



Hip Hop Feet *beginner*

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.

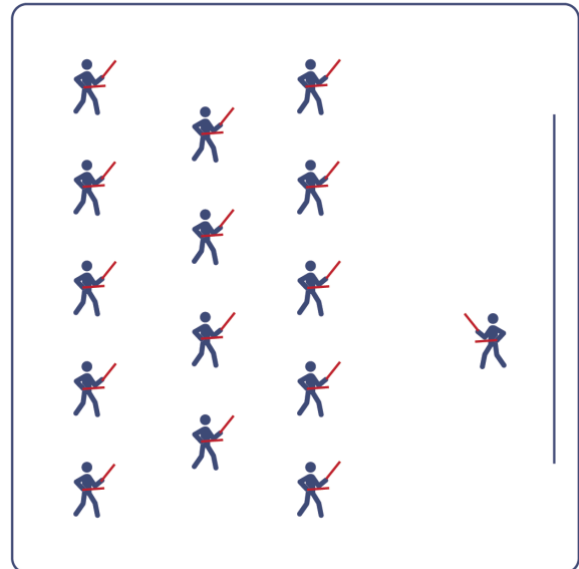
EQUIPMENT & SET-UP

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](#))

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...)

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?