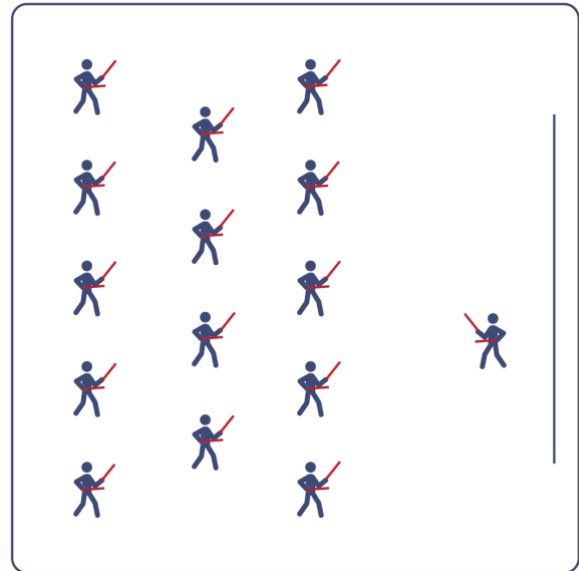
### EQUIPMENT & SET-UP

#### 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](#))
  - Performed Sitting ([YouTube](#))

#### 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...)

### 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?